

Questions and Answers about Service Learning

1. What is the purpose of the course?

This 50 Credit Hours course is designed to mainstream youth into the development process of Pakistan. This is an exciting opportunity for young people to make a difference in the lives of others. This course will enable young people to design their own solutions. They will be given an opportunity to decide themselves what problem they want to solve and invite others to join them in their efforts. The course prepares students for innovatively addressing community needs with a combination of entrepreneurial practices and social purposes.

2. What is the distribution of 50 hours social entrepreneurship course?

The duration of this course is fifty hours. This includes 10 hours of actual class work to assist participants to get familiarized with the concept of youth social entrepreneurship and the process of development of a social enterprise plan and 40 hours of field work to carry out a service learning project.

3. What is Service Learning?

Service Learning is a strategy that involves students in community service as part of an academic course. Students are engaged in an organized manner to serve others. Service Learning provides structured opportunity to students to plan, act, reflect and celebrate. Service Learning provides an opportunity to students to use their knowledge and skills in real-life situations. The most striking part of service learning program is that both learning and serving are focused. Students in real service learning programs are not only assessed on what they learn but also on whom they serve. Service learning engages students in active, collaborative, and inquiry-based learning experiences that meets identified community needs.

4. How Service Learning is different from Volunteering?

The primary purpose of the service learning project is to engage students in an organized manner to serve others. Every student is required to participate in four stages. These stages include planning, action, reflection and celebration. Students are given credits for their service to others, while in volunteering, students are provided episodic or flexible option (a few hours, a day or a week) to serve others. In volunteering, students are not engaged in an organized manner in planning, action, reflection and celebration.

5. Where does Service Learning fit in the PVTC?

Service Learning will contribute in building-up a good image of the PVTC. Service Learning helps PVTC to rebrand the image of youth in the society. Service Learning will help PVTC to prepare students for life rather than merely providing skills for a career. Service Learning will help PVTC to prepare students for self-employment. It will provide a foundation to PVTC to prepare students as social entrepreneurs. Service Learning helps PVTC to instill its core values such as sense of belonging, teamwork and productivity in young people.

6. Is Service Learning compulsory or optional subject?

Service Learning is as a compulsory subject. Every student is required to participate in the course.



7. What are the four critical stages of the Service Learning project?

Effective service learning project incorporates four critical stages. These stages include preparation, action, reflection and celebration.

1. Preparation: Preparation stage involves five steps. It includes:

- i. **Brainstorming (identification of problems):** It can be done by holding a brainstorming session with the students for the identification of problems. To identify issues, the teachers may encourage students to think about the critical issues being faced by our country or specific community/school.
- ii. **Prioritization of Problems:** After identification of problems, students should be encouraged to prioritize the problems, that is; which problem or issue needs urgent attention. The prioritization of problems should be done by the students. The students should decide whether they would like to participate in an advocacy project, service project by using their gained skills to help community members, research project or awareness raising project, etc.
- iii. **Developing Goals or Objectives:** The third preparation activity is for students to develop goals/objectives of the service learning project.

Service Goals/Objectives	Learning Goals/Objectives
Benefits to school.....	Students will learn.....
Benefits to other students.....	Students will understand.....
Benefits to society.....	Students will be able to.....

- iv. **Organizing:** This is a very important activity of the preparation stage. It includes making small teams/groups, setting out role and responsibilities, identifying a leader or leaders and developing timeline and work plan. Brainstorm a list of tasks and determine their most logical sequence. Define the role of each student and group of students. Decide how the work will be distributed fairly and appropriately among the students.

WHAT needs to get done?	WHO will be responsible?	WHEN does it need to get done (use dates)?	WHO will need to be involved (people in my team and outside support)?

- v. Developing Material, Partnerships and Learning Skills: The fifth preparation activity is for students to develop project materials such as posters, questionnaires, fliers, banners, etc. and to learn the skills necessary to perform service. This activity also includes identifying potential partners for the project from within and outside the school.

2. **Action Stage:** Action stage involves four steps. They include:

- i. Performing service as planned.
- ii. Holding discussions with students and teachers to share progress and solve unanticipated problems.
- iii. Acknowledging the efforts of students who are very active and encouraging those who are shy or little slow to perform.
- iv. Monitoring the pace of the activities. Make adjustments to the initial plan as new information is gained and new circumstances are faced. It is important to keep the momentum of service learning project throughout the year. A good service learning project maintains a good momentum throughout its life.

3. **Reflection Stage:** The third stage of effective service learning project is reflection. It is a process through which students think critically about their experiences.

It is carried out through a variety of ways such as writing, talking, listening and reading about service experiences.

Note: Please share reflection forms provided to you during the orientation sessions with students.

4. **Celebration Stage**

The fourth and final stage of the service learning project is celebration stage. It involves the following activities:

Organizing a reception party.
Organizing an award ceremony.
Providing scholarships to outstanding students that deliver services.
Writing letters of recommendation for students involved in service learning.
Providing recognitions and awards to students.
Reporting to local newspaper publishers and news reporters to publicly recognize the accomplishments of students.
Organizing a service learning exhibition to showcase the work of students.



8. How many hours, students will be engaged in delivering services to the community?

Each student is required to spend 40 hours on delivering services to others. 40 hours exclude traveling hours.

9. What are the roles and responsibilities of Students?

- I. The first role and responsibility of students is to plan a service learning project in a team.
- II. The second role and responsibility of students is to carry out an action in the local community that addresses an identified need.
- III. The third role and responsibility of the students is to reflect on their field experiences by filling our daily progress reports.
- IV. The fourth role and responsibility of the students is to organize a celebration ceremony before the end of the service learning project.

10. Will students work in groups or alone in the field?

Students will work in teams. Each team of students should not have less than 3 and more than 5 members. Although students work in teams but they have to fill the daily field report individually. The allocation of marks will also be done on individual basis.

11. What are the roles and responsibilities of the focal person of the course?

The focal person is responsible for carrying out the following responsibilities:

- Train entire faculty of vocational training institute (as every instructor of the vocational training institute will be involved in the implementation of the course).
- Ensure that the teachers/instructors facilitate students in carrying out the four major steps of the service learning projects (preparation, action, reflection and celebration).
- Develop local linkages/partnerships with service providers/civil society organizations for the placement and engagement of the students.
- Provide guidance to other teachers as and when required.
- Document and share the achievements of the service learning projects of the students with PVTC Head Office and YES Network Pakistan.
- Highlight the achievements of students in local media.

12. What are the roles and responsibilities of the instructor?

- The first major role and responsibility of the instructor will be to facilitate students in carrying out all the stages of a service learning project. The instructor should not lead or direct students in carrying out a service learning project.
- The second major role and responsibility of the instructor is to carry out monitoring of the service learning project. The instructor should make sure that the students carry out the service learning projects according to the guidelines provided. The instructor should be involved in desk monitoring (reviewing daily progress report, analyzing information, etc.) and field monitoring (paying visit to the project locations and taking feedback from the beneficiaries of the project).
- The third major role and responsibility of the instructor is to identify and build partnerships with local institutions for the placement and engagement of students. Please use the agreement form provided by YES Network Pakistan to each focal person to build any formal partnership.



13. How many hours per day each student will work in the field?

Each student is required to spend 150 minutes (two and half hours) excluding traveling hours per day in the field.

14. When students should submit their field work reports?

Each student must submit their field work report on daily basis. Marks will be deducted in case of delay in the submission of the daily field work report. A final report of the service learning project should be submitted by each team of students at the time of the presentation of the service learning projects.

The final report should cover the following points:

- Name of the service learning project.
- Place of the implementation of the service learning project.
- Number of hours given by the team.
- Summary of the service learning project.
- Objectives of the service learning project.
- Activities undertaken under the service learning project.
- Major accomplishments of the service learning project.
- Social impact of the service learning project. (Number of beneficiaries and views of the beneficiaries.)
- Challenges faced by the students.
- Personal learning of every member of the team of students.

15. What are the benefits of service learning to students?

Service learning increases students' engagement. Service learning helps students in developing problem solving skills, critical thinking skills, communication skills, etc. It improves the image of the institution which engages students in service learning projects. It improves academic performance of the students. Service learning connects theory to practice. Service learning helps students to develop a sense of connection. Service learning helps students to develop a sense of power to bring change. Service learning helps students to develop a sense of usefulness. It helps students to gain a sense of responsibility for others. It helps vocational institutions to be true to their mission. It helps in the moral development of the students. Service learning helps students to enhance self-esteem, self-confidence and self-efficacy. Service learning helps students to acquire positive values that can serve them throughout their lives. Service learning helps students to improve their relationship with teachers, parents and community members.

16. What are the benefits of the Service Learning projects for the communities?

The students will provide following benefits to the communities they will serve:

- The students will provide services to under-served and hard-to-reach citizens.
- The students will address the projects that would be difficult to support or ignore due to funding constraints.
- The students will add additional help to local service providers in programs that are in need of extra assistance.
- The students will provide a way of targeting special projects.
- Community leaders will appreciate additional assistance from the students of the vocational institutes, which will enhance their sense of value.



17. Do students have to provide services in the community or they can use the premises of their vocational training institutes?

Students can provide services to local community members both in their campuses and in the identified communities.

18. How are the credits of the course determined?

The credit course is based on the attendance (10%), unscheduled quizzes (10%), field work (50%) and presentation of field work by the participants (30%).

19. What kind of service learning projects should be carried out by the students?

<p>Health and Safety</p> <ul style="list-style-type: none"> ✚ First Aid ✚ Traffic Signals ✚ Dengue Fever ✚ Prevention of Drugs Addiction ✚ Hazards of Junk Food ✚ HIV/Aids Control ✚ Awareness about Hepatitis ✚ Health Fair ✚ Oral Hygiene ✚ Blood Bank ✚ Blood Pressure Clinic 	<p>Environment</p> <ul style="list-style-type: none"> ✚ Save Nature ✚ Cleanliness ✚ Go Green ✚ Tree Plantation ✚ Gardening ✚ Recycling ✚ Construction of Artificial Habitats ✚ Global Warming ✚ Improving Sewerage System ✚ Air Pollution ✚ Water Pollution ✚ Land Pollution ✚ Noise Pollution 	<p>Education</p> <ul style="list-style-type: none"> ✚ Peer Tutoring ✚ Establishment of Libraries ✚ Human Rights Education ✚ Animal Rights ✚ Rights of the Women ✚ Child Labor ✚ Importance of Old Citizens ✚ Helping the Needy Students ✚ Books for Prisoners ✚ Rights of Special People ✚ Computer Education
<p>Energy and Resources</p> <ul style="list-style-type: none"> ✚ Alternative Energy Resources ✚ Meals on Wheels ✚ Renewable Energy ✚ Saving Electricity ✚ Saving Water ✚ Healthy Food ✚ Food Bank 	<p>Peace and Security</p> <ul style="list-style-type: none"> ✚ Disaster Management (Terrorism) ✚ Crime and Violence ✚ Misuse of Mobiles ✚ Cyber Bullying ✚ Weapons and Gun Control ✚ Family Emergency Preparedness 	<p>Language and Arts</p> <ul style="list-style-type: none"> ✚ Art in the Park ✚ Voter Registration ✚ Cross-cultural Stories ✚ Community Traditions ✚ Community Mapping ✚ Mail Management ✚ Asset Mapping



20. What are the guidelines for team presentation?

- All the team members have to participate in delivering the presentation. Every team member should be given a chance to speak for 3 to 5 minutes.
- A total of 15 minutes should be allocated for the presentation.

The presentation should cover the following points:

- a. Name and location of the project.
- b. Name of the team members.
- c. Problem addressed. (Type of the problem, number of people affected, etc.)
- d. Solution Envisioned. (Activities performed.)
- e. Social Impact. (Number of people served, engaged, any other positive change, etc.)
- f. Key Accomplishments. (People and resources mobilized, partnerships developed, etc.)
- g. Case Studies. (A story (ies) of someone who had benefited the most from your efforts.)
- h. Personal Development. (Knowledge, skills (planning, communicating, critical thinking, decision making and organizing) attitudes, character building, confidence, etc.)

