CSD Research Report

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APRENDIZAJE Y SERVICIO SOLIDARIO EN LAS ESCUELAS ARGNETINAS: Una visión descriptiva a partir de las ecperiencias presentadas al Premio Presidencial Esquelas Soliarias (2000-2001)

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Center for Social Development
Global Service Institute

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George Warren Brown School of Social Work

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The study of the most structured forms of volunteerism and community service has begun very recently on a worldwide level.

The *Global Service Institute* (GSI)[1], among other institutions, has promoted the investigation of the various forms that *Civic Service* takes on in the world context (GSI, 2003). According to GSI Civic Service can take on different forms including *service-learning.*

The teaching method known as "service-learning" has been defined as "*service performed by students, aimed at attending to a real need of the community and oriented in an explicit and planned way to enhance the quality of academic learning*". (PROGRAMA NACIONÁL ESCUELA Y COMUNIDAD, 2001). For example, when high school students teach unemployed adults how to use a computer, the adults improve their chances of finding employment, and the students improve their skills through practice. Fourth-graders improve their writing skills by sending letters to newspapers about the need for recreational facilities in their community, and undergraduate agronomy students practice their skills by teaching low-income families to grow their own organic vegetable gardens.

Service-learning has developed relatively recently as a field of pedagogic specialization and investigation. Research in this field is still rather haphazard on a world level. Most of it has been carried out in the United States (BILLIG-WATERMAN, 2003). They have generally focused on service programs undertaken by university students or middle-class youth in developed countriesat a national level or in service organizations at an international level. In Latin America there are few publications on service-learning and the majority of them deal more with the description of programs than with the systematic study of the implementation of this method.

Service-learning has grown rapidly over the past ten years. National educational policies began promoting this method only in 1997. However, it was the schools that "invented" service-learning as they were actually practicing it far before the development of theoretical considerations, publications and research. Using a conservative estimate, we can speculate that service-learning is currently practiced by at least 5,000 schools (about 13 percent of the total) and four hundred universities and teacher training colleges (Tapia 2002; www.me.gov.ar/edusol).

The service-learning model implemented by Argentine schools has been deemed to be one of the best in the world, together with those of Germany and Singapore[2], as well as "the most sophisticated K-12 service-learning program in South America" (SILCOX, HARRY C., 2002). However, there are not many publications that give a complete account of how complex and the successful Argentina's experience is in this field. At the time we undertook this investigation

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[1] Global Service Institute. Center for Social Development, George Warren Brown School of Social Work. Washington University in St. Louis, Missouri USA

[2] According to a commentary by Andrew Furco (UC Berkeley) quoted in La Nación, Buenos Aires, September 5, 2002.

there were no studies in Argentina that tackled this subject in a systematic way. Schools in Chile, Uruguay, Bolivia and Paraguay adopted service-learning as their official project following the Argentine model. The influence of the Argentine experience has reached different countries in the region such as Bolivia, Columbia and the Dominican Republic. The extent of this regional influence is one of the reasons that has prompted us to investigate more in depth the – knowledge base that Argentina has developed in the field of service-learning.

The initial studies on the subject began at the end of the 1990's. In 1997, the Ministry of Culture and Education compiled the first database of schools currently involved in service-learning projects. *La Solidaridad como pedagogía* (Tapia, 2000) was the first comprehensive work onthe Argentine service-learning experience and was based on the study of 93 cases.

Between 2000 and 2001, the Ministry of Culture and Education, through the *Programa Nacional Escuela y Comunidad* (National School and Community Program), attempted to develop systematic summary of the growing number of service-learning programs However, for different reasons – ranging from political ones to methodological ones – it did not fully conclude the task.

With this investigation, the CLAYSS research team proposes to to review and continue - with new criteria and assisted by by a team of experienced researchers – what had been started in those years. However, the amount of information was very large and the categories of analysis and compilation used up until that point were insufficient.

In turn, in contact with international publications, we started putting together some working hypothesis to deal with the task at hand.

Given the early stage of research in Argentina, an exploratory type of investigation was necessary in order to get closer to the object of our study and establish the *most significant variables, dimensions and indicators, and models of analysis* applicable to the experience that had been developing in the Argentine educational system.

The main objective of the investigation is to study the Argentine service-learning experience and in this way promote its application to the Latin American context.

This study requires that one takes into account the diversity of the Argentine scene in this field. The service-learning experiences take place both in big cities and in isolated rural areas as well as in schools with student populations of diverse socio-economic backgrounds. Taking this into account, the investigation aims at discerning weather there is an institutional profile that characterizes the schools, which undertake service-learning experiences as well as establishing weather there is a characteristic profile of the experiences, which have been implemented.

The main questions then revolve around what are the main characteristics that define service-learning as it is practiced in this country. In Argentina is it possible to define a type of school that realizes community service-learning projects? What characteristics do they have in common?

The source used in the investigation was the archive of presentations submitted to *Premio Presidencial Escuelas Solidarias* (The Solidarity Schools[3] Presidential Award), which was organized by the Ministry of Education in the years 2000 and 2001. This archive consists of 6100 forms completed by more than 4000 schools and teacher training colleges.

On the basis of this rich material two analysis universes were set-up: on the one hand, 4,391 schools that submitted presentations to the award program between 2000 and 2001, on the other, 2,898 service-learning experiences which were submitted in 2001.

In the initial stages of research, we understood that one of the most interesting traits of the phenomenon as it emerged in Argentina was the participation of young people from poor backgrounds in very high quality service-learning projects (Tapia, 2002). Service-learning as an inclusive method, open to the participation of young people was a hypothesis used to approach the subject. Likewise, during the investigation, we took into account, the type of area where both the school and the recipients of the project were found.

At the same time, from the beginning of the process we assumed a positive relationship between civic commitment and citizen participation with the service-learning projects carried out by the students. In the current Latin American context, especially in our country after the social, economic and political crisis that broke out in 2001, it is particularly important to establish practices that effectively promote civic participation among youth . Many elements in the research pointed to the relationship between civic participation and service-learning. However, due to the exploratory nature of this study, further work is required to more fully understand this relationship. Chapter 1 presents a panorama of the various theories that have an impact on the definition and practice of service-learning world-wide with special reference to the Argentine and Latin American context. , In this chapter, we also make reference to the methodological questions most pertinent to the design of the present investigation.

Chapter 2 presents the national context in which the community service-learning experiences being studied are developing with special reference to the educational context.

Chapters 3 and 4 present findings from the *escuelas solidarias* ("solidarity" schools) schools and the community service-learning projects respectively.

Finally, chapter 5 considers the findings of the investigation, draws conclusions and offers possible future avenues of investigation.

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[3] For lack of a more accurate term in English, *escuelas solidarias* will be translated hereafter as "solidarity schools". As explained later in this document the term *solidaridad (adj. solidario/a)* in Spanish means "working together for a common cause, helping others in an organized and effective way, rising-up as a group or nation to defend one's rights, facing natural disasters or economic crisis, and doing it hand in hand with others".

CHAPTER 1 – THEORETICAL FRAMEWORK AND METHODOLOGICAL QUESTIONS

The teaching method known as "service-learning" has been defined as

> "*service performed by students, aimed at attending to a real need of the community and oriented in an explicit and planned way to enhance the quality of academic learning*". (PROGRAMA NACIONÁL ESCUELA Y COMUNIDAD, 2001).

From the learning-service perspective, the community service activities performed by the students – if they are adequately planned – can be themselves a source of learning. Well-planned service-learning programs allows young people to learn and apply the contents of their academic curriculum and at the same time accomplish tasks of importance and responsibility in their community and their school.

In service-learning a two-fold objective is obtained in conjunction with learning: the pedagogic aim of improving the quality of learning and the community service aim of responding to a social need through community involvement (TAPIA, 2000).

Some classic examples of service-learning include student tutoring wherein the students offer support to other students who are doing poorly, which in turn strengthens their own skills; forestation and community vegetable garden programs in which the students share their natural science knowledge with communities in need; technical projects through which students from technical schools or universities set-up devices that offer energy, water or other productive sources to communities that need them.

Taking into account that this investigation is the first of its kind carried out in Argentina and Latin America, we find it necessary to consider briefly some issues linked to the definition of "service-learning" and establish the scope of this term in the study.

First of all, we will expound briefly on what point we are at concerning the definition of the term "service-learning". Secondly, in order to define the field in which the present investigation is being developed, we will establish the specific characteristics of the practice of service-learning compared to other forms of community programs that could be brought ahead by educational institutions. Thirdly, we will define some key terms that will be used in the present work, and then conclude with references to the theoretical content of these concepts in the Argentine and Latin American context.

1.1 - **The definition of "service-learning" as a problem**

1.1.1 - *Origins of the term*

Although, current developments in methodology take into consideration multiple theoretical influences as well as multiple definitions (MELGAR, 2001; KENDALL, 1990), as we will see later (see 1.2.1), the roots of service-learning as a theory can basically be found in the concepts "learning by doing", or learning through experience and education for democracy proposed by John Dewey (1859-1952) (DEWEY, 1938; GILES-EYLER, 1994).

It is thought that the term "service-learning" was used for the first time in the 60's , when William Ramsay, Robert Sigmon and Michael Hart used it to describe a project of the Oak Ridge Associated Universities in Tennessee, which linked students and professors with organizations dedicated to social development. The expression was consolidated in the first Service-learning Conference gathered in 1969 in Atlanta (EBERLY, 2002; www.servicelearning.org/article) and brought about a vast grass-roots movement led by non governmental organizations like NYLC (National Youth Leadership Conference, www.nylc.org) and inter-university alliances like the Campus Compact (www.compact.org). Various state, and later federal, organizations assisted the expansion of service-learning in the North American educational system.

Beginning in the 1960's the term service-learning spread rapidly in the United States and the Anglo-Saxon world. At the same time, service-learning practice experienced a slower but steady expansion in other cultural contexts including Latin America, Europe, Asia and Africa.

Some of the best examples of service-learning on an international level include the *Programa de Trabajo Comunal Universitario* (University Communal Work Program) of the University of Costa Rica, established in 1975; The "Action Projects" and "Civic Action Projects" in German schools; the requirement in Nigeria that university students engage in service through the National Youth Service Corps, and the *Tirelo Setshaba* (National Service) required from the students in their final year of high school in Botswana between 1980-2000 (TAPIA, 2000).

1.1.2 - Different names for the practice of service-learning

This spreading of the service-learning method throughout the world started taking place fundamentally through the exchange of teaching practices in schools and universities rather than around a single theoretical approach. This has resulted in a scattering of concepts making it necessary to distinguish between the practice of service-learning – which can develop with common traits under different denominations and forms – and the conceptual definitions that involve these practices.

In 1990 Jane Kendall highlighted the fact that in the English language alone more that 140 definitions of service-learning had been developed (KENDALL, 1990). In the following decade, the spectrum of definitions multiplied even further (CAIRN-KIELSMEIER, 1995; FURCO, 2002, NYLC, 2004). The translation of the

English term and the multiple denominations the practice took on in different cultural contexts renders the panorama even more complex.

We will now consider some of the definitions of the original concept of "service-learning", other synonymous expressions born in different cultural contexts, and its translation into Spanish and the Argentine and Latin American world.

Among some of the definitions with greater consensus in the English language is that established by the Congress of the United States in the framework of the National and Community Service Trust Act of 1993:

> *"Service-Learning is a method whereby students learn and develop through active participation in thoughtfully organized service that:*

> - *Is conducted in and meets the needs of communities;*
>
> - *Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;*
>
> - *Helps foster civic responsibility;*
>
> - *Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled,*
>
> - *And provides structured time for students or participants to reflect on the service experience." (www.learnandserve.org/about/service_learning.html)*

Learn and Serve America, the official North American promoting body of service-learning defines the term in the following way:

> *"Service-learning combines service to the community with student learning in a way that improves both the student and the community"* (www.learnandserve.org/about/service_learning.html).

For the Service-learning Research and Development Center of the University of California, Berkeley,

> *"As a pedagogical strategy rooted in experiential education theories, service-learning allows learners not only to apply theories to authentic and practical situations, but it also helps to provide service to the local community.*

> *Service-learning takes on many forms. It can involve university students in a molecular and cell biology course on the aging who are placed in senior citizen centers, high school geometry students who build wheelchair access ramps for disabled citizens. Or it can involve elementary school students who conduct creek restoration as part of their science curriculum. Service-learning is universal in that it can be part of any academic discipline, can take place in any community, and can involve any student regardless of age, ambition, or ability.*

> *Findings from our studies of service-learning suggest that the engagement of students in service activities that are integrated into the academic curriculum can increase student learning, increase students' motivation toward school, build students' awareness of the society around them, provide opportunities for students to explore career options, build students' self-concept and self-esteem, and foster collaboration and unity among students of different races, ethnicities, and beliefs."*

For the National Youth Leadership Council, one of the oldest and most prestigious non-governmental organizations linked to the promotion of service-learning, it can be defined as:

> *"an educational method that entwines the threads of experiential learning and community service. It meets educational objectives through real-world experiences, while tapping youths as resources to benefit their schools and communities.*
>
> *Guided by teachers and community leaders, young people address real community needs by planning and executing service projects that are carefully tied to curricula. This hands-on learning enhances comprehension, academic achievement, citizenship, and character development, often reaching students who haven't responded to traditional educational models.*
>
> *Service-learning is education in action: developing critical-thinking and problem-solving skills; taking on real issues such as hunger, homelessness, and diversity; and valuing people of all ages as citizens with talents to offer."* (www.nylc.org)

Even though these definitions find a great degree of consensus in the specialized academic world this does not mean that they are as deeply rooted in the educational system.

As recent investigations have shown (NYLC, 2004), even in the United States, where the practice of service-learning has been developing for almost a century, teachers are not yet using univocal criteria to define the practice of service-learning.

In surveys conducted by the Department of Education as well as by private researchers, North American teachers use expressions like "community service" and "service-learning" with different meanings, at times synonymous with and at times with the opposite meaning of those used by academicians. Although it is thought that "community service" is equivalent to volunteer work carried out without any connection to the contents of an academic curriculum, and that "service-learning" necessarily implies the integration of structured learning, a detailed analysis of the results of the polls taken shows that some schools that define their projects as "community service" were in fact integrating specific curricular material in their service project, while others that classified their project as "service-learning" did not have any connection to a specific academic curriculum. Billig pointed out the serious limitations of the statistics gathered in this way as they depend excessively on how the terminology is being used. (BILLIG, 2004, pp. 12-13).

These limitations make it difficult to draw conclusions from a comparative research and constitute a challenge in finding adequate methodological tools for the correct identification of the different ways in which service-learning is practiced.

An added difficulty is that even in the English-speaking world, not everywhere do they use the term service-learning.

In Great Britain, for example, organizations that used the term "service-learning" in the 1980s began replacing it with "active learning in the community" (CSV, 2000). In the Education for Citizenship manual published by the Community Service Volunteers, one of the pioneer organizations of service-learning in Great Britain, it affirms:

> *"The term 'active learning in the community is used throughout this manual. In other countries various terms are used - such as 'service-learning', 'community learning' and 'community-based learning' – to describe the same approach. The underlying principles are the same.*
>
> *Students are offered structured learning experiences that develop their concepts, knowledge, skills and dispositions through activities designed to benefit other people."* (CSV, 2002, p.8)

Something similar has taken place in other cultural contexts.

In Brazil, they use different terms as synonyms for service-learning. These definitions coincide regarding the type of activities they refer to, though they contain different nuances. For example, *Faça Parte*, an organization promoting service-learning at a national level in more than 10,000 schools, chose to define the methodology as "educational volunteer work". The contents and stages proposed by *Faça Parte* for the development of educational volunteer work projects are consistent with the literature that has been produced in other countries regarding the development of service-learning projects (www.facaparte.org.br).

Something similar occurs with the *"proyectos de protagonismo juvenil"* (COSTA, 2001) promoted by the "*Rede Pitágoras*" network of Brazilian schools and with the experiences of *"protagonismo juvenil voluntario de universitarios"* promoted by UniSol organization (Universidade Solidaria, www.unisol.org.br) through which

> *The communities learn to work out local solutions to their problems, the students get to know another reality and learn to interact with it, the learning institutions further consolidate their actions in the area of university outreach and companies strengthen their social responsibility* (UNISOL, 2004, p.1).

In the Spanish-speaking countries of Latin America the spreading of service-learning was initially very haphazard.

As previously mentioned, in Mexico "*Servicio Social*" (Social Service) at the university has been developing since the middle of the 20th century; in other countries of Central America and the Caribbean service-learning spread during the 1970's directly influenced by the North American model. In South America service-learning activities generally grew out of local initiatives rather than from univocal external influences (TAPIA, 2002).

This process can be seen in the great variety of terminology used to describe very similar experiences such as those that have grown out of the university environment: *"Servicio Social"* (Social Service) in Mexico, "*Trabajo Comunal Universitario*" (University Communal Work) in Costa Rica, "*Experiencia Semestral*

de practicas sociales" (Semestral social insternship) in Colombia and "*Practicas Solidarias*" (Social Practices) in Argentina.

In fact, in the great majority of the Spanish-speaking world there is little systematic knowledge of the methodology of service-learning as such and numerous initiatives which could be considered as service-learning are defined indiscriminately as "proyectos de acción social" (social action projects), "voluntariado" (voluntary work), "acción solidaria" (service action) or other similar definitions (CLAYSS, 2002).

Even in those Spanish-speaking countries that make greater reference to the original English terminology there are discrepancies as to the translation of "service-learning".

Some authors translate it as "aprendizaje en servicio" (learning in service) (MIZRAHI, 2001), which could seem to give slightly greater emphasis to the act of learning over that of service. In Bolivia they translate it literally as "servicio-aprendizaje" (learning-service) (CEBOFIL, 2003), which instead would emphasize the element of service over that of learning.

In Argentina – as in Uruguay and Chile – the educational system has generally adopted the term "aprendizaje-servicio" (service-learning) attempting to strike a balance between both terms as well as indicating a specific type of learning and of service through the use of the double adjective (MINISTERIO DE EDUCACION, 2000, 2001; CVU, 2004; www.minieduc.cl).

The definition of service-learning held by the Ministry of Education of Argentina is as follows:

"Service-learning can be defined as:
- a community service brought ahead by students,
- aimed at responding to needs of a community that are both real and
- truly felt,
- planned on an institutional level as an integral part of the academic curriculum in function of the students' learning" (www.me.gov.ar/edusol/aprenser.htm).

For the purposes of this study and keeping in mind that the experiences under study are exclusively those that have been realized in Argentina, we will use this definition as a reference point.

We realize that this option sets very precise boundaries regarding the relationship between service-learning and other types of service or community projects that could be initiated in the educational environment. With this in mind, and as we will see in the next point, in order to define an initiative as service-learning in the strict sense of the term we must take into account the simultaneous presence of:
- service projects brought forward by students
- a service offered to an identifiable community
- the contents of the academic curriculum must be linked specifically to the project.

1.1.3 – *Service-learning and community service-learning*

Differentiating the types of activities that characterize service-learning in a strict sense from other types of community actions that originate in the educational environment has been one of the first concerns of the academic centers specialized in this field, and it is indispensable in order to undertake any systematic investigation. Different tools have been proposed to this end by various authors (TAPIA, 2000, pp. 26-30).

The tool adopted for the purposes of the present investigation is the service-learning quadrants developed by Stanford University, adapted to our needs (SERVICE-LEARNING 2000 CENTER. *Service-Learning Quadrants.* Stanford University, California, 1996. TAPIA, 2000).

GRAPH 1: Service Quadrants and Service
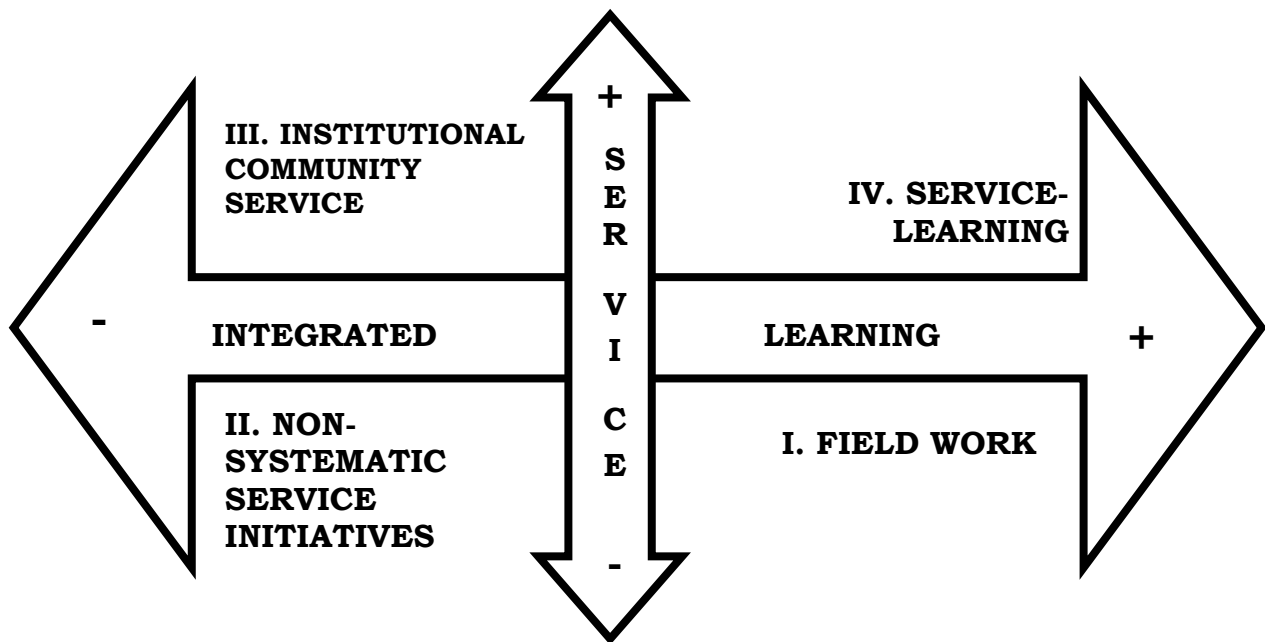
The vertical axis of the graph refers to the greater or lesser quality of service provided to the community, and the horizontal axis indicates the greater or lesser integration of systematic or disciplinary learning to the service performed.

Quality as it relates to service is linked to:

- the effective satisfaction of its recipients (see concept on prosociality to follow)
- the measurable effects on the community's quality of life,
- the possibility of reaching medium and long term goals with regards to social change, and not only satisfying isolated and immediate needs,
- the setting up of efficient inter-institutional networks including community organizations, NGOs, and government organizations to guarantee the sustainability of the proposals

The horizontal axis, refers to the greater or lesser integration of formal academic learning with the service activity being performed. In this sense, the service activities can be a requirement included in a subject's curriculum (as in the case with internships directed towards service of a specific community), they can have a explicit association with activities carried out in the class room or the curriculum of one or more areas or disciplines (students of a technical school that apply their knowledge to the installation of solar panels in rural school), or there can be little or no connection between what is being studied and the service activity (TAPIA, 2000).

From the intersection of these axis four quadrants emerge that allow us to single-out the four types of experiences:

I: *Field work*: research activities in which the students get involved in the life of their community but exclusively as an object of study. The purpose of field work is to learn the subject matter, for example the Natural Science department plans a visit to a ecological reserve, the Technology department organizes a visit to a local industry, the Social Studies department interviews the elderly in the community as part of an investigation regarding the memory of local history. These types of activities involve knowledge of the life of the community but do not aim at changing it or rendering it a service. Emphasis is placed on acquiring curricular learning while contact with the life of the community is purely instrumental.

II. *Non-systematic service initiatives*: are service-oriented initiatives but that have little or no integration with formal learning. They are random activities that set out to respond to a specific need. In most cases they spring-up spontaneously, they are not planned as part of the *Proyecto Educativo Instiucional* (Institutional Education Project), and generally are limited to relief projects.

Some of the more typical non-systematic service initiatives include collection drives, festivals, fairs, and other fundraising activities as well as the sponsoring of rural schools, as an occasional commitment or independently of learning. Also included in this category are complex projects with a more direct relationship to the curriculum contents that are not part of the school program but appear and disappear due to the good will or personal leadership of a teacher or group of students.

These types of projects can be made up of few students or classes or even a whole school. They can be promoted and brought ahead on the personal initiative of a teacher, of a group of students or by the school administration. In all cases the activity is generally voluntary and the students are not evaluated neither formally nor informally on their degree of involvement, nor on what they have learned.

In fact, the degree of involvement among students in these types of initiatives is quite uneven: in some cases they make a personal commitment (i.e. a visit to a nursing home or a trip to a rural school). In others, their involvement is limited to bringing home a note from the teacher asking the parents to send non-perishables or candies to distribute among the needy.

Nevertheless, the non-systematic service initiatives – even the most short-lived ones – can be beneficial to the students:

- they stimulate attitudes that foster group participation and solidarity;
- they foster an early sensitivity towards certain social and environmental issues;
- they offer an institutional setting open to social issues, and
- in some cases they offer students the possibility to learn basic management skills

Among the limitations most frequently encountered in these types of initiatives, it is necessary to point out that generally there is a skewed view with the respect to the "needy". The concept of "help" often prevails over the consideration given to the socio-economic structures or environmental issues that are at the root of the need being met, and rarely is the relationship between service and social justice emphasized.

The quality of service in this type of initiative is considered low because a non-systematic initiative has little probability of producing long-term solutions to a social problem, and because often they don't involve a personal commitment on the part of the students in the solution to the problems. On the other hand, the quality of learning is considered to be poor because, even though the students acquire a certain consciousness regarding issues such as poverty, or the impact of natural disasters on daily life, these types of initiatives are not integrated to the academic curricula.

Basically, we distinguish the non-systematic initiatives from service-learning in that the former doesn't relate the service activity performed by the students to the material they learn in class.

III. *Institutional community service*

These types of initiatives are characterized by a decision made on an institutional level, and not only sporadically, to promote solidarity and develop attitudes of service, social commitment and civic involvement within the students. Weather participation in the service activities proposed is voluntary or obligatory; they are formally adopted by the school's administration, and are an explicit part of the institution's curricula.

Precisely because this type of experiences consists in actions sustained in time and are integrated with the institutional goals, they generally can offer the community a more sustained and better quality service. Regarding the aspect of learning, although community service is an effective tool for the formation in values and the development of pro-social attitudes, not always nor necessarily, what is learned is effectively integrated with the academic curricula.

These initiatives are defined as "community service" and not "service-learning" in those cases where the institution wants to develop a service action with a broad educational aim (usually linked to the fostering of values and attitudes) but it doesn't formally provide for the relationship between the community activity and what is being taught in the classroom.

IV. Service-learning

Defined as experiences that offer both high quality service and a high degree of integration with formal learning, these type of initiatives, possess the same continuity in time and the same institutional commitment as student community service. However, they also provide an explicit link between the activities carried out and the objectives of academic learning characteristic of field work.

> *"When does a service activity become an experience of Service-Learning? Keeping in mind the criteria most widely accepted internationally, we can argue that a community service initiative can be called Service-Learning when it is planned:*
>
> *-in function of the educational aims of the institution, and not only according to the requests of the community;*
>
> *-with the participation of the whole educational community including leadership by the school administration, the direct or indirect participation of the faculty and the active participation of students from the stage of diagnosis and planning through the completion and evaluation;*
>
> *-at the service of a request truly felt by the community, and to which the students can respond in a manner that is productive and valued;*
>
> *-giving equal importance to both a high level of response to the communities requests and to quality learning for the students"* (TAPIA, 2000, P.26).

The following distinctions established by Andrew Furco between community service, service-learning and internships (field work) seem to shed light and further complement the definitions presented in the above quadrants.

TABLE 1: Difference between three types of service programs (FURCO, 2002)(the modifications introduced by us are in italics)

	Internships	*Communitarian service*	*Service-learning*
Primary recepient	Student (Provider)	Community (Recipient)	Recipient and Provider
Main focus	Learning	Service	Learning and Service
Educational objectives	Professional development Academic learning	Ethical and civic personal formation	Academic learning Ethical and civic personal formation
Curricular integration	Curricular or complementary activity	Peripheral or none	Integrated
Type of activity	Based on productive activity	Based on social problems	Based on academic contents and social problems

Having defined what we mean by service-learning in the strict sense, we should also point out that in real life in schools the boundaries between "community service", "learning" and "service-learning" are not always fixed during the life of a project, nor are they always easily identified on first analysis.

This has made it necessary to create comprehensive expressions that encompass a wide range of educational experiences involving community outreach or service initiatives.

Andrew Furco has proposed a "neutral" expression, "community service-learning",

> *"as a generic term to refer to both community service and service-learning activities as currently practiced. The use of the term is not meant to be restricted to the enhancement of academic achievement as an educational objective. While the term is somewhat awkward, community service-learning offers the advantages of apparent familiarity: neutrality between the two contested terms, and a suitably balanced emphasis on both community benefit and community objectives" (FURCO, 2002, p.14).*

Likewise, the expression "community service-learning projects" used in the gathering of the *Premio Presidencial Escuelas Solidarias* (Solidarity Schools Presidential Award) makes reference to the broadest universe of community outreach experiences developed in the educational realm, including the four types previously defined in the "quadrants": internships or field work, non-systematic community initiatives, institutional community service and service-learning.

In the present work, we will use the term "service-learning" in the strict sense, referring to those activities that aim simultaneously at community outreach and learning, and "community service-learning" as a comprehensive term representing all service motivated activities or activities oriented towards community outreach developed in the school environment.

1.2 – Some theoretical concepts associated with service-learning

1.2.1 – Various theoretical sources and empirical developments in service-learning

Probably, one of the most characteristic features of service-learning is the many theoretical sources and empirical developments that can be found in its origins and various manifestations world-wide. One could say that the development of service-learning has been sustained by the dialogue between those carrying out the initiatives and the various theoretical sources, which in different historical moments and socio-cultural contexts have generated the conceptual framework for reflecting on the initiatives and the methodological development.

Often included among the precedents to service-learning is the work of William James "The Moral Equivalent of War", which favors civil service in place of military service:

> "...instead of military conscription, a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against Nature, the injustice would tend to be evened out and numerous other goods of the Commonwealth would follow." (JAMES, 1910).

Chronologically, the foundational ideas on service-learning can be found in the theories of "The New School", the movement for pedagogic renewal which emerged in the beginning of the twentieth century, and whose primary mentors were – among others-, Dewey, Cousinet, Freinet, Nelly, Reddie, Hahn and Wallon.

The New School advocated the primacy of action over words, with forceful statements such as: "depriving a child of contact with reality is a crime against his childhood". Whitehead sustained: "there is only one subject in education, namely, life in all of its manifestations" (PASO JOVEN, 2004).

In a statement characteristic of the ides of The New School, Ferriere pointed out: "The power-submission relationship of the traditional school is substituted by one of care and camaraderie that extends even beyond school hours. Example is worth more than words" (FERRIERE, 1926). affection

Among the pedagogues of this movement, surely the one who in the United States had the greatest impact on the fundamental theories of service-learning was John Dewey (GILES-EYLER, 1994).

Dewey's theories centered on the premise that a child learns what he or she experiences, and that whatever is not sifted through experience, and then reflected upon, is not internalized as one's own. This emphasis is then translated

into many of the aspects of educational practice, incorporating elements of application, laboratory work, field work and field trips into almost all disciplines.

In the 1920s, Dewey implemented in his own school, Antioch College, one of the first service-learning programs carried out in the world: the students did their professional internships in community organizations such as hospitals, orphanages, etc. Still today, in the United States "service-learning" is considered by many to be part of the "experiential education" movement founded on Dewey´s ideas (GILES-EYLER, 1994; CAIRN-KIELSMEIER, 1995).

Now, without dismissing this historic fact, it must be pointed out that even in the United States and above all in Europe and Latin America, the development of service-learning projects was also influenced by other schools of thought.
Authors such as Piaget, Freinet, Vigotsky and others have emphasized the relationship between taking action and the development of conceptual thought, and have contributed to the theoretical reflection of those who take forward service-learning initiatives (MELGAR, 2001).

For Piaget, to know an object is to take action, to work on it and transform it in order to grasp the process of this transformation. These structures are processed by the intelligence as a direct extension of the action.

> *"Intelligence is assimilation in the sense that it incorporates in its framework all the information offered by experience"* (PIAGET, 1963, p.6).

In order to form a child's reasoning a social structure is also necessary that includes not only the involvement of other children, but also the involvement of adults. It will be these relationships that will make space for autonomy in reciprocity, for social maturity (PIAGET, 1969). From this perspective, service-learning, which promotes reflecting over the community service experience undertaken, and which emphasizes the need for cooperation between children and adults at the service of a higher standard of living for all, contributes to intellectual development in accord with Piaget's understanding (IOZZI, 1990, PASO JOVEN, 2004).

The school of Victor Frankl and "logotherapy" also had a significant influence on the development of theoretical frameworks for service-learning (CONRAD, 1990). For Frankl, the primary motivating force of man is the struggle to find a meaning to his life ("*will of meaning*" more than of pleasure –Freud- or power –Adler-). The meaning of life can be discovered starting from moral or religious principles, through suffering, or through action (FRANKL, 1979, 1988). In this sense, the best service-learning activities can contribute to the development of basic moral principles, such as responsibility for the common good, and putting into practice common religious values (the so-called "golden rule", "do unto others as you would have them do unto you, don't do to others what you would not have them do to you"), and to strengthen the "will of being" of children, adolescents and young people.

The ideas of Ausubel and of Vigotsky have also contributed to the theoretical patrimony of service-learning (MELGAR, 2001).

Some authors (SEEMAN, 1990) have highlighted the relationship between the methodological foundations of service-learning and the thought of the Brazilian pedagogue Paulo Freire (FREIRE, 1973, 1992, 1997). His concept of *praxis,* as the sum of reflection and action, is closely related to the concept of service-learning, as are his affirmations that *"men educate one another mediated by the world,*

> *"educators and students, working towards the same end, find themselves sharing a task where both are protagonists in the act not only of dedicating themselves to it and therefore knowing it critically, but also in the act of recreating this knowledge"* (FREIRE, 1973, p. 90).

The analysis of the causes of community service projects expansion in Latin America in recent years goes well beyond the scope of this investigation. Without a doubt an investigation regarding the formation of the teachers that lead these types of projects could not but underline the importance of Freire's thought in their formation as well as in the development of popular educational experiences that in both formal and informal education have been present at the origins of many successful service-learning practices.

More recently, studies on "emotional intelligence" (GOLEMAN, 2000) and "multiple intelligences" (GARDNER, 2003) opened the way to pointing out that service-learning fosters the development of a number of these intelligences and to recognizing the various ways of expressing them through community service-learning initiatives.

Among the many theories that have influenced the pedagogic development of service-learning, we should also mention the studies on prosociality and resiliency, which we will speak about in the next section.

Together with these theoretical influences, it is necessary to point out that in many learning institutions the practice of service-learning originated from the practical experiences of students and teachers, and only afterwards were they enriched by the methodological and theoretical foundations of service-learning.

In fact, the first documented case of service-learning in the United States dates back to around 1915, five years before *Dewey* had developed his own experience in *Antioch College* and more than fifty years before the expression "service-learning" was coined. *The Appalachian Folk Schools* was the first case know in which a college curriculum formally integrated academic learning, work experience and community service with a pedagogical aim (SHAPIRO, 1978).

In more general terms, the first manifestations of the practice of service-learning can be found dating back as far as the end of the nineteenth century and beginnings of the twentieth with the spreading in various parts of the world of the "extension" movement that encouraged the development of social actions in higher education, weather or not they were linked to a formal academic curriculum (GORTARI, 2004).

In Latin America, among the main empirical and theoretical precedents to service-learning we should mention the "Social Service" of Mexican universities. In the context of the Mexican Revolution, the Constitution of 1910 established in

article 5 the possibility of "obligatory social service" for professionals. The article was regulated in 1945 with the establishment of a

"social service...temporary in nature and offering remuneration, that professionals and students carry out and lend their services to the interest of society and the state" (Law that regulates article 5 of the Constitution regulating the exercise of professions in the Federal District, May 26, 1945, Chapter VII, art. 52).

Since this law was sanctioned, Mexican universities have made social service compulsory. Students are required to complete between 100 and 300 hours in order to graduate, a requirement that is still in force (GORTARI, 2004).

In Argentina, numerous educational institutions began practicing service-learning in the 80s and 90s thus becoming pioneers of national educational policies promoting service-learning that developed only at the end of the 90s.

It is evident already in the earliest cases (TAPIA, 2000) that the empirical development of service-learning come about in different ways, according to the institution. In some cases through spontaneous service activities, teachers begin to link service with the various academic curricula, enriching the service projects and bringing about service-learning projects. In other cases, it is a school investigation or a university course that prompts in the students a sense of urgency to respond to a specific community problem. In other institutions they began by responding to the request of a community organization or members of the community and it is this request which gives rise to the project. Finally, in some cases the institutions developed the service-learning projects encouraged by curricular innovations proposed by the provincial and national educational reforms of the 80s and 90s.

1.2.2. – *Some founding concepts of service-learning in the Argentine and Latin American contexts:*

1.2.2.a – *Solidarity and Prosociality*

The word solidarity can be used in many different contexts. One could make a "call to solidarity" in order to ask for blood donors or volunteers for social needs, speak of solidarity among union workers, or to call for Latin American solidarity in the face of external debt. In our continent both "progressive" politicians as well as notorious dictators have used the expression as a cherished element of their vocabulary.

In fact, many civil leaders are concerned about a certain "solidarity trend" which seems to be spreading world-wide and regionally and that runs the risk of impoverishing the term. When almost everyone - from TV stars to Secretaries of State- make calls for solidarity, the word runs the risk of becoming little more than an empty slogan or vague feeling of good will. In fact, many "solidarity" initiatives differ very little from the old "fund-raising drives" and some seem to have no other purpose other than relieving the benefactor's conscience, or being part of some marketing scheme of companies, which are guilty of evading taxes or polluting the environment.

Notwithstanding, it is important to point out that the concept of *solidaridad* is deeply rooted in the Latin American culture: in the communal values of the native cultures; in the Christian message brought by missionaries defending the rights of the indigenous people against the conquistadors; in the *fraternité* of the French Revolution that inspired the independence movements; and in the ideas and cooperative associations brought by the European immigrants at the end of the IX century and beginning of the XX century.

The fact that it is almost impossible to translate "*solidaridad*" into English is not the least of the cultural differences with the Anglo-Saxon world. "Solidarity" is a term that is not only rarely used but it is almost not used at all in everyday language. In North American culture it refers almost exclusively to the political stance of socialism at the beginning of the XX century or to the union founded in Poland by Lech Walesa. In the British context it is used a bit more frequently due to the influence of the European Union but even so it is difficult to find the term used outside official documents.

The meaning of "service" in "service-learning" is, in practice, very similar to the concept of solidarity that is used in Latin America. However, for historical and cultural reasons, the term "*servicio*" does not express in Spanish the same ideas as its English translation. Nor does the term "service" have the deeply rooted community implications, of a commitment taken collectively, that the term solidarity has in the Spanish language, and in Portuguese, Italian and French as well.

In its broadest and deepest meaning, in all areas of Latin America, "*solidaridad*" means working together for a common cause, helping others in an organized and effective way, rising-up as a group or nation to defend one's rights, facing natural disasters or economic crisis, and doing it hand in hand with others. Solidarity is one of the most prized values of our culture, and is a common flag flown by old and new organizations in the emerging civil societies of Latin America (TAPIA, 2003).

As pointed out by De Beni, in the current world context of social fragmentation and the disintegration of interpersonal relationships, solidarity contributes to building authentic bonds of brotherhood (DE BENI, 2000). Our concept of solidarity is closely linked to the idea of fraternity –brotherhood-, that implies the recognition of humanity as a family, and of all men as brothers in the common dignity of the human condition (LUBICH, 2002). In the words of Mahatma Gandhi "The golden rule is to be friends of the world and to consider the whole human family as 'one'" (MANTOVANO, 2001, p.11).

In the Latin American context it is particularly important that the service initiatives do not copy asymmetrical social models nor hide situations of injustice and inequality. In fact, there is a clear-cut distinction between "*solidaridad*" and "*beneficencia*" (charity work). The former tends to strengthen horizontal relationships while the latter is inclined to mirror a more vertical or paternalistic model.

In this sense, we value the contributions made by psychology in recent years in differentiating prosocial behavior from altruistic intentions.

For Roche, "altruism" refers to the intention of the agent, the "donor" who proposes to benefit one or more "recipients". Emphasis is placed on the virtue of the altruist more than on the relationship established with the "beneficiary", and on the motivations and attitude of the agent, more than on the service offered. While altruism is defined in the donor's subjectivity, prosociality, instead, is defined objectively by the effective satisfaction of the recipient, and by the relationship of reciprocity or solidarity created among both agents (STAUB, 1979, ROCHE, 1998). In practice, a prosocial action implies altruistic intention but the latter does not define it

It is known that since the 1950s many pedagogic investigations have focused on the analysis of "anti-social" behavior in youth which have proposed various methods to contain and prevent it. Since 1970 researchers in evolutionary psychology (such as Darley and Latane), in social psychology (especially Berkowitz) and behavioral psychology (Roche, Masnou, Bar-Tal, Staub and others) began to shift the focus from preventing "anti-social" behavior to aiming at identifying and promoting the development of "prosocial" attitudes.

Even though the term "prosocial behavior" was coined by L. Wispe in 1972 as an antonym of "anti-social behavior", only recently in the 1980s, was a theoretical pedagogical model for teaching prosociality developed.

A widely accepted definition by the scientific community considers prosocial attitudes to be

> "*those actions that aim at benefiting other people, groups or social objectives without any foreseeable ulterior reward*" (ROBHE OLIVAR, 1998, P. 16).

A wider and more precise definition that tends to better differentiate prosociatity from the traditional definition of altruism was elaborated by a team from the Universidad Autónoma de Barcelona:

> *"Those types of behavior that, without seeking outside reward, favor other people, groups or social objectives and increase the probability of generating reciprocity that is positive, of high quality, and of a service nature in the consequent interpersonal or social relationships, safeguarding the identity, creativity and initiative of the persons, or groups involved."*
> Education to prosociality presupposes *"an optimal psychological development centered on skill for interpersonal relationships as well as imbuing the latter with profound meaning, providing the person with a consistent identity nucleus. In order to achieve this and manifest it in relationships it will be necessary to work on quality communication and dialogue."* (ROCHE OLIVAR, 1998, 145)

Prosocial behavior, therefore, implies altruistic intention, but is not defined by it. Education to prosociality based on the development of prosocial attitudes and behavior requires

- promoting an attitude of openness and respectful listening towards the individuals, groups or communities being benefited, that allows for the development of the empathy needed to identify what is really being requested;

- stressing sharing more than giving: it is important for the students to acknowledge objectively how much they learn and how much they receive as a result of the service activity undertaken, and not only how much they "give";

- realizing that service always implies reciprocity, the establishment of bonds among those who see each other as equals.

"There is much overlapping between the objectives of prosociality and service-learning. One of the main goals of prosociality is that the students aim at committing themselves to the service of others. One of the main goals of service-learning is that the students acquire prosocial values, attitudes and behaviors.

Service-learning can strengthen prosociality by demonstrating the prosocial commitment on the part of the educational institution. Weather or not the values are explicitly stated in its curriculum, the school teaches values through its actions and institutional policies (for example, spending money on sports activities). In this way, a school that carries out service-learning programs sends the message that it is concerned about the community and the environment.

Prosociality can also be strengthened due to the experiential nature of service-learning. Students retain a much higher percentage of what they learn through experience compared to what the learn through listening in class and by reading books.

Service-learning can be strengthened using the matrix of prosocial behaviors as a reference. It could be that the students are enthusiastic about what they have learned during their service experiences, but at the same time perhaps they are not able to articulate very clearly what they have learned. The prosociality matrix can be helpful in reminding the students of what they have learned and perhaps help them to point out the lessons to be learned from their failures.

Combining service-learning with prosociality can have a synergetic effect" (EBERLY-ROCHE OLIVAR, 2002).

This "synergetic effect" between prosociality and service-learning can be seen in the everyday life of the schools, in the relationship between prosocial educational programs and the carrying out of service-learning projects.

In recent decades many have insisted that it is possible to teach the development of altruistic/prosocial attitudes (DE BENI, 2000, ROCHE OLIVAR, 1998). These proposals point out the various steps or nuclei to be worked on with the students. In the case of the program designed by De Beni for "altruistic-prosocial education" in primary schools, three general areas are established:

1. Personal identity and social sensitivity
2. Interpretation of the context
3. Prosocial action

Included in this last area are the activities that teach cooperation, social responsibility, and giving of oneself and of material resources to satisfy the needs of others (DE BENI, 2000, p. 35).

In the case of the UNIPRO model developed by Roche, the prosocial teaching method revolves around ten core concepts. The last one, which is presented as the culminating point of prosocial education, is called "collective and complex prosociality", and refers to the exercising of prosocial attitudes in response to social problems. It includes themes such as a culture for peace, social protests, civil disobedience and non-violence as alternatives to resort to.

In both cases, one could say that the prosocial teaching method culminates with the passage from a prosocial view centered exclusively on interpersonal relationships towards the wider horizon of social relationships. Service-learning projects can stem from this prosocial formation, as a way of putting into practice outside the classroom what was learned.

1.2.2.b – *Resilience and service-learning*

The concept of resilience has reached from the fields of psychology, psychiatry, and the social sciences to educational sciences. Given the fact that a growing number of studies point out that service-learning activities strengthen the student's resilience ((NYLC, 2004; FURCO, 2004), we would like briefly consider this concept.

It is known that the concept of resilience comes from psychiatry. In recent years it has also begun to enter into educational terminology. It could be defined as the ability to take on life's difficulties, overcome them and be positively transformed by them, or, using an expression of García Morillo, as the "ability to resist adversity and to transform critical situations into opportunities for development" (KOTLIARENCO, a., MARDONES, F., MELILLO, A., SUAREZ OJEDA, N., 2000).

The fist studies on resilience began following the Second World War when investigators began to research the reason people who underwent extreme traumatic situations like those in concentration camps or those who suffered child loss, were able to positively overcome those dreadful experiences while others fell into irreversible depressions or severe psychiatric conditions. A study carried out in Hawaii, beginning in 1955, by Emma Werner and Ruth Smith was fundamental in this regard. They followed the trajectory of the life of 505 children living in very vulnerable situations through to adulthood, identifying factors of resilience encountered in the individual, family and society (MELLILLO-SUAREZ OJEDA, 2001).

Based on this and other studies, the specialists identified what they call "protecting factors" or "pillars" of the potentiality of resilience. In other words, those factors that enable a person to be better prepared to face these extreme situations and life's hardships. They are:

- self esteem
- the moral, ethical and spiritual commitment
- the ability of taking action with independence and personal initiative
- creativity

- the ability to relate positively to others
- the ability of introspection
- sense of humor

To the degree that the educational system helps children and adolescents develop these "protective factors", or -in other words- they learn to "be resilient", they will be better prepared to face the hardships of life in general and of certain socio-economic and affective contexts in particular.

Many authors have highlighted the relationship between the practice of service-learning and the building-up of one of these pillars, the self esteem of children and youth (CONRAD-HEDIN, 1990; EYLER-GILES, 1999; NYLC, 2004; FURCO, 2004). This seems to be particularly relevant in contexts such as that of Argentina, where more than half the children live in circumstances of poverty, and where recent socio-economic crisis has effected children in general at the family and social level at a very early age.

Reports gathered in Argentina from numerous students that participated in service-learning activities show that the service activity helped them to discover that they were capable of doing things that before they would never have imagined, and to be proud of themselves and of their school for the service they rendered to the community (MINISTERIO DE EDUCACION, 1998, 2000, 2001, 2004).

Besides its impact on the self esteem of the students, service-learning also strengthens other pillars of resilience, such as the students' personal commitment to service values. Participating in a project allows students to take part in the planning and decision making process regarding issues that effect the quality of life of their community. It also offers them the opportunity to personally face new situations, which can help develop their ability to act independently and with personal initiative, and to use their creativity. In general, service-learning activities are carried out in groups or in a community environment. This develops students' ability to interact positively with others and to overcome personal and group difficulties important in communication and living together.

Especially in some cases, when the planning of projects includes time for reflection, students enhance their introspective abilities as well as the ability to think over the actions taken and the new personal potentialities developed.

The concept of resilience is used not only in regards to persons but to institutions as well. In the context of the crisis in Argentina, some authors have spoken of "resilient schools" (TEDESCO, 2003). Even if there are no systematic studies on the subject, many school directors of community-based schools relate how service-learning has been a strategy promoting resilience on the institutional level. Something that has allowed them to successfully face difficulties where other schools went under. (MINISTERIO DE EDUCACION, CIENCIA Y TECNOLOGIA, 2004; TRINCADO, 2004).

1.3 – The spreading of the concept of service-learning in Argentina

As a conclusion to this section on the theoretical framework, we would like to summarize some characteristics of the development of service-learning's theoretical framework in Argentina.

To begin with, it is important to underline that in Argentina the empirical developments of service-learning preceded the spreading of theoretical formulas. There is documentation on around one hundred cases of service-learning experiences carried out spontaneously in schools, before teachers were exposed to any specific literature or training on the subject (MINISTERIO DE CULTURA Y EDUCACION, 1998; TAPIA, 2000). These pioneer experiences had a great impact on defining the educational policies in promoting service-learning, and in some way also set quality standards for the experiences developed afterwards.

Freire's pedagogy, as well as constructivism, are without a doubt two very important theoretical influences in the Argentine educational system. The prosocial teaching method started to take off in Argentina beginning in 1997, especially due to a series of conferences given in different parts of the country by Roche Olivar between 1997 and 1999. The bibliography written in English and the works of De Beni are not translated into Spanish, and therefore are not as widely read as the works of Roche Olivar which have been published in Argentina.

La Ley Federal de Educación (The Federal Law of Education), sanctioned in 1993, emphasized the concepts of solidarity and citizen involvement among the fundamental objectives of education. The educational reform, implemented amidst fierce debates in the '90s, placed renewed emphasis on planning and evaluating educational subject matter that relates to the conceptual, procedural and attitudinal (MINISTERIO DE CULTURA Y EDUCACION, 1996; 1997). Beyond the controversy, this aspect of the normative framework gave theoretic tools and enabled many public schools to begin or strengthen service-learning projects.

The North American model of service-learning, surely the most influential world-wide, has not had a direct influence on the majority of Argentine schools or has reached them mediated by local bibliography. This is due to the fact that most of the reference material on service-learning has not been translated into Spanish and is not easily accessible by the majority of Argentine educators. For this reason the publications produced by the national Ministry of Education, that reach thousands of teachers nation-wide, are of particular importance for the spreading of service-learning.

In fact, the role of the national Ministry of Education, as well as that of some of the Provincial Ministries, has been important in the spreading of terminology and the theoretical and methodological principles of service-learning. The role of civic organizations has also been important since many who work on a national level (*Conciencia, Fundación SES, CLAYSS*) act in accord with public policies in order to spread service-learning.

Finally, we would like to underline that in Argentina, being a relatively recent democracy that has suffered strong political tremors even after regaining its democratic government in 1983, the role of schools in forming citizen participation is critical. In this sense, many teachers value the service-learning

method as a tool for strengthening moral and civic formation and as a pledge to strengthen the democracy.

1.4 - RESEARCH METHODOLOGY

1.4.1- Source of information

The main source of information is the archive of presentations to the *Premio Presidencial Escuelas Solidarias* convened in the years 2000 and 2001 by the National Ministry of Education through the *Programa Nacional Escuela y Comunidad* (National School and Community Program) (see Chapter 3.4).

The above-mentioned archive is a collection of 6,100 forms with appendices (photos, videos, etc.) and is now a part of the general archive of the Service Education Program of the Ministry of Education, Science and Technology of the Argentine Republic.

The invitation to apply for the *Premio Presidencial Escuelas Solidarias* is addressed to educational institutions engaged in community service projects. It includes all schools of all levels (Primary, Secondary), teacher training colleges to all types of education (common, special, adults, professional formation centers, informal education, etc.), all types of administrations (public, private), and all environments (urban and rural). In short, all types of schools of all levels, environments, types of education and administrations possible in the Argentine system.

In order to present their project for the award in the years 2000 and 2001 the authorities of the educational institution were required to complete a form prepared by the technical team of the *Programa Nacional Escuela y Comunidad.* The form consisted of two double-sided legal-sized sheets of paper requiring information about the institution and the educational service initiative that was being carried out (see appendix 1).

Once they had been completed, the forms were sent to the *Programa Nacional Escuela y Comunidad* where they were evaluated by an *ad hoc* specialized technical team. In order to perform their task, the team prepared an evaluation tool for each year's award (see appendix 2) which was applied to all the projects sent by the schools in order to select the best service-learning initiatives and award them the prize[4].

In the first convocation of the *Programa Nacional Escuela y Comunidadid*, in the year 2000, 3,000 initiatives were presented. In the second, in the year 2001, there were 3,100 initiatives.

The presentation form was modified for the second convocation according to the experience acquired by the Program's technical team the previous year. It added some specifications that made it possible to better understand the characteristics of the service projects developed by the institutions.

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[4] On the definition of service-learning used see pp. 13

CLAYSS had access to all the forms presented by the schools, which constitute the main source of information of the present investigation. The Ministry of Education lent CLAYSS the award's archive for almost one year, which allowed the team of researchers direct access to the originals. CLAYSS also had access to the 160 service projects submitted to the Ministry of Education before the year 2000, as well as to the 104 that were submitted to the convocation for the *Premio Escuelas Solidarias* launched by the Secretary of Education of the city of Buenos Aires in 2002.

Originally, the investigation was supposed to include all of these sources. However, after studying them, it was decided to exclude those submitted previous to the year 2000; first, because their format and requirements were very different from those of the Presidential Award, and secondly because in order to compile them specific tools would have to be designed, an effort not justifiable by the proportionally small number of experiences. In the second case, presentations to the *Premio Ciudad* were not included in this study so as not to have an over-representation from the City of Buenos Aires with respect to the rest of the country, and also in order to focus the study on the time span of two years, 2000-2001. The forms sent by higher rducation institutions were also excluded as the investigation includes only basic education institutions.

Therefore, having identified the sources of information as being the forms and appendices submitted by institutions of Elementary Education to the Presidential Award 2000 and 2001, we will now proceed to consider the *advantages* and *limitations* they offer as a source of knowledge.

Regarding the *advantages,* the main one is undoubtedly the comprehensiveness of the experiences available since, as we said earlier, they encompassed the work carried out in the national system by institutions of all levels, environments, types of education and administrations. This offered us an invaluable view of the state of community service-learning as it had developed up to that time.

In this sense, the number of projects submitted was not a matter of little importance either. The number of schools that presented their initiatives makes up about 10% of the total number of schools in the educational system, therefore, a considerably rich universe both in quantity and variety. From this we can infer certain reliability with respect to the initial conclusions or generalizations arrived at.

Thanks to the forms, we have standardized information that facilitated the comparison and tabulation of experiences. Moreover, many schools added as appendices many elements that clarified and added details to the information on the projects. In fact, many educational institutions enclosed videos, cassettes, photos, etc., which we had to take into consideration in some specific cases, so as to broaden our understanding of the initiative under study.

An added advantage of the forms was that the information came directly from those involved in the initiative, endorsed by the highest authority of the school and providing an account of what was actually being done, since one of the conditions for entering the Award program was that the project be underway at the moment of its presentation.

At the same time, one must note the limitations of a non-random purposive sample. First, not all schools in the Argentine system had an equal chance of being selected. Only schools that were aware of the Presidential Award were included in the sample. In addition, the forms have all the *restrictions* and *limitations* of a document with a predetermined format, submitted to a government body, and in view of being awarded a prize.

Many schools provided only the information required in the form, which – especially in the year 2000 – presented certain limitations, which we will explain in the following point. On the other hand, the fact of reporting to a government body with the aim of winning a prize biases the information presented, as reference is made almost exclusively to achievements, while difficulties and failures are minimized or omitted.

However, given that ours is an exploratory and qualitative investigation, this last limitation does not affect the data central to our study. On the other hand, though the Ministry of Education did not have the operational capacity to verify reliability in 100% of the cases, observations gathered from local supervision, provincial officials, and from visits conducted by the Ministry's technical team, seem to indicate that the information submitted by the schools tends to reflect the service initiatives being carried out fairly accurately.

As a source of information, the forms from the Presidential Award presented a limitation with respect to their volume and quantity: filing and handling around 6000 forms with their respective appendices meant a logistic challenge of no little importance that could only be overcome with the cooperation of members of both CLAYSS and the *Programa Nacional Educación Solidaria.*

Due to logistical issues and the origins of the source we were forced to adjust some initial data: out of the 3,100 projects estimated to have been presented in 2001, a small number (202 forms) were lost during successive relocating of Ministry personnel, or else their record numbers corresponded to duplicate presentations, and therefore were not included in the analysis.

The decisions made regarding the sources used defined the field of investigation: this does not pretend to describe all the Argentine institutions that carry out service projects – this information could only come from an unlikely official census of all schools – but rather those Basic Education institutions which, besides carrying out service projects, received all the necessary information about the Award, made the decision to submit an entry and sent their form to the Ministry of Education.

1.4.2 – Construction of Analysis Universes

After identifying the abovementioned sources we proceeded to organize the existing data in order to establish some generalizations regarding community service-learning projects, and – specifically – service-learning projects, in an attempt to come up with a systematic description of the situation at a national level.

Two different analysis universes were constructed in function of the analysis and treatment of the sources. We considered the universes as an intellectual construction, build with the available sources, including all the units of analysis.

The first analysis universe (U1) includes all the **educational institutions[5]** that presented their community service-learning project to the Presidential Award both in 2000 and 2001, with the exceptions indicated in the previous point. The units of analysis of this universe are the educational institutions where we have information on their service initiatives (4,391 institutions), and include those institutions that made presentations to only one of the Presidential Award editions and those that made submissions on both occasions. As we already mentioned, they represent 10% of all schools in the country.

The intention is to investigate the scope and spreading of community service-learning projects carried out by schools throughout the country, and advance towards an "external" description profiling the various types of educational institutions that are developing service projects in Argentina.

The institutional data were analyzed in function of the following variables:

- ▪ *Jurisdiction*: 24 provinces and the Autonomous City of Buenos Aires. It must be pointed out that as Argentina is a federal state, with vast territories and marked diversity, the jurisdictional differences on an educational level are very pronounced.

- ▪ *Type of education*: For the purposes of this investigation, we took into consideration only Basic Education institutions. Among these, we considered all those involved in Common Education and, from among the Special Programs, those for Adults and Special Education.

- ▪ *Educational level*: we will consider the following levels of Basic education: *Iniciál* (**Kindergarten**), *Educación General Básica (EGB)/Primaria* (**Primary School**), and *Nivel Medio - Secundaria/Polimodal* (**Secondary School/High School**)[6]. Although, according to the Federal Law of Education, sanctioned in 1993, the educational levels should be organized as Kindergarten, Primary School and High School throughout the country, in fact, because of the reasons mentioned earlier, there coexist together with this system, previous types of organizations (Primary/Secondary) and forms of organization characteristic of some provinces (such as CBU – "Ciclo Básico Unificado" (Unified Basic Cycle) – of the Province of Córdoba).

- ▪ *School location according to areas*: urban; urban-marginal; rural. The qualification of an area as urban or rural is determined by the census. The denomination "urban-marginal", instead, was established as a convention within the educational system, to describe those establishments in the marginalized urban periphery, generally in view

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[5] For the sake of simplicity we will use the terms "schools" and "educational institutions" interchangeably even though, strictly speaking, the latter term indicates a broader universe.

[6] Hereafter, we will translate the levels of Basic education as follows: iniciál = kindergarten, primaria = primary school, secundaria = secondary school (includes middle school), polimodal = high school

of making them beneficiaries of social plans or remedial education plans. The denomination used is questionable since some schools that were classified as "urban" are at present serving a population with a high level of social vulnerability, just as schools that forty years ago were classified as "urban-marginal" because they were in contact with the rural periphery are now part of fully urban areas – not always "marginalized" – because of the growth of big cities. The forms for the Presidential Award included the three categories, and it was left to each school to choose the category that they felt best represented them. During the investigation, that decision was recorded as valid, considering that it represented the perception the school had of its own location.

- **Enrollment:** refers to the total number of students in an institution, to establish its size, independently from the number of students who actually take part in the service initiatives.

- **Type of Administration:** schools can be state or privately run. Argentine legislation considers all schools to be "public" in the sense that they are regulated and supervised by the state. However, the denomination "state schools" is used for those institutions run directly by the provinces or the Autonomous City of Buenos Aires. "Privately run" institutions include both schools that receive financial support from the State, with a state established cap on fees[7], as well as those that do not receive financial support from the State and are free to charge fees regulated by the market.

In short, the analysis in the first universe is an approximation, basically descriptive and quantitative, of the type of schools that undertake community service-learning initiatives.

The second universe (U2) is made up of the 2,898 community service-learning initiatives that were presented to the 2001 edition of the Presidential Award for service-learning and that were available for analysis. The units of analysis in this case are the community service-learning experiences and not the schools as in Universe 1.

The decision concerning the construction of this universe – using data taken only from the forms submitted to the *Premio Presidencial* 2001 – was based on the following rationale:

- *Differences in the forms:* The form used for Presidential Award 2001 was a much richer and reliable source of data than the 2000 form. For instance, for the projects presented in 2001 we find information that we cannot find in the corresponding sources of the previous year, such as the exact number of students involved in each project, or the participation of Non-Governmental Organizations or of government bodies. These differences, regarding the amount of information, make the 2001 forms a more adequate source for a focused analysis on the project's data.

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[7] They range from schools that charge no fees – religious or ran by non-profit organizations – that serve children in need, to private colleges that serve the upper-middle class sectors of society

- *The need to reduce the number of units of analysis:* in order to conduct a deeper and more detailed study of each one of the projects it was necessary to analyze the forms and their respective attachments one by one. Given the time and resources available it was decided to conduct this analysis on the source that offered the most complete information, that is the forms corresponding to the 20001 Award.

Using the available sources, Universe 2 makes it possible to analyze the community service-learning initiatives in relation to the following variables:

1. **Geographic distribution** of the experiences by jurisdiction
2. **Priority recipients** of the schools' service efforts, allowing us to single out:
   - initiatives aimed at the community in general
   - initiatives aimed at specific groups of recipients
   - particular socio-economic-cultural needs or conditions that the experiences attend to
   - location of recipients
   - area of residence of recipients
3. **Priority social themes** tackled by the projects, allowing the identification of:
   - experiences by theme
   - experiences by sub-theme
   - experiences on each theme that attend to recipients with specific needs or socio-economic-cultural situations
   - experiences on each theme according to the recipients' location
   - experiences on each theme according to the recipients' area of residence
   - experiences on each theme according to the discipline/s they are linked to

4. **Participation of students** involved in community service-learning experiences differentiating them:
   - by age
   - by educational level
   - by type of participation: obligatory or voluntary

5. **Resources used,** differentiated as follows:
   - Work done by students and/or teachers;
   - Institutional hours;
   - "*Cooperadora*" (Parents' Association)
   - Businesses, companies, private donors
   - Community organizations, Non-governmental organizations, Government organizations
6. **Length of service experiences**, according to the year they began
7. **Duration of service experiences**, in months
8. **Links with organizations –** civic or governmental - or other institutions

   Within this same Universe we identified the **service-learning experiences** and we analyzed them according to:
   - geographic distribution by jurisdiction
   - themes
   - type of recipient
   - links with organizations and/or institutions

- educational level of the participants
- number of curricular links
- disciplines linked at each level
- students' participation at each stage of the project
- diagnosis performance

Socio-economic context: For the analysis of the socio-economic context in the provinces, both of institutions and recipients of the community service-learning experiences, we used data made available by governmental bodies such as INDEC (Instituto Nacional de Estadísticas y Censos) – "National Institute of Statistics and Census" - , or international bodies, such as UNDP (United Nations Development Program) and its EHDI (Extended Human Development Index).

Application of the Human Development Index (HDI) makes it possible to measure development through three components: long and healthy life, knowledge, and decent standard of living. Using the results obtained with this index (worked out by the United Nations), and with the aim of better reflecting the different conditions of living, the UNDP adds new indicators to each dimension, which results in an extension of the HDI called Extended Human Development Index (EHDI).

This new index adds:

- in the Long and Healthy Life dimension: infant mortality rate for reducible causes

- in the Knowledge dimension: over-age rate in primary schools, and quality of education

- in the Standard of Living dimension: employment rate and unemployment rate[8]

- we considered that this EHDI was pertinent in order to classify the proper jurisdictions of the institutions under study objectively, considering their socio-economic and human development characteristics.

We believe that these two analysis universes make it possible to have a panoramic view pf the scope and general characteristics of community service-learning and service-learning experiences in Argentina.

The following graph gives a description of the two analysis universes by way of summary.

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[8] Equipo del Informe Nacional Desarrollo Humano en Argentina (Human Development National Report team in Argentina), "Desigualdad y Pobreza", PNUD, pp.18-23, available in www.pnud.org

GRAPH 2: ANALYSIS UNIVERSE

Institutional Profile	Experience profile	Service-learning profile

UNIT OF ANALYSIS:

UNIT OF ANALYSIS:

LEARNING

(data on)

- Learning objectives
- Curricular links
- Evaluation and reflection
- Student participation

(data on)

SERVICE

SCHOOL DATA

EXPERIENCE DATA

- Service objectives
- Beneficiaries
- Diagnosis
- Service evaluation
- Types of activities carried out by the students

- Province
- Administration (state/private)
- Education level (Kindergarten, Primary, Secondary/High School); age of students
- Location (urban; urban-marginal; rural) and socio-economic context

- Type of student participation (voluntary; obligatory)
- Alliances with social organizations
- Financial resources

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1.43 - Design of data collection tools

Before the database was designed, we built the *research matrices* system. In the process we also defined the combination of variables necessary to complete these matrices and thus test the hypothesis.

In order to consider the distribution of schools which had carried out service-learning experiences throughout the country, as well as determining their location in relation to those provinces most affected by socio-economic educational needs, we constructed a set of matrices corresponding to Universe 1 that considers these aspects.

Another set of matrices applicable to the same universe takes into account the number of schools according to matriculation, type of administration, subject area, and educational level.

In analyzing Universe 2, matrices were built in view of gathering information regarding the main themes and recipients, the students' age and type of participation, the length and average duration of service-learning initiatives, and the links with organizations.

Another set of matrices is aimed at analyzing specifically service-learning projects, that is, those community service-learning experiences that meet the following conditions:

- The students must be involved in their realization

- The projects must have service as an objective

- They must have learning as an objective

- They must be linked with at least one subject's curriculum.

Once the matrices system and the combination of variables were established, the *Database* was designed.

The only database that had compiled the information gathered from the forms submitted to *Premio Presidencial* 2000-2001 up until the moment that CLAYSS began its research, was designed by the *Programa Nacional Escuela y Comunidad* (National School and Community Program). For administrative reasons, the information corresponding to *Premio Presidencial 2000* was compiled in an Excel database (Base EyC 2000) while that of *Premio Presidencial 2001* (EyC 2001) in a custom made Lotus Notes database that could only be accessed using software authorized by the Ministry.

Both databases had been set up and processed with political administration record keeping in mind (criteria for giving awards, financing and information to the provinces) and were not intended to gather information for academic use. Due to limitations in terms of government personnel as well as time constraints, in neither case was the information gathered complete –much of the information entered on the forms was not entered into the database- and in some cases the information entered was incomplete or incorrect.

In an attempt to overcome these limitations, the research team at CLAYSS decided to analyze and revise the information gathered in both databases.

On the one hand, the data on the institutions entered in EyC 2000 and 2001 were compared with the *Base Maestro del Ministerio de Educación* (Main Database of the Ministry of Education), a database which records the geographical location, type and educational level of all the officially recognized educational institutions. In the Main Database each -educational institution in the country is identified by a unique identification number called a CUE (Clave Única de Establecimiento)[9] Even though the forms required the CUE, not all institutions provided it and therefore made it difficult to correctly identify the schools. In fact, there are schools whose names are repeated even though they are located in the same city. Therefore, the data from the main database was merged with that of EyC 2000 and 2001 and after comparing information the missing CUEs were entered. As a result, duplicate records were deleted (the same establishment entered twice with slight name variations) and geographical information was either corrected or, if lacking, entered.

At the same time the data from the EyC databases was being updated, we began designing the *Base CLAYSS* (CLAYSS Database). This database was created to include all relevant information and proved to be instrumental to the goals of our investigation.

In regards to MIS, after having tried different software, we decided to compile the information using an Excel spreadsheet. Following some failed attempts, considering the amount of information involved, we managed to build a fairly user-friendly database in terms of entering and accessing data.

The database design required that we make decisions on methods of classification criteria, which will be explained in the next section. We wanted to ensure that the data was entered homogeneously in order to avoid the disparity in criteria that distorted the information in the EyC databases.[10]

In agreement with the matrices constructed and taking into account the methodological decisions made , we finalized a temporary design for the variables in the database

The usefulness and reliability of this design were put to the test using a test pilot of the data entered. Researchers chose fifty of the forms entered in the *Premio Presidencial 2001* at random and then entered the information in the temporary database. The results of the test revealed some difficulties in the data entered. After they were corrected the final data base was designed.

The EyC 2001 database lacked information regarding the projects that was vital to the investigation and therefore needed to be completed.

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[9] An official number given by the national Ministry of Education to identify each learning establishment. In many cases, various establishments are run in the same building, taking turns (for example, an elementary school in the morning, high school in the afternoon, and a school for adults at night). This makes it necessary to differentiate among the establishments using its CUE, since the mailing addresses are the same.

[10] See pp. 39 ff.

In order to reclassify and compile the projects from 2001 in agreement with the new methodological decisions, a grid was designed specifically for the investigation (see Appendix 3). This grid was filled out for each one of the forms by a team of 10 compilers chosen among those who had participated in the evaluation process of the *Premios Presidenciales*, and who therefore would have a wealth of experience in reading and analyzing this type of projects.

Nonetheless, in order to ensure the reliability of the tool and consistency in the decisions made , the team of researchers came up with instructions to guide the compilation process. A training day was also organized to examine and clarify the categories selected, in order to establish common criteria among those who would carry the project to its completion. After the training day, the team of compilers began reading the forms presented in 2001 and compiling the data in the corresponding grids.

After having corrected the EyC 2000 and 2001 databases and compiled the new information in the grids, all the information was merged in the CLAYSS database. Data entry input all the data in the CLAYSS database making it possible to establish the combination of information necessary to answer the questions of the investigation.

1.4.4 – Methodological questions related to the design of data collection tools:

One of the first problems encountered in compiling the CLAYSS database was the multitude of thematic descriptors: 461 different descriptors were identified in the EyC databases.

The thematic descriptors had been entered in the system's evaluation forms by the Program's technical personnel and by an evaluation team that had been formed due to the necessity of evaluating three thousand experiences in a short time. Due to time restrictionsand for lack of a common criteria established before hand, each evaluator tended to reiterate the vocabulary present in the forms. Therefore, a community service experience aimed at spreading the practice of vermiculture among rural producers could be classified, depending on the evaluator, as "Worm Farming", "Worm Producer", or "Vermiculture" and the database would consider them three different types of projects.

The multiplication of descriptors referencing the same type of experiences was particularly serious in the case of those projects that could be classified from different points of view.   For example, a project involving students and their parents that teaches them to make sweets and homemade preserves from produce grown in the school or home garden, could be classified using 26 different descriptors:
1.   Nutrition
2.   Parent training
3.   Vocational training
4.   Preserves
5.   Cooperativism
6.   Sweets
7.   Canning vegetables

8.   Making and selling homemade sweets
9.   Manufacturing local products
10.   Vocational formation
11.   Gardening and packaging
12.   Family-school integration
13.   Parents in the school
14.   Growing food
15.   Regional production
16.   Growing and preparing sweets and preserves
17.   Productive
18.   Crafts workshop
19.   Training workshop
20.   Vocational formation workshop
21.   Workshop for parents
22.   Workshops
23.   Workshops for mothers
24.   Workshops for parents.[11]

As one can see, though the differences may be subtle, when using the singular rather than the plural form in the descriptors "Workshop for parents" or "Workshops for parents", they nevertheless generate different descriptors.

The excessive number of descriptors and the weak foundation upon which they are determined made it necessary to start by singling-out three concepts: theme, activity and recipient, which were found in the descriptons of programs .

We will consider:
- The **theme**, as the main subject, the central point that approaches the project by defining its main issues.
- The **activity**, as the action carried out by the students while performing the service.
- The **recipient**, as the direct beneficiaries of the projects aimed at community outreach.

With this in mind, and with the aim of building the research matrices and the database fields, we made some methodological decisions regarding the following aspects:

1.4.4a- Themes and sub-themes

In order to identify the various themes, descriptors from the EyC databases were compiled and compared with other thematic classification criteria worked out by the same *Escuela y Comunidad* technical team, as well as those proposed by CLAYSS[12] and by specialized bibliography. Once this task was completed, all the themes identified were grouped in wider categories.

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[11] Descriptors were transposed textually from the EyC 2000-2001 databases.

[12] TAPIA, María Nieves, Service-learning in Latin America. In: CLAYSS. Aprender sirve, server enseña. Benos Aires, 2002, pp.13-15.

Finally, the *Thematic Category* was defined as a function of the relationship established within the project between the service objectives and issues. That is, in order to establish the thematic category we apply the "formula" "objectives + issues".

Let us take, for instance, an information campaign on a theme of public interest in the health field (e.g. a prevention campaign against the *Mal de Chagas* or pediculosis). In order to establish the project category we would, as already pointed out, apply the formula "*objectives + issues*". That means that if the box corresponding to "issues" and the space for "objectives of the project" were filled-in in function of the local need for information, the theme would be *C. Information and Communication.* If, instead, the objectives and the issues mention a specific health and communitarian problem the theme would be *E. Health.*

Using this criterion we identified nine main thematic categories:

- A.   Education

- B.   Civic and Community Participation

- C.   Information and Communication

- D.   Environment

- E.   Health

- F.   Socio-cultural animation, Historical and cultural heritage, and Tourism

- G.   Productive Service Projects

- H.   Attention to Socioeconomic Problems

- I.   Other

Each one of the thematic categories mentioned contains a group of sub-themes that we proposed due to the fact that they were repeated in a large percentage of the total number of experiences (e.g. promoting reading) or for their social significance (e.g. literacy).

The sub-theme is a subset of the central theme built in order to describe the theme itself or to describe the activity (for example, computer science or technology as a subset of education) or of a specific activity (for example tutoring , also as a subset of education). In general, the sub-theme is considered in function of the "objective + activity" relationship.
We will now briefly describe each of the sub-themes with some examples.

A. Education
- **A.1. Literacy:** includes those projects that set out to initiate or aid in the initiation of some type of learning. Some examples of this subcategory are the literacy of adults, introduction to English, teaching sign language or brail.

- **A.2. Tutoring:** includes those projects aimed at helping students to improve their learning skills in order to remain in the system. Generally they are students with deficiencies and the tutoring sessions are often after school hours. They usually consist in helping students with homework, offering further explanations, providing literature and assessing learning difficulties. They include projects for tutoring in general education, computer science, or extra classes in English.

- **A.3. Promoting reading:** includes those projects that develop or facilitate reading activities by creating specially designed materials to this end, the establishing of traveling, electronic or audio libraries, and projects aimed at teaching brail.
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- **A.4. Education in computer science and technology:** includes computer support and training for students or institutions, for example computer workshops.

- **A.5. Training**: includes projects for job training in computers or in languages, technology or agro-technology aimed at increasing employability. A common example is English classes for the unemployed.

B. Civic and community participation
- **B.1. Public commitment and civic participation:** includes those projects aimed at fostering attitudes of participation and civic responsibility, for example youth parliaments.

- **B.2. Ethics and civic formation/Development and education in values:** refers to projects that tend to further social coexistence, for example projects that respond to violence and discrimination, that foster the rights of children and the elderly and that promote peace. For example, peaceful coexistence in schools.

- **B.3. Promoting cooperativism:** includes projects that encourage school cooperativism and mutualism and the development of neighborhood or community cooperatives.

- **B.4. Bartering clubs:** refers to a wide-spread practice in Argentina during the economic crisis where goods and services are exchanged without the passing of money.

C. Information and Communication
- **C.1. Public interest information campaigns:** include initiatives aimed at spreading information of public interest or of importance to the community. For instance, road safety campaigns through school publications, magazines and newspapers, community radio and television.

- **C.2. Communication in remote areas:** refers exclusively to those projects that offer or spread community interest information in isolated areas or areas that do not easily access the media through other venues. Classic examples include school radio programs with service to the community and informative publications in rural areas.

- **C.3. Communication at the service of NGOs/social marketing**: refers to projects that support the communication initiatives of some civic organization.

D. Environment

- **D.1. Environmental education:** includes projects whose main objective is to create awareness and educate towards the protection of the environment. For example, ecological education campaigns, the spreading of techniques for the classification and treating of waste products, pollution and natural disaster prevention campaigns (e.g., fires, floods, earthquake prevention).

- **D.2. Urban environment:** this sub-theme emphasizes those projects that aim at protecting and improving the urban environment. They include projects such as the recuperation of green areas, sign making, urbanism, waste treatment and recycling, initiatives to prevent natural catastrophes, maintenance of public areas.

- **D.3. Prevention and rational use of natural resources**: includes projects that bring forward initiatives to avoid or alleviate the effects of water, air and soil pollution and that take advantage of conventional and alternative resources and energy. For example, projects for recycling batteries or the use of solar panels.

E. Health
- **E.1. Health education, prevention and the treatment of illnesses and addictions:** includes a wide variety of projects aimed at healthcare by the spreading of sanitary measures, prevention campaigns, health initiatives and government lobbying for health issues. Some examples include projects providing dental or eye care, vaccination campaigns, prevention of illnesses such as diabetes, echinococcosis, aids, pediculosis, *Mal de Chagas* and rabies, accident prevention campaigns, first aid, hygiene, sexual responsibility, promotion of physical fitness or lactation, prevention of alcoholism, cigarette smoking and drug addiction.

- **E.2. Organ and blood donation**: includes mostly campaigns and initiatives that promote organ donation for transplants and blood donation.

- **E.3. Eating disorders:** include those projects aimed exclusively at preventing and spreading information regarding anorexia and bulimia among adolescents.

F. Socio-cultural animation – Historical and cultural heritage – Tourism
-
- **F.1. Promotion and preservation of the historical and cultural heritage:** includes heritage preservation projects like creating photograph and/or document archives, the preservation of historic monuments, gathering of oral testimonies, cultural exchange activities and the setting-up of museums.

- **F.2. Community support for sports activities, recreation and the positive use of free time:** includes projects that promote and support sports activities in schools and the community, bicycle trips, the creation of sports centers, recreation in homes for children or the aged, community camps, etc.

- **F.3. Artistic and cultural activities at the service of the community:** includes community oriented artistic and cultural activities. For example, the designing of murals in hospitals, *murga*[10] activities, expositions of local handcrafts, music, chorus, dance and theatre workshops.

- **F.4. Field trips and post-graduation excursions with service aims:** includes projects that propose to change the characteristics of the traditional post-graduation excursions, at the end of high school, to include service aims, as well as complementing the academic objectives of field trips with concrete service to the community.

- **F.5. Designing of regional tours:** includes projects that take advantage of the students' knowledge in order to develop tourism in an area as a service to the community.

G. Productive Service Projects:
Productive service projects are those enterprises that aim at meeting a previously identified community need. In other words, it includes among its objectives community service. The subcategories differ from one another in type of production and final product.

- **G.1. Farming:** includes projects for sustainable agriculture, organic gardens, hydroponics, tree nurseries, vermiculture, apiculture, and as by products, pickles, cheeses, jams and sweets. It also includes the raising of livestock and floriculture.

- **G.2. Technological production:** projects include all types of service-oriented technological micro-enterprises such as: design, construction and repairing of machinery and equipment (windmills, farm machinery, tools, orthopedic items, etc.), making bricks, recycling computers, software, making musical instruments, looms, eyeglasses, etc.

- **G.3. Craft production:** includes projects promoting regional craft production such as homemade sweets, as well as fabric looms, and workshops on cutting and tailoring. Bakery projects are also included if they have the goal of generating employment and job training.

H. Attention to Socioeconomic Issues:
Projects that propose to palliate some of the more basic and urgent needs of the community.

- **H.1. Nutrition:** the most common examples are projects that deal with malnutrition, especially in infants. For example, food kitchens, projects for nutritional education and the producing of soy products. Projects for

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[10] a popular carnival genre that combines music, dance and song

making bread can also be included if they aim at resolving nutritional problems.

- **_H.2. Clothing_:** usually projects involving making, repairing and distributing clothing and community thrift shops.

- **_H.3. Housing_:** these projects are linked to the building or repairing of houses, schools, cooperating in the building of community housing, etc.

- **_H.4. Integrating diversity_:** the projects that make up this sub-category are defined in function of their objectives and not by their beneficiaries. For example a project for integrating different abilities is not intended exclusively for differently able children or youth but also for a wider group, depending on the context. The main point in these cases "is" diversity, it "is" aboriginal culture or problems between sexes and the objective is integration. In these projects the theme is not tackled indirectly but rather head-on and clearly stated in its objectives, independent of the service providers or the recipient.

- **_H.5. Collection campaigns_:** in particular the collection of food, clothing and toys.

I. Other:
Includes all projects that are not included in any of the previous thematic categories.

1.4.4b. Recipients:

To study the recipients we chose to work around two variables: the type of recipient and his geographic location.

In order to classify the various types of recipients, we decided to differentiate those experiences that are directed towards satisfying requests or needs of the whole of the community ("general community" in the CLAYSS database), from those that refer to specific groups of people.

With respect to the former, we first defined the different age groups. In those cases where the forms submitted, or their appendices, provided the necessary information on the age groups served, they were categorized as follows:

- Children: from 0 to 11 (birth to the second cycle of Primary

- Adolescents (includes pubescent youth or pre-adolescents): 12 to 17 years (coincidentally the average age of Secondary-High School

- Youth: 18 to 30 (legally adults and the most frequent age bracket in the census)

- Adults: more than 30 years old

- Elderly: more than 65 years old (retirement age)

On the other hand we looked at a second variable: the type of need or specific socio-economic-cultural condition, in the case where the project dealt with a particular group of persons.

We established the following types:

- differently able people

- children and youth at educational risk,

- isolated rural populations,

- adolescent parents,

- the sick,

- the imprisoned,

- street children,

- the unemployed,

- addicts,

- the poor in general and

- others

The second aspect we concentrated on has to do with the geographic location of the recipients.

First we looked at the location of the recipients in relation to the educational institution that was offering the service. We wanted to discern if the school chose recipients who were in the same area that the school was located, or in a different one, and if they worked in both.

1.4.4c – Students participating in the experience

The form asked to specify the number of students per course that participated in each service experience.

Due to the fragmentation of the educational system, and the variety of terminology by jurisdiction already explained in chapter 2, we decided to use the participants' age and not the level or educational cycle they were in as the variable. This resulted in a unified record for all jurisdictions.

We established the following correlations:

- Children (from 5 to 11 years old): corresponding to Kindergarten and to the first two cycles of Educación General Básica (Basic General Education) / Primary

- Adolescents (from 12 to 17 years old): corresponding to the third cycle of Basic General Education / Secondary / Middle / High School

- Youth (from 18 to 29 years old)

- Adults (30 years old and over)

1.4.4d – *Identification of service-learning projects*

In analyzing the experiences presented, one of the main questions to consider was the distinction between non-systematic service experiences or community service, and the so-called service-learning experiences as defined in this investigation (see chapter 1).

In surveys taken in the United States (for example those taken by the Secretary of Education of the federal government, US DEPARTMENT OF EDUCATION, 1999), teachers and students were asked to respond to questionnaires that asked weather the community initiatives carried out in their schools were "community service" or "service-learning". As S. Billing pointed out, the results were contradictory and confusing (NYLC, 2004), given that the same terminology used in different schools could represent different initiatives and vice versa.

In the case of the forms submitted to the *Premio Presidencial de Escuelas Solidarias*, teachers weren't asked to provide definitions in this sense, but they were asked information that could be used to distinguish between service-learning initiatives and other types of community service-learning experiences.

In order to single-out strictly service-learning experiences, we took into account that they should meet certain requirements that are accepted characteristics of service-learning in all of its academic definitions (see Charter 1):

- the actions must be carried out by students

- they must have learning as an objective

- they must have service as an objective

- they must be linked to the academic curriculum

Using the information available, for the purposes of this investigation, a progressively exclusive formula was generated identifying the field of experiences of service-learning in the strict sense.

We started by singling out those experiences where students carried out the service actions. Those that did not meet this criterion were discarded for the next analysis.

Of those experiences that were in fact carried out by students, we took into account only those that were specifically noted as being service-oriented and for learning purposes.

Of this last group we considered the projects that had at least one curricular connection.

The results showed that 1,663 experiences were considered to be service-learning, making up 57.38% of universe 2.

The service-learning experiences were analyzed in connection to the following variables:

- geographic distribution, by jurisdiction

- theme

- recipient

- links with organization/institution

- participants by age

- participants by level

- curricular links

- disciplines

- student participation in various stages of the project (diagnosis, planning, execution and evaluation).

The tools developed in function of the methodological decisions just described, allowed us to systematically analyze the information compiled, and to begin to respond to the questions posed for the investigation.

CHAPTER 2. THE CONTEXT: ARGENTINA AND ITS EDUCATIONAL SYSTEM, 2000-2001

The community service-learning experiences being studied in this investigation were developed and evaluated during the years 2000-2001. It is necessary, therefore, to situate them within the complex socio-economic-political context of those years in which, to a great extent, we can find the key to understanding the growth of service-learning in Argentina.

As this study is aimed at the international community of researchers in service-learning, we thought it necessary to include information, summarizing the general experience of collapse lived in Argentina in those years.

The two-year period under study coincides, on the political front, with the short-lived government of the Alliance UCR-FREPASO, headed by President Fernando de la Rua. From the socio-economic and educational point of view, however, we will have to look back to the decade of the 90's, as the two-year government of the Alliance can only be understood as a consequence – and probably an inevitable outcome – of the "menemista" (for President Carlos Menem) decade (1989-1999). The national context we are going to present next corresponds, therefore, to the period 1989-2001, with particular reference to the years 2000-2001.

2.1- The socio-economic context

From the economic point of view, the biennium 2000-2001 marks the end of the decade of "convertibility", the foreign exchange regime that established parity between peso and dollar, that is "*un peso = un dólar*", and the collapse of a socio-economic model established at the beginning of the 90's.

By tying the national currency to the dollar in April 1991, President Menem's Minister of Economy, Domingo Cavallo, achieved something that had seemed impossible in the Argentine economy for half a century: ending chronic inflation. After decades of prices spiraling out of control, exchange rate adjustments, foreign currency black market, change of monetary sign ("peso moneda nacional", "peso Ley 18.188", "Austral"), and the explosion of hyper-inflation of 1989-90, it is no wonder that Argentines valued the economic stability of the 90's.

The GDP grew, the spending power of middle-class Argentines abroad increased, and by the mid-nineties the IMF could affirm that Argentina, following the orthodox recipe of fiscal restriction and total market openness and punctually paying its debts, was "its best pupil". In 1994, Menem formally announced that Argentina had "entered the First World" and his Foreign Relations Minister, when asked about the state of diplomatic relations with the United States, defined them as "carnal".

The sale of State-owned companies, *"capitales golondrina"* (speculative capital) coming into the country, and the growth of external debt, contributed to sustain an unchanging rate of exchange which did not reflect the growing deterioration of the productive structure. The national industry, that was already in crisis after the ups and downs of the politicized decade of the 70's and the Latin America's "lost decade" of the 80's could not cope with the competitiveness of a flood of low-

priced goods coming from Asia due to the policy of total market openness supported by the Menem government. Parity of exchange was also affecting the competitiveness of agricultural and meat products (commodities), which have been the backbone of Argentina's foreign trade since its origins.

As can be seen in the following graphs, the GDP rose until 1998 (Graph 3), when the international economy and the burden of the incurred debt began to erode hopes placed in convertibility. Price deflation was no longer good news. Instead, it became a symptom of the increasing shrinking of the economy.

GRAPH 3

GRAPH 4
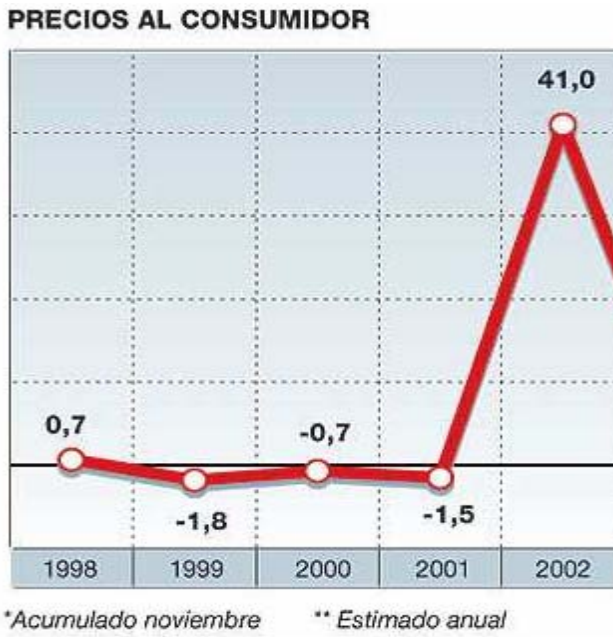
Sources: Clarín, March 18, 2004- La Nación, December 1, 2003.

Argentina's external debt problems had begun to develop during the military governments of '76 to '83 as can be seen in the next graph, but it rose drastically during Menem's presidency (+123%)

TABLE 2: Evolution of Argentina's external debt

YEAR	PRESIDENT	GOVERNMENT	EXTERNAL DEBT (millons of dollars)	%DEBT INCREASE DURING PERIOD OF GOVERNMENT
1966-1973	Onganía Levingston Lanusse	"Argentine Revolution" MILITARY de facto	4.800	+ 46%
1973-76	Cámpora J.D. Perón Isabel Perón	Justicialista Party	7.800	+ 62%
1976-83	Videla Viola Galtieri Bignone	Process of National Reorganization MILITARY de facto	45.100	+ 364%
1983-89	Alfonsín	Unión Cívica Radical	65.300	+ 44%
1989-99	Menem	Justicialista Party	146.219	+ 123%
1999-2001	De la Rúa	Coalition UCR-Frente Grande	147.667	+ 9%

This process accelerated during Menem's second presidency (1995-99). The De la Rua government had to face paying the debts that had been assumed at a time of greater economic expansion. In order to do so he resorted to generating more debt through an agreement with international credit organizations, which was publicized as "*blindaje*" (shielding) of Argentine finances). In reality, none of those loans succeeded in stopping the quickening pace towards cessation of payments or *default,* a catastrophe that had been announced throughout 2001 and finally came about following the fall of the De la Rua government, during the provisional presidency of Eduardo Duhalde (see Graph 4).

GRAPH 5: Evolution of public debt, 1995-2003

Evolución de la deuda pública

▶ Cifras en millones US$

SUCESION DE MINISTROS DE ECONOMIA

DOMINGO CAVALLO | ROQUE FERNANDEZ | JOSE LUIS MACHINEA | MURPHY | CAVALLO | REMES LENICOV | ROBERTO LAVAGNA

Carlos Saúl Menem | Fernando de la Rua | Eduardo Duhalde | Néstor Kirchner

95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03

Fuente MINISTERIO DE ECONOMIA

CLARIN

Clarín, May 30, 2004, p. 6.

The burden of paying off the debt and the growing demands from international organizations to comply with external obligations, to keep the *peso* tied to parity with the dollar, and to balance the budget, led to a gradual lowering of public resources allotted to education, health, and social work.

While economic gurus continued forecasting a supposed "*derramamiento de riquezas*" (overflowing of wealth) that would produce the constant increase of the GDP towards the less fortunate sectors, reality indicated the opposite.

The bankruptcy of regional economies intensified historic differences among Argentine provinces.

In order to show those differences as objectively as possible we have referred to the EHDI, the Extended Human Development Index used by the UNDP. Below are the EHDI levels of the different jurisdictions in Argentina, which highlight the disparity in the level of development reached in different regions.

GRAPH 6: EHDI by jurisdictions

Jurisdiction	EHDI
Buenos Aires	0.629
Catamarca	0.374
Chaco	0.309
Chubut	0.515
City of Buenos Aires	0.867
Córdoba	0.685
Corrientes	0.227
Entre Ríos	0.527
Formosa	0.156
Jujuy	0.187
La Pampa	0.632
La Rioja	0.402
Mendoza	0.634
Misiones	0.339
Neuquén	0.556
Río Negro	0.457
Salta	0.339
San Juan	0.444
San Luis	0.510
Santa Cruz	0.603
Santa Fe	0.580
Santiago del Estero	0.419
Tierra del Fuego	0.653
Tucumán	0.400
National Total	0.613

Mapa 1. Índice de Desarrollo Humano Ampliado, provincias argentinas y Ciudad de Buenos Aires, 2000

Fuente: Elaboración propia, onda de octubre de 2000. EPH (INDEC).
*Las tonalidades más oscuras indican los niveles más bajos de IDHA.

Source: data as of 2000 provided in *Aportes para el desarrollo humano de la Argentina /2002. Desigualdad y Pobreza.* In: *www.desarrollohumano.org.ar*

The EHDI, like the HDI, is a value that ranges between 0 and 1, with 1 being the optimal level. The City of Buenos Aires, with 0.867, and Formosa, with 0.156, are at the two extremes of a scale marked by great inequalities.

GRAPH 7: Jurisdictions according to EHDI

Índice de Desarrollo Humano Ampliado, provincias argentinas y Ciudad de Buenos Aires, 2000

Jurisdiction	EHDI	Situation
ENOS AIRES	0.867	SITUACIONES MÁS FAVORABLES
CÓRDOBA	0.685	
DEL FUEGO	0.653	
MENDOZA	0.634	
LA PAMPA	0.632	
ENOS AIRES	0.629	
TOTAL PAÍS	0.613	
SANTA CRUZ	0.603	
SANTA FE	0.580	SITUACIONES FAVORABLES
NEUQUÉN	0.556	
ENTRE RÍOS	0.527	
CHUBUT	0.515	
SAN LUIS	0.510	
RÍO NEGRO	0.457	SITUACIONES DESFAVORABLES
SAN JUAN	0.444	
DEL ESTERO	0.419	
LA RIOJA	0.402	
TUCUMÁN	0.400	
CATAMARCA	0.374	SITUACIONES GRAVES
SALTA	0.339	
MISIONES	0.339	
CHACO	0.309	
CORRIENTES	0.227	SITUACIONES CRÍTICAS
JUJUY	0.187	
FORMOSA	0.156	

Fuente: Elaboración propia de las onda de octubre de 2000. EPH (INDEC).

In this climate of great inequality, the crisis sharpened chronic deficits of some provincial administrations, and put at risk even traditionally strong economies like Mendoza. The governments of the poorest provinces were the first to introduce "bonds", guaranteed by the Provincial State Banks, which became "quasi-currency", devalued with respect to the *peso.* By 2001 all jurisdictions, with the exception of the City of Buenos Aires, had issued local bonds in massive circulation.

Stability, deflation, and foreign investments were accompanied, in fact, by three paradoxical effects characteristic of the 90's: unemployment, the widening of the gap between rich and poor, and the marginalization of some sectors of society that remained excluded from the formal productive circuits.

Unemployment rose from 6% in 1991 – when convertibility was launched – to 18.4% in 1995. As can be seen in the following graph (graph 3) unemployment remained high, with slight fluctuations, for the rest of the decade, and it reached 18% again during the final months of the De la Rua government.

GRAPH 8: Rates of unemployment and of underemployment (of those seeking work and those not seeking work) for all urban areas, from May 1990 to May 2003[13]

Tasas de desocupación y subocupación demandante y no demandante para el total de aglomerados urbanos, desde Mayo 1990 hasta Mayo 2003

Legend: Desocupación — Subocupación demandante — Subocupación no demandante — Subocupación
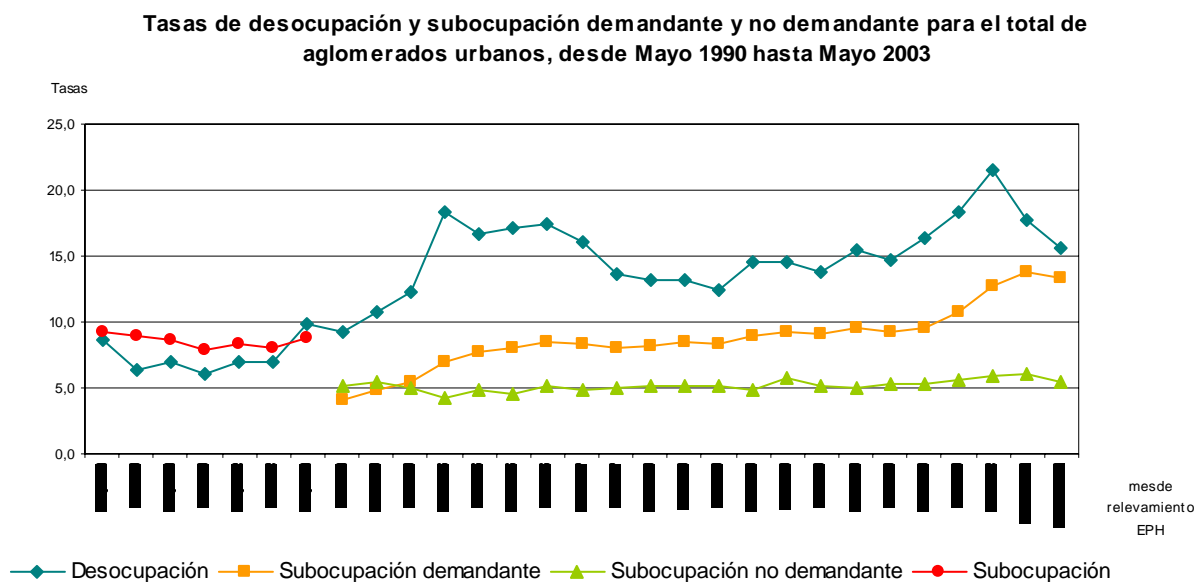
Source: INDEC.

In a context of severe reductions in public spending and de-financed social programs, the erratic social policies adopted by the governments of Menem and De la Rúa did not help create social safety nets in the face of economic adjustment. Without any consistent unemployment subsidies or viable strategies for re-employment, the failure of industries that had given life to the large urban belts of Buenos Aires, Rosario and Córdoba triggered new and old forms of poverty.

A sign of the growing poverty level was the duplication, over ten years, of the population of shantytowns in the City of Buenos Aires. Having been evicted forcibly by the military government between 1976-80, the "*villas miseria*" of the Capital went from a population of 52,000 to 116,000 between 1990 and 2001.

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[13] desocupación = unemployment; subocupación = underemployment; demandante: looking for work; no demandante = not looking for work

GRAPH 9: Population in shantytowns/precarious settlements in the City of Buenos Aires

Villas/Asent.	Población	
1 – 11 - 14	4.894	21.693
Villa 15	5.167	9.776
Villa 20	7.460	16.323
Villa 21–24	10.822	16.108
Villa 31–31Bis	5.668	12.204
NHT Zavaleta	2.572	4.814

Fuente CENSO DEL INDEC DEL 2001
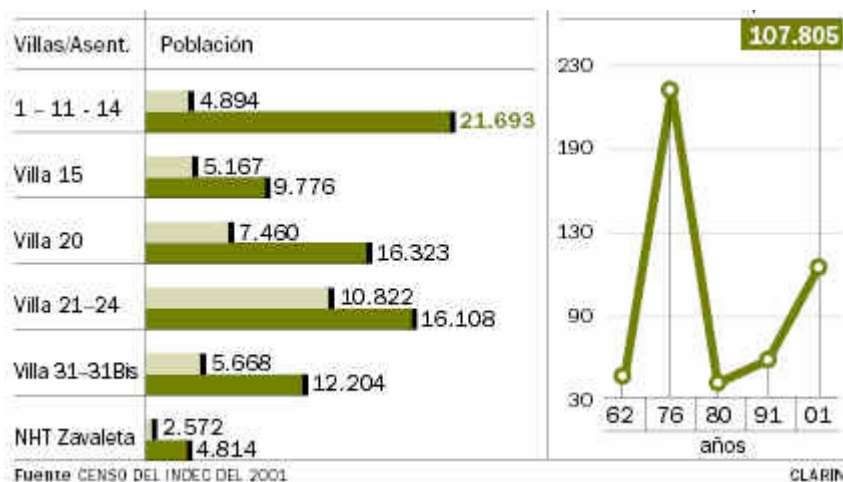
Source: INDEC. Clarín, December 8, 2003

In a society that had been known for its solid middle class, an increasingly wider gap began forming between those who gradually concentrated the wealth and a growing number of those who were excluded from it:

> *"Between 1990 and 1999, the gap in income between the poorest ten per cent and the richest 10 per cent grew by 57 per cent. The figures are unequivocal: while, in 1990, the richest ten per cent earned 15 times more than the poorest ten per cent, now the richest earn 23.7 times more. It is the widest gap recorded in the history of the nation. While in 1990 the poorest ten per cent had a share of 2.1 percent of total income, last year it had just barely 1.5 percent of it. Inversely, the ten per cent at the peak of the pyramid went from receiving 33.6 percent of total income to receiving 36.7 percent in 1999."* (Clarín, July 23, 2000. *Zona, El Paraíso perdido,* p.9).

The country that in the 60's that boasted being the Latin American country with the strongest middle class, in the 90's suffered such an increase poverty that it broke the middle class and left 70% of Argentines in a condition of poverty (National Population Census, INDEC. Clarín, February 22, 2004).

In fact, in the 90's Argentina became a country with the highest levels of inequality, even in comparative terms with the rest of Latin America, as can be seen in the graph below:

GRAPH 10: Gini index of social inequality in Latin America, 1990

PERDIENDO POSICIONES	
Datos del índice Gini, en el que 0 es la igualdad total y 100, la iniquidad absoluta	
1990	**DE 1990 A 2000**
Uruguay	Uruguay
Venezuela	Costa Rica
Argentina	Venezuela
Costa Rica	Perú
Perú	Jamaica
Jamaica	Argentina
El salvador	El Salvador
México	México
Nicaragua	Honduras
Bolivia	Nicaragua
Chile	Colombia
Honduras	Bolivia
Colombia	Chile
Brasil	Brasil

Fuente: Banco Mundial — LA NACION

Source: World Bank. La Nación on line, October 25, 2003.

The increase in poverty affected the child population in a particular way. As a consequence of the crisis, in the ten years between 1991 and 2001 the number of children living in poverty increased by 2,300,000 (FILMUS, 2001). About 60% of Argentine children (almost 3.7million) live in poverty, while three out of ten children are indigent (UNICEF figures, published in Clarín, 12/9/04). These figures are particularly significant because of what they imply for the educational system, as will be seen later.

The gap between rich and poor is also crudely evident among children from the richest and poorest jurisdictions. This gap can be verified, just to mention one of the saddest indexes, in the disparity in infant mortality rate, which ranges between 10.3 per thousand in the City of Buenos Aires and 27.7 per thousand in the Province of Chaco.

Fernando de la Rúa's government (2000-2001) either did not dare, did not know how to or couldn't change an economic and social situation, which by the beginnings of 2001, was rapidly heading for disaster.

When even the traditionally powerful Province of Buenos Aires had to issue "quasi currency" (the *"patacones")* in order to pay its thousands of employees, and town mayors began leading protest marches, the stage for the crisis was set.

In December 2001, the images of *"piqueteros"* (movements of unemployed) clashing with police in Plaza de Mayo, and even more dramatic ones of children in Tucumán dead from malnutrition, were seen around the world as a symbol of Argentina's collapse.

Joseph Stiglitz, former vice-president of the World Bank, who had won the Nobel Prize for Economics precisely in those days, entitled his analysis of the Argentine

economy during this period "Why the Nation That Followed the Rules Fell to Pieces" (STIGLITZ, 2002). After having followed the IMF's prescriptions for more than a decade and having suffered the limits of corruption and inefficiency, of which some Argentines were accomplices and others acquiescent victims, the country had to face one of the worst crisis in its history.

Having been brewing for a decade, the crisis might have been a surprise for foreign bondholders and those who had believed in the "entry into the First World", but it did not come as a surprise to Argentine schools. As we shall see, thousands of educational institutions had begun to identify the serious social problems and attempted to face them long before newspapers would convert them into catastrophic headlines.

2.2. - The political and institutional context

For the purposes of this study, we find it unnecessary to dwell any further on references to the complex and restless Argentine political life between 1989-2001. We will limit ourselves to a short summary of relevant matters in order to put the results of the research into context.

2.2.1 – Argentine politics 1989-2001

President Menem (1989-1999), representing the *Justicialista* Party founded by General Juan Domingo Perón in the 40's, marked a drastic change in the kind of politics normally supported by that party: the anti-imperialist tradition was replaced by automatic aligning with the United States; nationalism and economic protectionism by the theories of the free market, and alliance with trade unions by accords with important national and multinational companies.

Having come into office as the only alternative in the face of the devastating hyperinflation that forced President Raúl Alfonsín (1983-1989) out of office some months before the end of his term, Menem enjoyed high approval ratings due to economic stability and notwithstanding repeated corruption scandals practically from the beginning of his term. In 1994, before the end of his constitutional six-year mandate, Menem succeeded in having a constitutional amendment approved allowing him to be re-elected for another four years. During his second period, besides the corruption scandals there was also high unemployment and the first signs of social decline.

Popular discontent led to the strengthening of the opposition and in December 1999, President Fernando de la Rúa took office with 49% of the popular vote. There were great expectations that in addition to stability there would be more transparency and social policies.

Popular approval soon vanished after the Vice President tendered his resignation, following his denunciation of corruption in the Senate, and as economic indexes continued to decline. On the edge of *default* before an accumulation of payments of the external debt, De la Rúa appointed Domingo Cavallo as Minister of Economy. Cavallo, who had been a symbol of the *menemista* decade, had taken some distance to found his own political party.

Cavallo's decision to freeze all bank accounts (the unfortunately infamous *"corralito")* deprived all account holders from freely disposing of their money except, that is, for those with privileged connections who were able transfer their assets abroad before the measure took effect.

The middle class, who had not come out to protest in the streets neither to oppose the military nor to confront *menemista* corruption, came out massively to defend their savings. The *piqueteros* were also mobilizing with increasing levels of violence demanding subsidies against hunger. The *"cacerolazos"* (pan bangers) with neither leaders nor party banners, combined slogans of the extreme left with those of the conservative right in a new phenomenon in Argentine politics, where the only common slogan was *"que se vayan todos"* ("all of you get out", addressed to politicians).

The fall of the De la Rúa government, on December 20, 2001, brought about a serious institutional crisis. However, contrary to what had happened repeatedly throughout the 20th century, this time the crisis did not lead to a military government. Instead, constitutional precepts were applied leading to the holding of elections and the eventual appointment of the current President Kirchner.

In this context it is not surprising that the awarding of the *"Premio Presidencial Escuelas Solidarias"* in the year 2000 took place amidst profuse demonstrations of affection towards President De la Rúa, while just one year later several teachers questioned whether the award should even be called *"Presidencial"* as the mere mention of the executive office produced bitterness. Notwithstanding, in 2001 the Ministry of Education received 3,100 presentations from solidarity schools, which amidst the rapid corrosion of the credibility of public institutions nevertheless put their faith in an institutional channel to make their experiences known.

2.2.2 – Federalism, centralism, diversity, and clientism

Argentina is a federal Republic, yet paradoxically it has a long centralist tradition. A strong presidential system contributes to concentrate power in the Federal Capital. During the 19th century and beginning of the 20th century, systematic electoral fraud made the President "the great elector". Also the charismatic leaders of the 20th century, Yrigoyen and Perón, contributed to the concentration of power. Military governments – which governed with few democratic interludes between 1930 and 1983 – were obviously supported by a pyramidal and authoritarian structure that contributed little to federalism.

Historically, the city and the province of Buenos Aires have had an economic and political importance that the rest of the country has found difficult to balance. The transport system has always converged towards the port-city, and the greatest conglomeration of industries and voters is concentrated in the capital city's suburbs.

On the other hand, Argentina has upheld the federal system because it is made up of 24 jurisdictions that are extremely different from one another, not only regarding their geographical area, but also from the socio economic, demographic and cultural points of view.

Great cultural differences separate the provinces of the humid pampas and the littoral, which received a greater proportion of European immigration between the end of the 19th and beginning of the 20th centuries, and those of the northwest, which maintain a strong *"criollo"* (mix of Spanish and native) identity. A different case is that of the provinces of Patagonia, which were conquered from the *mapuche* Indians in 1979-80 and were populated by a particular combination of natives, Argentines from different provinces, and foreign immigrants from places as disparate as Chile and Wales.

Even within the same region, great differences can be found from the political, socioeconomic, and cultural points of view. Each province has a strong identity of its own, and federalism expresses a deeply felt claim to these diverse identities, which are also expressed in the educational system, as we will see in the following point.

Diversity, and even antagonism between provinces, and between all of them and Buenos Aires, date back to Argentina's origins. The *"Provincias Unidas del Sur"* (United Provinces of the South) did not reach national unity without conflicts: one of the first Latin American nations to gain independence from Spanish rule in 1810, it took Argentina 50 years of civil wars to approve a Constitution that would be accepted by all provinces[14] and 20 more years until a formula was found that put an end to internal wars and to the attempts at secession by the City of Buenos Aires.[15]

Wars among *caudillos* ended in 1880, but contemporary *caudillos* still have great political weight. Though *justicialismo ("peronismo")* and *Unión Cívica Radical* (Radical Civic Union) are the majority parties in the whole country, there are political "dynasties" and local leaders that have held power for decades and wield enough power to confront the national leaders of their respective parties.

During the almost 20 uninterrupted years of democratic governments that Argentina is celebrating for the first time in its history, some of the most entrenched provincial political dynasties have fallen victims of police and corruption scandals, as in the case of the provinces of Catamarca and Santiago del Estero. Others have survived all scandals, including the Menem family, who are still effectively ruling the province of La Rioja, and the Rodríguez Sáa of San Luis, whose main representative held the Presidency of the country for some days during the 2001-2002 crisis.

The controversial figure of the *caudillo* is closely related to a widely spread and still deeply rooted phenomenon in Latin America: political clientism. Dependence on public employment and multiple social plans, implemented as palliatives in the face of the crisis, has kept many Argentines dependent on those who provide for their sustenance: provincial governors, town mayors, union leaders and – more recently – some *piquetero* leaders.

At the same time, independent voting has increased in the last years. Both *radicalismo* and *justicialismo* came to the harsh realization that in these last years

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[14] The National Constitution, approved in 1853, was accepted by Buenos Aires only after a long struggle that ended with the battle of Pavón and a constitutional amendment in 1861.

[15] In 1880, when the City of Buenos Aires was made the Federal Capital under the sphere of influence of the President of the Nation, and Customs' resources were federalized

"automatic votes" do not exist any longer, and even the best well oiled *clientelista* machines can be beaten at the polls.

In this context, we think it is of particular interest the role that schools can play in citizenship formation. Those that stimulate their students to get involved in social and citizenship issues – as do "solidarity schools" – are offering tools for the exercise of rights and duties, fostering greater independence from clientism influence, which has kept many of their elders immersed in apathy and poverty.

2.3. - The educational context

2.3.1 – Centralism and federalism in the educational system

The Argentine educational system too can be understood from the tension between centralism and federalism which we posed in the previous point.

As soon as the civil wars ended, the educational system grew rapidly and became one of the key tools to make "Argentines" out of immigrants' children. The first design of the Argentine public school was born in 1880 with the *"Ley 1420 de Educación Común"* (Law 1420 of Common Education) of common, secular, free and compulsory education from 1st to 7th grade, strongly influenced by the French educational system and American pedagogies of the time. Not by chance, a law that had been sanctioned by the national government for the City of Buenos Aires became the backbone of a strongly centralized educational system. For almost a century, school programs were designed in the Capital for all schools, and all teachers' salaries throughout the country were calculated and paid from *"Palacio Sarmiento"*, seat of the Ministry of Education.

The fast expansion of the educational system all along the national territory reproduced the diverse demographic expansion and that explains why the concentration of educational establishments is so dissimilar in each province, as can be seen in the map below.

GRAPH 11: Distribution of schools in the national territory
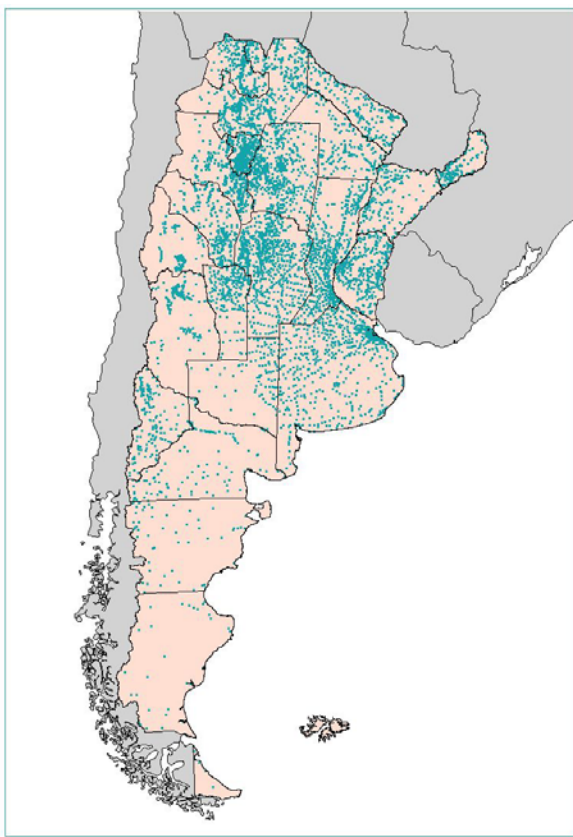
The gradual decentralization of the system took place during the 20th century, not without some traumatic jolts. In the 20's and 30's, some provinces began to build their own schools. Along with provincial educational systems, municipal educational systems started developing in big cities like Buenos Aires, Córdoba and Mar del Plata. Each system had different salary regulations and guidelines, and even if the national curriculum continued being the point of reference, provincial and municipal systems introduced modifications that produced diversification of curricular contents.

The *de facto* government of General Onganía decided, at the end of the 60's – for basically economic reasons – to consign the administration of primary schools to the provinces. During the 70's and 80's, most of the provinces set their own curricula, bringing the old national programs up to date, and in the process generating such a degree of curricular diversification as the country had never known. A growing gap started to develop also between teachers' salaries in the poorest provinces and those in provinces that could afford to allocate more resources to education.

In the 60's, another important innovation took place in the educational system. During the Illía presidency (1963-66), and after a long debate that divided society between *"laicos"* (secular) and *"libres"* (optional), private schools were recognized as part of the public education system. Since then there coexist in Argentina "state managed" and "privately managed" public schools. Among the private ones, most of them receive State contributions to finance between 30% and up to 100% of teachers' salaries while operational expenses are covered by the organization

that manages the schools. In exchange for that contribution, school fees are subject to State's approval. A small number of schools, attending to more affluent sectors of society, do not receive State contributions and, in exchange, are free to set their own fees. In all cases, the teaching contents and general running of the establishments are supervised by the State.

During *"el Proceso"* (the Process) military government (1976-83) the educational system in general, and freedom of teaching in particular suffered severe blows. For the purposes of the topic we are dealing with, it is necessary to highlight that the "Proceso" provoked the "disappearance" of student leaders from Secondary schools (*"la noche de los lápices":* pencils' night) and conducted repressive or threatening actions against educational establishments involved in social action in shantytowns. The idea that service to the poorest communities meant being "leftist" or "subversive", and the fear that settled in among teachers and parents lingered in many schools even after the military process was over.

Somewhat paradoxically, the military government supported one type of social initiative that schools had been developing for decades: sponsoring of rural schools. The campaign *"Marchemos hacia las fronteras"* (Let's march to the borders) promoted preferential sponsoring of schools located in the long – and at that time highly volatile – border with Chile. Set within the context of nationalist propaganda, which encouraged war with that country, the campaign was, however, well received in many urban schools, which helped keep the links established with the border schools even after the fall of the military government.

In 1984, when the shared euphoria that accompanied the return to democracy was still lingering, President Alfonsín convened the "National Pedagogic Congress", a great social debate with "grassroots assemblies", on the type of education people wanted for the future, which culminated – after much friction and arguing – in a document of national accords. These accords were at least partially expressed in the "Federal Law of Education" (Law 24,195) in 1993.

On the one hand, this Law marked the culmination of the educational decentralization process. Menem`s government consigned all national Secondary schools to the jurisdiction of the provinces and the City of Buenos Aires, reducing the national fiscal deficit but loading the burden on provincial governments. Not all had the possibility to take on the schools' administration in the same way, and so the gap between teachers' salaries and quality of education in the poorest provinces and in the richest pmes did not stop widening during the following decade.

Regarding teaching, the Federal Law extended compulsory education to 10 years, including Initial Level and nine years of Basic General Education (EGB). The remaining three years of high school, non-compulsory, were called *"Educación Polimodal",* and the old options (*Bachillerato, Comercial,* and *Técnica*=Humanities, Business, and technical*)* were replaced by five orientations ("*modalidades*"): Natural Sciences; Humanities and Social Sciences; Communication, Art and Design; Production of Goods and Services; Economics and Organization Administration.

The Federal Law conferred on the Ministry of Education and the Federal Council of Education (made up of Ministers of Education from all jurisdictions[16]) the authority to regulate the application of various aspects of the Law. One of the most controversial features of that regulation of the Law was the division of the EGB in cycles, particularly the third cycle of the EGB, which included one grade of the old Primary, and two of the old secondary.

GRAPH 12: The Argentine educational system after the reform

Polemics between those who advocated the "indissoluble unity" of the EGB (Province of Buenos Aires), and therefore "primarized" the two first years of Secondary, those who opted for the "secondarization" of grade 7 (Córdoba), and those who refused to modify the existing structure in their schools (City of Buenos Aires, and Neuquén) gave rise to acrimonious disputes in the Federal Council, which could not be settled notwithstanding the pressure exerted by the national Ministry.

Limited by resource reductions, besieged by academic and ideological disputes, questioned by teachers, the reform started losing momentum towards the end of Menem's government

Though the Federal Law provided for a permanent fund to finance educational investment, the fund only grew in accordance with what was stipulated by the Law in the first three years after its sanction. Since then, pressure to reduce

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[16] The term "jurisdictions" is used to include all provinces and the Autonomous City of Buenos Aires, Federal Capital.

public spending, as mentioned earlier, led to a progressive reduction of the education budget.

As the crisis deepened, many provinces began to pay teachers' salaries with bonds, or in some cases they even stopped paying them. Jujuy's case, reaching the point of owing teachers up to six months' salaries, was an extreme one, but it indicated a tendency. The "white tent" set up by teachers' unions in front of the National Congress, where teachers from all over the country took turns to go on hunger strike became, since 1997, a symbol of the shameful decline in teachers' working conditions.

The De la Rúa government started on a positive note in this sense: the education budget was increased (see graph 13), an agreement was reached with the unions to the effect that the government would finance a fix increase for all jurisdictions (the *"incentivo docente"*:= teaching incentive), and few days after the beginning of the new presidency the "white tent" was removed in festive mood.

GRAPH 13: EDUCATION BUDGET EVOLUTION, 1999-2004
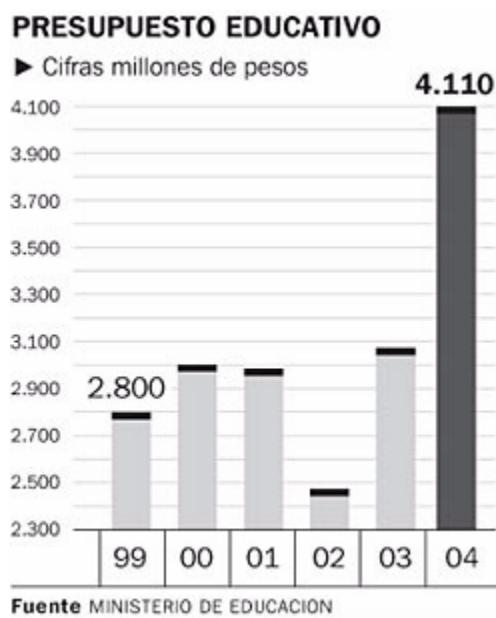
However, the rapid deterioration of the economic and political situation brought to a repetition of problems with salary payments in many jurisdictions, and to a consequent repetition of strikes.

On the other hand, it became evident in 2001 that neither the provinces nor the Nation had the necessary economic resources to implement the middle school reform as had been initially planned. The political will to support the application of the Federal Law was not unanimous either, and deadlines and conditions originally established for the general application of the reform became more and more stretched and flexible.

At the time when the *Premio Presidencial Escuelas Solidarias* was convened it was becoming evident that neither the Federal Council nor the national government

had either the political will or real power enough to impose a single educational structure for all jurisdictions. Therefore, there coexisted at that time at least six different educational structures:

- In the Province of Buenos Aires, which applied the structure originally agreed by the Federal Council just as it was, without any gradual adaptation or nuances, and determined that in all cases the three EGB cycles should be kept in the same establishment;

- In the provinces that opted for a massive but gradual application of the reform, beginning with a group – by 2001 most of them had begun to apply the reform in years 7 – 8 of EGB. In the majority of cases these provinces decided to establish the location of EGB's third cycle according to the characteristics of each place. In small and isolated towns where there were no secondary schools, 8th and 9th were added to the former primary schools, while in big cities classrooms were added to accommodate 7th grade in the former secondary schools, integrating EGB3/Polimodal.

- In the provinces that applied the reform gradually, but only in some of the schools of the jurisdiction, keeping other schools in the *"sistema residual"* (remnant system).

- In the Province of Córdoba, which set up its own structure, "secondarizing" grade 7 and establishing a *"Ciclo Básico Unificado" (CBU)* (Unified Basic Cycle).

- In the City of Buenos Aires, which adopted the new curricular contents for EGB up to grade 7, but did not modify the traditional Primary-Secondary structure.

- In the Province of Neuquén, which refused to abide by the Federal Law and the regulations agreed, and even sanctioned a provincial Law declaring itself against the Law sanctioned by the National Parliament.

In the presentations to the *Premio Prsidencial* 2000-2001, this great variety of educational structures can be noticed, as well as the different degrees of teachers' acceptance of the vocabulary and concepts promoted by the reform.

2.3 – Some educational indicators

According to UNESCO, in the Latin American context, Argentina had one of the best educational levels of the region during these last years (UNESCO ,   2001; 2004).

Illiteracy rate is 3.2%, very low compared to other countries in the region: in Brazil it is 13.2%, in Peru 10%, in Mexico 8.8% (UNESCO, 2001). The highest illiteracy rates in Argentina are found in the north of the country, as can be seen in the following graph, and they came down in all jurisdictions in the decade 1991-2001.

GRAPH 14: ILLITERACY RATE OVER A 10-YEAR-PLUS PERIOD BY JURISDICTION

Source: Ministry of Education, Science and Technology, 2004

The system covers practically everybody for the first years of education (6 to 11 years of age), but the proportion dwindles to just over half the population for those with age to attend the last years of secondary school in the Northern provinces of the country, as can be seen in the following graph.

It appears evident that the provinces with greater concentration of homes with NBI[17] are also those that have greater difficulty for the inclusion and permanence of children – let alone adolescents – in the educational system.

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[17] *Necesidades Básicas Insatisfechas,* Unfullfilled Basic Needs

GRAPH 15: Percentage of population that attends educational institutions (2001)

Porcentaje de población que asiste . Año 2001

MINISTERIO de EDUCACION, CIENCIA Y TECNOLOGÍA

DiNIECE

Red Federal de Información Educativa

Mapa Educativo Nacional

Porcentaje de Población que Asiste a un establecimiento educacional. Grupo de Edad 6 a 11 años

Porcentaje de Población que Asiste a un establecimiento educacional. Grupo de Edad 12 a 14 años

Porcentaje de Población que Asiste a un establecimiento educacional. Grupo de Edad 15 a 17 años

- 59.63 - 66.31
- 66.32 - 78.43
- 78.44 - 85.2
- 85.21 - 93.27
- 93.28 - 99.76

Es la relación entre la población por grupo de edades que asiste a un establecimiento educacíonal ,según Censo Nacional de Población Hogares y Viviendas 2001 del INDEC, sobre el total de la población de ese grupo de edad.

El grupo de edad de 6 a 11 años corresponde a las edades teóricas para EGB 1 y 2, el de 12 a 14 años a EGB 3 y el de 15 a 17 años al Polimodal.

Fuente: Cartografía base IGM - SIG 250
INDEC - Censo Nacional de Población, Hogares y Vivienda 2001.
Realización: Equipo Mapa Educativo Nacional - Convenio DiNIECE (MECyT) - UNLP Facultad de Humanidades - Departamento de Geografía - Equipo Territorio y Gestión.

Source: Ministry of Education, Science and Technology, 2004

GRAPH 16: Attendance and Overage students by jurisdiction among children between 6-11 years of age.

Source: Ministry of Education, Science and Technology, 2004

GRAPH 17: Inter-annual dropout, effective promotion and grade repetition rates.

Source: Ministry of Education, Science and Technology, 2004

GRAPH 18: OVERAGE RATE IN THE NATIONAL EDUCATIONAL SYSTEM
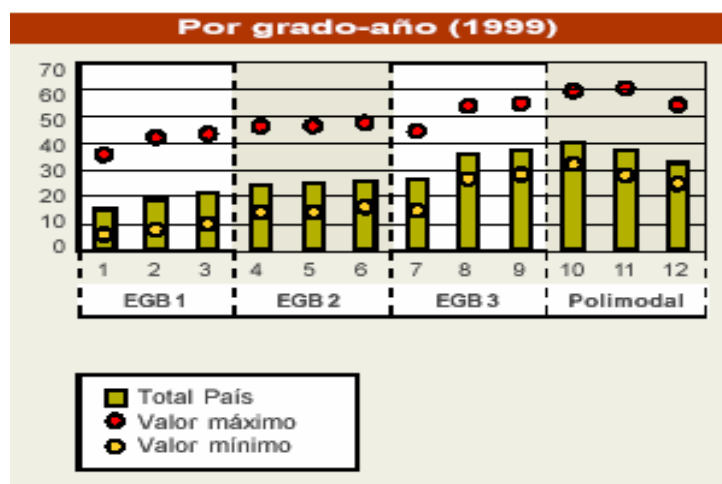
Source: Ministry of Culture y Education, 1999.

GRAPH 19: SCHOOL DROPOUT RATE
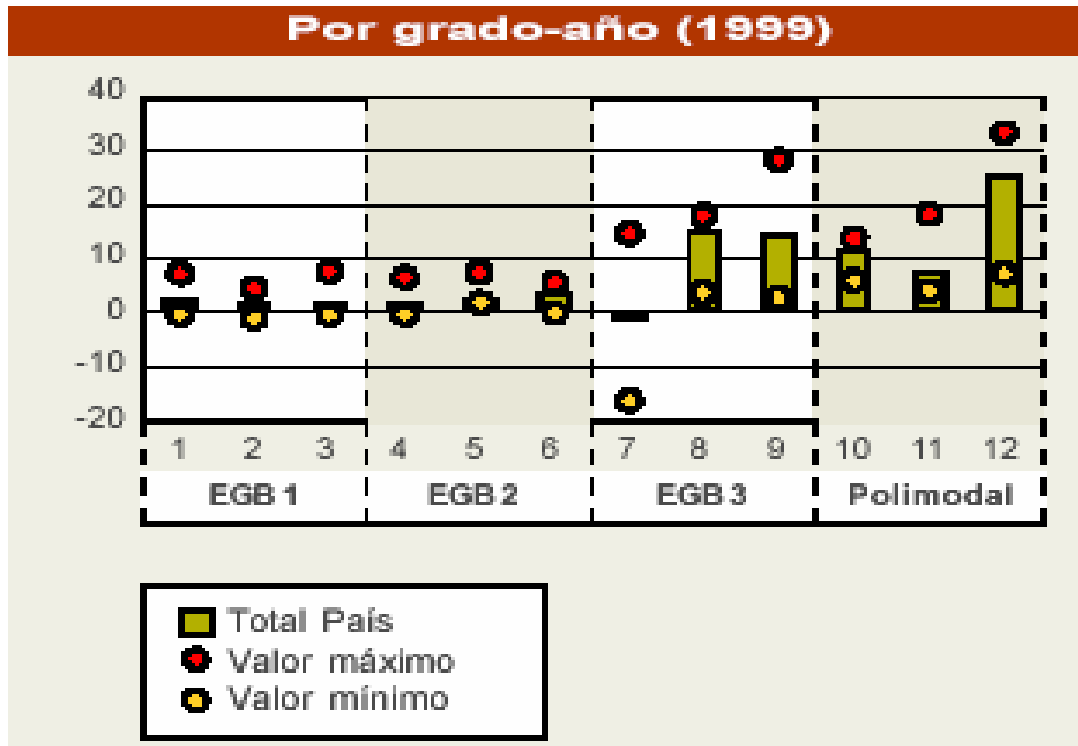
Source: Ministry of Culture y Education, 1999.

GRAPH 20: GRADE REPETITION RATE IN THE NATIONAL EDUCATIONAL SYSTEM
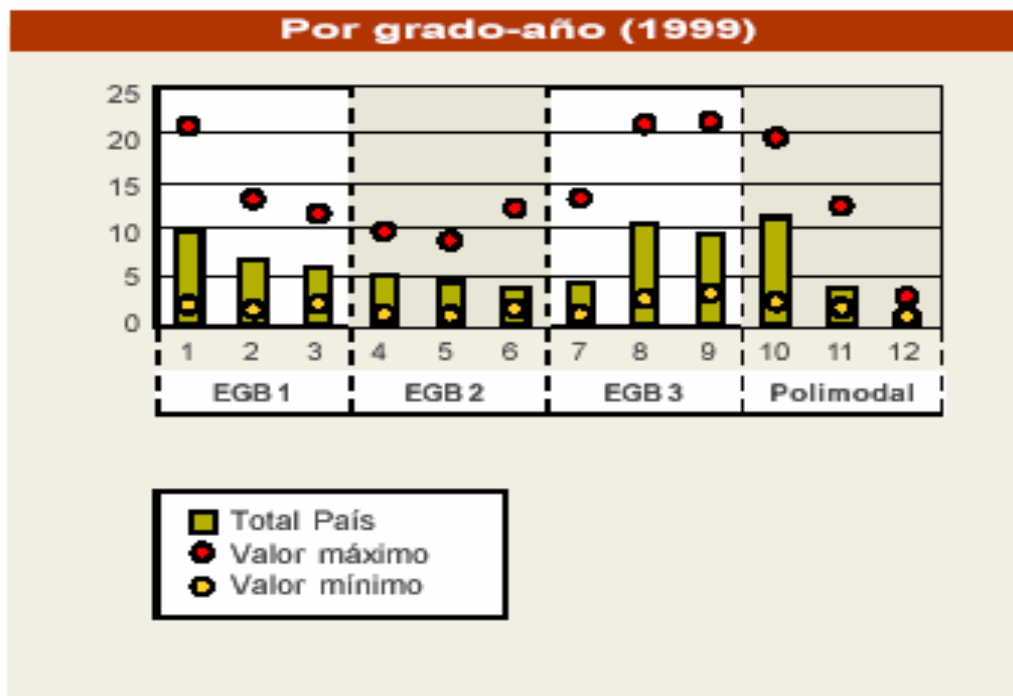
The rise in poverty and its impact on children and adolescents could not go unnoticed in schools.

At the end of the 90's, school-dining halls became one of the focal points in the campaign against hunger. Incited by the crisis, many teachers began dedicating more time to attending to their students' basic needs than to specific teaching tasks. Community needs put pressure on educational institutions, which – at the time of the crisis – were among the few public institutions still commanding credibility (FILMUS, 2001; GALLUP, 2002; TAPIA, 2000).

It is important to emphasize that service-learning spread in Argentina within this context. Caught in the crossfire of such urgent social needs, some schools responded by trying to isolate themselves from reality, others gave priority to responding to social issues over teaching, and still others developed projects that attempted to find a new balance between learning and community involvement (TAPIA, 2000).

2.4- Service-learning in Argentina.
In point 1.2.3 we talked about the development of service-learning in Argentina from the viewpoint of theoretical perspectives.

We will now make a quick reference to the development of service-learning initiatives and educational policies in relation to it, in order to put into context the *Premio Presidencial Escuelas Solidarias,* on which the present research is based. (regarding this point, cf. TAPIA-MALLEA 2002).

2.4.1 – Solidarity in schools

Service activities promoted within the framework of educational institutions have a long tradition in Argentina. Both state and privately managed schools are used to organizing "*campañas solidarias*" (solidarity campaigns), collecting food, clothing or toys for those in need, to "*apadrinar*" (look after) poor schools or travel to rural areas to provide services during school recess.

After the advent of democracy, in 1983, civic enthusiasm and social concerns found expression in a growing number of service projects in Argentine schools and universities. As economic and social conditions progressively worsened, some educational institutions began to develop more complex service projects. Attempting to solve urgent problems in the community, schools "invented" service-learning by themselves, even without knowledge of the international theoretical and methodological foundations.

Among these pioneering schools we could mention "*San José de Calasanz*" of Ramona, in the Province of Santa Fe, which studied the contamination of the local water by arsenic, and conducted an awareness campaign among citizens and authorities that led to the installation of waterworks; the Hotel school at Cangrejillos, in the Province of Jujuy, where the students disseminated the use of green-houses among families in the Puna (in the Andes), opening for the first time the possibility for these families to grow their own vegetables and have an additional source of income; or the San Martín de Tours Institute for girls, where the students promoted, in an area in the periphery of Buenos Aires, tutoring,

support in centers for the care of mothers and infants and in health centers, small businesses, and many other initiatives (MINISTRY OF CULTURE AND EDUCATION, 1998).

As was mentioned before, the socio-economic crisis multiplied the number of schools that tried to respond to the emerging problems. In this context, also community service-learning initiatives began to multiply (see table 3).

2.4.2 – Educational policies

In 1986, the Province of Santa Fe introduced a new compulsory subject, *"Service Project"* in the last year of secondary school. This subject required the students to diagnose a

problem in their community and design a project to attend to the selected problem. In the years when that provincial reform was applied, many schools in Santa Fe gave life to very valuable service-learning experiences (NATIONAL MINISTRY OF EDUCATION, 2000).

In 1997, in the context of the national educational reform already mentioned, the national Ministry of Education launched new *"Contenidos Básicos Comunes" (CBC)* (Common Basic Contents), which were approved by the Federal Council as the basis for the design of new provincial curricula. Among other innovations, the CBC recommended the setting up of service-learning initiatives called *"proyectos de intervención socio-comunitaria"* (socio-communitarian intervention projects) for secondary schools with orientation to Humanities, Social Sciences, and Natural Sciences (MINISTRY OF CULTURE AND EDUCATION, 1997).

TABLE 3: Orientations ("modalidades") and projects in Polimodal Education, according to Basic Contents

ORIENTATION (*Modalidad*)	PROJECT
Organization Business and Management	Small business project
Production of Goods and Services	Technological project
Communication, Art and Design	Communicational production and management project
Natural Sciences Humanities and Social Sciences	***Communitarian investigation and participation project***

Source: MINISTRY OF CULTURE AND EDUCATION, 1997

Parallel to the implementation of these Basic Contents, the Ministry of Education organized the First Service-Learning International Seminar in Buenos Aires, in September 1997, inviting experts from Costa Rica, Germany, Mexico, Spain and the USA. At this seminar, which about a hundred provincial education officers, head teachers, and teachers participated, some service-learning projects realized in different parts of the country were presented.

The Acts of the First Seminar were published and distributed for free to all schools in Argentina (MINISTRY OF EDUCATION, 1998). The distribution of this first official material about service-learning made thousands of schools feel that they were not isolated in their efforts to link learning to effective service to the community.

In 1998, the Second International *Seminar* had the previous year's attendance duplicated, and there was also an increase in the number of experiences that were presented. In 1999, already in the height of *menemismo's* crisis, and notwithstanding the strong conflicts between teachers' unions and the Ministry of Education, the Third Service-learning Seminar brought together700 head teachers, teachers, and students. Most of them had made great sacrifices to pay their tickets to Buenos Aires, to be able to share their service-learning experiences with the other schools.

After the 1999 elections the new government decided to give service-learning policy a higher profile: the *"Programa Nacional Escuela y Comunidad"* (National School and Community Program) was launched.

Among the actions promoted by the new Program was the *"Premio Presidencial Escuelas Solidarias".* The Ministry convened schools and Teacher Training Colleges throughout the country to present their community service-learning initiatives.

The schools that won the award received funds of between us$ 10.000 and 1.500 to develop service-learning projects that were already underway. The policy was not to finance just good ideas but rather projects that were in progress, sustainable and of good quality. Starting with the Fourth International Seminar, in which President de la Rúa personally presented the prizes in front of an audience of about a thousand people, a network began to form among the schools that were carrying out the best service-learning projects.

During its two years of existence, the *Programa Nacional Escuela y Comunidad* offered service-learning training to 19,788 teachers and directors, it established connections with 640 NGO's which provide services in the education field, and it distributed around 65.000 copies of service-learning training material. The *Escuela y Comunidad* Provincial Day meetings made it possible to spread the methodology of service-learning among directors and teachers, and also to generate incipient networks among the schools involved.

In August 2001, the Fifth International Service-learning Seminar gathered a thousand people, with officers from the Ministries of Education of Chile and Venezuela, and teachers from Uruguay, Paraguay and Bolivia, among them. The service-learning model of Argentina began to spread in the region.

Having been discontinued after the institutional crisis of 2001-2002, the service-learning Program was taken up again by the Ministry of Education in May 2003, at the start of President Kirchner's government. It is now called *"Educación Solidaria"* (Solidarity Education), including not only schools but also higher learning institutions in the promotion of service-learning.

In this chapter we will analyze the different types of institutions that carry out educational projects at the service of the community.

The source we worked with is the group of forms presented to the *Premio Presidencial Escuelas Solidarias* in the years 2000 and 2001.

The analysis universe is comprised of a total of 4,391 Argentine educational institutions that make up 10.76% of the country's schools. Of the total units being analyzed in this universe, 2,174 (or 49.5%) correspond to presentations to the 2000 *Premio* and 2,555 (58.2%) to those presented the following year.

7.7% of the institutions (336) presented projects to *Premio Presidencial* both in 2000 and 2001.

TABLE 4: Number of educational institutions that presented their project to *Premio Presidencial* (PP). National total.

Total institutions participating	4391
Institutions that participated in PP2000	2174
Institutions that participated in PP2001	2553
Institutions that participated both years	336

GRAPH 21: TOTAL NUMBER OF SCHOOLS THAT PARTICIPATED IN PREMIO PRESIDENCIAL 2000-2001

Escuelas solidarias

■ Escuelas PP 2000

■ Escuelas PP 2001

■ Escuelas que participaron los dos años (intersección)
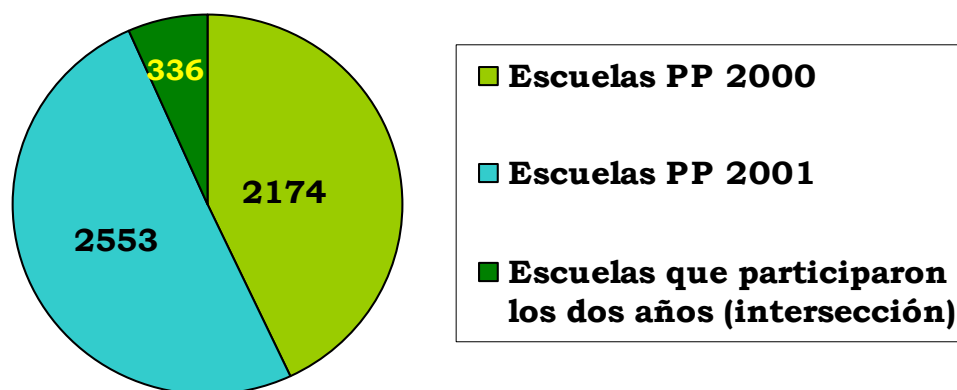
TABLE 5: Solidarity Schools. Totals by Jurisdiction, differentiation per year and percentage variation in participation

Jurisdiction	Total*	PP 2000	PP 2001	Participants in both years	Percentage Variation in participation between PP2000 and PP2001
Buenos Aires	868	351	589	72	67.8%
Catamarca	80	42	47	9	11.9%
Chaco	134	80	76	22	-5.0%
Chubut	66	21	53	8	152.3%
City of Buenos Aires	202	107	114	19	6.5%
Córdoba	276	169	143	36	-15.3%
Corrientes	134	58	84	8	44.8%
Entre Ríos	300	202	124	26	-38.6%
Formosa	174	112	69	7	-38.3%
Jujuy	122	81	57	16	-29.6%
La Pampa	95	40	57	2	42.5%
La Rioja	24	6	19	1	216.6%
Mendoza	222	78	148	4	89.7%
Misiones	98	27	75	4	177.7%
Neuquén	139	83	76	20	-8.4%
Río Negro	90	23	71	4	208.7%
Salta	196	103	100	7	-2.9%
San Juan	287	213	99	25	-53.5%
San Luis	52	42	15	5	-64.2%
Santa Cruz	53	22	35	4	59.0%
Santa Fe	384	213	189	18	-11.2%
Santiago del Estero	137	34	110	7	223.5%
Tierra del Fuego	20	11	9	0	-18.1%
Tucumán	238	56	194	12	246.4%
National Total	4391	2174	2553	336	17.4%

* NOTE: From this point on when we refer to number of solidarity schools we are referring to the total number of institutions that entered the *Premio Presidencial* 2000 (PP 2000) plus those that entered *Premio Presidencial* 2001 (PP 2001), giving us the number that participated both years. Total (union) = PP2000 + PP2001 – Participants in both years (intersection).

In relation to the total, the most important group of educational institutions is the Province of Buenos Aires; the most extensive and populous jurisdiction in the country and the one that has the most schools. It is also the province with the largest numbers of entries to both sessions of the *Premio Presidencial*.

Between 2000 and 2001 there was a recorded 17.43% increase in participation of institutions that carry out community service-learning projects nation-wide. Tucumán was the province whose participation in *Premio Presidencial* increased the most from one year to the next. It recorded a 246.43% increase.

In 11 jurisdictions the number of participating schools diminished (percentages that go from 5 to 64%).

As mentioned earlier, the Argentine provinces are very heterogeneous. Accordingly, there is also a great diversity in the number of educational establishments in each one. Keeping this in mind and in order to have a more accurate idea in regards to the relative participation of each jurisdiction in the presentation of community service experiences, we decided to calculate the percentage of solidarity schools in relation to the total number of educational institutions from each province. This calculation was based on statistics as of the year 2000 taken from the Dirección Nacional de Información y Evaluación de la Calidad Educativa del Ministerio de Educación, Ciencia y Tecnología de la Nación (*www.me.gov.ar/diniece).*

TABLE 6: Solidarity Schools. Percentage of total schools by jurisdiction

Jurisdiction	Percentage of Solidarity Schools over total number of schools in the jurisdiction
Buenos Aires	6.30%
Catamarca	12.94%
Chaco	8.87%
Chubut	13.52%
City of Buenos Aires	11.04%
Córdoba	6.72%
Corrientes	10.41%
Entre Ríos	14.08%
Formosa	25.18%
Jujuy	21.03%
La Pampa	21.16%
La Rioja	3.83%
Mendoza	15.52%
Misiones	8.61%
Neuquén	21.06%
Río Negro	12.61%
Salta	17.52%
San Juan	45.85%
San Luis	11.76%
Santa Cruz	21.72%
Santa Fe	11.93%
Santiago del Estero	8.01%
Tierra del Fuego	18.35%
Tucumán	18.14%
National Total	10.76%

The percentages from this table give a more realistic idea of the number of solidarity schools in each jurisdiction, as it compares them to the total number of establishments in each province.

As a result the importance of the solidarity schools in the Province of Buenos Aires, for example, is put in proportion. At the same time, other percentages appear to be more significant. For example, San Juan has the highest index of

participation, with almost 46% of the schools having community service-learning projects while La Rioja is the province reflecting with the lowest percentage of participation.

On the other hand, considering that the national average participation level is 10.76% of the total number of schools, we could analyze the sum total of all the jurisdictions put together in relation to this average:

- There are 10 provinces clearly over the national average (more than 15% of the institutions of the jurisdiction present community service-learning experiences): San Juan, Santa Cruz, Formosa, La Pampa, Neuquén, Jujuy, Tierra del Fuego, Tucumán, Salta, and Mendoza.

- There are 8 jurisdictions close to the average (between 10 and 14% of the jurisdiction present community service-learning experiences): Corrientes, Entre Ríos, Chubut, Catamarca, Río Negro, Santa Fe, San Luis and Ciudad de Buenos Aires.

- There are 6 jurisdictions below the national average (between 3 and 9% of the institutions of the jurisdiction present community service-learning experiences): Misiones, Chaco, Santiago del Estero, Córdoba, Buenos Aires, La Rioja.

GRAPH 23: Percentage of solidarity schools over the total number of schools in each jurisdiction, by region.
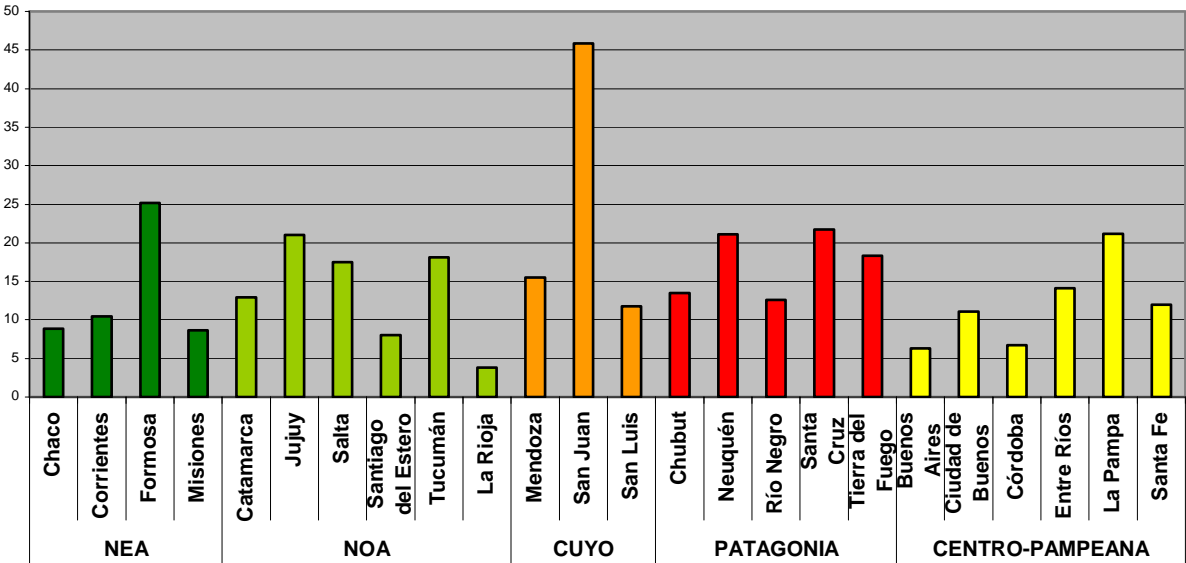
After analyzing the data grouped by region[19] we found that Cuyo and the region of Patagonia are the most homogeneous and that in all cases both exceed the 10% national average of schools.

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[19] We used the regional division established by INDBC as a reference.

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TABLE 7: EHDI related to number of solidarity schools by jurisdiction

References

1. most favorable	4. serious
2. favorable	5. critical
3. unfavorable	

Jurisdiction	Percentage of Solidarity schools over total number of schools in the jurisdiction	EHDI
City of Buenos Aires	11.0%	0.867
Córdoba	6.7%	0.685
Tierra del Fuego	18.3%	0.653
Mendoza	15.5%	0.634
La Pampa	21.1%	0.632
Buenos Aires	6.3%	0.629
Santa Cruz	21.7%	0.603
Santa Fe	11.9%	0.580
Neuquén	21.0%	0.556
Entre Ríos	14.0%	0.527
Chubut	13.5%	0.515
San Luis	11.7%	0.510
Río Negro	12.6%	0.457
San Juan	45.8%	0.444
Santiago del Estero	8.0%	0.419
La Rioja	3.8%	0.402
Tucumán	18.1%	0.400
Catamarca	12.9%	0.374
Misiones	8.6%	0.339
Salta	17.5%	0.339
Chaco	8.8%	0.309
Corrientes	10.4%	0.227
Formosa	25.1%	0.156
Jujuy	21.0%	0.187
National Total	10.7%	0.613

As can be seen, the socio-economic context of the jurisdiction does not appear to be effecting the development of community service-learning experiences, since jurisdictions with very different EHDI show similar percentages of solidarity schools.

3.2 - Types of education in solidarity schools

The Argentine educational system includes institutions of Higher Education (Universities and Teacher Training Colleges) and of *Educación Basica*[20] or Elementary Education (schools). The latter includes "*Educaión Común*"[21] and "*Regímenes Especiales*"[22] schools. For the purposes of this investigation we will deal only with institutions of Elementary Education of General Education and, of the Special Programs, in particular those of Adult Education and Special Education. Few art schools and other special programs were represented in *el Premio, thus meaningful generalizations can not be drawn from this sample of programs.*

TABLE 8: Solidarity schools by type of education. Count of solidarity schools by type of education and percentage of the total number of schools of this type of education nation-wide

Type of Education	Total Solidarity Schools	Total establishments by type of education	% Solidarity Schools over total establishments by type of education
Adults	179	4616	3.8%
Common	3822	35853	10.6%
Special	202	1297	15.5%

The table above shows that the greatest number of solidarity schools (3,822) appear in Common Education. They correspond to 10% of the schools of this type of education nation-wide.On the other hand, , institutions of Special Education exceed this percentage: 15.5% of the special education schools nation-wide are solidarity schools. As for the adult education, the solidarity schools represent a percentage far below the average (3.8%).

3.3 - Education levels of solidarity schools

As already mentioned, the degree to which the Educational Reform has been implemented in Argentina has been different in each jurisdiction. Therefore, there are different structures and denominations for the educational levels that shape a school's course (see chapter 2).

For the reasons pointed out in chapter 1, we will group the educational institutions in three major levels: Kindergarten (*Iniciál*), Primary School (*Primario/EGB1 y 2*), and Secondary School (*Medio - Secundario-EGB3/Polimodal*).

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[20] Educación Basica, hereafter translated as Elementary education corresponds to grades 1 thru 9.

[21] Educación Común hereafter translated as General Education

[22] Regímenes Especiales hereafter translated as Special Programs

GRAPH 24: PERCENTAGE OF SOLIDARITY SCHOOLS BY LEVEL OVER THE TOTAL SCHOOLS NATION-WIDE OF EACH LEVEL
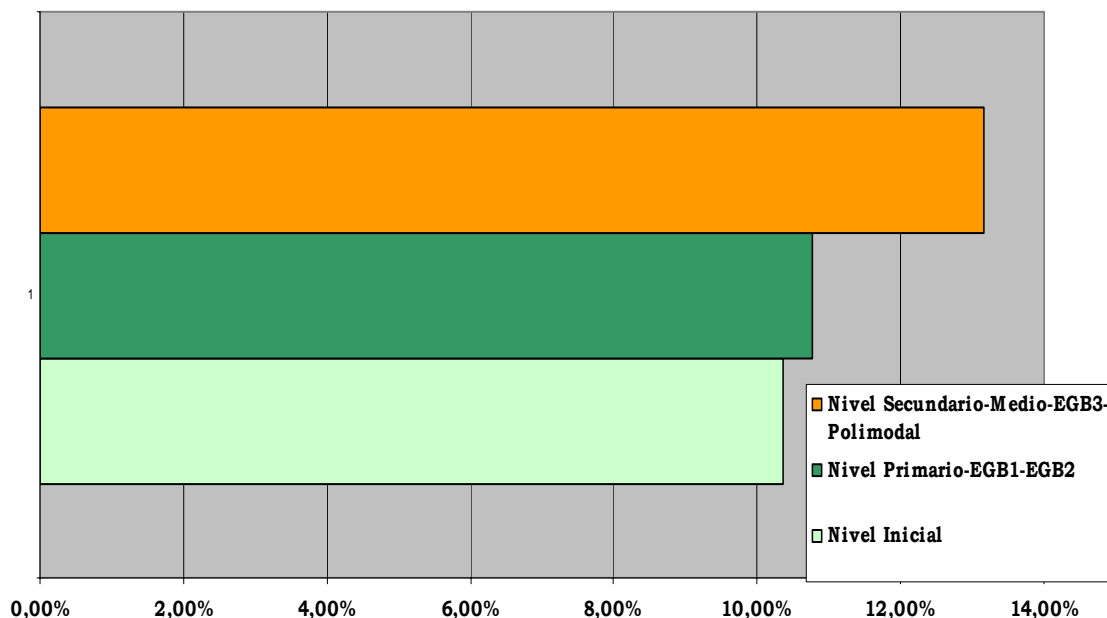
TABLE 9: Solidarity schools by level of General Education. Number of solidarity schools by level and percentage over total schools nation-wide

Establishments by Level	PP2000	PP2001	Participant in both years	Total Solidarity schools	Total establish-ments nation-wide by level	% Total solidarity schools over Total establishments nation-wide by level
Kindergarten	804	976	121	1659	16000	10.3%
Primary School-EGB1-EGB2	1238	1321	156	2403	22283	10.7%
Secondary School EGB3-High School)	1228	1799	247	2780	21114	13.1%

The above table shows that all levels of education participated with no less than 1600 experiences each.

In 2000 primary schools recorded a slightly higher level of school participation in absolute numbers. In 2001 the secondary schools had the greatest participation.

The percentage of participation of schools of each level in relation to the total number of establishments of this level nation-wide was the same (around 10%) as the total of the solidarity schools over the total number of schools nation-wide.

TABLE 10: Count and percentage of solidarity schools by level in each jurisdiction, in relation to the total number of experiences of the jurisdiction

Jurisdiction	Kinder-garten	% Kinder over total presented	Primary School EGB1-EGB2	% Primary over total presented in the province	Secondary-Middle-EGB3-Polimodal	% Secondary over total presented in the province
Buenos Aires	241	**27.8%**	**424**	**48.9%**	**667**	**76.8%**
Catamarca	33	**41.3%**	**46**	**57.5%**	**63**	**78.8%**
Chaco	47	**35.1%**	**55**	**41.0%**	**68**	**50.8%**
Chubut	23	**34.9%**	**34**	**51.5%**	**46**	**69.7%**
City of Buenos Aires	90	**44.6%**	**120**	**59.4%**	**145**	**71.8%**
Córdoba	80	**29.0%**	**127**	**46.0%**	**169**	**61.2%**
Corrientes	65	**48.5%**	**70**	**52.2%**	**68**	**50.8%**
Entre Ríos	132	**44.0%**	**173**	**57.7%**	**141**	**47.0%**
Formosa	52	**29.9%**	**113**	**64.9%**	**96**	**55.2%**
Jujuy	46	**37.7%**	**66**	**54.1%**	**60**	**49.2%**
La Pampa	29	**30.5%**	**46**	**48.4%**	**56**	**59.0%**
La Rioja	7	**29.2%**	**11**	**45.8%**	**17**	**70.8%**
Mendoza	87	**39.2%**	**108**	**48.7%**	**129**	**58.1%**
Misiones	41	**41.8%**	**60**	**61.2%**	**66**	**67.4%**
Neuquén	46	**33.1%**	**82**	**59.0%**	**62**	**44.6%**
Río Negro	30	**33.3%**	**50**	**55.6%**	**51**	**56.7%**
Salta	118	**60.2%**	**132**	**67.4%**	**149**	**76.0%**
San Juan	149	**51.9%**	**192**	**66.9%**	**158**	**55.1%**
San Luis	22	**42.3%**	**32**	**61.5%**	**43**	**82.7%**
Santa Cruz	11	**20.8%**	**23**	**43.4%**	**39**	**73.6%**
Santa Fe	134	**34.9%**	**226**	**58.9%**	**270**	**70.3%**
Santiago del Estero	45	**32.9%**	**52**	**38.0%**	**72**	**52.6%**
Tierra del Fuego	2	**10.0%**	**10**	**50.0%**	**9**	**45.0%**
Tucumán	129	**54.2%**	**151**	**63.5%**	**136**	**57.1%**
National Total	1659	**37.8%**	**2403**	**54.7%**	**2780**	**63.3%**

This table shows the percentage of participation of each of the educational levels in each jurisdiction in relation to the total number of experiences presented in that jurisdiction. It should be kept in mind that various experiences were counted in different levels simultaneously since the project involved students of different cycles and levels.

At the kindergarten level, institutions from the province of Salta had highest relative participation. Also at the primary school level this same province had the highest level of participation.

As for the secondary school level, the greatest relative participation was in the province of San Luis. The middle schools had the highest participation percentages in 15 of the 24 jurisdictions nation-wide.

3. 4 - Location of solidarity schools by area

GRAPH 25: PERCENTAGE OF SOLIDARITY SCHOOLS BY LOCATION
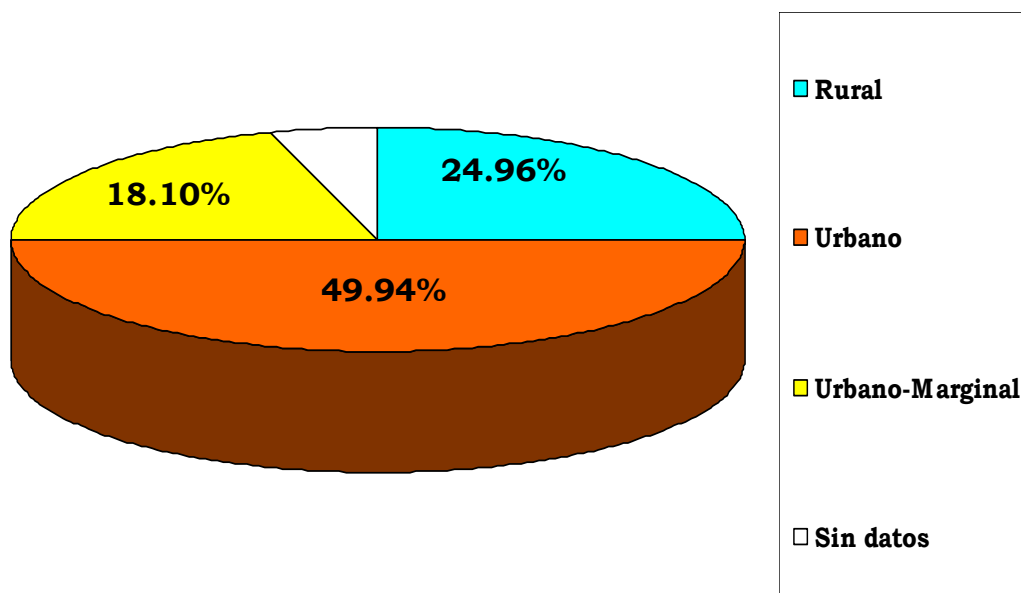
TABLE 11: Solidarity schools. Count and percentage by area

Area	PP2000	PP2001	Participants in both years	Total*	% of total solidarity schools
Rural	561	604	69	1096	24.9%
Urban	1051	1332	190	2193	49.9%
Urban-Marginal	470	485	62	893	18.1%
No data avail.	92	132	15	209	5.0%
Total	2174	2553	336	4391	100.0%

Total (union) = PP2000 + PP2001 - Participants in both years (intersection).

Considering the total number of solidarity schools, the results show that most are located in urban areas and, in fact, represent 68.04% of the total.

The percentage of rural schools that presented experiences is high; they represent 25% of the total number of solidarity schools. If we consider that –according to recent statistics- there are 13,327 rural schools[23], or 32% of the total, the percentage of rural solidarity schools compared to urban ones is slightly less than the percentage of urban schools overall compared to rural schools in the whole system.

Based on these statistics, we could affirm that around 8% of rural schools are solidarity schools. Basically, the average percentage of rural solidarity schools would be less than the national average percentage of solidarity schools over the total number of schools.

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[23] Data from February of 2004

3.5 - Student enrolment in solidarity schools

In order to have an idea of the size of the establishments that bring forward service experiences we gathered data regarding the enrolment levels of these schools, or the total number of students that attend the school independently of the number of students that actually participate in the service experiences.

A high number of establishments (1,254) did not fill-in this portion of the form; therefore, we need to take into account that these percentages do not represent the total of the solidarity schools being studied.

TABLE 12: Enrolment levels (in intervals) of solidarity schools that presented information

Enrolment (in intervals)	Relative Frequency	Absolute Frequency	Percentages by size of the school
1-100	600	19.1%	19.1%
101-200	648	20.6%	
201-300	464	14.7%	46.4%
301-400	345	11.0%	
401-500	211	6.7%	
501-600	224	7.1%	
601-700	137	4.3%	26.9%
701-800	112	3.5%	
801-900	87	2.7%	
901-1000	75	2.3%	
1001-1100	57	1.8%	
1101-1200	46	1.4%	
1201-1300	25	0.8%	7.4%
1301-1400	16	0.5%	
1401-1500	30	0.9%	
More than 1500	60	1.9%	
Total	3137	100.0%	100.0%

The above data infers a wide variation in regards to this variable. There are schools of all sizes, with respect to enrollment level, that carry out service initiatives. In fact, we noted a minimum of 4 students per establishment and a maximum of 9,156.

The highest percentage (46.45%), almost half of the solidarity schools, has an enrollment between 100 and 400 students. 26.9% have high enrollment, between 401 and 1,000 students, and 19.1% have low enrollment, between 1 and 100 students. The remaining schools, with more than 1000 students, make up 7.4% of the total of solidarity schools.

3.6 - Type of administration of solidarity schools

We will now consider the participation of the solidarity schools according to the type of administration.

TABLE 13: Solidarity schools by type of administration

Administration	PP2000	PP2001	Participants in both years	Total*	% of total solidarity schools
State	1702	1975	243	3434	78.2%
Private	400	518	85	833	18.9%
No data avail.	72	60	8	124	2.8%
Total general	2174	2553	336	4391	100.0%

GRAPH 26: SOLIDARITY SCHOOLS ACCORDING TO TYPE OF ADMINISTRATION AS A PERCENTAGE OF THE TOTAL
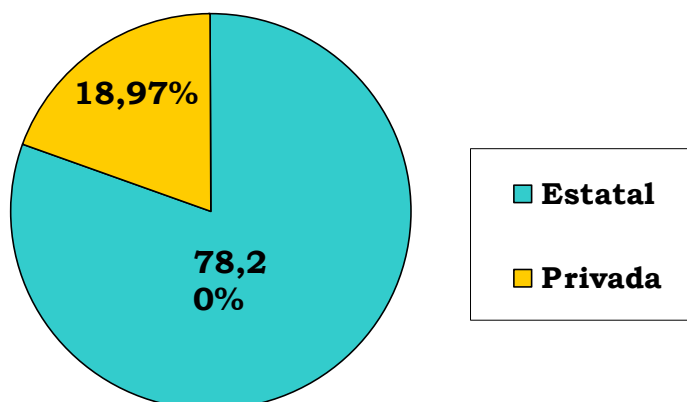
Considering that78.1% of the educational establishments are administered by the state (MINISTRY OF EDUCATION-IDECE, 2001), the percentage of state and privately run solidarity schools mirrors almost exactly the distribution of both sectors at a national level.

On the other hand, the data gathered shows that the participation ratio of private institutions and public institutions nation-wide in the presentation of service projects is equal, around 10% of each sub-system. This would be in agreement with the national average of 10%, with a slight advantage to the state run solidarity schools nation-wide as can be seen in the following tables.

TABLE 14: State and Privately run solidarity schools. Percentages over total schools of each type of administration

State run solidarity schools	Total state run schools	Percentage of state run solidarity schools over total state run schools
3434	31852	10.7%

Privately run solidarity schools	Total privately run schools	Percentage of privately run solidarity schools over total privately run schools
833	8973	9.2%

If we look at these statistics on the jurisdictional level, we see that there are significant variations in the percentages of solidarity schools of each type of administration as can be seen in the following table.

TABLE 15: Solidarity schools by jurisdiction. Percentages of state and private solidarity schools and percentage of solidarity schools over total schools in jurisdiction

Jurisdiction	% State solidarity schools over total state run schools	% Private solidarity schools over total privately run schools	Percentage of solidarity schools over total schools in the jurisdiction
Buenos Aires	6.6%	5.4%	6.3%
Catamarca	11.7%	30.0%	12.9%
Chaco	8.5%	5.7%	8.9%
Chubut	12.5%	14.8%	13.5%
City of Buenos Aires	11.4%	10.4%	11.0%
Córdoba	5.2%	11.3%	6.7%
Corrientes	8.6%	24.2%	10.4%
Entre Ríos	13.3%	14.4%	14.1%
Formosa	24.6%	25.0%	25.2%
Jujuy	20.2%	17.7%	21.0%
La Pampa	18.5%	33.3%	21.2%
La Rioja	3.2%	10.0%	3.8%
Mendoza	16.9%	6.2%	15.5%
Misiones	7.3%	14.9%	8.6%
Neuquén	19.8%	25.7%	21.1%
Río Negro	11.8%	15.1%	12.6%
Salta	17.1%	17.6%	17.5%
San Juan	47.6%	26.0%	45.9%
San Luis	10.4%	17.0%	11.8%
Santa Cruz	22.3%	15.2%	21.7%
Santa Fe	12.5%	8.9%	11.9%
Santiago del Estero	6.7%	23.3%	8.0%
Tierra del Fuego	18.5%	10.7%	18.4%
Tucumán	17.9%	18.6%	18.1%
Total Nacional	10.8%	9.3%	10.8%

There is a greater weight of state run schools in 9 jurisdictions, which include those with the most number of establishments: Province of Buenos Aires, Chaco, City of Buenos Aires, Jujuy, Mendoza, San Juan, Santa Cruz, Santa Fe and Tierra de Fuego.

At the same time there is a greater number of privately run solidarity schools in 13 jurisdictions: Catamarca, Chubut, Córdoba, Corrientes, Entre Ríos, Formosa, La Pampa, La Rioja, Misiones, Neuquén, Río Negro, San Luis y Santiago del Estero. La Pampa has the largest percentage of privately run solidarity schools over the total number of schools of that sector in its province (33%).

The percentage of solidarity schools of both types of administration is very similar in the provinces of Salta and Tucumán.

If we cross reference this data with the percentage of solidarity schools over the total number of schools of each jurisdiction, we find that in 5 of the 10 jurisdictions with the highest percentage of solidarity schools the state run schools prevail, in three the private schools and in two they are both more or less the same.

On the other hand, among the 7 jurisdictions that are below the national average, only in two do the state run schools prevail, while in the five remaining the majority are privately run schools.

TABLE 16: Solidarity schools by jurisdiction, percentage over total and type of administration with the most number of projects

Jurisdiction	Number of Solidarity schools	Total establishments	Percentage of solidarity schools over total establishments	Type of administration with most projects
San Juan	287	626	45.8%	S
Santa Cruz	53	244	21.7%	P
Formosa	174	691	25.1%	P
La Pampa	95	449	21.1%	P
Neuquén	139	660	21.0%	P
Jujuy	122	580	21.0%	S
Tierra del Fuego	20	109	18.3%	S
Tucumán	238	1312	18.1%	=
Salta	196	1119	17.5%	=
Mendoza	222	1430	15.5%	S
Entre Ríos	300	2131	14.0%	P
Chubut	66	488	13.5%	P
Catamarca	80	618	12.9%	P
Río Negro	90	714	12.6%	P
Santa Fe	384	3220	11.9%	S
San Luis	52	442	11.7%	P
City of Buenos Aires	202	1830	11.0%	S
National Total	**4391**	**40825**	**10.7%**	
Corrientes	134	1287	10.4%	P
Misiones	98	1138	8.6%	P
Chaco	134	1510	8.8%	S
Santiago del Estero	137	1710	8.0%	P
Córdoba	276	4109	6.7%	P
Buenos Aires	868	13782	6.3%	S
La Rioja	24	626	3.8%	P

S: State

P: Private

=: similar percentages

Among the provinces with the largest gap in representation between state run and privately run schools we find Catamarca, Córdoba, Corrientes, La Rioja, San Luis, y Santiago del Estero.

Universe 2, which we will be looking at now, is made up of 2,898 experiences, part of the presentations to the *Premio Presidencial Escuelas Solidarias* 2001.

As already pointed out in the section on methodology, it is important to keep in mind that in this case we are focusing exclusively on the experiences presented in the year 2001, while in the study on solidarity schools we also included experiences presented in the year 2000.

The service experiences were geographically distributed as shown in the following table:

4.1 Geographic distribution of the experiences from 2001

Table 17: Community service-learning experiences. Count by jurisdiction and percentage over national total

Jurisdiction	Total de experiences by jursdiction	% of experiences over national total
Buenos Aires	701	24.19%
Catamarca	58	2.00%
Chaco	39	1.35%
Chubut	60	2.07%
City of Buenos Aires	57	1.97%
Córdoba	148	5.11%
Corrientes	100	3.45%
Entre Ríos	142	4.90%
Formosa	87	3.00%
Jujuy	67	2.31%
La Pampa	61	2.10%
La Rioja	20	0.69%
Mendoza	156	5.38%
Misiones	90	3.11%
Neuquén	100	3.45%
Río Negro	82	2.83%
Salta	133	4.59%
San Juan	105	3.62%
San Luis	20	0.69%
Santa Cruz	51	1.76%
Santa Fe	224	7.73%
Santiago del Estero	134	4.62%
Tierra del Fuego	14	0.48%
Tucumán	249	8.59%
National Total	2898	100.00%

The data shows that community service-learning experiences are carried out in all the Argentine jurisdictions. The maximum number of experiences presented corresponds to the Province of Buenos Aires (701) and the least (14) to the Province of Tierra del Fuego.
The three provinces that presented the highest percentage of service experiences compared to the national total was Buenos Aires (24.19%), Tucumán (8.59%) and

Santa Fe (7.73%). Those that presented the lowest percentage were Tierra del Fuego (0.48%), La Rioja and San Luis (both with 0.695%).

GRAPH 27: DISTRIBUTION OF COMMUNITY SERVICE-LEARNING EXPERIENCES BY REGION
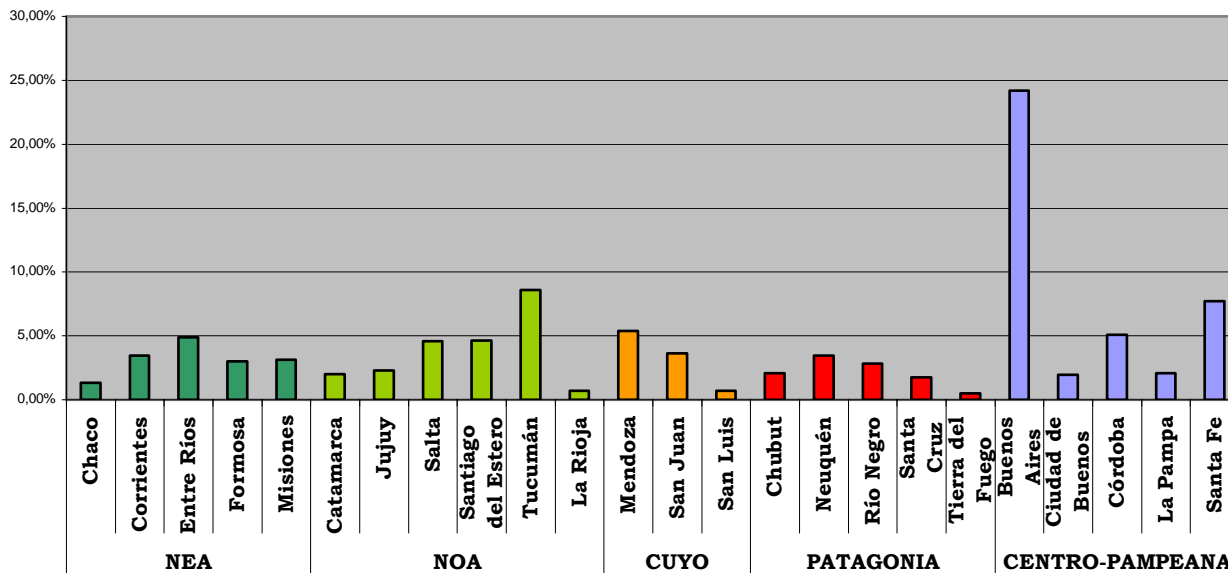
4.2. Recipients of the 2001 initiatives

Regarding the study of the recipients or direct beneficiaries of the community service-learning initiatives we chose to concentrate on two important aspects: the type of beneficiary and his geographic location.

In classifying the various types of recipients, we distinguished between initiatives aimed at satisfying the requests or needs of the community as a whole ("general community") from those aimed at specific groups of people.

We used the "age" variable to analyze the initiatives whose recipients were specific groups of people and in doing so we defined the following categories:

- children: from 0 to 11 years
- adolescents (includes pubescent or pre-adolescent): from 12 a 17 years
- youth: from 18 to 30 years
- adults: more than 30 years
- elderly: more than 65 years

Table 18: Community service-learning experiences according to type of recipient. Count and percentage over total experiences.

Recipient type	Community in general	Children	Adolescents	Youth	Adults	Elderly	N/D
Number of experiences	1706	592	469	141	138	174	263
Percentage of experiences over national total	58.9%	20.4%	16.2%	4.8%	4.7%	6.0%	9.0%

GRAPH 28: Community service-learning experiences by recipients. Percentage of national total
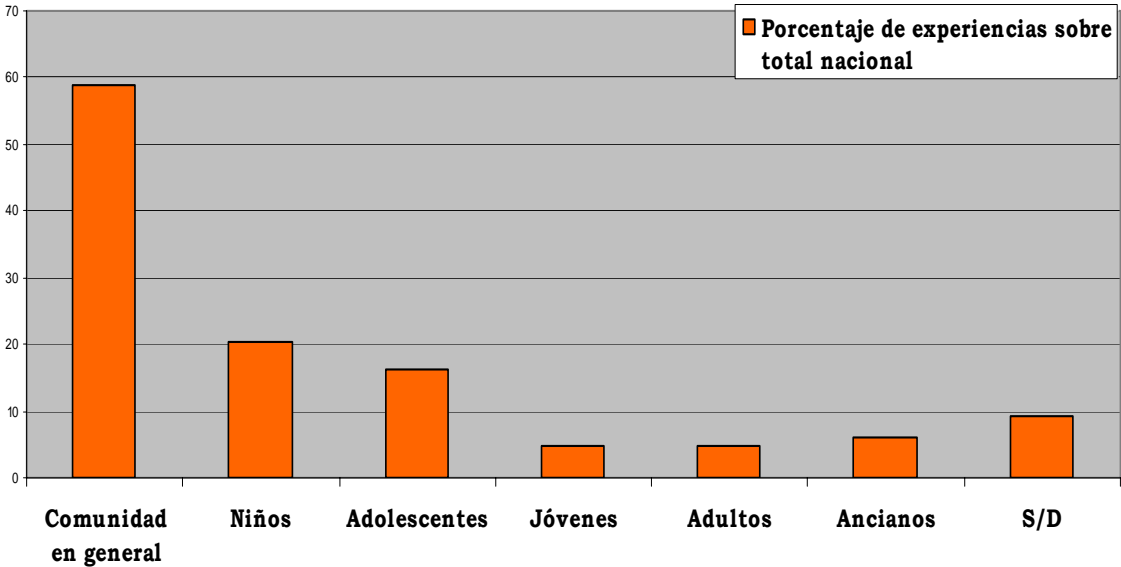
The resulting study shows that the recipient in more than half of the overall experiences is the general community.

As can be seen in the above graph the groups that follow in terms of number of initiatives are children, adolescents, elderly, youth and finally adults.

Table 19: Community service-learning experiences by type of recipient. Count by jurisdiction and percentage of total experiences of jurisdiction.

Jurisdiction	General Community	Children	Adolescents	Youth	Adults	Elderly	No Data
Buenos Aires	57.6%	19.0%	14.3%	3.7%	3.7%	6.0%	12.0%
Catamarca	58.6%	25.9%	20.7%	5.2%	1.7%	3.5%	5.2%
Chaco	64.1%	20.5%	7.7%	2.6%	2.6%	2.6%	10.3%
Chubut	70.0%	15.0%	8.3%	1.7%	0.0%	6.7%	5.0%
City of Buenos Aires	33.3%	52.6%	42.1%	17.5%	19.3%	10.5%	10.5%
Córdoba	52.0%	24.3%	18.2%	8.8%	6.8%	13.5%	2.7%
Corrientes	53.0%	28.0%	25.0%	7.0%	9.0%	6.0%	4.0%
Entre Ríos	73.2%	16.2%	10.6%	6.3%	2.8%	4.2%	0.7%
Formosa	63.2%	25.3%	26.4%	5.8%	9.2%	3.5%	4.6%
Jujuy	56.7%	34.3%	14.9%	0.0%	7.5%	1.5%	1.5%
La Pampa	59.0%	14.8%	11.5%	3.3%	3.3%	4.9%	18.0%
La Rioja	70.0%	15.0%	15.0%	10.0%	10.0%	10.0%	0.0%
Mendoza	58.3%	18.0%	19.2%	5.8%	5.8%	1.9%	5.1%
Misiones	61.1%	22.2%	23.3%	6.7%	5.6%	7.8%	4.4%
Neuquén	55.0%	26.0%	25.0%	4.0%	7.0%	0.0%	10.0%
Río Negro	50.0%	29.3%	14.6%	4.9%	1.2%	7.3%	9.8%
Salta	60.9%	24.8%	19.6%	5.3%	6.0%	14.3%	3.8%
San Juan	66.7%	10.5%	11.4%	4.8%	2.9%	1.9%	14.3%
San Luis	50.0%	30.0%	25.0%	5.0%	0.0%	20.0%	0.0%
Santa Cruz	70.6%	11.8%	9.8%	0.0%	0.0%	2.0%	7.8%
Santa Fe	54.5%	17.9%	14.7%	4.9%	4.0%	8.5%	16.1%
Santiago del Estero	50.8%	14.9%	13.4%	8.2%	7.5%	7.5%	16.4%
Tierra del Fuego	50.0%	14.3%	21.4%	7.1%	0.0%	0.0%	21.4%
Tucumán	67.9%	14.9%	10.0%	1.2%	2.8%	2.8%	9.2%
National total	58.9%	20.4%	16.2%	4.9%	4.8%	6.0%	9.1%

In regard to the geographic distribution of the experiences by type of recipient, the largest percentage of experiences is aimed at the general community in all of the jurisdictions except for the City of Buenos Aires.

In some cases, the percentage is above the national average (Chaco, Chubut, Entre Ríos, Formosa, La Pampa, La Rioja, Misiones, Salta, San Juan y Santa Cruz y Tucumán).

According to IDHA, among these 11 provinces, the situation in 7 of them is classified as being critical (Chaco, Formosa), serious (Tucumán, Misiones, Salta) or unfavorable (La Rioja and San Juan).

The City of Buenos Aires, which is best positioned in relation to the IDHA, is the only jurisdiction whose main recipients are children and not the general community. As we will see further ahead, the majority of the city's experiences are aimed at beneficiaries that do not belong to the same community as the school.

With respect to those initiatives aimed at specific groups of people we will analyze the particular type of socio-economic-cultural need or condition they meet. The establishing of different categories of recipients according to this criterion did not appear in the form but, as was mentioned earlier, was added later following the

results of this investigation (see Chapter 1.2). The data was extrapolated by the team of compilers after a thorough reading of the form and its appendices (photos, videos, etc.) and keeping in mind the following types of needs or conditions: persons with different abilities, children and youth at educational risk, isolated rural populations, adolescent parents, the sick, the imprisoned, street children, unemployed, addicts, the poor and others.

For the sistematization, we will take into account only those experiences that offer data that allow us to clearly infer the particular need or situation of the recipient: 63.08% of the total experiences.

Table 20: Community service-learning experiences by recipients' specific socio-economic-cultural situation or need. Count and percentage of total experiences with data

Type of need or condition	1	2	3	4	5	6	7	8	9	10	11	TOTAL
Number of experiences	196	477	169	29	75	8	29	68	14	410	353	1828
Percentage of total experiences from 2001 (with data)	10.7%	26.0%	9.2%	1.6%	4.1%	0.4%	1.6%	3.7%	0.8%	22.4%	19.3%	100%

REFERENCES	
1. Different abilities	7. Street children
2. At educational risk	8. Unemployed
3. Isolated rural populations	9. Addicts
4. Adolescent parents	10. The poor
5. The sick	11. Others
6. The imprisoned	

Based on the experiences that refer to specific groups of recipients, the data shows that there are two major types of recipients in terms of needs: children and youth at educational risk (26.09%) and people living in poverty (22.43%). Adding the two there are 48.52% of the experiences with specific recipients.

In the majority of the Argentine jurisdictions (13 of 24) the group most served is children and youth at educational risk (see Appendix table 6).

The second need most often attended to, in number of provinces (6 of 24), is poverty: in Chaco, Chubut, Entre Ríos, Formosa, La Rioja and Santiago del Estero. According to the EDHI, 2 of them are in a critical situation (Chaco and Formosa) and 2 of them are in an unfavorable situation (La Rioja and Santiago del Estero)

The case of the City of Buenos Aires is notorious. Its second most common theme attended to –only one experience less than its most common- is the isolated rural populations, which is consistent with the service area – analyzed in the table that follows - that in the case of the City of Buenos Aires is in its majority different from that of the school

The needs of addicts and the imprisoned are less frequently attended to.

The second aspect that we will concentrate on has to do with the geographic location of the recipients. At first we will look at where the recipients are located in relation to the educational institution offering the service. This will help us to determine if the initiatives were aimed at serving recipients in the same area the school is located, or a different one, or if they worked in both.

Table 21: Community service-learning experiences by location. Count and percentage of total experiences

Location	Same area as the school	Different area from the school	Both areas	No/Data	Total
Number of experiences	1780	401	539	178	2898
Percentage	61.4%	13.8%	18.6%	6.1%	100.%

GRAPH 29: Community service-learning experiences: percentage by recipient localization[24]
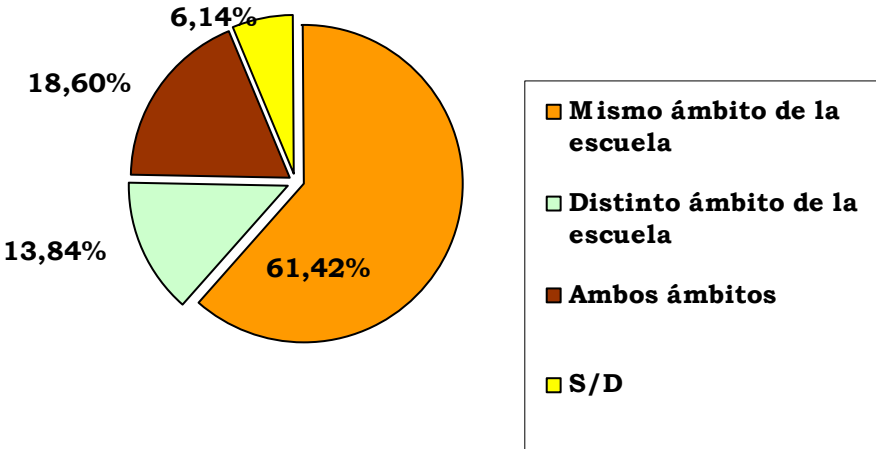
The majority of experiences have recipients in the same area as the school. As shown in the following table, this holds true in state schools as well as private ones. However, the latter have a higher percentage of service to areas outside their own than do state schools. More than a quarter of the experiences of private schools serve an area outside the school's location. This could be due affluent private schools that mentor or carry out initiatives in remote communities of a less favorable social standing.

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[24] Mismo ámbito de la escuela = Same area as the school; Distinto ámbito de la escuela = Different area than the school; Ambos ámbitos = Both areas

Table 22: Community service-learning experiences by location. Percentage by administration

Location	State	Private	No/Data	Total
Same area as the school	65.5%	47.4%	43.1%	61.4%
Different area from the school	10.5%	26.4%	15.5%	13.8%
Both areas	18.1%	19.9%	24.1%	18.6%
#N/A	5.8%	6.1%	17.2%	6.1%
Total	100 %	100 %	100 %	100 %

Table 23: Community service-learning experiences by location. Count by jurisdiction y percentage of total experiences of jurisdiction

Jurisdiction	Same area as the school	Different area from the school	Both Areas	No/Data
Buenos Aires	63.1%	18.3%	14.0%	4.7%
Catamarca	77.6%	17.2%	3.5%	1.7%
Chaco	76.9%	2.6%	10.3%	10.3%
Chubut	45.0%	5.0%	23.3%	26.7%
City of Buenos Aires	22.8%	57.9%	17.5%	1.8%
Córdoba	39.2%	23.7%	26.4%	10.8%
Corrientes	73.0%	11.0%	14.0%	2.0%
Entre Ríos	80.3%	9.2%	8.5%	2.1%
Formosa	70.1%	6.9%	20.7%	2.3%
Jujuy	79.1%	11.9%	4.5%	4.5%
La Pampa	54.1%	9.8%	29.5%	6.6%
La Rioja	70.0%	0.0%	25.0%	5.0%
Mendoza	64.1%	11.5%	18.0%	6.4%
Misiones	52.2%	13.3%	34.4%	0.0%
Neuquén	75.0%	10.0%	10.0%	5.0%
Río Negro	52.4%	20.7%	23.2%	3.7%
Salta	51.9%	11.3%	32.3%	4.5%
San Juan	73.3%	2.9%	15.2%	8.6%
San Luis	35.0%	25.0%	30.0%	10.0%
Santa Cruz	45.1%	9.8%	13.7%	31.4%
Santa Fe	59.4%	10.7%	19.2%	10.7%
Santiago del Estero	66.4%	7.5%	25.4%	0.8%
Tierra del Fuego	85.7%	0.0%	7.1%	7.1%
Tucumán	57.0%	11.2%	25.7%	6.0%
Total	61.4%	13.8%	18.6%	6.1%

In the majority of Argentine jurisdictions (23 of 24) the community service-learning experiences attend to recipients of the same area as the school. In fact, more than half of the cases (14 jurisdictions) have percentages higher than the national average (61.4%)

The only exception is the City of Buenos Aires. As we saw before this jurisdiction differs from the others; the main recipients of its initiatives are children and isolated rural populations. This would concur with its main recipients being outside the area of the school.

Another situation to consider is those provinces (except the case of Catamarca) where a high percentage of experiences of the "same area", coexist with a

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relatively significant presence of "both areas" in detriment to "different area", even if this is not clearly reflected in the final ratios. For example, having made the exception of Catamarca, we have the cases of Misiones, Formosa and San Juan; provinces where it is less common to carry out projects outside the school's community.

There are also provinces like Entre Rios, Jujuy and Catamarca where the percentage of "different area" is somewhat higher than "both areas", but even so in all three cases it stands out that "same area" is the great majority.

Another aspect that we looked at, which also refers to the location of the recipients, was the type of area (urban, rural or urban-marginal) the beneficiaries live in.

Table 24: Community service-learning experiences by recipients' area. Count and percentage.

Area	Rural	Urban	Urban-Marginal	More than one area	No/Data	Total
Number of experiences	743	1288	649	122	96	2898
Total	25.6 %	44.4 %	22.3 %	4.2%	3.3%	100 %

The majority of experiences have recipients from urban areas. On the other hand, the percentage of experiences whose recipients are from rural and urban-marginal areas are very even and those with recipients in more than one area are not very significant percentage wise.

Table 25: Community service-learning experiences by recipients' area. Percentage by jurisdiction.

Jurisdiction	Rural	Urban	Urban-Marginal	More than one area	No/Data	
Buenos Aires	21.7%	50.6%	21.0%	4.3%	2.4%	
Catamarca	44.8%	19.0%	27.6%	3.5%	5.2%	
Chaco	5.1%	59.0%	20.5%	2.6%	12.8%	
Chubut	20.0%	48.3%	23.3%	1.7%	6.7%	
City of Buenos Aires	24.6%	29.8%	33.3%	12.3%	0.0%	
Córdoba	17.6%	54.7%	21.0%	4.1%	2.7%	
Corrientes	20.0%	37.0%	32.0%	7.0%	4.0%	
Entre Ríos	30.3%	48.6%	14.1%	3.5%	3.5%	
Formosa	28.7%	28.7%	37.9%	1.2%	3.5%	
Jujuy	32.8%	49.3%	13.4%	1.5%	3.0%	
La Pampa	18.0%	63.9%	11.5%	4.9%	1.6%	
La Rioja	50.0%	30.0%	10.0%	10.0%	0.0%	
Mendoza	31.4%	34.0%	31.4%	0.0%	3.2%	
Misiones	31.1%	45.6%	23.3%	0.0%	0.0%	
Neuquén	22.0%	54.0%	17.0%	2.0%	5.0%	
Río Negro	11.0%	52.4%	26.8%	7.3%	2.4%	
Salta	30.1%	35.3%	18.8%	10.5%	5.3%	
San Juan	41.9%	24.8%	28.6%	1.9%	2.9%	
San Luis	20.0%	60.0%	10.0%	0.0%	10.0%	
Santa Cruz	7.8%	78.4%	7.8%	0.0%	5.9%	
Santa Fe	17.0%	45.1%	25.0%	7.6%	5.4%	
Santiago del Estero	24.6%	39.6%	27.6%	5.2%	3.0%	
Tierra del Fuego	0.0%	71.4%	21.4%	0.0%	7.1%	
Tucumán	43.8%	33.3%	18.1%	3.2%	1.6%	
Total	25.6%	44.4%	22.4%	4.2%	3.3%	

Some jurisdictions do not have the high percentage of experiences with recipients from urban areas as can be seen at the national level. Approximately half of the experiences from Catamarca, La Rioja, San Juan and Tucuman benefit recipients from rural areas. And on a smaller scale the City of Buenos Aires and Formosa favor recipients from urban-marginal areas

We have to point out also cases like that of City of Buenos Aires, and especially Mendoza and Santiago del Estero, to a lesser degree, where the proportion among the three areas is shared more or less evenly.

4.3 - Themes from the 2001 experiences

We will now analyze the community service-learning experiences in relation to the themes they deal with. We will consider the following themes:

a. Education
b. Civic and community participation
c. Information and communication

d. Environment
e. Health
f. Socio-cultural animation – Historical and cultural heritage – Tourism
g. Productive Service Projects
h. Attention to Socioeconomic Issues
i. Others

Table 26: Experiences by theme. Count and percentage.

Theme	EDU	CIVIL PART	INFO AND COM	ENVIR ONME NT	HEAL TH	ANIM HER TOUR	PROD SVC PROJ	SOC-ECON PROB	OTHE RS	NO/ DAT A	Total
Number of experiences	429	322	138	301	242	249	517	496	51	153	2898
Percent of experiences	14.8%	11.1%	4.7%	10.3%	8.3%	8.5%	17.8%	17.1%	1.7%	5.2%	100.0%

GRAPH 30: COMMUNITY SERVICE-LEARNING EXPERIENCES. PERCENTAGE BY THEME.
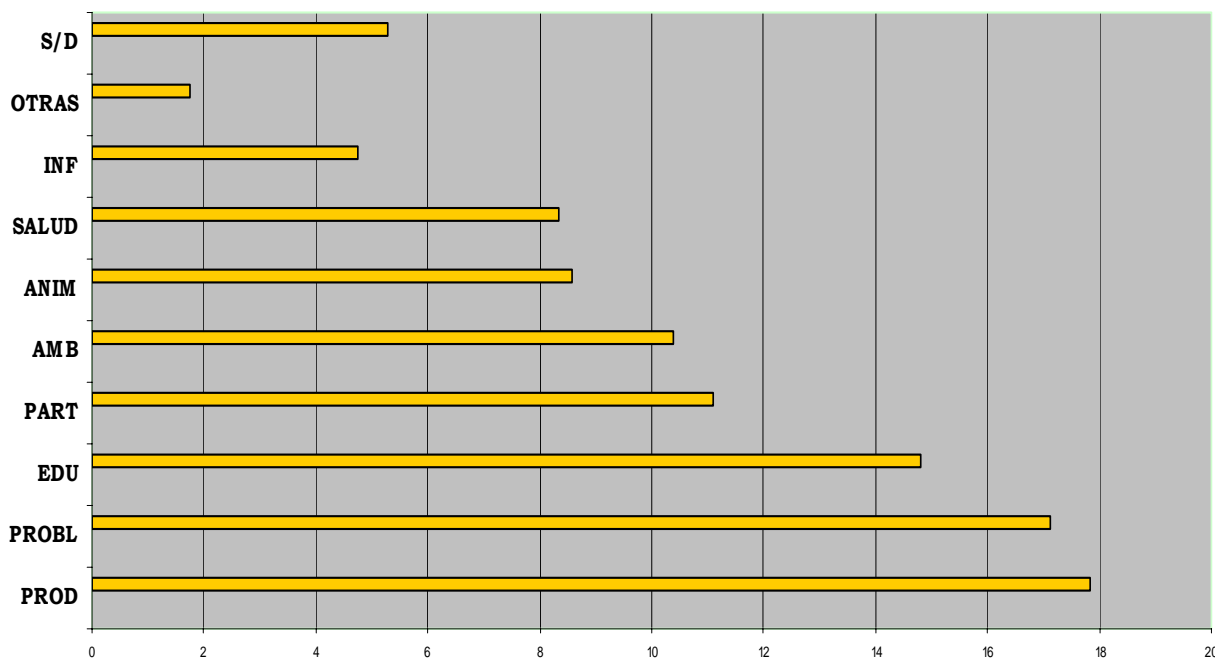
The themes most often chosen are:
1st. Productive Service Projects, with 17.84%
2nd. Attention to Socioeconomic Problems, with 17.12%
3rd. Education, with 14,80%
4th. Civic and community participation, with 11.11%

GRAPH 31: Community service-learning experiences by most frequent theme

TEMATICAS MAS FRECUENTES
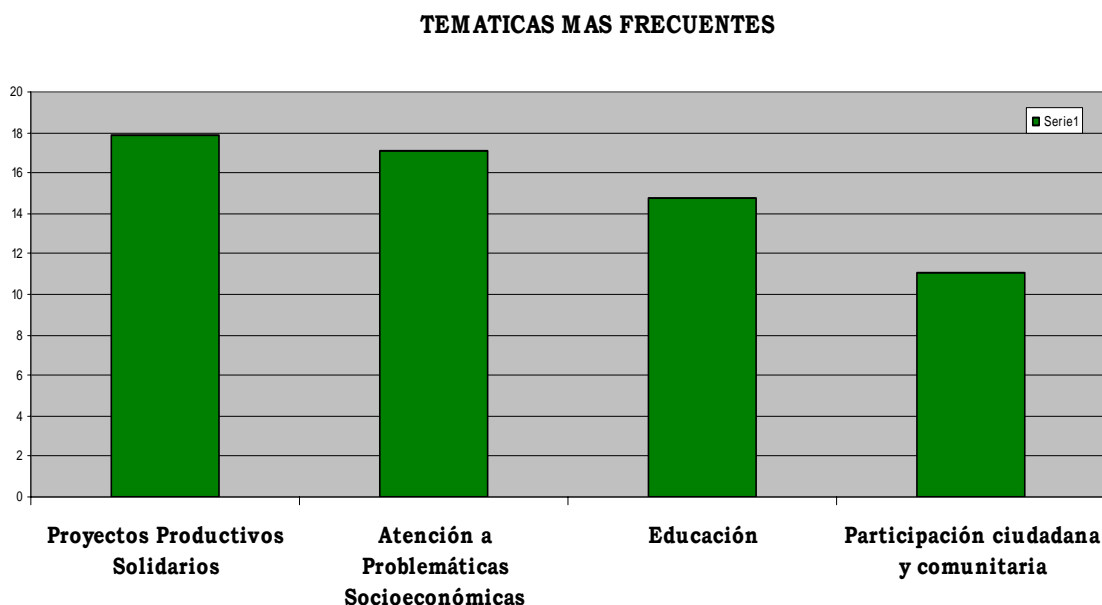
Table 27: Community service-learning experiences by theme. Percentage by jurisdiction over the total experiences of the jurisdiction

Jurisdiction	EDUCATION	CIVIL PART	INFO AND COM	ENVIRONMENT	HEALTH	ANIM HER TOUR	PROD SVC PROJ	SOCIO ECON PROB	OTHERS	NO/ DATA
Buenos Aires	13.7%	14.3%	4.0%	11.3%	9.8%	8.8%	12.6%	19.5%	0.9%	5.1%
Catamarca	8.6%	6.9%	3.5%	13.8%	1.7%	15.5%	10.3%	19.0%	10.3%	10.3%
Chaco	18.0%	12.8%	7.7%	7.7%	7.7%	10.3%	20.5%	7.7%	0.0%	7.7%
Chubut	11.7%	10.0%	3.3%	6.7%	3.3%	11.7%	15.0%	25.0%	0.0%	13.3%
City of Buenos Aires	15.8%	8.8%	1.8%	7.0%	7.0%	7.0%	3.5%	38.6%	7.0%	3.5%
Córdoba	16.9%	7.4%	4.1%	11.5%	6.1%	10.8%	16.9%	21.6%	0.7%	4.1%
Corrientes	18.0%	7.0%	10.0%	7.0%	9.0%	3.0%	19.0%	19.0%	5.0%	3.0%
Entre Ríos	18.3%	4.2%	8.5%	7.0%	9.2%	9.2%	17.6%	23.2%	0.7%	2.1%
Formosa	6.9%	3.5%	11.5%	8.1%	6.9%	8.1%	29.9%	14.9%	1.2%	9.2%
Jujuy	14.9%	7.5%	3.0%	17.9%	10.5%	11.9%	16.4%	11.9%	4.5%	1.5%
La Pampa	21.3%	19.7%	4.9%	21.3%	6.6%	11.5%	3.3%	6.6%	0.0%	4.9%
La Rioja	5.0%	20.0%	15.0%	15.0%	10.0%	5.0%	20.0%	10.0%	0.0%	0.0%
Mendoza	12.8%	14.1%	4.5%	7.1%	5.8%	5.8%	26.3%	15.4%	1.3%	7.1%
Misiones	14.4%	14.4%	4.4%	12.2%	12.2%	3.3%	10.0%	23.3%	2.2%	3.3%
Neuquén	19.0%	6.0%	5.0%	18.0%	6.0%	8.0%	10.0%	5.0%	10.0%	13.0%
Río Negro	24.4%	7.3%	4.9%	17.1%	3.7%	2.4%	19.5%	11.0%	3.7%	6.1%
Salta	9.8%	15.0%	3.8%	7.5%	10.5%	9.8%	23.3%	12.8%	4.5%	3.0%
San Juan	11.4%	13.3%	5.7%	10.5%	5.7%	4.8%	33.3%	12.4%	0.0%	2.9%
San Luis	5.0%	20.0%	5.0%	0.0%	5.0%	10.0%	15.0%	35.0%	0.0%	5.0%
Santa Cruz	13.7%	7.8%	3.9%	13.7%	21.6%	13.7%	7.8%	9.8%	0.0%	7.8%
Santa Fe	17.4%	8.0%	5.8%	8.9%	8.0%	12.1%	16.1%	21.0%	0.5%	2.2%
Santiago del Estero	16.4%	14.2%	1.5%	9.7%	9.0%	12.7%	15.7%	16.4%	0.0%	4.5%
Tierra del Fuego	28.6%	7.1%	0.0%	14.3%	7.1%	7.1%	7.1%	21.4%	0.0%	7.1%
Tucumán	14.5%	10.8%	2.8%	6.8%	8.4%	5.6%	34.1%	9.6%	0.0%	7.2%
Total	14.8%	11.1%	4.8%	10.4%	8.4%	8.6%	17.8%	17.1%	1.8%	5.3%

The highest percentage of experiences for the theme Education is in the province of Tierra del Fuego, with a ratio of 28.57%. This percentage also represents the highest ratio of experiences of that province in relation to the various themes.

La Rioja and San Luis have the two highest ratios in Civic Participation, which could seem paradoxical considering the culture of clientism of both provinces as we will study in the conclusions.

Though not a significant number, the highest percentage of Information and Communication is in the province of La Rioja.

The theme Environment has the most experiences in the province of La Pampa (21.3%). At the same time it is the most prioritized theme in that province, together with Education.

The theme Health has its highest percentage in Santa Cruz, 21.57%. This also coincides with being the theme most requested by the province.

Productive Service Projects has it highest percentage in Tucumán with 31.14%, coincidentally the most privileged theme in the province (the second most attended theme in the province has only 14.46%).

In the City of Buenos Aires Attention to Socio-Economic Issues is the privileged theme. This percentage coincides with its being the most recurrent in the jurisdiction. In this case there is consistency between: recipients – isolated rural populations; area – different from the school's; and theme – socio-economic issues. However, the location of the recipients is spread out, with an important presence in the urban-marginal area, while one would have hoped it would have privileged the rural area more.

If we compare these statistics with the IDHA classification we could categorize the thematic groups as follows:

- *Jurisdictions in unfavorable situations*: Río Negro (Theme: Education), San Juan (Theme: Productive Service Projects), Santiago del Estero (Theme: Socio-Economic Issues y Education), La Rioja (Theme: Civic Participation and Productive Service Projects).

- *Serious situations*: Tucumán (Theme: Productive Service Projects), Catamarca (Theme: Socio-Economic Issues), Salta (Theme: Productive Service Projects), Misiones (Theme: Socio-Economic Issues).

- *Critical situations*: Chaco (Theme: Productive Service Projects), Corrientes (Theme: Productive Service Projects and Socio-Economic Issues), Jujuy (Theme: Environment), Formosa (Theme: Productive Service Projects).

Productive Service Projects account for 23.2 % of the total community service-learning experiences overall in those provinces that according to the IDHA index generally have the most unfavorable situations (unfavorable, serious and critical).

Instead in those provinces with favorable situations (more favorable and favorable) the number of productive service projects overall accounts for 14.19% of the their experiences.

As mentioned in Chapter 1, each of the themes includes a group of sub-themes chosen for its social significance and/or for the frequency with which they are dealt with in the community service-learning experiences.

The following are the sub-themes chosen:

A. Education
A.1. Literacy
A.2. Tutoring
A.3. Promoting reading
A.4 Education in computer science
A.5. Training

B. Civic and community participation
B.1. Public Commitment and Civic Participation.
B.2. Ethic and civic formation/Development and Education in Values
B.3. Promoting cooperativism
B.4. Bartering clubs

C. Information and Communication
C.1. Public interest information campaigns
C.2. Communication in remote areas
C.3. Communication at the service of NGOs/social marketing

D. Environment
D.1. Environmental education
D.2. Urban environment
D.3. Prevention and sustainable use of natural resources

E. Health
E.1. Health education, prevention and the treatment of illnesses and addictions
E.2. Organ and blood donation
E.3. Eating disorders (Anorexia-Bulimia)

F. Socio-cultural animation – Historical and cultural heritage – Tourism
F.1. Promotion and preservation of historical and cultural heritage
F.2. Community support for sports activities, recreation and the positive use of free time
F.3. Artistic and cultural activities at the service of the community
F.4. Field trips and post-graduation excursions with service aims
F.5. Designing of regional tours

G. Productive Service Projects
G.1. Farming
G.2. Technological Production
G.3. Craft production

H. Attention to Socioeconomic Issues
H.1. Nutrition
H.2. Clothing
H.3. Housing
H.4. Integrating diversity
H.5. Collection Campaigns

I. Others

Table 28: Community service-learning experiences by sub-theme. Count and Percentage over total experiences.

Sub-theme	National total	Percentage of overall Total
A1	25	0.8%
A2	99	3.4%
A3	118	4.0%
A4	62	2.1%
A5	120	4.1%
B1	24	0.8%
B2	240	8.2%
B3	55	1.9%
B4	2	0.0%
B5	1	0.0%
C1	117	4.0%
C2	19	0.6%
C3	2	0.0%
D1	167	5.7%
D2	66	2.2%
D3	66	2.2%
E1	220	7.5%
E2	22	0.7%
F1	77	2.6%
F2	47	1.6%
F3	103	3.5%
F4	15	0.5%
F5	5	0.1%
G1	290	10.0%
G2	111	3.8%
G3	115	3.9%
H1	110	3.8%
H2	51	1.7%
H3	41	1.4%
H4	133	4.5%
H5	156	5.3%
H6	2	0.0%
I	51	1.7%
No/Data	166	5.7%
Overall total	2898	100.0%

The data demonstrate the following:
- Within the theme Education the most attended sub-theme is *A.5. Training.*
- Within the theme Civil and Community Participation the most attended sub-theme is *B.2. Ethic and civic formation/Development and Education in Values*
- Within the theme of Information and Communication the most attended sub-theme is *C.1. Public Information Campaigns*
- Within the theme of Environment the most attended sub-theme is *D.1. Environmental Education*
- Within the theme of Health the sub-theme most attended is *E.1. Health education, prevention and the treatment of illnesses and addictions*
  Within the theme of Sociocultural animation – Historical and cultural heritage – Tourism the most attended sub-theme is *F.3. Artistic and cultural activities at the service of the community*

- Within the theme of Productive Service Projects the most attended sub-theme is *G.1. Farming*

  Within the theme of Attention to Socio-economic Issues the most attended sub-theme is *H.5. Collection Campaigns*

If in this case we were to add up the percentages of those sub-themes that are linked to education, we would end up with a total of 26.5% of the overall experiences. In this case we added up the following sub-themes: *L; Public Commitment and Civic Participation*; *Ethic and civic formation/Development and education in values; Environmental education; Health education, prevention and the treatment of illnesses and addictions; Promotion and preservation of historical and cultural heritage; Field trips and post-graduation excursions with service aims.*

Table 29: Community service-learning experiences by theme. Percentages of those that attend to recipients with specific socio economic needs or situations, over total experiences for each theme.

Category	Persons with different capacities	Children & Youth at Educ. Risk	Isolated Rural Popula-tions	Adole-scent Parents	The Sick	The Imprison ed	Street Children	Unemplo yed	Addicts	The Poor	Others	No/Data	Theme Total
EDU	8.4%	33.1%	3.5%	1.2%	2.6%	0.5%	0.9%	4.7%	0.0%	8.9%	12.4%	44.5%	100.0%
CITIZEN PART	4.0%	16.8%	2.5%	1.2%	2.5%	0.3%	2.5%	3.1%	0.3%	16.5%	16.2%	52.5%	100.0%
INFO & COMM	0.0%	3.6%	10.1%	0.7%	0.7%	0.0%	0.0%	2.2%	0.7%	7.3%	10.1%	72.5%	100.0%
ENVIRON	1.0%	1.3%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	15.3%	80.4%	100.0%
HEALTH	1.7%	12.8%	2.9%	1.7%	5.8%	0.0%	0.4%	0.0%	3.7%	14.5%	14.5%	56.6%	100.0%
ANIM HERIT TOUR	2.8%	15.3%	6.8%	0.4%	0.8%	0.0%	1.2%	0.8%	0.4%	7.6%	17.3%	58.2%	100.0%
PROD SVC PROJ	5.8%	11.6%	8.1%	0.4%	2.1%	0.4%	0.8%	4.5%	0.0%	20.3%	9.1%	55.5%	100.0%
SOCIO ECON PROB	18.6%	22.6%	10.7%	1.6%	4.8%	0.4%	1.6%	1.2%	0.2%	25.2%	10.9%	24.6%	100.0%
OTHERS	0.0%	13.7%	5.9%	0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	9.8%	2.0%	74.5%	100.0%
NO/DATA	7.2%	15.7%	2.0%	2.6%	2.0%	0.0%	0.0%	2.0%	0.0%	10.5%	5.2%	60.8%	100.0%
Total	6.8%	16.5%	5.8%	1.0%	2.6%	0.3%	1.0%	2.4%	0.5%	14.2%	12.2%	52.6%	100.0%

The results show a consistency between the theme of the experience and the need or specific socio economic condition of the recipients. For example: The experiences dealing with the theme *Education* attend mostly (a very high percentage) to children and youth at educational risk. They also attend to experiences of *Civil and community participation* but with a very low percentage.

Instead the privileged recipients for experiences falling under the theme *Information* were the isolated rural populations.

Since in the majority of themes the recipient is the general community and not groups with specific needs, the percentages of the latter are low in all cases. (below 30%). On the other hand, there are also a large number of experiences with no data.

Table 30: Community service-learning experiences by theme. Count according to location of recipients

Category	Rural	Urban	Urban-Marginal	Various	N/D	Total
EDUCATION	78	207	115	15	14	429
CIVIC PARTICIPAC.	52	171	80	10	9	322
INFORMAT. & COMM.	32	58	34	10	4	138
HEALTH	80	155	51	12	3	301
ENVIRONMENT	54	121	46	13	8	242
SOCIO-CULTURAL ANIMATION	66	110	50	13	10	249
PRODUCTION	239	145	108	18	7	517
SOCIO ECON ISSUES	112	225	113	30	16	496
OTHERS	12	24	11	1	3	51
#N/A	18	72	41		22	153
Total	743	1288	649	122	96	2898

Table 31: Community service-learning experiences by theme. Percentage of the recipients by location and theme

Category	Rural	Urban	Urban-Marginal	Various	No/Data	
EDUCATION	18.2%	48.3%	26.8%	3.5%	3.3%	
CIVIC PARTICIPAC.	16.2%	53.1%	24.8%	3.1%	2.8%	
INFORMAT. & COMM.	23.2%	42.0%	24.6%	7.3%	2.9%	
HEALTH	26.6%	51.5%	16.9%	4.0%	1.0%	
ENVIRONMENT	22.3%	50.0%	19.0%	5.4%	3.3%	
SOCIO-CULTURAL ANIMATION	26.5%	44.2%	20.1%	5.2%	4.0%	
PRODUCTION	46.2%	28.1%	20.9%	3.5%	1.4%	
SOCIO ECON ISSUES	22.6%	45.4%	22.8%	6.1%	3.2%	
OTHERS	23.5%	47.1%	21.6%	2.0%	5.9%	
#N/A	11.8%	47.1%	26.8%	0.0%	14.4%	
Total	25.6%	44.4%	22.4%	4.2%	3.3%	

All the themes of the community service-learning experiences attend mostly to recipients living in urban centers, except the *Productive Service Projects,* which favor rural areas. *Civic and Community Participation* is the theme with the highest percentage of experiences aimed at recipients in urban areas (53.1%).

Education is the theme that has the highest percentage of experiences that attend to recipients in urban-marginal areas (26.81%).

Table 32: Community service-learning experiences by theme. Count according each level of general education

Category	Kindergarten	Primary-*EGB1-EGB2*	Secondary/Middle-*EGB3*-Highschool
EDUCATION	74	143	283
CIVIC PARTICIPATION	61	133	215
INFORMATION AND COMMUNICATION	38	61	96
HEALTH	80	115	197
ENVIRONMENT	40	71	165
SOCIO-CULTURAL ANIMATION	59	103	168
PRODUCTION	111	233	338
SOCIO-ECONOMIC ISSUES	81	183	340
OTHERS	11	22	32
#N/A	25	54	79
Total	580	1118	1913

Table 33: Community service-learning experiences by theme. Count according each level of general education, over theme total

Category	Kindergarten	Primary-*EGB1-EGB2*	Secondary/Middle-*EGB3*-Highschool
EDUCATION	17.3%	33.3%	66.0%
CIVIC PARTICIPATION	18.9%	41.3%	66.8%
INFORMATION AND COMMUNICATION	27.5%	44.2%	69.6%
HEALTH	26.6%	38.2%	65.5%
ENVIRONMENT	16.5%	29.3%	68.2%
SOCIO-CULTURAL ANIMATION	23.7%	41.4%	67.5%
PRODUCTION	21.5%	45.1%	65.4%
SOCIO-ECONOMIC ISSUES	16.3%	36.9%	68.6%
OTHERS	21.6%	43.1%	62.8%
#N/A	16.3%	35.3%	51.6%
Total	20.0%	38.6%	66.0%

Secondary school is the predominant educational level in the experiences of all the themes. The highest percentage of experiences appears in those at the service of the *Environment*.

At the primary school level the highest percentage of participation appeared in *Productive service projects*.

As for participation at the kindergarten level, the highest percentage was found in experiences aimed at *Information and Communication.*

4.4 – School areas and disciplines involved

Considering that the service-learning method allows students to incorporate and apply knowledge of practically all subjects of the official curriculum, the form used in *Premio Presidencial* 2001 requested information regarding the areas or disciplines involved in the community service-learning experience.

Given the variety of the curriculum, the different nomenclatures of some fields of knowledge in different levels and jurisdictions and the grouping of disciplines in areas in some cycles and teaching levels, we opted for the following classification of academic disciplines, in agreement with the Basic Contents of General and High School Education.

- Exact Sciences (Mathematics)
- Natural Sciences (Physics, Chemistry, Biology, Ecology)
- Social Sciences (History, Geography, Sociology)
- Language and Humanities (Language, Literature, Foreign Languages, Philosophy, Psychology)
- Management and Economics
- Technology
- Physical Education
- Art
- Moral Formation (Moral and Civic Formation)
- Religious Formation

Although offered in the official curriculum of only a few provinces, we added Religious Formation since it could be linked to community service experiences in religious institutions.

The following table outlines the total curricular links by discipline, as percentages of the total community service experiences (2.898). Since each community service experience had curricular associations with one or more disciplines, the sum of the percentages exceeds 100%.

Table 34: Community service-learning experiences. Count and percentage according to discipline they are linked to

	Percentage over the total experiences with information	Number of experiences with curricular associations
Exact Sciences	47.1%	1365
Natural Sciences	55.3%	1604
Social Sciences	51.9%	1554
Language & Hum.	60.0%	1740
Management & Econ.	8.6%	252
Technology	43.0%	1249
Physical Ed.	12.3%	357
Art	26.3%	764
Moral Formation	37.6%	1092
Religious Formation	6.3%	185
No/Data	6.3%	185

Table 35: Community service-learning experiences by theme. Count according to discipline they are linked to.

Category	Exact Sci	Nat. Sci.	Soc. Sci.	Lang. & Hum.	Mgmt & Econ.	Technol.	Phys. Ed.	Art	Moral Form.	Relig. Form.	N/D
EDU	187	168	193	280	45	191	46	117	121	31	45
CIVIC PART	121	146	198	211	27	100	51	89	188	34	14
INFO & COM	72	78	97	117	15	58	14	52	53	5	4
ENVIRON	174	255	177	176	11	132	39	76	101	6	8
HEALTH	92	200	111	115	14	75	40	47	89	8	17
ANIMAT	85	90	150	169	12	75	59	128	97	17	11
PROD	346	359	260	286	61	343	19	79	153	13	15
SOCIAL ISSUES	210	224	272	284	56	204	67	137	233	60	32
OTHERS	18	22	28	25	1	16	7	11	16	2	9
#N/A	60	62	68	77	10	55	15	28	41	9	30
Total	1365	1604	1554	1740	252	1249	357	764	1092	185	185

Table 36: Community service-learning experiences by theme. Count according to discipline they are linked to, over total of theme.

Category	Exact Sci	Nat. Sci.	Soc. Sci.	Lang. & Hum.	Mgmt & Econ.	Technol.	Phys. Ed.	Art	Moral Form.	Relig. Form.	N/D
EDU	43.59%	39.16%	44.99%	65.27%	10.49%	44.52%	10.72%	27.27%	28.21%	7.23%	10.49%
CIVIC PART	37.58%	45.34%	61.49%	65.53%	8.39%	31.06%	15.84%	27.64%	58.39%	10.56%	4.35%
INFO & COM	52.17%	56.52%	70.29%	84.78%	10.87%	42.03%	10.14%	37.68%	38.41%	3.62%	2.90%
ENVIRON	57.81%	84.72%	58.80%	58.47%	3.65%	43.85%	12.96%	25.25%	33.55%	1.99%	2.66%
HEALTH	38.02%	82.64%	45.87%	47.52%	5.79%	30.99%	16.53%	19.42%	36.78%	3.31%	7.02%
ANIMAT	34.14%	36.14%	60.24%	67.87%	4.82%	30.12%	23.69%	51.41%	38.96%	6.83%	4.42%
PROD	66.92%	69.44%	50.29%	55.32%	11.80%	66.34%	3.68%	15.28%	29.59%	2.51%	2.90%
SOCIAL ISSUES	42.34%	45.16%	54.84%	57.26%	11.29%	41.13%	13.51%	27.62%	46.98%	12.10%	6.45%
OTHERS	35.29%	43.14%	54.90%	49.02%	1.96%	31.37%	13.73%	21.57%	31.37%	3.92%	17.65%
#N/A	39.22%	40.52%	44.44%	50.33%	6.54%	35.95%	9.80%	18.30%	26.80%	5.88%	19.61%
Total	47.10%	55.35%	53.62%	60.04%	8.70%	43.10%	12.32%	26.36%	37.68%	6.38%	6.38%

The most favored discipline among the community service-learning experiences was Language and Humanities with 60% of the experiences of this universe. Natural Sciences and Social Sciences followed respectively, both mentioned in more than 50% of the experiences.

Exact Sciences and Technology are linked to 40% of the experiences.

Ethic and Civic Formation has an overall low percentage of experiences but it is linked to more than half of the experiences of Civic and Community Participation and to 46.38% of the experiences attending to Social Issues.

4. 5 – Student participation in the 2001 experiences

Table 37: Participants in experiences by age. Count by jurisdiction and national total

Jurisdiction	Children	Adolescents	Youth	Adults	Total
Buenos Aires	38776	47672	900	1141	88489
Catamarca	5328	2610	49	276	8263
Chaco	3844	1691	14	40	5589
Chubut	2301	3370	4	15	5690
City of Buenos Aires	3033	3185	151	0	6369
Córdoba	7418	12640	506	32	20596
Corrientes	8206	6997	194	130	15527
Entre Ríos	9720	6520	783	245	17268
Formosa	7360	4282	83	84	11809
Jujuy	3424	2310	275	0	6009
La Pampa	1901	3134	3	102	5140
La Rioja	1299	773	47	8	2127
Mendoza	5960	7124	1527	674	15285
Misiones	5893	7605	918	62	14478
Neuquén	6270	3676	3	105	10054
Río Negro	4106	4582	164	11	8863
Salta	14139	12069	1607	0	27815
San Juan	6823	5552	654	50	13079
San Luis	290	1529	5	0	1824
Santa Cruz	1494	2693	30	3	4220
Santa Fe	11820	10251	239	693	23003
Santiago del Estero	8080	6890	1354	413	16737
Tierra del Fuego	713	181	280	0	1174
Tucumán	20679	10973	496	919	33067
Total	178877	168309	10286	5003	362475

The above data shows that a total of 362,475 students participate in the service-learning experiences that makes up this investigation. This number represents almost 3.39% of the total number of students in the system according to statistics taken as of 2002 from the *Relevamiento Anual de la Dirección Nacional de Información y Evaluación de la Calidad Educativa* (DiNIECE), of the National Ministry of Education, which in 2002 reported a total of 10,681,612 students.

Table 38: Participants in experiences by age. Percentage by jurisdiction over national total

Jurisdiction	Children	Adolescents	Youth	Adults	IDHA
Buenos Aires	43.8%	53.9%	1.0%	1.3%	0.629
Catamarca	64.5%	31.6%	0.6%	3.3%	0.374
Chaco	68.8%	30.3%	0.3%	0.7%	0.309
Chubut	40.4%	59.2%	0.1%	0.3%	0.515
City of Buenos Aires	47.6%	50.0%	2.4%	0.0%	0.867
Córdoba	36.0%	61.4%	2.5%	0.2%	0.685
Corrientes	52.9%	45.1%	1.3%	0.8%	0.227
Entre Ríos	56.3%	37.8%	4.5%	1.4%	0.527
Formosa	62.3%	36.3%	0.7%	0.7%	0.156
Jujuy	57.0%	38.4%	4.6%	0.0%	0.187
La Pampa	37.0%	61.0%	0.1%	2.0%	0.632
La Rioja	61.1%	36.3%	2.2%	0.4%	0.402
Mendoza	39.0%	46.6%	10.0%	4.4%	0.634
Misiones	40.7%	52.5%	6.3%	0.4%	0.339
Neuquén	62.4%	36.6%	0.0%	1.0%	0.556
Río Negro	46.3%	51.7%	1.9%	0.1%	0.457
Salta	50.8%	43.4%	5.8%	0.0%	0.339
San Juan	52.2%	42.5%	5.0%	0.4%	0.444
San Luis	15.9%	83.8%	0.3%	0.0%	0.510
Santa Cruz	35.4%	63.8%	0.7%	0.1%	0.603
Santa Fe	51.4%	44.6%	1.0%	3.0%	0.580
Santiago del Estero	48.3%	41.2%	8.1%	2.5%	0.419
Tierra del Fuego	60.7%	15.4%	23.9%	0.0%	0.653
Tucumán	62.5%	33.2%	1.5%	2.8%	0.400
Overall total	49.4%	46.4%	2.8%	1.4%	0.613

GRAPH 32: Participants in community service-learning experiences. Percentage by age.[25]

2.48 %
1.38 %
46.53 %
49,35 %

- ☐ **Niños**
- ☐ **Adolescentes**
- ☐ **Jóvenes**
- ☐ **Adultos**

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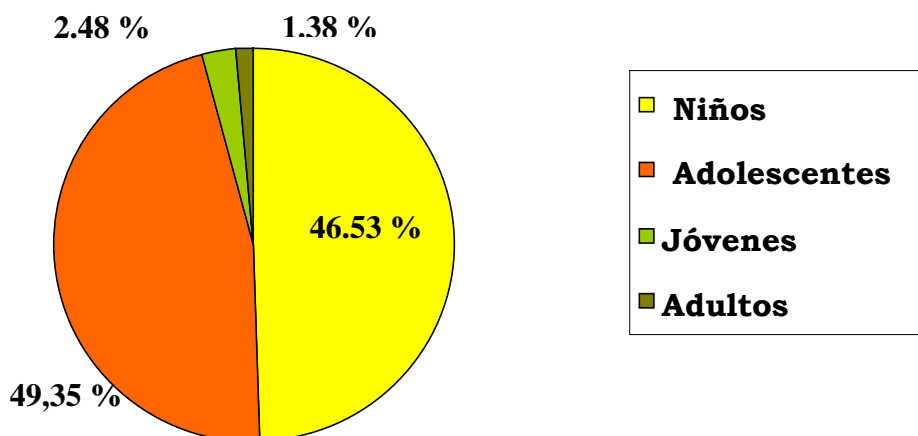
[25] Niños = Children; Adolocentes = Adolescents; Jovenes = Youth, Adultos = Adults

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Of the total participants in community service-learning experiences, 49.3% are children from 5 to 11 years old and 46.4% are adolescents from 12 to 17 years old. The highest percentage of participation by children is in the province of Chaco while the highest participation level for adolescents is in San Luis.

Comparing this data with the IDHA shows that provinces with a low human development index favor the participation of children in these types of experiences. The same is true in jurisdictions classified as being in critical situations (Chaco, Corrientes, Jujuy and Formosa) and in 3 of the 4 provinces classified as being in serious situations (Tucumán, Catamarca, Salta) and in 3 of the 4 classified as being unfavorable (San Juan, Santiago del Estero, La Rioja).

Table 39: Community service-learning experiences by education level. Percentage by jurisdiction, over total of all jurisdictions

Jurisdiction	Initial	Primary-EGB1-EGB2	Middle: Secondary/ EGB3- High School
Buenos Aires	13.8%	30.2%	76.6%
Catamarca	15.5%	43.1%	56.9%
Chaco	33.3%	43.6%	48.7%
Chubut	25.0%	38.3%	65.0%
City of Buenos Aires	26.3%	31.6%	77.2%
Córdoba	12.2%	32.4%	63.5%
Corrientes	25.0%	41.0%	60.0%
Entre Ríos	33.8%	43.0%	59.2%
Formosa	17.2%	49.4%	58.6%
Jujuy	23.9%	43.3%	53.7%
La Pampa	16.4%	32.8%	62.3%
La Rioja	10.0%	40.0%	70.0%
Mendoza	17.3%	28.9%	53.9%
Misiones	17.8%	47.8%	73.3%
Neuquén	25.0%	44.0%	54.0%
Río Negro	20.7%	42.7%	58.5%
Salta	24.1%	51.1%	72.9%
San Juan	29.5%	45.7%	69.5%
San Luis	10.0%	20.0%	90.0%
Santa Cruz	15.7%	23.5%	51.0%
Santa Fe	20.5%	46.4%	70.1%
Santiago del Estero	17.9%	30.6%	57.5%
Tierra del Fuego	14.3%	28.6%	35.7%
Tucumán	26.9%	50.2%	63.9%
National total	20.0%	38.6%	66.0%

GRAPH 33: Community service-learning experiences. Percentage by education level[26]
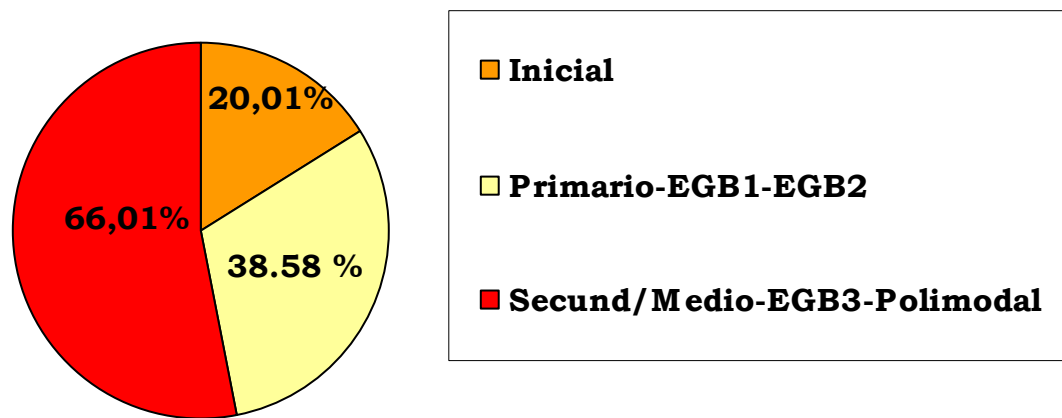
Secondary school/high school has the highest percentage of experiences (66%) in all jurisdictions throughout the country.

The jurisdiction with the greatest participation in community service-learning experiences at the kindergarten level is Entre Ríos, with 33.80%.

Salta is the jurisdiction with the highest level of participation at the primary school level (51.13%).

The jurisdiction with the greatest participation at the secondary school/high school level is the City of Buenos Aires. The percentage, 77.19% is very significant even with a small number of experiences. The province of Buenos Aires had a similar percentage (76.60%) and had an important number of projects for this level.

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[26] Inicial = Kindergarten; Primario = Primary; Secundo/Medio-Polimodal = Secondary/High School

Table 40: Community service-learning experiences by type of participation. Percentage by jurisdiction

Province	Voluntary	Mandatory	Both	No Data
Buenos Aires	60.2%	13.4%	16.6%	9.8%
Catamarca	74.1%	8.6%	1.7%	15.5%
Chaco	61.5%	2.6%	18.0%	18.0%
Chubut	46.7%	8.3%	21.7%	23.3%
City of Buenos Aires	80.7%	5.3%	8.8%	5.3%
Córdoba	51.4%	14.9%	26.4%	7.4%
Corrientes	69.0%	6.0%	17.0%	8.0%
Entre Ríos	60.6%	9.9%	19.0%	10.6%
Formosa	62.1%	6.9%	17.2%	13.8%
Jujuy	68.7%	10.5%	11.9%	9.0%
La Pampa	82.0%	11.5%	4.9%	1.6%
La Rioja	50.0%	15.0%	20.0%	15.0%
Mendoza	51.9%	13.5%	19.2%	15.4%
Misiones	63.3%	14.4%	14.4%	7.8%
Neuquén	52.0%	15.0%	8.0%	25.0%
Río Negro	52.4%	19.5%	12.2%	15.9%
Salta	55.6%	10.5%	22.6%	11.3%
San Juan	62.9%	8.6%	11.4%	17.1%
San Luis	55.0%	15.0%	25.0%	5.0%
Santa Cruz	64.7%	5.9%	7.8%	21.6%
Santa Fe	58.5%	10.7%	20.1%	10.7%
Santiago del Estero	59.0%	13.4%	19.4%	8.2%
Tierra del Fuego	57.1%	21.4%	0.0%	21.4%
Tucumán	60.6%	6.0%	16.9%	16.5%
Total	60.0%	11.3%	16.6%	12.1%

In terms of the type of participation by students in the service-learning projects, voluntary participation is by far the greatest, with 60.0% of the total experiences nation-wide.

The highest percentage of voluntary participation is in the City of Buenos Aires, while the highest percentage of mandatory participation is in the province of Tierra del Fuego.

In Cordoba, the percentage of participation in the category *both* is significantly higher 26.3%. On the other hand, it emphasizes the relatively high percentage of the type of participation *obligatory* and *both* in the Province of Buenos Aires.

4.6 - Resources of the 2001 community service-learning experiences

Regarding the resources used to undertake and develop the community service-learning experiences, the presentation form for the *Premio Presidencial* 2001 foresaw the following:

1. **Work done by students and/or teachers**: implies that students and/or teachers use their time to carry out the project and/or contribute financially to same without any monetary compensation.

2. **Institutional hours**: means that the school assigns an extra remuneration ("classroom hours") to the teachers involved in carrying out the experience as compensation for their time.

3. **Parents' Cooperates/Associations**: in state run public schools there are Cooperators that gather fathers and mothers who, voluntarily, decide to collaborate with the school their children attend and the administration. In private run schools there are also usually Parent Unions or Associations that work together with the school.

4. **Businesses, companies, private donors**: in many cases one of the activities that students get involved in is fundraising in order to sustain the project. They may solicit private donors or local businesses for donations in money or materials that can help bring the project to its completion.

5. **Community organizations, Non-governmental organizations**: organizations that get involved in initiatives often collaborating with human resources, training, offering locations where some activities can be carried out, and in some cases with economic assistance.

6. **Government organizations:** refers especially to plans or projects of government entities or public organisms that in some way support the carrying out of the initiative. A common example in the experiences of community or school vegetable gardens is the donation of seeds and advice offered by the INTA (Instituto Nacional de Tecnologías Agrarias).

Table 41: Community service-learning experiences by resources used. Count and percentage over total experiences

Sources	Total	Percentage over total experiences
Volunteer work by teachers and students	2631	90.7%
Institutional hours	1809	62.4%
Parents' Associations	1314	45.3%
Businesses or private companies	1228	42.3%
Communitarian organizations	1241	42.8%
Government organizations	1148	39.6%
Other sources	470	16.2%

The statistic that stands-out most is that of *voluntary work by teachers and students.* More than 90% of community-service-learning experiences (2,631) are sustained thanks to the willingness of both teachers and students to offer, without monetary compensation, their time and in many cases personal resources, for the development of the initiative at the service of their community.

There are also a significant percentage of *institutional hours* dedicated to carrying out initiatives. There are jurisdictions where the curriculum includes specific courses for the development of projects, as in the province of Buenos Aires for

example. This province, as we pointed out earlier, has the most schools at the secondary level, in two disciplines: Natural Sciences and Social Sciences. The secondary school curriculum provides courses for the development of *Community Intervention Projects*. In 2001, the province of Santa Fe had a "Service Project" period aimed specifically at encouraging community service projects by 5th year students; some provinces had already fully or partially implemented periods involving projects in disciplines at the secondary level that as mentioned earlier, promoted the development of service-learning projects.

There are schools that use tutoring and orientation periods to plan and evaluate experiences. In various denominational schools they are carried out during periods dedicated to pastoral activities, catechesis or religious formation.

There are often schools where the community service-learning experience is part of the Institutional policy ("Proyecto Educativo Institucional"), and different courses use time for planning, reflection and evaluation of the project, linking these actions to the different curricular contents.

The third source of resources most used in the development of community service-learning experiences is that offered by School Cooperators or Parent Associations (45.3%).

GRAPH 34: Community service-learning experiences. Resources.

Legend:
- Tareas voluntarias docentes y alumnos
- Horas institucionales
- Cooperadora o Asoc. Padres
- Comercios o Empresas
- Org. comunitarias
- Org. gubernamentales
- Otras fuentes

Values: 90,79 · 62,42 · 45,34 · 42,37 · 42,82 · 39,61 · 16,22
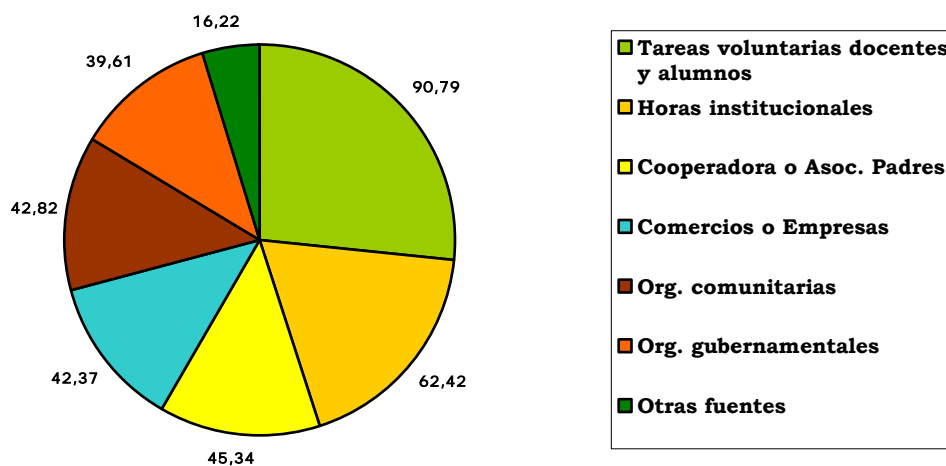
Table 42: Community service-learning experiences by most common resources used. Count and percentage over total experiences

Most common resources	Number of experiences	Percentage of Total
The three most common resources	907	31.3%
Volunteer work by teachers & students + Institutional hours only	856	29.5%
Volunteer work by teachers & students only	517	17.8%
Volunteer work by teachers & students + Cooperator or Parent Assoc. only	351	12.1%
None of the most common resources	186	6.4%
Cooperator or Parent Assoc. only	35	1.2%
Institutional Hours only	25	0.8%
Institutional Hours + Cooperator or Parents Assoc. only	21	0.7%

In the above table we can see the percentages and number of experiences that result from combining the three most common resources in order to sustain the community service-learning projects (Volunteer work by teachers and students, Institutional hours and Cooperators – Parent associations).

These resources, which make up 31.30% or almost one-third of the experiences, combine the three most common sources: Volunteer work by teachers and students, Institutional hours and Cooperators or Parent associations. 29.54% combine the first two, 12.11% combine the first and third, and 17.845 use only Volunteer work by teachers and students.

Only 6.42% of the forms identify experiences that don't use any of these three resources.

The data also points out that *Civil organizations* have a significant level of participation (42.82%, see table 41).

4.7 – Age and duration of the community service-learning experiences

Of all the forms analyzed in this universe (2,898) 64.4% (1,867) indicate that they had carried out community service-learning experiences prior to 2001.

Of these 1,867, 457 forms (24.4%) indicate the year that the initiatives were begun.

GRAPH 35: Community service-learning experiences with service experiences previous to 2001. Percentage over total experiences[27]
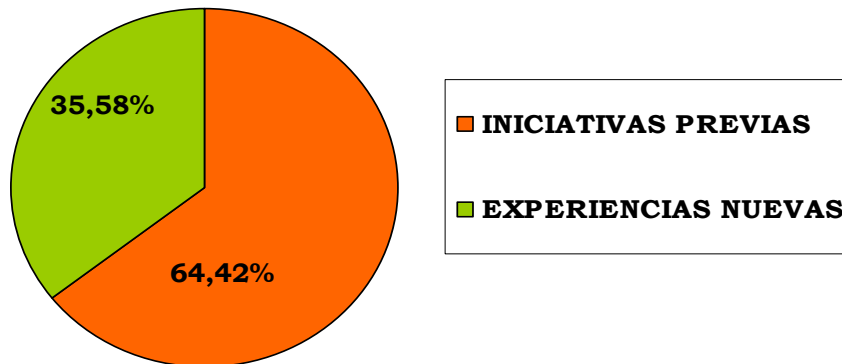
According to the information gathered from the sources used the oldest community service-learning initiative dates back to 1933.

GRAPH 36: Community service-learning experiences by year begun
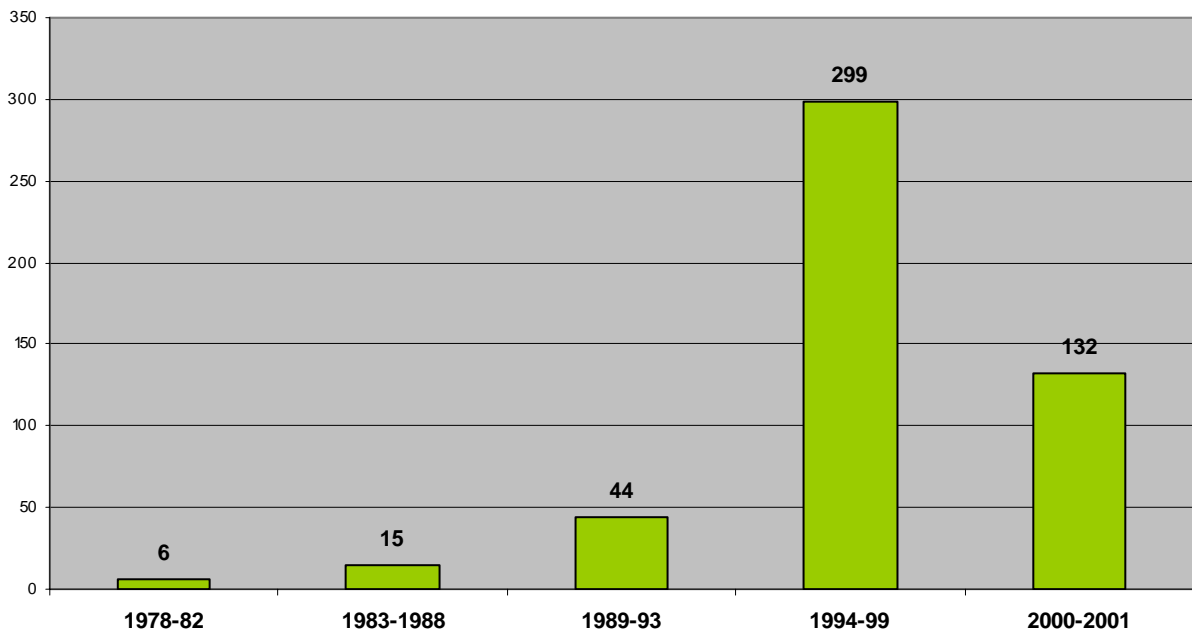
With the end of the military government (1976-1982) there is a rapid increase in community service-learning experiences, that multiply in particular beginning between 1994 and 2001 (the last period, 2000-2001, is very short but the years it includes show a significant growth).

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[27] Iniciativas Previas = Previous Initiatives; Experiencias Nuevas = New Experiences

Table 43: Community service-learning experiences by duration (in 6 month intervals)

Duration in months	Relative frequency	Absolute frequency (over total with data)
1-6	949	36.3%
7-12	699	26.7%
13-18	367	14.0%
19-24	161	6.1%
25-30	113	4.3%
31-36	90	3.4%
37-42	45	1.7%
43-48	45	1.7%
49-54	23	0.8%
55-60	22	0.8%
61-66	18	0.6%
67-72	9	0.3%
73-78	12	0.4%
79-84	8	0.3%
85-90	7	0.2%
91-96	7	0.2%
More than 8 years	34	1.3%
Total with data	2609	100.0%
No/Data	289	
Overall total	2898	

Of all the forms analyzed in universe 2 (2,898), we found data referring to the initiative's duration in a total of 2,609. Of this total more than half indicate that they lasted between one month and one year. We came up with a very wide spectrum as far as the experience's duration, ranging anywhere from 1 month to 366 months. The latter is an extreme case. It shows that an Argentine school has been carrying out service-learning initiatives for more than 30 years.

However, to interpret this information correctly we need to keep in mind that the duration indicated might refer to one continuous experience or a succession of different community service-learning experiences with the same or different recipients.

The average duration of these initiatives is 15.86 months.

GRAPH 37: Community service-learning experiences by duration (in 6 month intervals)[28]
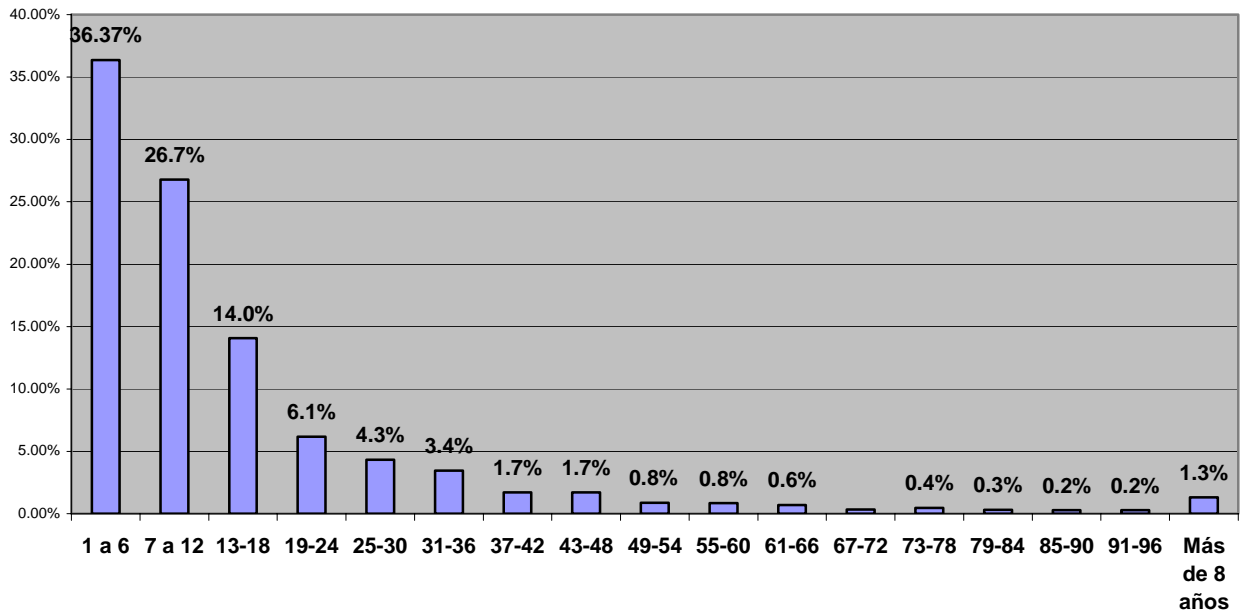
We also analyzed the number of inter-institutional associations or connections established by each school with community, government, or civil organizations or other institutions.

GRAPH 38: Community service-learning experiences by links with organizations / institutions. Percentage over total experiences[29]
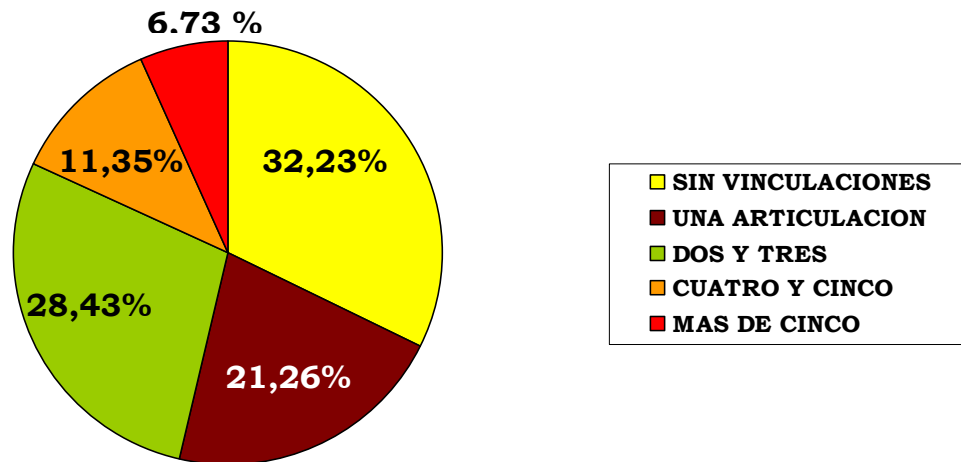
The above data indicates a minimum of 1 link with organizations or institutions (21.26% of all schools that supplied data in this regard) and maximum of 60 connections in one particular case.

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[28] Más de 8 años = More than 8 years
[29] Sin Vinculaciones = No links; Una Articulacion = 1 link; Dos y Tres = Two and Three; Cuatro y Cinco = Four and Five; Mas de Cinco = More than Five

Almost half of the experiences were brought ahead in association with between 1 and 3 organizations (49.69% of the experiences that supplied data). 18.08% of the experiences studied were carried out in conjunction with four or more organizations.

Table 44: Community service-learning experiences by institutional links. Percentage by area

No. of Org/Inst links	Rural	Urban	Urban-Marginal	More than one	No/Data	
0	26.2%	44.4%	20.2%	3.7%	5.3%	
1	30.5%	43.6%	19.9%	3.0%	2.7%	
2	26.4%	42.0%	25.4%	3.7%	2.2%	
3	23.1%	42.4%	28.1%	4.4%	1.7%	
4	20.3%	50.4%	20.3%	6.3%	2.4%	
5	21.9%	42.2%	28.4%	4.8%	2.4%	
6	20.0%	51.1%	21.1%	6.6%	1.1%	
7	19.5%	56.1%	12.2%	7.3%	4.8%	
8	5.8%	58.8%	35.2%	0.0%	0.0%	
9	16.6%	33.3%	50.0%	0.0%	0.0%	
10	19.0%	42.8%	28.5%	9.5%	0.0%	
11	20.0%	20.0%	40.0%	20.0%	0.0%	
12	0.0%	75.0%	0.0%	25.0%	0.0%	
13	0.0%	66.6%	0.0%	33.3%	0.0%	
16	0.0%	100.0%	0.0%	0.0%	0.0%	
17	0.0%	100.0%	0.0%	0.0%	0.0%	
21	50.0%	0.0%	0.0%	0.0%	50.0%	
27	0.0%	0.0%	0.0%	100 %	0.0%	
42	0.0%	100.0%	0.0%	0.0%	0.0%	
50	0.0%	100.0%	0.0%	0.0%	0.0%	
60	0.0%	0.0%	0.0%	100%	0.0%	
Total	25.6%	44.4%	22.3%	4.2%	3.3%	

The urban area is where most organizational and institutional connections are established. However, if we consider that institutions located in rural areas attend mostly to people living in poverty, adding the experiences carried out in rural areas to those in urban-marginal areas we come up with 48.0% of experiences carried out in poverty-stricken areas. Furthermore, if we add the fact that 4% are carried out in more than one, and we add this to the previous 48%, it turns out that more than half of the experiences are carried out in poverty-stricken zones.

4.8 – Analysis of service-learning experiences

In this section we will focus on analyzing service-learning experiences in the strict sense. As mentioned in Chapter 1, service-learning experiences have the following characteristics:

- that the actions are brought ahead by students

- that they be geared toward learning

- that they be service-oriented

- that they be linked to at least one academic curricular

To identify those units that in universe 2 comply with these requirements a progressively exclusive formula was generated identifying the field of experiences of service-learning in the strict sense.

We started by selecting those experiences where students carried out the service actions. Those that did not meet this criterion were discarded for the next analysis.

Of those experiences that were in fact carried out by students, we took into account only those that were specifically noted as being service-oriented and for learning purposes.

Of this last group we considered the projects that had at least one curricular connection. The results showed that 1,663 experiences were considered to be service-learning, making up 57.3% of the total experiences presented to *Premio Presidencial 200l,* included in this study and analyzed in universe 2.

Table 45: Service-learning experiences. Count by jurisdiction and percentage of total experiences of the jurisdiction

Jurisdiction	Service-learning experiences	Percentage of service-learning experiences over total in province	Province total
Buenos Aires	451	64.3%	701
Catamarca	27	46.5%	58
Chaco	23	58.9%	39
Chubut	22	36.6%	60
City of Buenos Aires	36	63.1%	57
Córdoba	65	43.9%	148
Corrientes	50	50.0%	100
Entre Ríos	106	74.6%	142
Formosa	46	52.8%	87
Jujuy	35	52.2%	67
La Pampa	44	72.1%	61
La Rioja	12	60.0%	20
Mendoza	91	58.3%	156
Misiones	43	47.7%	90
Neuquén	48	48.0%	100
Río Negro	37	45.1%	82
Salta	83	62.4%	133
San Juan	64	60.9%	105
San Luis	14	70.0%	20
Santa Cruz	9	17.6%	51
Santa Fe	111	49.5%	224
Santiago del Estero	79	58.9%	134
Tierra del Fuego	8	57.1%	14
Tucumán	159	63.8%	249
National total	1663	57.3%	2898

In almost all jurisdictions the percentage of service-learning experiences over the total number of experiences is consistently over 40%, except in the case of the province of Santa Cruz and Chubut, which have the lowest percentages (17.6%

and 36.6%, respectively). The following jurisdictions have percentages over the national average: Buenos Aires, Chaco, City of Buenos Aires, Entre Ríos, La Pampa, La Rioja, Mendoza, Salta, San Juan, San Luis, Santiago del Estero and Tucumán. Entre Rios is the jurisdiction with the highest percentage of service-learning experiences (74.65%) of the total number of experiences presented.

Table 46: Service-learning experiences by theme. Count and percentage over total experiences in each theme

Themes	Service-learning experiences	Percentage of service-learning experiences over total of each theme	Total experiences in each theme
Education	220	51.2%	429
Civic Participation	178	55.2%	322
Information and Communication	101	73.1%	138
Environment	201	66.7%	301
Health	142	58.6%	242
Socio-cult. Anim.-Heritage-Tourism	142	57.0%	249
Production	321	62.0%	517
Social Issues	295	59.4%	496
Others	14	27.4%	51
#N/A	49	32.0%	153
Total	1663	57.3%	2898

The highest number of service-learning experiences corresponds to *Productive Service Projects* (321), which as we saw previously is the most privileged theme in among all the community service-learning experiences presented in 2001.

However, if we look at the percentage of service-learning experiences over the total of each category, the highest percentage is in the category *Information and Communication* (73.1%), which is linked to the highest percentage in terms of discipline; Language and Humanities.

The service-learning experiences make up more than 50% of the total in each thematic category.

Table 47: Service-learning experiences by type of recipient. Count and percentage over total experiences destined to each type

Type of recipient	Service-learning experiences	Percentage of service-learning experiences over total recipients	Total experiencias solidarias del 2001
General Community	1080	63.3%	1706
Children	280	47.3%	592
Adolescents	214	45.6%	469
Youth	77	54.6%	141
Adults	64	46.3%	138
Elderly	121	69.5%	174
Total	1663	57.3%	2898

As was the case regarding the recipients of community service-learning experiences, taking into account the sum total of all projects, the privileged recipient of service-learning experiences is the *general community*.

However, if we consider the relative proportion of service-learning experiences over the total of community service-learning experiences in relation to each type of beneficiary, the percentage of elderly recipients is the most relevant with 64.54%.

Table 48: Service-learning experiences by number of links with organizations/institutions. Count and percentage over total

N° of links with Org/Inst	Service-learning experiences	Percentage of service-learning experiences over total
0	448	26.9%
1	368	22.1%
2	279	16.7%
3	214	12.8%
4	144	8.6%
5	73	4.3%
6	60	3.6%
7	28	1.6%
8	12	0.7%
9	5	0.3%
10	17	1.0%
11	5	0.3%
12	3	0.1%
13	3	0.1%
More than 15	4	0.2%
Total	1663	100.00%

The highest percentage of service-learning experiences having institutional connections is those connected to only one institution (22.13%).

The data indicates that the most common is the connection with between 1 and 4 organizations (1,453 experiences, or 87.3% of all service-learning experiences).

There are some isolated cases of service-learning experiences that are connected to as many as 15 organizations or other institutions.

Table 49: Participants in service-learning experiences by age. Count and percentage of total

Participants by Age	En service-learning experiences	Percentage over total participants in service-learning experiences	Total participants in all community service-learning experiences
Children	95545	47.1%	178877
Adolescents	97944	48.3%	168309
Youth	5386	2.6%	10286
Adults	3706	1.8%	5003
Total	202581	100.00%	362475

The data shows that there are a total of 202,581 students that participate in the service-learning experiences studied in this investigation. This corresponds to almost 2% of all students in the system per data taken as of the year 2002 from

Relevamiento Anual de la Dirección Nacional de Información y Evaluación de la Calidad Educativa (DiNIECE) of the National Ministry of Education, which reported a total of 10,681,612 students.

The age group with the most significant level of participation is adolescents with 48.35% of total service-learning projects. This represents a significant difference to community service-learning experiences in general; whose main participants are primary school children.

Regarding the participation of students in the different stages of the project the data shows the following: (See Appendix)

- Regarding diagnosis: we found that 1,399 service-learning experiences involve diagnosis (84.13% of the service-learning experiences studied). Of these the students participated in 1,277 (91.28% of the servicing learning experiences that involve diagnosis); there are 744 cases in which organizations participate in the diagnosis (53% of the service-learning experiences that involve diagnosis).

- In regards to planning: we found that in 77.2% of the service-learning experiences students participated in this stage.

- In regards to evaluation: there were 545 cases or 32.7% of the total number of service-learning experiences.

Table 50: Service-learning experiences by participants' level of education. Count and percentage of total

Level	Service-learning experiences	Percentage of service-learning experiences over total	Total
Kindergarten	313	18.8%	580
Primary	619	37.2%	1118
Sec/Middle-High School	1205	72.4%	1913
Superior-Others	165	9.9%	277
Total	1663	100.0%	2898

GRAPH 39: SERVICE-LEARNING EXPERIENCES BY LEVEL OF EDUCATION

Porcentaje de A-S sobre Total

Legend:
- Inicial
- Primario-EGB1-EGB2
- Sec/Medio-EGB3-Polimodal
- Superior-Otros

Porcentaje de exp. de aprendizaje-servicio sobre Total
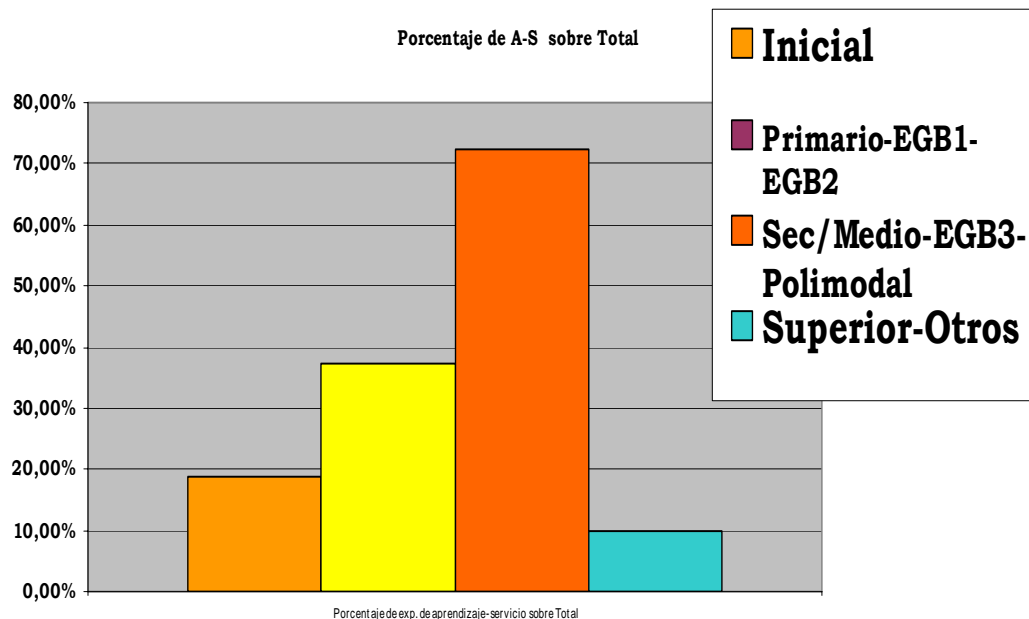
As can be seen above, there is a significant participation of secondary school students in the service-learning projects. Approximately 72.4% of the experiences studied correspond to this level, almost 10% more than the level of participation of this same level in the overall number of community service-learning experiences (66.01%).

On the other hand, this is the only level where the percentage of experiences with one or more curricular links is greater than the number of projects without any link but that are also carried out by students and that are aimed at service and learning (see appendix).

Table 51: Service-learning experiences by number of curricular links. Count and percentage over total service-learning experiences and over total community service-learning experiences

N° of curricular links	Service-learning experiences	Percentage of total service-learning experiences	Percentage of total community service-learning experiences
1	97	5.8%	59.5%
2	214	12.8%	64.4%
3	279	16.7%	64.4%
4	353	21.2%	65.3%
5	295	17.7%	67.3%
6	189	11.3%	69.2%
7	107	6.4%	64.8%
8	57	3.4%	80.2%
9	20	1.2%	100.0%
10	42	2.5%	72.4%
11	4	0.2%	57.1%
12	2	0.1%	100.0%
13	2	0.1%	100.0%
22	2	0.1%	66.6%
Total	1663	100.0%	57.3%

The service-learning experiences studied have between 1 and 22 curricular connections. The highest percentage, 21.3%, is those with 4 connections. The highest range of links is between 2 and 5, which corresponds to 68.6% of the service-learning experiences.

If we look at these numbers in relation to the total number of community service-learning experiences, the service-learning experiences were those linked to 9, 12 and 13 disciplines.

Table 52: Service-learning experiences by level of education. Percentage by discipline

SL[30] x Discipline x Level	Kindergarten	Primary	Secondary/High school
Exact sciences	64.2%	66.7%	46.9%
Natural Sciences	75.7%	73.5%	58.1%
Social Sciences	74.1%	70.1%	55.6%
Language & Humanities	80.1%	80.9%	60.2%
Management & Economics	2.2%	2.7%	13.8%
Technology	53.9%	53.9%	49.2%
Physical Education	15.9%	15.8%	12.4%
Art	36.1%	36.5%	26.5%
Moral Formation	38.9%	45.2%	41.1%
Religious Formation	6.0%	5.9%	7.5%

In service-learning experiences at all levels of education the privileged curricular link is with Language and Humanities, with very high percentages, especially in the kindergarten and primary school levels. This follows the general trend of overall community service-learning experiences.

From there follow at the kindergarten level Natural and Social Sciences; at the primary school level, Exact and Natural Sciences and at the secondary school level, Natural and Social Sciences.

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[30] SL = abbreviation for Service-Learning

CHAPTER 5: CONCLUSIONS

The two initial questions in this research aimed at identifying, in the first place, the type of schools that undertake community service-learning experiences in Argentina, and whether it is possible to define a profile of those institutions. The second objective of the investigation was to to explore the type of community service-learning experiences that are taking place in the country, and establish the existence or not of common patterns.

From the analysis of available data it emerges that there is no specific type of Argentine schools that undertake service-learning experiences, but we can indeed identify generalized features in the Argentine service-learning experiences.

5.1- Solidarity schools

From the available data one can conclude that community service-learning experiences take place throughout the country and in all types of schools.

About 10% of Argentine schools made presentations to the *Premio Presidencial Escuelas Solidarias* awarded in 2000 and 2001, and this segment of the system included schools from all jurisdictions, both state and privately managed, urban and rural, with thousands of students or with very few, and of all levels and types of education.

In other words, the exploratory analysis indicate that in Argentina, any type of school can undertake service-learning experiences.

It would appear, therefore, that there is no identifiable profile of schools that undertakes this type of experiences, or at least it cannot be identified from the general objective data available for this research. A deeper exploration of qualitative aspects, such as the profile of directors and teachers, institutional openness to innovations, the simultaneous presence of other teaching innovations, could perhaps contribute to identifying common profiles among the universe of schools under study.

5.1.1 – Geographic distribution of solidarity schools by jurisdiction

Solidarity schools are present in all jurisdictions according to their distribution in Argentina`s political geography.
The province with the least number of institutions represented in the *Premio Presidencial* is Tierra del Fuego, with 20 schools, while the Province of Buenos Aires was the one with the highest representation (868). These figures are consistent with the population density of these provinces, since they have, respectively, the smallest and the largest population in the country. Tierra del Fuego's population in 2001 was 101,079 inhabitants, against 13,827.203 in the Province of Buenos Aires (2001 National Census, INDEC, www.indec.gov.ar).

When analyzing the proportion of solidarity schools in relation to the total number of schools in each jurisdiction, we found that the number of solidarity schools is not proportionate with population density.

As mentioned earlier, at national level, there were presentations to the *Premio Presidencial* from 10% of all educational institutions in the country. Analyzing this percentage in relation to the geographical distribution per jurisdiction, 18 jurisdictions equaled or surpassed the national average (with presentations from 10% or more educational institutions in each of those jurisdictions), while in 6 jurisdictions there were presentations from between 3 and 10% of the institutions (among these jurisdictions, three our of six were very close to the national average, at around 8%)

TABLE 53: Percentage of Solidarity Schools over school total per jurisdiction in descending order

Jurisdiction	Number of Solidarity Schools	Total of schools	% Solidarity Schools on total Schools	Type of School with more projects
San Juan	287	626	45,8%	State
Santa Cruz	53	244	21,7%	State
Formosa	174	691	25,1%	Private
La Pampa	95	449	21,1%	Private
Neuquén	139	660	21,0%	Private
Jujuy	122	580	21,0%	State
Tierra del Fuego	20	109	18,3%	State
Tucumán	238	1312	18,1%	=
Salta	196	1119	17,5%	=
Mendoza	222	1430	15,5%	State
Entre Ríos	300	2131	14,0%	Private
Chubut	66	488	13,5%	Private
Catamarca	80	618	12,9%	Private
Río Negro	90	714	12,6%	Private
Santa Fe	384	3220	11,9%	Private
San Luis	52	442	11,7%	Private
Ciudad de Buenos Aires	202	1830	11,0%	State
National Total	**4391**	**40825**	**10,7%**	
Corrientes	134	1287	10,4%	Private
Misiones	98	1138	8,6%	Private
Chaco	134	1510	8,8%	State
Santiago del Estero	137	1710	8,0%	Private
Córdoba	276	4109	6,7%	Private
Buenos Aires	868	13782	6,3%	State
La Rioja	24	626	3,8%	Private

It is impossible to explain, just on the basis of the information gathered from the sources of this research, why schools in some provinces made more presentations to the Award than in others. Is it because there are less solidarity schools, or the solidarity schools did not make a presentation for some reason?

It is known for a fact that there are a number of community service-learning experiences that were not presented to the Award[31], which would lead us to think that the figures for experiences presented between 2000 and 2001 reflect only partially the spread of the practice of solidarity in Argentine schools.

The reasons why schools that were developing service experiences might not have presented them to the *Premio Presidencial* in the years 2000-2001 are many. On the one hand, there were great difficulties for the promotion of the Award, especially in relation to the mailing of the forms: hundreds of envelopes were returned to the Ministry of Education because of incomplete or incorrect addresses, especially in the provinces of Córdoba and Buenos Aires, and because of delayed mail delivery many forms reached the schools after the closing date for application. There were also difficulties in relation to internal communications within the provinces, which not always facilitated the circulation of the information. On the other hand, there are many reasons that are more difficult to corroborate, and linked to the internal life of each institution. Through direct contact with the schools we came to know, for example, that some head teachers received the form but did not pass it on to teachers in charge of service experiences on time; that teachers in charge of an initiative would not participate because of lack of time or wish to participate, or because they did not trust the national government, or because they were engaged in other tasks, and many other circumstances.

In any case, it is difficult to explain why two neighboring provinces, with very similar socio-economic conditions, like San Juan and La Rioja, are at the opposite ends of the table: almost half the total of schools in San Juan sent presentations to the Award (45.8%) and in La Rioja just 3.0%.

We understand that, in order to explain this kind of discrepancy we should inquire into the greater or lesser formation of head teachers and teachers to design and present projects, or on the existence, or not, of provincial institutions with tradition in service-learning, which could serve as reference point, on the availability of bibliography and training opportunities on the subject, and other matters related to the institutional culture of educational establishments. Meanwhile, it would also be interesting to explore some hypothesis in relation to the diverse participative culture in each jurisdiction, and the existence or not of political hegemonic groups and clientism networks, and their possible influence on the service initiatives participation of the schools.

Leaving aside these hypothesis, open to further investigation, it is important to highlight that the development indexes do not seem to have any bearing on the number of solidarity schools by jurisdiction: provinces with very different levels of EHDI present similar participation levels.

It appears, instead, that educational authorities in different jurisdictions did have a bearing on the degree of participation of schools. As mentioned earlier, the

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[31] Projects that were presented to other competitions, or known through newspaper reports or teachers' accounts, etc. Many of them were presented to the *Premio Presidencial* in the year 2003, which received 5,500 experiences, almost double the number of the previous years.

Province that increased its relative participation the most between the two editions of the *Premio Presidencial* was Tucumán, which registered a rise of 246.43%. It is quite possible that what determined this increase may be related to the change of educational authorities in the Province, who decided to make the promotion of this type of initiatives a policy priority. There were increases of more than 100% between 2000 and 2001 also in the provinces of Santiago del Estero, Chubut, and Misiones, where there also were changes among those managing the National School and Community Program.

Changes in policy administration may have also had a bearing in a negative sense in the case of some provinces (such as San Juan, San Luis, Entre Ríos and Formosa), which decreased their participation after a change among provincial policy referents for the Program.

In direct relation with the efficiency of policy connection between the national Ministry of Education and the jurisdictions, we understand that that more teachers' training in service-learning and the formulation of service-learning projects may have had a bearing on the increase of participation in the Presidential Award during the second year in some jurisdictions. This could be the case of the Province of Buenos Aires, the jurisdiction where the highest number of service-learning training courses took place, conducted by the National School and Community Program (5 training courses during 2001), and increased 67.81% its participation between the two years.

In 11 jurisdictions, the number of schools taking part between 2000 and 2001 decreased. Besides political changes, there are two reasons that may have determined this reduction in number

- The first one relates to the Award's characteristics, having as an objective the awarding of a prize. On one hand, the schools that had won the *Premio Presidencial* 2000, were explicitly excluded in the conditions to participate in in the 2001 edition of the Award. On the other hand, schools that had participated in the year 2000 motivated mainly by the prize and did not receive it, decided not to participate again. Others deemed that they could not compete twice with the same project, or decided not to do it for different reasons.

- Another determining factor relates to schools' ability to obtain an evaluation of their project from the evaluation team of the School and Community Program, at the end of 2000. A high percentage of the schools that had participated in that year found out, from the evaluation, that their initiative was either service or learning, but not service-learning. A number of schools, therefore, which did not have time to re-adjust their project for 2001, did not compete because they already knew that they would be out of the competition.

5.1.2 - Solidarity schools: type of education

As expected, data show that the participation of Common Education schools is 10% of the total of that type of school in the country, the same percentage as for the total of Universe 1.

It is more significant, in our view, that "Special Education" institutions go beyond that percentage, that is institutions that attend to children and youngsters with different needs. Approximately, 15.5% of Special Education schools in the country are solidarity schools. This piece of information seems to us extremely significant, as it helps modify a deeply-rooted paradigm by which "special" students were seen exclusively as recipients of other people's service initiatives and not as having a leading role in initiatives at the service of others.

In the case of the winners of the *Premio Presidencial,* service-learning methodology made it possible for students to carry out significant activities for the community while at the same time developing fundamental skills. This was the case, for example, of a group of students with serious visual impairments who looked after a town square - painting benches, cultivating flowerbeds - improving their mobility and autonomy in public places. Also, the group of deaf-mute children who began to use sign language to be able to teach other schools, located in a National Park, how to make alternative heating devices designed by themselves (*"Ecoleños"*) (MINISTERIO DE EDUCACIÓN DE LA NACIÓN, 2001).

Regarding Adult Education, solidarity schools represent a fairly lower percentage than the average (3.8%). We are aware that, among the reasons for a lower representation, an important one is that students in these establishments have other obligations, work wise or family wise, which are usually more demanding than those of Common Education students, and this puts serious limits to time available for communitarian activities. However, it must be said that notwithstanding these difficulties there were 179 community service-learning experiences coming from this type of institutions.

5.1.3 – Solidarity schools: educational levels

If we analyze solidarity schools from the point of view of educational levels, we notice that all levels presented experiences.

There is an even number of institutions of Initial/Primary/EGB1-2 level and middle (Secondary)/EGB3-Polimodal level, though the middle level is better represented in 15 out of the 24 jurisdictions.

We consider that it can be expected that adolescents, who have greater autonomy, take part in community service projects. What we believe is remarkable is that 10% of the total number of Initial level (Kindergarten) took part in the *Premio Presidencial,* keeping in mind the particular difficulties met by communitarian projects at this level, be it because of the evolutionary stage of the children as because of elementary reasons of mobility and security. In spite of those difficulties, solidarity schools of Initial level presented experiences of great quality, as exemplified by the public pre-school of Aluminé (Neuquén), finalist in the *Premio Presidencial* of the year 2000. The children cultivate baby araucaria trees (*pehuen).* Each time a baby is born at the local hospital, the pre-school children give the parents a *pehuen,* together with a leaflet featuring the children's messages and drawings in which they propose to the adults to plant that tree, so that it will grow together with their child, and making them aware of the need to prevent the desertification of the area. Helped by the families and other

institutions they have contributed to trout planting in the Aluminé river, and they cooperated with the local municipality in the opening of a new park for original species in the city (MINISTERIO DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA, 2004)

5.1.4 – Solidarity schools :location by area
It is not surprising that in a country with 89% urban population, most of the solidarity schools are located in the urban environment: 68.04% of the total.

What could be somewhat unexpected, instead, is that rural schools, which have been traditionally closely associated with communitarian problems, are slightly under-represented among solidarity schools. While they represent about 32% in the whole educational system, they represent slightly less than 25% of all solidarity schools. While solidarity schools in general amount to 10% of the whole educational system, rural solidarity schools amount to 8% of all schools in that environment.

Probably, this may have been due to the *Premio Presidencial* communication difficulties mentioned earlier, which must have affected a greater proportion of rural schools. However, there should also be some exploration of the hypothesis that communitarian projects in rural schools are mostly directed by teachers, without the kind of prominent student participation required in service-learning experiences, which was a condition for presentations to the Award.

5.1.5 – Solidarity schools by enrollment

Argentine solidarity schools may have between 4 and 9 thousand students. As has been ascertained, it is impossible to determine a profile in this sense. On the basis of national statistics available, it is also difficult to have objective parameters of reference in this field: when is a school considered to have large or small registration depends to a great extent on the local and jurisdictional contexts.

It can only be stated that most of the experiences were presented by schools that could be considered as "average": almost half the solidarity schools (46.45%) have between 100 and 400 students enrolled , while about one fourth of them (26.97%) have between 401 and 1000 students enrolled. On the contrary, very small schools (with 100 or less students, 19.13%) and the very large ones (with more than 1000 students, 7.46%) represent slightly less than one fourth of solidarity schools.

5.1.6 – Solidarity schools: type of administration

At a national level, both the state and privately run schools are represented among the solidarity schools with a very close percentage to their representation in the whole educational system. In both sub-sectors of the educational system, the percentage of solidarity schools is about 10% of the national average, though the state managed sub-sector is slightly over-represented

We consider that this is a highly significant finding, revealing how service-learning initiatives cut across the whole Argentine educational system.

One result that would require more investigation to have a consistent explanation is the great disparity that can be noticed in some jurisdictions in the percentage of solidarity schools presented by each sector.

As we remarked in point 1.1, in order to have a full explanation of this type of differences would require a kind of information not provided by the sources available. Anyhow, from the information available we can point out that, in general terms, the highest participation of private schools takes place in those jurisdictions with less participation in relation to the whole country.

One hypothesis that could be ventured in this respect has to do with the different political-administrative circuits of each sector, and the different extent to which they reach the schools. Not always the circuits destined to the state and private sectors work with the same speed and efficiency in the same jurisdiction, and at least in two of the jurisdictions with greater proportion of representation in the private sector this could be attributed to a greater commitment towards the circulation of the *Premio* by the staff responsible for the private sector.

Always in the field of information circulation, it is necessary to highlight that some sectors of private education – especially those associated with different religious confessions – have national information circuits, which in the case of the *Premio Presidencial* distributed the forms massively. These unofficial ways of information seem to have been more effective than official ones in some jurisdictions.

TABLE 54: Percentage of state and privately run solidarity schools in the six jurisdictions with greater proportion of privately run solidarity schools.

Provincia	% of solidarity schools over total schools	% of state run solidarity schools over total in the province	% of privately run solidarity schools over total in the province	Difference in favor of private sector
Catamarca	12.9%	11.7%	30.0%	+18.2%
Córdoba	6.7%	5.2%	11.3%	+6.1%
Corrientes	10.4%	8.6%	24.2%	+15.5%
La Rioja	3.8%	3.1%	10.0%	+6.8%
San Luis	11.7%	10.3%	17.0%	+6.6%
Santiago del Estero	8.0%	6.6%	23.3%	+16.6

On the other hand, and as we already stated in relation to participation levels of schools in general, in order to explain these facts more fully, it would be interesting to explore links between the type of ruling political regime in each jurisdiction and the proportion of solidarity schools.

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Out of the six jurisdictions with the greatest proportion of privately managed solidarity schools, four are characterized by the political hegemony of families that have a long and deep rooted association with power: the Romero in the

Province of Corrientes, the Menem in La Rioja, the Juárez in Santiago del Estero, and the Rodríguez Saa in San Luis. The province of Catamarca had just concluded a long period of dominance by the Saadi. The Province of Córdoba, though with a markedly different political system, had just renewed its Provincial authorities, after a long hegemony by the Radical party, when the *Premio Presidencial* was convened.

Analyzing links between hegemonic groups and political clientism in Argentina, and their impact on the educational system goes certainly exceeds the boundaries of this work. However, it is striking that it is in the provinces with most hegemonic systems that privately managed schools, with greater autonomy in relation to provincial authorities, have presented the greatest number of communitarian involvement experiences.

5.2 - Community service-learning experiences

We will now analyze the most important characteristics of the community service-learning experiences that are taking place in the country, based on the information given.

Consistently with what was verified in the previous point, we can state that there are community service-learning experiences being carried out in the whole country, independently from the socioeconomic context of the educational establishments.

Briefly, it can be said that most of the service-learning experiences in Argentina are carried out by children and adolescents, with a slight majority of children. Their orientation is mainly towards problems related to poverty, unemployment, and education, and the overwhelming majority of them take place in the community where the school belongs. The age groups most attended to are children and adolescents.

60% of service experiences are carried out with the voluntary participation of the students, and are financed by the participants themselves (teachers and students), with school funds (*horas institucionales, cooperadoras*) and/or resources provided by community organizations.

Almost 70% of experiences were carried out in collaboration with community or civic organizations, demonstrating a high degree of insertion of solidarity schools in social networks.

More than half (57.38%) the experiences presented to the *Premio Presidencial* can be considered as service-learning experiences. In them it is possible to notice greater prominence in the role of adolescents, who participate actively in the diagnosis and planning of the project, but not in its evaluation. This group is characterized, also, by a greater degree of coordination with other organizations (87.38%).

Considering the geographic distribution of community service-learning experiences, and the fact that 60% of Argentine children and adolescents were in a situation of poverty in the period under study, it can be stated that most of the

service-learning experiences studied were performed by students of poor backgrounds who contributed from their own poverty to serve other poor children and adolescents and their own community.

5.2.1 – Geographic distribution

Consistent with the geographic distribution of solidarity schools, the data shows that in 2001 service-learning initiatives were carried out in all the Argentine jurisdictions.

As is the case with regard to the number of schools, the Province of Buenos Aires presented the most experiences (701) while the Province of Tierra del Fuego presented the least (14).

The dominance of the Province of Buenos Aires in terms of number of experiences presented (24.19% of the total) is directly related to the number of schools in relation to the national total (see appendix, Table: Community service-learning schools - Quantity and percentage of total schools by jurisdiction), and also to the relative increase in its participation in the 2001 edition of the *Premio* (67.81%). As for Tucumán, although it has a lower percentage of schools, its participation in 2001 increased significantly (246.43%), and this is reflected in a greater relative presence in overall community service-learning experiences. The province of Sante Fe maintained an outstanding level of participation even if the number of schools that presented experiences in 2001 went down.

On the contrary, provinces that standout for the number of schools that presented projects to the contest between 2000 and 2001 like San Juan had drastically reduced levels of participation in 2001 (-53.52%). This is reflected in its lower relative participation in community service-learning experiences (3.62%) as can be seen in the following table.

TABLE 55: Percentage of experiences over national total, and percentage of solidarity schools over total schools in the jurisdiction, with participation variance between 2000 and 2001.

Jurisdiction	Percentage of experiences over national total	Percentage of solidarity schools over total schools in the jurisdiction	Participation variance in percentages between PP2000 Y PP2001
Buenos Aires	24.2%	6.3%	67.8%
Catamarca	2.0%	12.9%	11.9%
Chaco	1.4%	8.9%	-5.0%
Chubut	2.1%	13.5%	152.4%
City of Buenos Aires	2.0%	11.0%	6.5%
Córdoba	5.1%	6.7%	-15.4%
Corrientes	3.5%	10.4%	44.8%
Entre Ríos	4.9%	14.1%	-38.6%
Formosa	3.0%	25.2%	-38.4%
Jujuy	2.3%	21.0%	-29.6%
La Pampa	2.1%	21.2%	42.5%
La Rioja	0.7%	3.8%	216.7%
Mendoza	5.4%	15.5%	89.7%
Misiones	3.1%	8.6%	177.8%
Neuquén	3.5%	21.1%	-8.4%
Río Negro	2.8%	12.6%	208.7%
Salta	4.6%	17.5%	-2.9%
San Juan	3.6%	45.9%	-53.5%
San Luis	0.7%	11.8%	-64.3%
Santa Cruz	1.8%	21.7%	59.1%
Santa Fe	7.7%	11.9%	-11.3%
Santiago del Estero	4.6%	8.0%	223.5%
Tierra del Fuego	0.5%	18.4%	-18.2%
Tucumán	8.6%	18.1%	246.4%
National Total	100.0%	10.8%	17.4%

5.2.2 - Recipients:

As mentioned previously, the recipient in more than half of all the experiences is the general community. This fact seems to be consistent with the two most common themes among the community service-learning experiences presented (productive service projects and attention to socio-economic issues), which in general are related to serving the overall community.

The jurisdictions that privilege working with the general community coincides with those classified according to the IHDA as being in the worst situations. The data seems to indicate that schools immersed in contexts of extreme poverty tend to join together with the rest of the population without making major distinctions of neither age nor socio-economic political condition.

More than a quarter of all the community service-learning experiences presented attend specifically to children and adolescents (36.6% of total experiences). This fact could be related to the increase in the number of Argentine children and adolescents living in poverty. It could also indicate that when students are not attending to issues that affect the overall community, they are particularly sensitive to issues that affect their peers or those younger than themselves.

A small portion (6%) of the community service-learning experiences attends to the elderly and an even smaller percentage to youth, adults and elderly. This does not mean that solidarity schools don't attend to these age groups since they are surely included in the "general community".

The limited percentage of experiences directed towards the elderly could be explained precisely by the fact that the senior years are very often associated with poverty. The high numbers of people lacking insurance coverage and the precariousness of the State system contributes to this. In fact, one of the main areas of corruption during this period was precisely the national organization in charge of providing for those in their senior years. It could be that given the seriousness of the socio-economic situation, schools gave priority to responding to poverty, including that of the elderly, and left the attention to specific needs such as loneliness or abandonment experienced by the elderly, as a secondary priority.

In any case, there would also be other possible hypothesis to explain the low percentage of projects aimed specifically at older adults. Considering that Argentina has a low national demographic growth rate (INDEC, *National population estimates and projections by gender and age 1950-2015*, *www.indec.gov.ar*) and that many of its jurisdictions are rapidly approaching the model of an aging society, closer to the European model than to a South American one, it would be worrisome to think that the scarce number of community service-learning experiences specifically at the service of the elderly might reveal a lack of consciousness on the part of the students with respect to issues regarding the elderly, or an insufficient predisposition to approach older adults.

As pointed out earlier, in 63.0% of the community service-learning experiences studied we were able to clearly infer the recipient's need or particular situation. Of these experiences, a bit more than a quarter (26.0%) attend to children and youth at academic risk and 22.4% attend to persons living in poverty; data that is consistent with what was reported earlier in regards to giving priority to issues involving the poor and to minors.

It was foreseeable that the needs least attended to would be those of addicts (0.77%) and of the imprisoned (0.4%). Concerns for the safety of the students on the part of parents and teachers resulted in that very few schools promoted community service-learning initiatives in favor of these sectors of society.

The fact that in the majority of experiences (61.4%) the recipients were people that lived in the same area (neighborhood, locale) as the school is very significant. If we add to those experiences that attend to their own community those that attend to nearby communities, 80% of the community service-learning experiences presented were aimed at attending to people closest to the school.

This data is important because it illustrates the role Argentine schools played in helping their communities during such a critical period in its history and shows how schools actively participated in responding to the issues that also directly affect teachers and students.

In this sense, we believe that the large number of community service-learning experiences aimed at one's own community and oriented at resolving issues linked to poverty might indicate a significant change as to the participation of poorer children and youth in the resolution of problems that affect them.

Traditionally, teachers –especially primary school teachers- carried out a function of social containment and of service to the poorest children. Unfortunately, this noteworthy concern for their poorer students often times generated a paternalistic attitude towards them and the development of passive attitudes in the students who instead would have needed to be stimulated to participate in defending their rights and in finding alternative solutions. In this sense the active participation of students in service-learning projects in schools and jurisdictions in very unfavorable circumstances could not only help to better the quality of life of the community, but also to educate these most vulnerable children and adolescents in participation, the active exercising of their rights, and their duties, and in taking the initiative both personally and collectively.

There are numerous studies worldwide on the positive impact of service-learning on the self esteem and resiliency of these most vulnerable children and youth (BILLIG, 2004; FURCO, 2004). Also in Argentina there is a lot of data substantiating this fact, although not yet categorized (MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2004). Using the information gathered in this investigation it would be very interesting to be able study more in depth the impact of community service-learning experiences carried out by students living in poverty on the community and on the students themselves.

Private schools attend to a greater portion of communities outside the area of the school (26.4%) than do public schools (10.5%). This could be explained by the greater spending power of students of some private schools and also because they usually have fewer legal restrictions with regards to transporting students. In fact, during the crisis years, the provincial governments in many jurisdictions stopped paying insurance premiums on policies covering public school students in case of accidents. For this reason they discouraged trips and activities outside the school establishment.

Community service-learning experiences attend to the schools' own community in 23 of 24 jurisdictions.

The only exception is the City of Buenos Aires whose community service-learning experiences as we have seen, privilege children and isolated rural populations. As a first consideration, this fact could be linked to the fact that the City of Buenos Aires has higher developmental indexes than the rest of the country, though we can't fail to consider other factors as well.

Traditionally the schools in Buenos Aires City have tended to focus their attention on the more needy communities outside, especially isolated rural populations. In fact, "sponsoring" schools who are in less favorable situations then their own is one of the oldest and most established activities in the jurisdiction, both in public and private schools.

Somewhat paradoxically, the relative ease with which children and adolescents of Buenos Aires are able to get their hands on food and clothing for donations explains why many schools repeat the system of collection campaigns of this kind. These activities are certainly indispensable and worthy of praise, however they can discourage the development of more complex projects, implying a previous diagnosis of needs, the direct interaction of the students with the recipients, etc. In this sense, schools located in jurisdictions of less favorable conditions, where students don't have surplus to give, appear to be more inclined to develop more complex service projects where the students donate their time and knowledge more than material goods.

However, it is necessary to point out that during the years when the *Premio Presidencial* was convened even in the City of Buenos Aires the gap between the rich and poor had grown. This was the case especially in neighborhoods in the southern part of the city where the Secretary of Education had to implement "*Zonas de Acción Prioritaria*" (High Priority Zones) for schools that cater to very vulnerable children and adolescents. In 2001, when the first deaths by malnutrition in Tucumán were discovered, the Secretary of Education of the City of Buenos Aires convened all schools in order to gather food to send to that province during the school celebrations of the national holiday 9th of July. At least 30 schools decided that they would destine part or all of what they collected towards delivering food to their own students[32]

Concern for security on the part of Buenos Aires' middle class is also a factor to consider. It often happens that parents give permission for their children to travel to a rural community in the interior of the country but they will not let them participate in the same type of service project in risky neighborhoods in the city or in greater Buenos Aires. In the minds of many *porteños* (inhabitants of the City of Buenos Aires), poverty in the rural areas is perceived as less threatening than urban poverty, which in their imagination is associated with delinquency and insecurity.

The information gained from the investigation leaves room for doubt as to whether the solidarity schools in Buenos Aires attended mostly to other communities because they considered outside situations more serious than their own or because they considered them to be more "sure" or because they took longer in noticing the poverty that surrounded them than did other solidarity schools in the country.

5.2.3 – Community service-learning themes

The majority of community service-learning experiences evaluated by the Premio Presidencial correspond with the socio-economic situations prevalent at the time: unemployment (Productive Service Projects represent 17.8%) and poverty (17.1%).

Both themes are closely related to one another since many of the Productive Service Projects consist of school and community gardens aimed both at providing better nutrition and offering alternative job opportunities.

The dominance of gardens could be associated with the high level of participation of primary school students in the productive service projects and also to the fact that the majority of these projects were carried out by schools in rural areas.

We think it is significant that in those provinces that according to the EHDI index have the most unfavorable situations (unfavorable, serious and critical) the Productive Service Projects constituted a higher percentage (23.2%) than in those jurisdictions with more favorable and favorable situations (14.1%).

The data may indicate an interesting tendency in the service-learning experiences carried out in the poorer provinces: the schools may be promoting the recuperation of the culture of work and an opening to alternative sources of production (there are many experiences linked to apiculture, vermiculture,

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[32] Report compiled by M. N. Tapia, in that moment in charge of the Programa Escuelas Solidarias of the Secretary of Education of the City of Buenos Aires.

producing silk worms and others), precisely at time when there were many subsidies that did not foster reinsertion into the work force.

Another very interesting fact is that educational issues occupy third place (14.80%) in the list of preferences, especially considering that at that time this wasn't one of the main concerns in society. If we add up all the sub-themes linked to education, the community service-learning experiences in this field represent a little more than one-fourth of the total (26.5%).

This is an encouraging fact for many reasons. First of all, because it may indicate that children and youth really value education; secondly, it is significant that in a time when schools were becoming a kind of community assistance center, solidarity schools are reclaiming the importance of their specifically educational nature. Lastly, as many studies have shown (FURCO-BILLIG, 2002, NYLC, 2004), offering educational assistance to others reinforces the knowledge and skills of the one offering the service, which in turn could have contributed to improving the knowledge of the students carrying out the community service-learning projects.

Civic and community participation experiences make up 11.1% of the total, while those related specifically to environmental issues –which is probably what would be of most concern to youth- represents 10.3% and includes many directly linked to poverty, like the many experiences related to providing potable water to communities who do not have access to running water. Probably because of the urgency of issues related to poverty, there are not many service-learning experiences in Argentina aimed at protecting endangered species as there are in other areas of the world with fewer economic pressures.

If we look at the community service-learning experiences from the perspective of the area their recipients live, it is noteworthy that in those experiences aimed at recipients living in rural areas, *Productive Service Projects* is the privileged theme (32.17%), as was mentioned earlier.

With regards to initiatives directed towards beneficiaries from urban areas, though they are spread-out more homogeneously, the most frequent are initiatives aimed at helping the poor (17.4%).

Coinciding with what was mentioned earlier with respect to valuing education, the initiatives aimed at recipients from urban-marginal areas attended mostly to *Education* (26.8%) followed closely by *Attention to Socio-economic Issues* (22.7%).

Secondary school/high school has the most experiences among all themes. The highest percentage is those aimed at the *Environment.*

The highest percentage of experiences carried out at the primary school level is in *Proyectos productivos solidarios,* which can be linked to the already mentioned large number of garden projects brought ahead by schools at this level.

As for participation at the kindergarten level, the highest percentage appears in experiences of *Information and Communication,* especially linked to experiences spreading and making public knowledge subjects like care for the environment, prevention of epidemic illnesses, promoting road safety and others.

5.2.4 – School disciplines linked to community service-learning experiences

Language and Humanities are the most chosen disciplines in community service-learning experiences (60.0%). In this percentage, Language has, decidedly, much more weight than Philosophy or Psychology, which are disciplines taken up only in middle school and are mentioned only in a small number of forms.

This piece of information contrasts with the evaluating team's working hypothesis. They expected to find an overwhelming majority of experiences quoting Ethical Formation and Citizenship, which would be the simplest curricular connection to make, as it would be the most evident and the one that could imply the least effort to justify. Instead, this field is only mentioned in 37.68% of experiences, just over half the percentage of Language. In spite of that, Ethical Formation and Citizenship is connected to more than half the Citizenship and Community Participation experiences, and to 46.3% of experiences attending to social problems.

We can infer that a number of teachers clearly associate service initiatives with citizenship formation, but an even greater number values contacts with the community as an important opportunity for communication skills to come into play. We must also point out that the high percentage of experiences connected to the field of Language has to do with the high number of activities related to the promotion of reading and tutoring.

The contents of Natural Sciences (55.3%) and Social Sciences (51.9%) seem to be, also, among the most frequently resorted to, while Exact Sciences and Technology are linked to service experiences in about 40% of cases.

Though the sources do not provide evidence on how these curricular connections were implemented in the classroom, it is significant that a high percentage of community service-learning experiences   are integrated with such wide variety of formal learning contents, including also Art (26.3%) and Physical Education (12.3%).

5.2.5 – Student Participation

Middle schools presented more service experiences than primary/EGB1-2, but the information available indicates that the number of children participating was higher than that of adolescents.

It may be that the greater number of children than adolescents making this kind of experience could be due to the fact that in the more relegated jurisdictions not all students can accede to Middle education, and therefore the number of students at this level is smaller than in previous levels. This would result in the number of participants of middle school age being lower.

Greater participation of children may also be due to the fact that it is more common in primary schools to engage in projects as a whole school group, while in middle school it is customary for groups of volunteer students, who are not always the majority, to take up projects. We could have, then, more experiences carried out by small groups of adolescents and less experiences involving bigger groups of children.

As already mentioned, the participation of students from schools located in disadvantaged areas is particularly significant. What is even more significant is the quality of experiences undertaken by those students: as mentioned earlier, half the number of experiences awarded the *Premio Presidencial* between 2000 and 2001 were performed by students from disadvantaged social contexts (in isolated rural areas or marginal urban), aiming at solving problems in their own communities.

Student participation in community service-learning experiences is largely voluntary at national level, as 60% of the total number of experiences indicates. This piece of information is significant, as it seems to show a high degree of availability of children and adolescents to participate in service projects voluntarily, when the school offers this possibility.

In the face of prejudice, which assures that this generation of students eludes social responsibility, one question it would be worthwhile asking is if those students who are not participating in service activities now would do so if the school offered them the possibility.

5.2.6 – Resources

The resource used in about 90% of community service-learning experiences (2,631 experiences) was the voluntary participation of teachers and students.

These results are consistent with the high percentage of voluntary type of student participation, as mentioned above. They also show the degree of dedication of thousands of Argentine teachers, who not only donate their time freely to accompany the students in activities that are mostly done in extra curricular time, but also contribute frequently out of their meager salaries to finance costs involved in service experiences.

Moreover, this result is interesting, also, as an indication that students involved in this type of experience gain early consciousness of the economic factors involved in every social project. Informal learning received through this type of experience includes skills to obtain and manage human and material resources.

Another very important finding is that a significant percentage of resources for the carrying out of community service-learning experiences (42.82% - see table 25) come from *Civic Organizations*. This aspect manifests alliance with organizations as a means normally used by schools to promote community involvement. In this sense, it must be considered that resources coming from organizations involved in the experience are not always financial, but they consist also in human resources, availability of space, and different types of materials.

5.2.7 – Duration of community service-learning experiences

According to the data analyzed, the average duration of community service-learning experiences is 15.86 months, a approximately 1 year and 4 months. This

implies that, in general terms, service experiences are not planned as small projects lasting only a few but as a long-term activity.

In this sense, it can be considered as an indication of the degree of institutionalization of experiences, since those who can normally guarantee the continuity of projects in a school are the administrative teams, rather than one or other individual teacher. In 17.46% of all experiences analyzed, the schools maintained their commitment to the community for more than two years, and in 34 cases they sustained it for eight or more years.

The average duration of community service-learning experiences would also indicate that a high proportion of the students involved are, in general, capable of maintaining their community service efforts for at least one academic year.

In order to express the duration of experiences in terms that are more comparable to other studies carried out internationally we could estimate –very conservatively – that students dedicate a minimum of 4 hours a month to work for the community service-learning experience. If that were the case, the average duration of the community service-learning analyzed would be around 63 hours, more than three times the average duration of service-learning projects in the United States (FURCO, 2004).

5.2.8 – The beginning of service activities

There are 64.42% of schools that indicate that they have realized service experiences before the year 2001. This is very significant, because it shows that schools in general did not design a project to bid for the *Premio Presidencial*, but presented activities they had begun of their own initiative.

Taking as a basis the forms, which indicate the year when the service experiences in each school began, it can be established that there is a long tradition of solidarity in Argentine schools. The oldest, in fact, dates back to 1933.

Focusing on the last decades, it can be noticed that the number of experiences grows rapidly after the advent of democracy, and the growth accelerates further after 1994. We consider this finding extremely important, as it clearly shows that schools responded quite swiftly to the social and economic deterioration we characterized in chapter 2. While other institutions and people only became aware of the crisis when the signs of collapse became unavoidable, teachers and students in solidarity schools were among the first to respond to the challenge of reality.

5.2.9 – Links with Organizations

Among the most relevant pieces of information to come from the investigation, it is necessary to stress that 67.77% of registered experiences took place with some kind of connection with one or more civic organizations or social institutions. 18.08% of analyzed experiences were carried out in association with four or more organizations. These figures are consistent with the high percentage of experiences taking place with material support from civic organizations.

These findings reveal a sharp change of paradigm in solidarity schools, abandoning the traditional model of the school isolated from reality, and also the school "community-center", which tries to solve by itself the numerous problems deriving from attention to students and social demands. The image that emerges from the investigation is that of schools that are capable of establishing alliances, and build or be part of complex communitarian networks.

This percentage contributes to reinforce what was said before regarding institutional support for service experiences, since relations with external organizations require almost necessarily the administration's commitment. We are therefore in the presence of a large number of experiences that have gone beyond the stage of individual initiative of a teacher or particular group of students to reach institutional level.

It is necessary to emphasize that most Argentine teachers have not received - at least not during their basic training – the necessary tools for taking social projects forward, nor are they necessarily familiarized with the institutional culture of community organizations. That is why dialogue and joint efforts with community organizations are by no means simple, and come on top of the multiple tasks that management and teachers already have. This renders the commitment shown by an important number of solidarity schools particularly valuable in the liaising with community organizations.

Finally, this type of alliances is positive for students' learning as well. It would be interesting to measure, in a few years time, to what extent the community service-learning experiences that were carried out jointly with other institutions stimulated the involvement of students in civic organizations in the medium and long term.

5.2.10 – Service-learning

One of the main objectives established at the beginning of this investigation had to do with identifying service-learning experiences from among all the community service-learning experiences.

In that sense, the methodology as set out proved effective in identifying - using objective parameters - the experiences that fulfilled the stated requirements.

We can state, then, that a high percentage of community service-learning experiences presented to the *Premio Presidencial* in 2001 are service-learning experiences.(57.38%).

Service-learning is being practiced in all jurisdictions throughout the country, with high percentages in most of them (between 70% and 40%).

It also cuts across all themes: more than half the experiences in each theme are service-learning experiences.

No significant differences have been noticed between service-learning experiences and general trends observed in community service-learning experiences concerning:

- the most frequent themes (Productive Service Projects)
- the main recipients (the general community)

- the main curricular link (Language and Humanities)

Regarding the number of links established with organizations and institutions, it is important to underline that the proportion of service-learning experiences linked with 1 to 4 organizations (87.38%) is 20% higher than the average of community service-learning experiences which have links with the same number of organizations and institutions (67.77%).

This could indicate that service-learning experiences give rise to projects with more complex planning, not only from the pedagogical point of view but also concerning links with the community.

Another characteristic of service-learning experiences that differentiates them from community service-learning experiences in general is that the majority of participants are not children but adolescents.

This could be attributed to the greater evolutionary maturity of adolescents, which would enable them to connect academic knowledge with community activities more easily, but international experience as well as the Argentine experience itself show that Primary schools/EGB1-2, and even pre-schools are also able to take forward very articulated service-learning experiences.

It's true that by conveying what they have learned in the classroom adolescents are in a position to offer very significant services to the community (e.g. tutoring, technological projects, constructions, etc.) and that in this sense middle schools have great potential for the development of service-learning experiences. It is not less true, however, that the *Premio Presidencial* has also displayed remarkable examples of children's capabilities (e.g. community radio programs in isolated areas, community orchards, forestation, etc.).

Probably, the higher percentage of service-learning experiences in middle schools has to do with a number of factors difficult to extrapolate from the data available in the sources worked on. On the one hand, middle schools were in the front line in spreading the methodology of service-learning experiences in Argentina. Adolescents ha a leading role in many experiences held as paradigmatic in the 90's. On the other hand, at least initially, educational policies focused the promotion of service-learning on the middle schools, in view of the Modalities' projects development.

Teachers' training and profile is, no doubt, one of the most important factors to be considered. Paradoxically, it would apparently be simpler for a Primary school teacher than for a middle level teacher to build a network of contents around a service project in order to develop a service-learning experience. The Primary

school teacher has more classroom time with the students, and can use teaching time more freely. The rigid timetable system still in force in Secondary schools, and the frequent dispersal of teaching loads which forces teachers to divide their time and efforts among several schools would work against the development of service-learning projects in Argentine middle schools.

However, Basic Education teachers tend to be more involved in the personal formation of children, and a service action can be seen as a means of generating a sense of values by itself, without perceiving the need to link it with curricular contents. Middle school teachers, instead, tend to give more importance to the discipline contents, and have more tools available for project planning.

Analyzed sources offer also important information about student participation in different stages of service-learning projects:

- In 84.13% of analyzed service-learning experiences mention is made of *diagnosis* activities carried out. In 91.28% of these cases there was student involvement, and in 53% of cases there was involvement of the organizations or institutions connected with the project. These high percentages reveal a value added to service-learning projects: on the one hand, the students are offered the possibility to learn how to go about making diagnosis and applying their knowledge to develop the tools needed for it; on the other hand, there is a clear intention to attend to demands that are real and effectively felt by the community to be served, listening to the beneficiaries and potential partners from the initial stages of the project.

- Regarding *planning* , we find that students participated in this stage of service-learning projects in 77.27% of cases. This too is a very high percentage, which shows a high degree of child and youth involvement, if considered in the total participation of students throughout the project. The educational value of this participation can be applied also in this field, as it helps develop planning skills.

- The same is not true for the *evaluation* stage, where student participation percentage drops sharply: only in 32.77% of service-learning experiences there is explicit reference to student participation in the evaluation of the project. This is probably due to a deeply-rooted evaluative culture among teachers and administrators, which excludes self-evaluation almost absolutely

5.3 - Service-learning in the context of volunteerism

The service-learning experiences that we just analyzed could be categorized in the wider context of community service-learning activities or of volunteerism in general.

In the last few years various authors have tended to look at the complex and vast universe of volunteerism as a *continuum* in which more or less structured types of volunteerism could be differentiated. Within this *continuum* Sherraden and others have defined the more structured forms of volunteerism as "Civic Service". That is, those that due to their level of formal organization can in some way be

compared to the more traditional types of "Civic Service" (military service, community service in place of military service and others).

> *Key aspects of volunteerism have been identified that can help establish boundaries and specify the nature of this phenomenon. Differences in the forms of volunteerism can be distinguished by structure, auspice and organizational host, compulsion or free choice, time commitment, intended beneficiaries or activities, and remuneration or recognition (Cnaan & Amrofell, 1994; Cnaan, Handy, & Wadsworth, 1996). Civic service varies in these aspects, and can be construed as falling at one end of a volunteerism continuum that ranges from informal and sporadic to formal and intensive (Davis Smith, 2002).* (MC BRIDE-SHERRADEN-TANG, 2003, p.3)

> *Civic service can be defined as "an organized period of substantial engagement and contribution to the local, national, or world community, recognized and valued by society, with minimal monetary compensation to the participant" (Sherraden, 2001b, p. 2). The term civic connotes that the servers' actions occur in the public realm and have public benefit. Civic service is different from episodic volunteering because it takes programmatic form and requires a time commitment from the server. Examples of civic service programs include the National Service Schemes of Nigeria and Ghana, the transnational European Voluntary Service program, and the United States Peace Corps.* (MC BRIDE-BENITEZ-DANSO, 2003, p. 1)

As recently pointed out, the English term "Civic Service" does not have the same connotations in English as it does in other languages. The Spanish translation proposed would be closer to *servicio ciudadano solidario* (TAPIA, 2003).

We will see later how the service-learning experiences carried out in Argentine schools can be described using this definition of "Civic Service" or "citizen community service".

One of the characteristics that define Civic Service experiences is that they are carried out during a "set time period".

As indicated in the data already reviewed, service-learning experiences are carried out during extended school hours: a quarter, a school year or even more than a year; the average duration is 15.86 months.

In some schools the same project is maintained over several years and each participant takes part in it carrying out the same tasks or contributing ideas for changes or improvements. For example, the school "San José de Calasanz" in Ramona, province of Santa Fe, worked for several years on a project dealing with local water pollution. In the last few years it expanded the institutional service-learning project to include a magazine for the local area and a small business related to nutritional quality (MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, 2004).

But even in those cases where the service-learning activities are carried out during one or two months, this time is organized by the school, which establishes objectives, coordinates schedules, and establishes parameters for the completion of the project.

Whether the activity is obligatory or voluntary, service-learning activities take place in accordance with an educational program and not by personal impulse as can be the case in more individual and spontaneous forms of volunteering.

As was already mentioned, the average duration of Argentine service-learning experiences exceeds the North American average by 20 clock hours. Technically speaking, it also exceeds the duration of Civic Service programs: 7.3 months according to the *Global Service Institute*. (MC BRIDE-SHERRADEN-TANG, 2003. p.3). We should stress that the difference is nominal because even if service-learning projects last longer, the intensity of the work is not the same as in many of the programs reported world-wide, including full-time service projects lasting more than six months or even two years (*Peace Corps*, *Nigeria Service Corps*, y others).

A second characteristic of Civic Service its so-called "substantial engagement", which refers precisely to the intensity with which the service is carried out.

Although the intensity level in service-learning experiences varies in each case according to the general characteristics of the project, the community attended, and especially the age of the students, from the information we studied we found that in a large majority of the cases students have to face authentic social issues, come up with resources to sustain the project, participate in the projects in a timely manner, and concretely apply specific disciplinary knowledge. Without fear of exaggeration, one could affirm that a student participating in a service-learning project has a "substantial engagement" with his education and with the community he attends.

Regarding "contribution to the community", we have seen that in Argentina service-learning experiences are carried out in situations of high social demand on the schools. The majority of experiences studied attended to serious social issues such as the lack of food, work or education. In general, students don't participate in sporadic activities or just "for show". Instead they offer very concrete service to the community, as is evident in the large list of sub-themes previously mentioned.

In general, service-learning experiences are "recognized and appreciated by society" even if in many cases this recognition does not go beyond the circle of those directly benefited by the service. In this sense, the *Premio Presidencial Escuelas Solidarias* contributed to giving national visibility to the most prominent experiences.

Finally, service-learning experiences offer no *"monetary compensation whatsoever to the participants"*. On the contrary, as already described, a high percentage of community service-learning experiences are financed through the efforts of the same teachers and students. However, service-learning, offers other forms of "compensation" or benefits: significant academic skills, life enriching experiences, skill development, relationships with people and organizations.

We understand then that the service-learning experiences carried out in Argentina can be considered "Civic Service" in the strict sense. However, there is a long way to go in the investigation from this perspective, especially in terms of the initial studies on the Argentine and Latin American social sector, on the relationship between service-learning and volunteerism, and others.

5.4- Research contributions and perspectives

We believe that this study can contribute to the development of future investigations on service-learning and community service-learning experiences in Argentina and Latin America and perhaps in other areas.

One of the contributions could be linked to the methodological decisions taken during the design of this study.

One of the biggest obstacles we came across, as mentioned in the chapter dedicated to methodology, was the enormous dispersion of the activities, themes, sub-themes and recipients in each of the projects.

This forced us to come up with an organizational system in order to:

- differentiate between the concepts activity, thematic category and recipient;
- group themes and sub-themes in large all-embracing categories;
- classify the different types of recipients based on specific socio-economic-cultural situations, beyond the traditional distinction by age group.

As these definitions and categories were developed keeping in mind a large number of projects as well as international studies on the subject, we believe that they can be instrumental in developing comparative studies that expand the scope of service-learning investigation.

We believe also that another methodological contribution may lie in a formula designed on the basis of the minimum requirements that a community service-learning experience should comply with to be considered a service-learning project. This formula of increasing exclusion applied to the universe of service experiences is based on criteria that are supported by the majority among specialists and in reference bibliography. It could then become a tool that would make it possible to replicate this study in other Latin American countries where research on service-learning is still at the exploratory level.

In the course of these conclusions we have suggested a number of paths for further investigations. We believe that service-learning in its Latin American expression is still a territory to be explored. In this context, the possibility to study the development and impact of community service involving students, in contexts of high socio-economic vulnerability, as well as links between solidarity schools and their communitarian context, and the effect that national and local political systems have, as well as educational policies, in the spreading of service-learning

5.5 –Final comments

Around ten years ago, when service-learning was just starting to spread in Argentina, we frequently heard the hypothesis that solidarity schools were basically private denominational schools, and that service-learning activities could thrive more easily in schools with few students, in rural settlements or small urban centers. Very few believed that there were experiences taking place in schools that went beyond the occasional welfare campaign.

These hypothesis have gradually faded through the years, especially because of the widespread coverage given in the last five years to the valuable service-learning experiences carried out in the whole country.

We believe that this research contributes to give a first representation – surely incomplete but already defined and based on quantitative and documented data - of Argentine solidarity schools and of community service-learning and service-learning projects that are developing in the country.

During the severe crisis of 2001-2002 in Argentina, the Wall Street Journal published an article under the headline *"El Ingenio Popular Sostiene a la Argentina"* (*Wall Street Journal,* Thursday, December 19, 2002), which started by talking about the activities of a solidarity school in Greater Buenos Aires. In effect, during some of the hardest years we have lived through as a country, the solidarity schools contributed to keep Argentina going.

We hope that this investigation may help to acknowledge, disseminate, and appreciate that contribution, as well as the daily effort that children, youth, and educators continue making in thousands of solidarity schools throughout our country.

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APPENDIX 1: OTHER TABLES AND GRAPHICS
(Contents in Spanish)

UNIVERSE 1

Table 1: Escuelas solidarias. Cantidad y porcentaje sobre total de escuelas por jurisdicción

Jurisdicción	Cantidad de Escuelas solidarias	Total de establecimientos de la jurisdicción	Porcentaje de Escuelas solidarias
Buenos Aires	868	13782	6,30%
Catamarca	80	618	12,94%
Chaco	134	1510	8,87%
Chubut	66	488	13,52%
Ciudad de Buenos Aires	202	1830	11,04%
Córdoba	276	4109	6,72%
Corrientes	134	1287	10,41%
Entre Ríos	300	2131	14,08%
Formosa	174	691	25,18%
Jujuy	122	580	21,03%
La Pampa	95	449	21,16%
La Rioja	24	626	3,83%
Mendoza	222	1430	15,52%
Misiones	98	1138	8,61%
Neuquén	139	660	21,06%
Río Negro	90	714	12,61%
Salta	196	1119	17,52%
San Juan	287	626	45,85%
San Luis	52	442	11,76%
Santa Cruz	53	244	21,72%
Santa Fe	384	3220	11,93%
Santiago del Estero	137	1710	8,01%
Tierra del Fuego	20	109	18,35%
Tucumán	238	1312	18,14%
Total Nacional	4391	40825	10,76%

Table 2: Escuelas solidarias. Cantidad y porcentaje sobre total de escuelas por jurisdicción, discriminando presentación al Premio Presidencial (PP) 2000 y 2001

Jurisdicción	Cantidad de escuelas PP 2000	Porcentaje sobre el total de establecimientos PP2000	Cantidad de escuelas PP2001	Porcentaje sobre el total de establecimientos PP2001	Total [33] Cantidad de escuelas PP 2000 Y 2001	Porcentaje sobre el total de establecimientos PP2000 unión PP2001	Total de establecimientos
Buenos Aires	351	2,55%	589	4,27%	868	6,30%	13782
Catamarca	42	6,80%	47	7,61%	80	12,94%	618
Chaco	80	5,30%	76	5,03%	134	8,87%	1510
Chubut	21	4,30%	53	10,86%	66	13,52%	488
Ciudad de Buenos Aires	107	5,85%	114	6,23%	202	11,04%	1830
Córdoba	169	4,11%	143	3,48%	276	6,72%	4109
Corrientes	58	4,51%	84	6,53%	134	10,41%	1287
Entre Ríos	202	9,48%	124	5,82%	300	14,08%	2131
Formosa	112	16,21%	69	9,99%	174	25,18%	691
Jujuy	81	13,97%	57	9,83%	122	21,03%	580
La Pampa	40	8,91%	57	12,69%	95	21,16%	449
La Rioja	6	0,96%	19	3,04%	24	3,83%	626
Mendoza	78	5,45%	148	10,35%	222	15,52%	1430
Misiones	27	2,37%	75	6,59%	98	8,61%	1138
Neuquén	83	12,58%	76	11,52%	139	21,06%	660
Río Negro	23	3,22%	71	9,94%	90	12,61%	714
Salta	103	9,20%	100	8,94%	196	17,52%	1119
San Juan	213	34,03%	99	15,81%	287	45,85%	626
San Luis	42	9,50%	15	3,39%	52	11,76%	442
Santa Cruz	22	9,02%	35	14,34%	53	21,72%	244
Santa Fe	213	6,61%	189	5,87%	384	11,93%	3220
Santiago del Estero	34	1,99%	110	6,43%	137	8,01%	1710
Tierra del Fuego	11	10,09%	9	8,26%	20	18,35%	109
Tucumán	56	4,27%	194	14,79%	238	18,14%	1312
Total Nacional	2174	5,33%	2553	6,25%	4391	10,76%	40825

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[33] El Total se refiere a la unión de PP2000 y PP2001. Este número tiene una diferencia respecto a la suma de los dos años porque se restan las escuelas que participaron los dos años (intersección).

Table 3: Escuelas solidarias según tipo de educación. Cantidad en cada jurisdicción

Jurisdicción	Adultos	Común	Especial	No formal	Otros	Total de experiencias solidarias
Buenos Aires	31	744	50	29	14	868
Catamarca	6	73	1			80
Chaco	10	114	8		2	134
Chubut	4	57	3	1	1	66
Ciudad de Buenos Aires	4	188	7	1	2	202
Córdoba	4	253	13	4	2	276
Corrientes	5	111	8	4	6	134
Entre Ríos	14	258	19	7	2	300
Formosa	10	152	4	1	7	174
Jujuy	3	115	1	1	2	122
La Pampa	1	92		1	1	95
La Rioja	2	20	2			24
Mendoza	31	152	9	18	12	222
Misiones	5	88	2		3	98
Neuquén	5	123	5	3	3	139
Río Negro	6	78	3	3		90
Salta	5	185	5		1	196
San Juan	7	257	14	7	2	287
San Luis		50	1	1		52
Santa Cruz	5	44	3	1		53
Santa Fe	6	344	27	4	3	384
Santiago del Estero	4	107	6	18	2	137
Tierra del Fuego	2	16	2			20
Tucumán	9	201	9	11	8	238
Total general	179	3822	202	115	73	4391

Table 4: Escuelas solidarias según tipo de gestión. Cantidad y porcentaje en cada jurisdicción

Jurisdicción	Escuelas solidarias de gestión estatal	Total de escuelas de gestión estatal	Porcentaje de escuelas solidarias de gestión estatal sobre el total de escuelas de gestión estatal	Escuelas solidarias de gestión Privada	Total de escuelas de gestión Privada	Porcentaje de escuelas solidarias de gestión Privada sobre el total de escuelas de gestión Privada	S/D	Total escuelas solidarias
Buenos Aires	616	9289	6,63%	243	4493	5,41%	9	868
Catamarca	69	588	11,73%	9	30	30,00%	2	80
Chaco	119	1405	8,47%	6	105	5,71%	9	134
Chubut	50	400	12,50%	13	88	14,77%	3	66
Ciudad de Buenos Aires	114	1003	11,37%	86	827	10,40%	2	202
Córdoba	171	3286	5,20%	93	823	11,30%	12	276
Corrientes	100	1159	8,63%	31	128	24,22%	3	134
Entre Ríos	246	1846	13,33%	41	285	14,39%	13	300
Formosa	159	647	24,57%	11	44	25,00%	4	174
Jujuy	107	529	20,23%	9	51	17,65%	6	122
La Pampa	73	395	18,48%	18	54	33,33%	4	95
La Rioja	19	596	3,19%	3	30	10,00%	2	24
Mendoza	195	1156	16,87%	17	274	6,20%	10	222
Misiones	72	990	7,27%	22	148	14,86%	4	98
Neuquén	117	590	19,83%	18	70	25,71%	4	139
Río Negro	70	595	11,76%	18	119	15,13%	2	90
Salta	167	977	17,09%	25	142	17,61%	4	196
San Juan	252	530	47,55%	25	96	26,04%	10	287
San Luis	41	395	10,38%	8	47	17,02%	3	52
Santa Cruz	47	211	22,27%	5	33	15,15%	1	53
Santa Fe	307	2465	12,45%	67	755	8,87%	10	384
Santiago del Estero	106	1590	6,67%	28	120	23,33%	3	137
Tierra del Fuego	15	81	18,52%	3	28	10,71%	2	20
Tucumán	202	1129	17,89%	34	183	18,58%	2	238
Total País	3434	31852	10,78%	833	8973	9,28%	124	4391

Table 5: Escuelas solidarias según ámbito. Cantidad en cada jurisdicción

Jurisdicción	Rural	Urbano	Urbano-Marginal	S/D	Total general
Buenos Aires	167	503	168	30	868
Catamarca	38	26	13	3	80
Chaco	24	60	39	11	134
Chubut	15	32	18	1	66
Ciudad de Buenos Aires	0	176	18	8	202
Córdoba	37	161	59	19	276
Corrientes	25	67	35	7	134
Entre Ríos	101	126	56	17	300
Formosa	54	74	40	6	174
Jujuy	39	58	16	9	122
La Pampa	17	66	7	5	95
La Rioja	5	15	2	2	24
Mendoza	78	81	51	12	222
Misiones	33	39	20	6	98
Neuquén	36	62	32	9	139
Río Negro	14	53	18	5	90
Salta	63	91	36	6	196
San Juan	122	72	78	15	287
San Luis	13	30	7	2	52
Santa Cruz	3	41	7	2	53
Santa Fe	72	213	84	15	384
Santiago del Estero	34	59	37	7	137
Tierra del Fuego		14	2	4	20
Tucumán	105	74	50	9	238
Total general	1096	2193	893	209	4391

Table 6: Porcentaje de escuelas solidarias según gestión sobre el total de escuelas de ese tipo de gestión en cada jurisdicción

Jurisdicción	% Escuelas solidarias de gestión estatales sobre total de escuelas de gestión estatal	% Escuelas solidarias de gestión privada sobre total de escuelas de gestión privada	Número de escuelas sin datos	Número total de escuelas solidarias
Buenos Aires	6,63%	5,41%	9	868
Catamarca	11,73%	30,00%	2	80
Chaco	8,47%	5,71%	9	134
Chubut	12,50%	14,77%	3	66
Ciudad de Buenos Aires	11,37%	10,40%	2	202
Córdoba	5,20%	11,30%	12	276
Corrientes	8,63%	24,22%	3	134
Entre Ríos	13,33%	14,39%	13	300
Formosa	24,57%	25,00%	4	174
Jujuy	20,23%	17,65%	6	122
La Pampa	18,48%	33,33%	4	95
La Rioja	3,19%	10,00%	2	24
Mendoza	16,87%	6,20%	10	222
Misiones	7,27%	14,86%	4	98
Neuquén	19,83%	25,71%	4	139
Río Negro	11,76%	15,13%	2	90
Salta	17,09%	17,61%	4	196
San Juan	47,55%	26,04%	10	287
San Luis	10,38%	17,02%	3	52
Santa Cruz	22,27%	15,15%	1	53
Santa Fe	12,45%	8,87%	10	384
Santiago del Estero	6,67%	23,33%	3	137
Tierra del Fuego	18,52%	10,71%	2	20
Tucumán	17,89%	18,58%	2	238
Total País	10,78%	9,28%	124	4391

UNIVERSO 2

Table 7: Experiencias educativas solidarias según tipo de destinatario. Cantidad por jurisdicción

Jurisdicción	Comunidad en general	Niños	Adolescentes	Jóvenes	Adultos	Ancianos	S/D
Buenos Aires	404	133	100	26	26	42	84
Catamarca	34	15	12	3	1	2	3
Chaco	25	8	3	1	1	1	4
Chubut	42	9	5	1		4	3
Ciudad de Buenos Aires	19	30	24	10	11	6	6
Córdoba	77	36	27	13	10	20	4
Corrientes	53	28	25	7	9	6	4
Entre Ríos	104	23	15	9	4	6	1
Formosa	55	22	23	5	8	3	4
Jujuy	38	23	10	0	5	1	1
La Pampa	36	9	7	2	2	3	11
La Rioja	14	3	3	2	2	2	0
Mendoza	91	28	30	9	9	3	8
Misiones	55	20	21	6	5	7	4
Neuquén	55	26	25	4	7	0	10
Río Negro	41	24	12	4	1	6	8
Salta	81	33	26	7	8	19	5
San Juan	70	11	12	5	3	2	15
San Luis	10	6	5	1	0	4	0
Santa Cruz	36	6	5	0	0	1	4
Santa Fe	122	40	33	11	9	19	36
Santiago del Estero	68	20	18	11	10	10	22
Tierra del Fuego	7	2	3	1	0	0	3
Tucumán	169	37	25	3	7	7	23
Total nacional	1706	592	469	141	138	174	263

Graph 1: Experiencias educativas solidarias según tipo de destinatario. Cantidad por jurisdicción
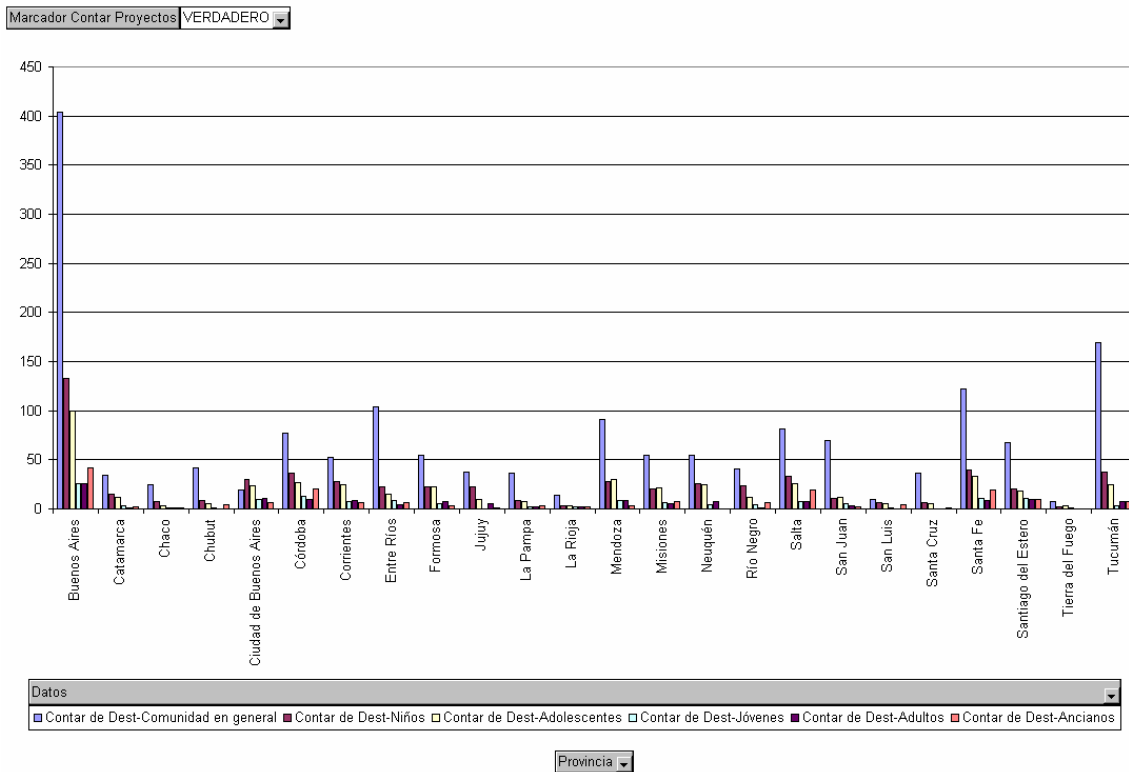
Table 8: Experiencias educativas solidarias según carencia o situación socioeconómica cultural específica de los destinatarios. Cantidad por jurisdicción

Jurisdicción	Capacidades diferentes	Riesgo educativo	Pobl. rurales aisladas	Madres y padres adolescentes	Enfermos	Población carcelaria	Niños en la calle	Desocupados	Adictos	Pobres	Otros	S/D
Buenos Aires	48	128	44	5	20		4	15	2	114	116	338
Catamarca	2	8	3	1	1					1	1	46
Chaco	4	4			1		1			5	1	25
Chubut	6	8	3	3	2	1				13	7	22
Ciudad de Buenos Aires	6	13	12		3		1	3		6	1	22
Córdoba	11	24	7	1	2		1	6		22	35	57
Corrientes	6	15	5	1	4		2	3		7	3	68
Entre Ríos	10	26	14	1	4	1	1	5	2	32	12	49
Formosa	2	10	11		1			6	2	16	9	37
Jujuy	4	24	7		2	1	1	5	2	22	29	11
La Pampa	3	14	4	1	4		2		1	7	2	38
La Rioja				2	1					3	2	15
Mendoza	13	39	13	3	5		5	9	1	36	20	66
Misiones	5	14			5	1	2			9	8	56
Neuquén	4	6	1			2				3	3	85
Río Negro	4	15	4	1			1			6	1	54
Salta	8	21	5	1	4		4	4		12	16	82
San Juan	9	8	2	2	1			2	2	3	9	76
San Luis	5	6	3		1				1	4	3	1
Santa Cruz	7	8	2	1						5	27	5
Santa Fe	30	33	15		5	2	3	2	1	25	31	111
Santiago del Estero	4	22	6	2	3			4		31	9	67
Tierra del Fuego	1	2			1							11
Tucumán	4	29	8	4	5		1	4		28	8	182
Total	196	477	169	29	75	8	29	68	14	410	353	1524

Table 9: Experiencias educativas solidarias según localización de los destinatarios. Cantidad por tipo de gestión de la escuela.

Localización	Estatal	Privada	S/D	Total
Mismo ámbito de la escuela	1477	278	25	1780
Distinto ámbito de la escuela	237	155	9	401
Ambos ámbitos	408	117	14	539
#N/A	132	36	10	178
Total	2254	586	58	2898

Table 10: Experiencias educativas solidarias según localización de los destinatarios. Cantidad por jurisdicción

Jurisdicción	Mismo ámbito de la escuela	Distinto ámbito de la escuela	Ambos ámbitos	S/D	Total
Buenos Aires	442	128	98	33	701
Catamarca	45	10	2	1	58
Chaco	30	1	4	4	39
Chubut	27	3	14	16	60
Ciudad de Buenos Aires	13	33	10	1	57
Córdoba	58	35	39	16	148
Corrientes	73	11	14	2	100
Entre Ríos	114	13	12	3	142
Formosa	61	6	18	2	87
Jujuy	53	8	3	3	67
La Pampa	33	6	18	4	61
La Rioja	14	0	5	1	20
Mendoza	100	18	28	10	156
Misiones	47	12	31	0	90
Neuquén	75	10	10	5	100
Río Negro	43	17	19	3	82
Salta	69	15	43	6	133
San Juan	77	3	16	9	105
San Luis	7	5	6	2	20
Santa Cruz	23	5	7	16	51
Santa Fe	133	24	43	24	224
Santiago del Estero	89	10	34	1	134
Tierra del Fuego	12	0	1	1	14
Tucumán	142	28	64	15	249
Total	1780	401	539	178	2898

Table 11: Experiencias educativas solidarias según ámbito de los destinatarios. Cantidad por jurisdicción

Jusrisdicción	Rural	Urbano	Urbano-Marginal	Más de un ámbito	S/D	Total
Buenos Aires	152	355	147	30	17	701
Catamarca	26	11	16	2	3	58
Chaco	2	23	8	1	5	39
Chubut	12	29	14	1	4	60
Ciudad de Buenos Aires	14	17	19	7	0	57
Córdoba	26	81	31	6	4	148
Corrientes	20	37	32	7	4	100
Entre Ríos	43	69	20	5	5	142
Formosa	25	25	33	1	3	87
Jujuy	22	33	9	1	2	67
La Pampa	11	39	7	3	1	61
La Rioja	10	6	2	2	0	20
Mendoza	49	53	49	0	5	156
Misiones	28	41	21	0	0	90
Neuquén	22	54	17	2	5	100
Río Negro	9	43	22	6	2	82
Salta	40	47	25	14	7	133
San Juan	44	26	30	2	3	105
San Luis	4	12	2	0	2	20
Santa Cruz	4	40	4	0	3	51
Santa Fe	38	101	56	17	12	224
Santiago del Estero	33	53	37	7	4	134
Tierra del Fuego		10	3	0	1	14
Tucumán	109	83	45	8	4	249
Total	743	1288	649	122	96	2898

Graph 2: Experiencias educativas solidarias según ámbito de los destinatarios. Cantidad por jurisdicción

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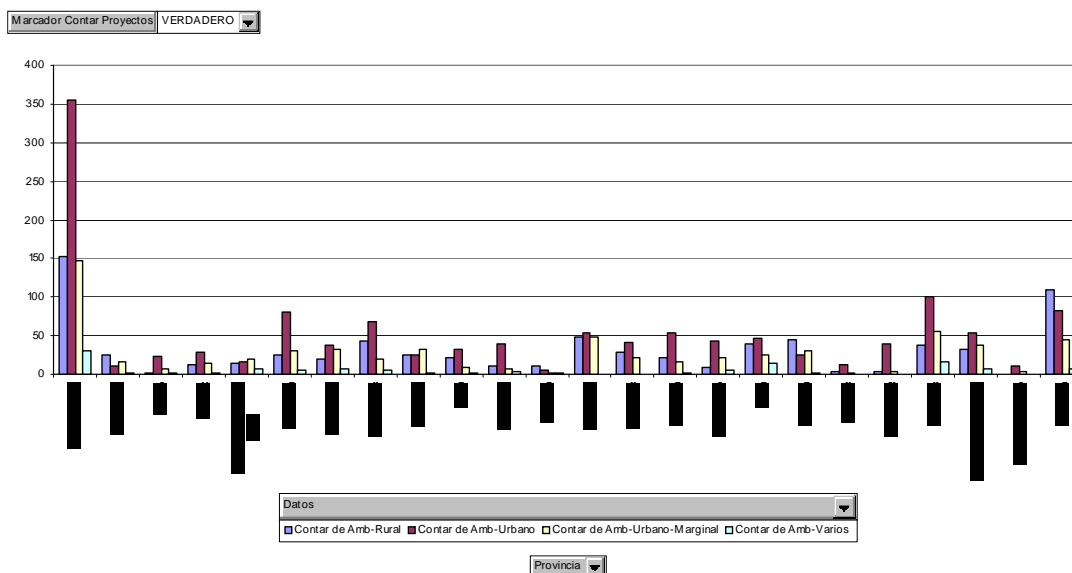
Table 12: Experiencias educativas solidarias según ámbito de los destinatarios. Porcentaje de cada temática.

Categoría	Personas con capacidad	Niños y Jóvenes en riesgo educativo	Poblac. Rurales aisladas	Madres y Padres	Enfermos	Población Carcelaria	Niños en la calle	Personas desocupadas	Adictos	Pobres	Otros	S/D	Total de Temática
EDU	36	142	15	5	11	2	4	20		38	53	191	429
PART CIUD	13	54	8	4	8	1	8	10	1	53	52	169	322
INF Y COM		5	14	1	1			3	1	10	14	100	138
AMB	3	4	7							4	46	242	301
SAL	4	31	7	4	14		1		9	35	35	137	242
ANIM PATR TUR	7	38	17	1	2		3	2	1	19	43	145	249
PROD	30	60	42	2	11	2	4	23		105	47	287	517
PROBL SOC	92	112	53	8	24	2	8	6	1	125	54	122	496
OTRAS		7	3		1	1	1	1	1	5	1	38	51
#N/A	11	24	3	4	3			3		16	8	93	153
Total	196	477	169	29	75	8	29	68	14	410	353	1524	2898

Table 13: Experiencias educativas solidarias según temáticas. Cantidad que atiende destinatarios de carencias o situación socio económica cultural específica

Categoría	Rural	Urbano	Urbano-Marginal	Varios
EDU	10,50%	16,07%	17,72%	12,30%
PART CIUD	7,00%	13,28%	12,33%	8,20%
INF Y COM	4,31%	4,50%	5,24%	8,20%
AMB	10,77%	12,03%	7,86%	9,84%
SAL	7,27%	9,39%	7,09%	10,66%
ANIM	8,88%	8,54%	7,70%	10,66%
PROD	32,17%	11,26%	16,64%	14,75%
PROBLO SOC	15,07%	17,47%	17,41%	24,59%
OTRAS	1,62%	1,86%	1,69%	0,82%
S/D	2,42%	5,59%	6,32%	0,00%
Total	100,00%	100,00%	100,00%	100,00%

Table 14: Experiencias educativas solidarias según temática . Cantidad por jurisdicción

Jurisdicción	EDU	PART CIUD	INF Y COM	AMB	SAL	ANIM – PATR – TUR	PROD	PROBL SOC	OTRAS	S/D	Total
Buenos Aires	96	100	28	79	69	62	88	137	6	36	701
Catamarca	5	4	2	8	1	9	6	11	6	6	58
Chaco	7	5	3	3	3	4	8	3		3	39
Chubut	7	6	2	4	2	7	9	15		8	60
Ciudad de Buenos Aires	9	5	1	4	4	4	2	22	4	2	57
Córdoba	25	11	6	17	9	16	25	32	1	6	148
Corrientes	18	7	10	7	9	3	19	19	5	3	100
Entre Ríos	26	6	12	10	13	13	25	33	1	3	142
Formosa	6	3	10	7	6	7	26	13	1	8	87
Jujuy	10	5	2	12	7	8	11	8	3	1	67
La Pampa	13	12	3	13	4	7	2	4		3	61
La Rioja	1	4	3	3	2	1	4	2			20
Mendoza	20	22	7	11	9	9	41	24	2	11	156
Misiones	13	13	4	11	11	3	9	21	2	3	90
Neuquén	19	6	5	18	6	8	10	5	10	13	100
Río Negro	20	6	4	14	3	2	16	9	3	5	82
Salta	13	20	5	10	14	13	31	17	6	4	133
San Juan	12	14	6	11	6	5	35	13		3	105
San Luis	1	4	1		1	2	3	7		1	20
Santa Cruz	7	4	2	7	11	7	4	5		4	51
Santa Fe	39	18	13	20	18	27	36	47	1	5	224
Santiago del Estero	22	19	2	13	12	17	21	22		6	134
Tierra del Fuego	4	1		2	1	1	1	3		1	14
Tucumán	36	27	7	17	21	14	85	24		18	249
Total	429	322	138	301	242	249	517	496	51	153	2898

Graph 3: Experiencias educativas solidarias según temática . Cantidad por jurisdicción

Marcador Contar Proyectos | VERDADERO ▾

Contar de Marcador Contar Proyectos

Categoría ▾
□A ■B □C □D ■E □F ■G □H ■I ■#N/A

Provincia ▾
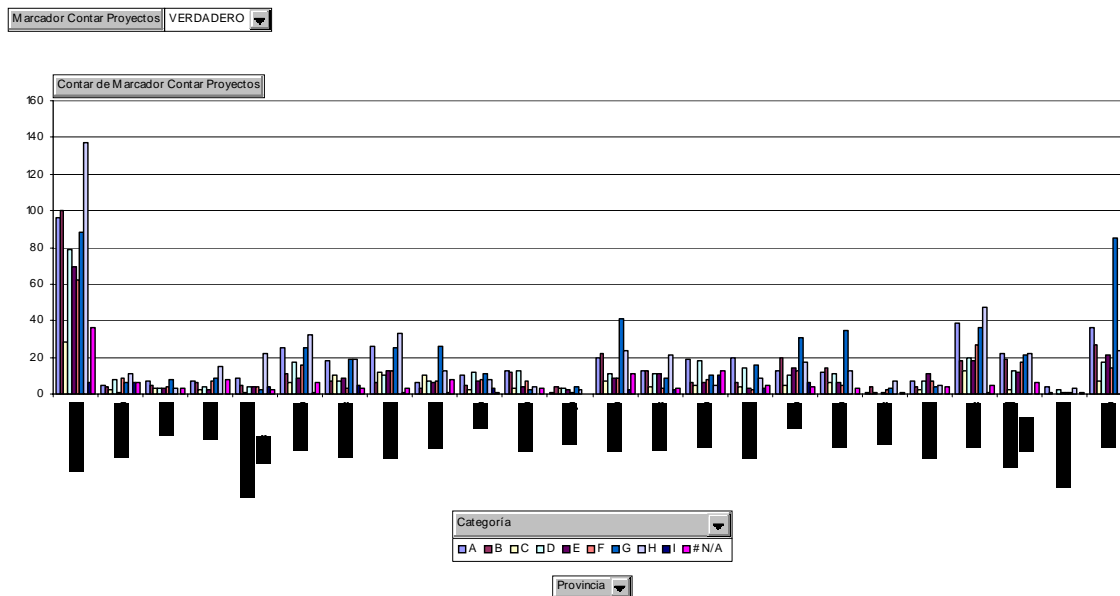
Table 15: Proyectos educativos solidarios .Cantidad y porcentaje por jurisdicción e IDHA de la jurisdicción.

Jurisdicción	IDHA	PROYECTOS PRODUCTIVOS SOLIDARIOS	Total de experiencias	PORCENTAJE DE PROYECTOS PRODUCTIVOS SOLIDARIOS
Buenos Aires	0.629	88	701	12,55%
Catamarca	0.374	6	58	10,34%
Chaco	0.309	8	39	20,51%
Chubut	0.515	9	60	15,00%
Ciudad de Buenos Aires	0.867	2	57	3,51%
Córdoba	0.685	25	148	16,89%
Corrientes	0.227	19	100	19,00%
Entre Ríos	0.527	25	142	17,61%
Formosa	0.156	26	87	29,89%
Jujuy	O.187	11	67	16,42%
La Pampa	0.632	2	61	3,28%
La Rioja	O.402	4	20	20,00%
Mendoza	0.634	41	156	26,28%
Misiones	0.339	9	90	10,00%
Neuquén	0.556	10	100	10,00%
Río Negro	0.457	16	82	19,51%
Salta	0.339	31	133	23,31%
San Juan	0.444	35	105	33,33%
San Luis	0.510	3	20	15,00%
Santa Cruz	0.603	4	51	7,84%
Santa Fe	0.580	36	224	16,07%
Santiago del Estero	0.419	21	134	15,67%
Tierra del Fuego	0.653	1	14	7,14%
Tucumán	0.400	85	249	34,14%
Total Nacional	0.613	517	2898	17,84%

Table 16: Experiencias educativas solidarias según subtemática.Cantidad por jurisdicción.

Jurisdicción	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	E1	E2
Buenos Aires	3	24	37	12	20	12	72	15	1		24	2	2	43	17	19	65	4
Catamarca	1	1	1	1	1		3	1			1	1		6		2	1	
Chaco				6	1		4	1			3			3			3	
Chubut		1	2	1	3		3	3			2			2	2		2	
Ciudad de Buenos Aires		4	2	1	2		5				1			1	2	1	4	
Córdoba	3	8	5		8	1	6	4			6			5	4	8	6	3
Corrientes			7	2	9	1	4	2			9	1		4	2	1	7	2
Entre Ríos	1	2	7	4	12	2	4				8	4		7	3		10	3
Formosa	2	2			2		2	1			8	2		5	1	1	6	
Jujuy		4	2	2	1		4	1			1	1		6	1	5	7	
La Pampa	1	4	2	1	5	2	7	3			2	1		6	3	4	3	1
La Rioja	1						3	1			3			1	2		1	1
Mendoza		2	7	2	9	1	18	3			5	2		6	3	2	9	
Misiones	1	2	6	2	2	2	10	1			4			8	2		11	
Neuquén		7	8	3	1		5	1			2	3		12	4	2	6	
Río Negro	2	7	5	2	3		6				4			10	3		3	
Salta		2	2	1	8	1	18	1			5			5	3	2	13	1
San Juan	2	3	2	3	1		9	5			6			6	2	3	6	
San Luis				1			3	1				1					1	
Santa Cruz			4		3	1	3				2			6		1	11	
Santa Fe	4	13	5	6	11	1	12	4		1	13			7	6	7	12	6
Santiago del Estero	2	9	4	2	4		16	3			2			5	3	5	12	
Tierra del Fuego				2	2		1							1	1		1	
Tucumán	2	4	10	9	11		22	4	1		6	1		12	2	3	20	1
Total	25	99	118	62	120	24	240	55	2	1	117	19	2	167	66	66	220	22

... CONTINÚA...

Provincia	F1	F2	F3	F4	F5	G1	G2	G3	H1	H2	H3	H4	H5	H6	I	S/D	Total
Buenos Aires	17	11	25	8	1	48	26	13	23	9	9	38	56	1	6	38	701
Catamarca	5		4			2	3	1	2	2	2	1	4		6	6	58
Chaco		1	3			5	1	2		1		1	1			3	39
Chubut	2	1	3		1	7	1	1	2			5	8			8	60
Ciudad de Buenos Aires		1	1	2		1	1		2				18		4	4	57
Córdoba	4	2	9	1		14	8	3	7	2	1	9	13		1	7	148
Corrientes		2	1			7	5	7	5	5	1	3	5		5	3	100
Entre Ríos	3	4	4	1		19	3	3	4	1	8	10	9	1	1	4	142
Formosa	3	2	2			21	1	4	3	5	1	2	2		1	8	87
Jujuy	6		1		1	4	1	6	1		3	4			3	2	67
La Pampa	3		4			1	1			1	1	1	1			3	61

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
La Rioja			1			4			1				1				20
Mendoza	2	3	4			20	11	10	8	2	2	9	3		2	11	156
Misiones	1	2				6	2	1	4	3	2	7	5		2	4	90
Neuquén	3	2	3			4	3	3		1		3	1	10	13		100
Río Negro		1	1			6	9	1	1	1	2	2	3		3	7	82
Salta	6	2	4		1	17	5	9	8	1		5	3		6	4	133
San Juan	2	1	2			24	1	10	6	1	1	5				4	105
San Luis	1			1		2		1	1			6				1	20
Santa Cruz	2	3	2			3	1				1	3	1			4	51
Santa Fe	8	5	11	2		18	6	12	18	11	2	12	4		1	6	224
Santiago del Estero	7		10			12	2	7	5	3	3	4	7			7	134
Tierra del Fuego			1			1						1	2			1	14
Tucumán	2	4	7		1	44	20	21	9	2	5	3	5			18	249
Total	77	47	103	15	5	290	111	115	110	51	41	133	156	2	51	166	2898

References
A. Educación
A.1. Alfabetización
A.2. Apoyo Escolar
A.3. Promoción de la lectura
A.4 Educación informática y tecnológica
A.5. Capacitación

B. Participación ciudadana y comunitaria
B.1. Compromiso Cívico y Participación Ciudadana.
B.2. Formación ética y ciudadana/Desarrollo y Educación en Valores.
B.3. Promoción del cooperativismo
B.4. Clubes del trueque

C. Información y Comunicación
C.1.Campañas informativas de interés público
C.2. Comunicación en zonas aisladas
C.3. Comunicación al servicio ONGs / marketing social

D. Medio Ambiente
D.1.Educación ambiental
D.2. Ambiente urbano
D.3. Prevención, contaminación y manejo racional de recursos naturales

E. Salud
E.1.Educación para la salud, prevención y tratamiento de enfermedades y adicciones.
E.2.Donación de órganos y sangre
E.3.Trastornos alimentarios (Anorexia-Bulimia)

F. Animación sociocultural - Patrimonio histórico y cultural - Turismo
F.1. Promoción y preservación del patrimonio histórico y cultural
F.2. Promoción comunitaria del deporte, la recreación y el uso positivo del tiempo libre
F.3. Actividades artísticas y culturales al servicio de la comunidad
F.4. Viajes de Estudio y de Egresados con objetivos solidarios

F.5. Diseño de Circuitos turísticos locales.

G. Proyectos Productivos Solidarios
G.1. Producción Agropecuaria.
G.2. Producción Tecnológica
G.3. Producción artesanal.

H. Atención a Problemáticas Socioeconómicas
H.1. Alimentación
H.2. Vestimenta
H.3. Vivienda
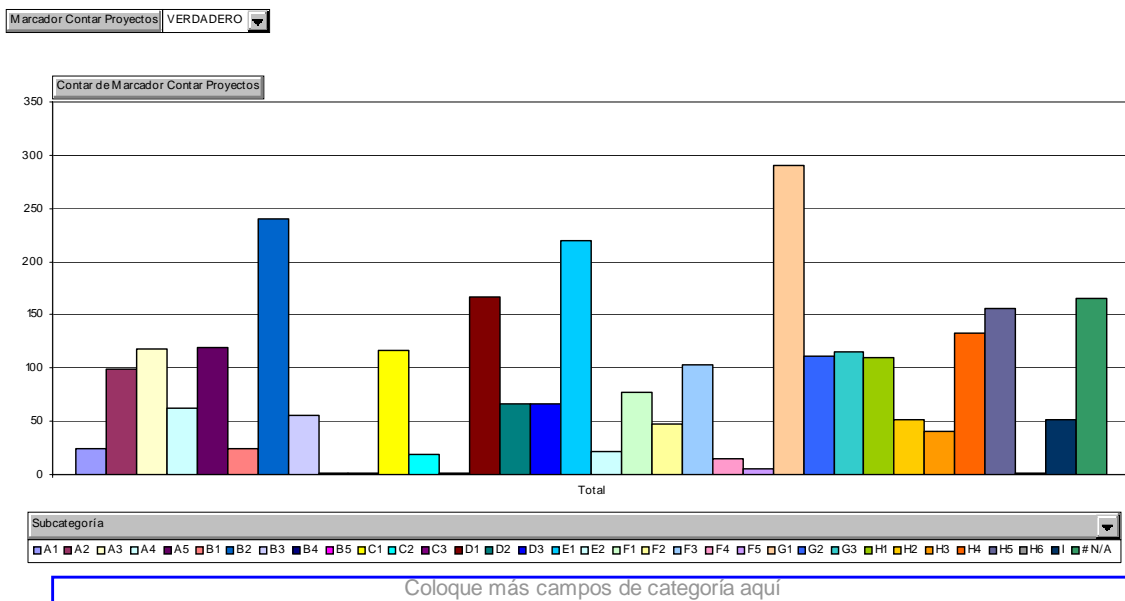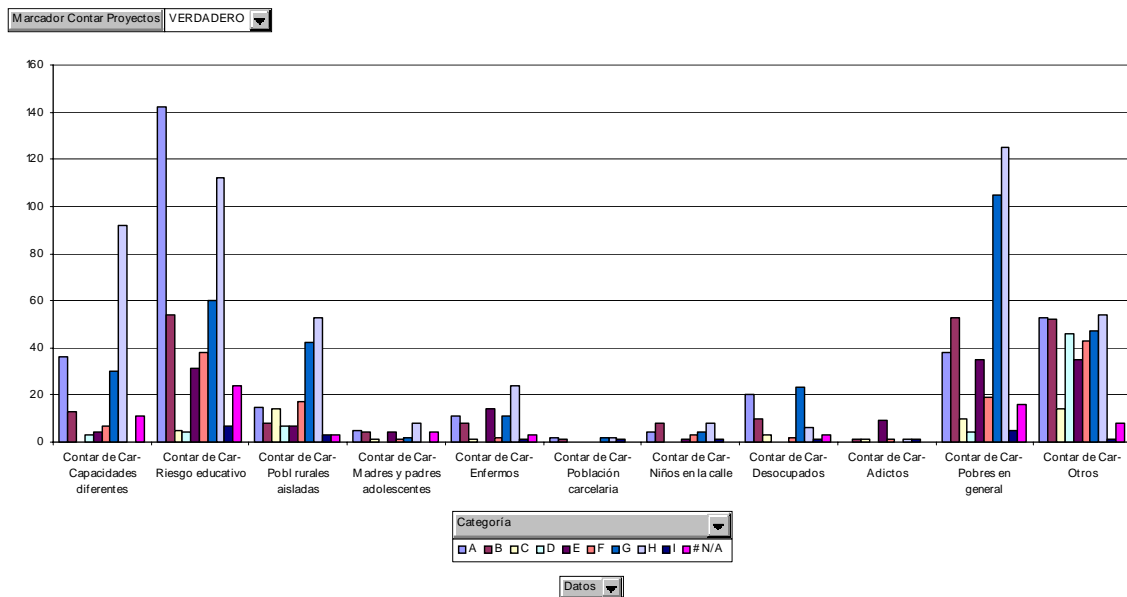*H.4. Integración de la diversidad*
H.5. Colectas

I. Otras

Graph 5: Experiencias educativas solidarias según subtemática.

Graph 6: Experiencias educativas solidarias según temática.Cantidad que atiende a destinatarios con carencias o situación socioeconómica específica

Graph 7: Experiencias educativas solidarias según temática.Cantidad de acuerdo a la participación por nivel educativo.
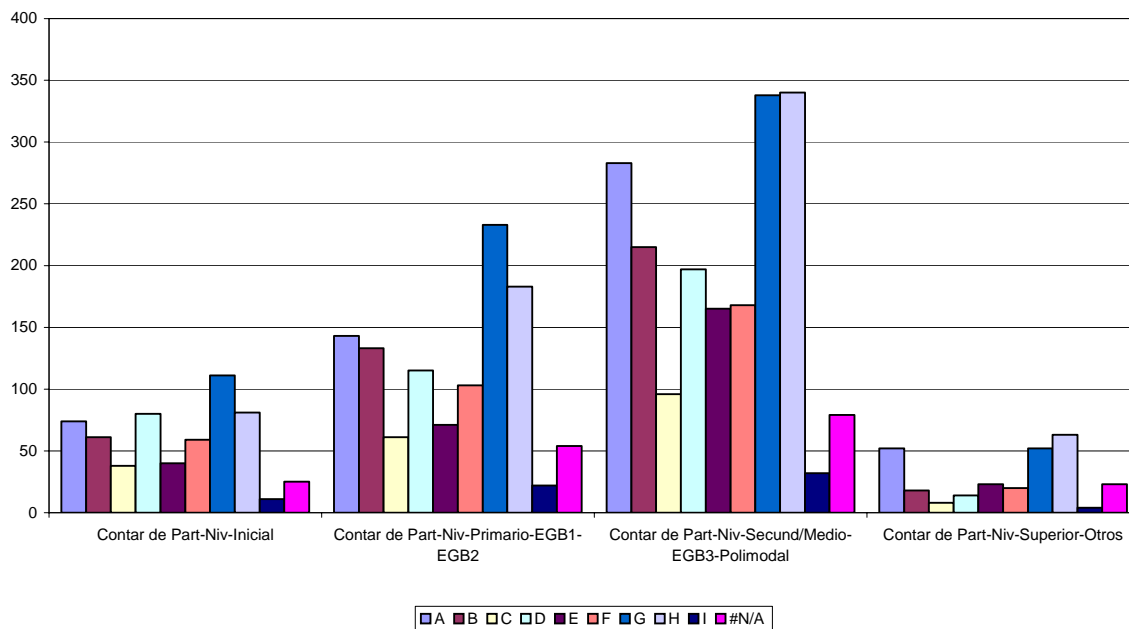
Table 17: Experiencias educativas solidarias según participación por nivel eduactivo.Cantidad por jurisdicción

Jurisdicción	Inicial	Primario-EGB1-EGB2	Secund/Medio-EGB3-Polimodal
Buenos Aires	97	212	537
Catamarca	9	25	33
Chaco	13	17	19
Chubut	15	23	39
Ciudad de Buenos Aires	15	18	44
Córdoba	18	48	94
Corrientes	25	41	60
Entre Ríos	48	61	84
Formosa	15	43	51
Jujuy	16	29	36
La Pampa	10	20	38
La Rioja	2	8	14
Mendoza	27	45	84
Misiones	16	43	66
Neuquén	25	44	54
Río Negro	17	35	48
Salta	32	68	97
San Juan	31	48	73
San Luis	2	4	18
Santa Cruz	8	12	26
Santa Fe	46	104	157
Santiago del Estero	24	41	77
Tierra del Fuego	2	4	5
Tucumán	67	125	159
Total Nacional	580	1118	1913

Table 18: Experiencias con iniciativas solidarias previas.

Iniciativas solidarias previas	Total	Porcentaje sobre Total
SÍ	1867	64,42%
NO	1031	35,58%
Total	2898	100,00%

Graph 8: Experiencias educativas solidarias por año de inicio del proyecto.

Contar Proyectos (Todas)

Total

Contar de Contar Proyectos

Total

Año de inicio de iniciativas solid
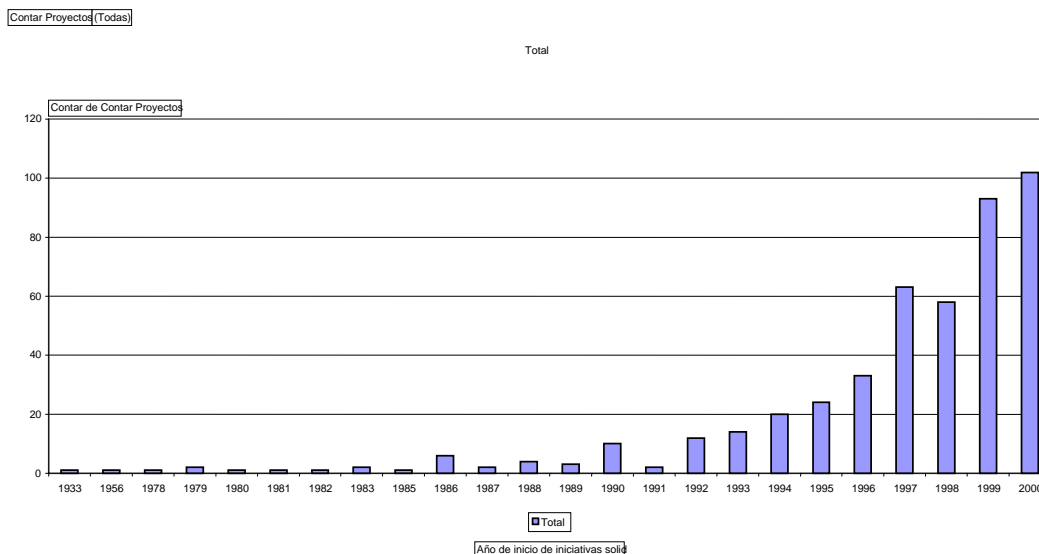
Table 19: Experiencias educativas solidarias según tipo de participación. Cantidad por jurisdicción

Jurisdicción	Voluntaria	Obligatoria	Ambas	S/D	Total
Buenos Aires	422	94	116	69	701
Catamarca	43	5	1	9	58
Chaco	24	1	7	7	39
Chubut	28	5	13	14	60
Ciudad de Buenos Aires	46	3	5	3	57
Córdoba	76	22	39	11	148
Corrientes	69	6	17	8	100
Entre Ríos	86	14	27	15	142
Formosa	54	6	15	12	87
Jujuy	46	7	8	6	67
La Pampa	50	7	3	1	61
La Rioja	10	3	4	3	20
Mendoza	81	21	30	24	156
Misiones	57	13	13	7	90
Neuquén	52	15	8	25	100
Río Negro	43	16	10	13	82
Salta	74	14	30	15	133
San Juan	66	9	12	18	105
San Luis	11	3	5	1	20
Santa Cruz	33	3	4	11	51
Santa Fe	131	24	45	24	224
Santiago del Estero	79	18	26	11	134
Tierra del Fuego	8	3		3	14
Tucumán	151	15	42	41	249
Total	1740	327	480	351	2898

Table 20: Experiencias educativas según año de inicio. Porcentaje sobre total con datos

Año de inicio de iniciativas solid.	Total	Porcentaje sobre total de proyectos con datos
S/D	2441	(se excluye)
1933	1	0,22%
1956	1	0,22%
1978	1	0,22%
1979	2	0,44%
1980	1	0,22%
1981	1	0,22%
1982	1	0,22%
1983	2	0,44%
1985	1	0,22%
1986	6	1,31%
1987	2	0,44%
1988	4	0,88%
1989	3	0,66%
1990	10	2,19%
1991	2	0,44%
1992	12	2,63%
1993	14	3,06%
1994	20	4,38%
1995	24	5,25%
1996	33	7,22%
1997	63	13,79%
1998	58	12,69%
1999	93	20,35%
2000	102	22,32%
Total con datos	457	100,00%
Total general	2898	

Table 21: Experiencias educativas solidarias según número de vinculaciones con. Organizaciones. Cantidad y porcentaje.

Org/Inst-N° vinculaciones	Frecuencia relativa	Frecuencia absoluta *
0 ó S/D	934	32,23%
1	616	21,26%
2	487	16,80%
3	337	11,63%
4	206	7,11%
5	123	4,24%
6	90	3,11%
7	41	1,41%
8	17	0,59%
9	6	0,21%
10	21	0,72%
11	5	0,17%
12	4	0,14%
13	3	0,10%
16	1	0,03%
17	1	0,03%
21	2	0,07%
27	1	0,03%
42	1	0,03%
50	1	0,03%
60	1	0,03%
Total	2898	100,00%

* Sobre el Total general (sin excluir 0 ó #N/A).

Graph 9: Experiencias educativas solidarias según número de vinculaciones con. Organizaciones.
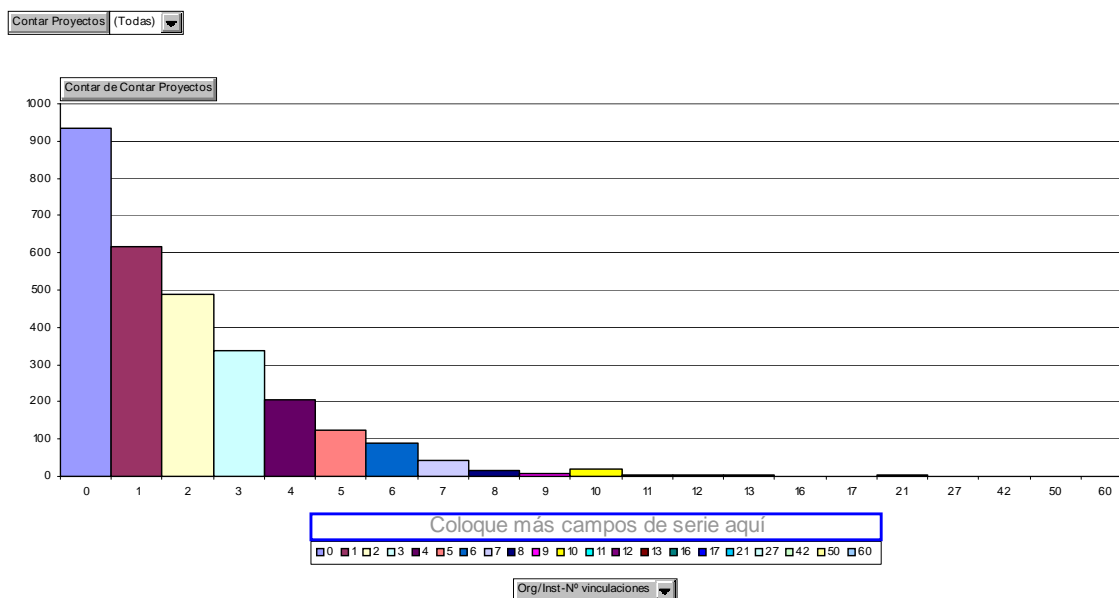
Table 22: Experiencias educativas solidarias según número de vinculaciones con. Organizaciones. En intervalos .

Org/Inst-N° vinculaciones2	Frecuencia relativa	Frecuencia absoluta
0 o S/D	934	32,23%
1	616	21,26%
2 a 4	1030	35,54%
5 o más	318	10,97%
Total	2898	100,00%

Table 23: Experiencias educativas solidarias según número de vinculaciones con. Organizaciones. Cantidad de cada ámbito

Org/Inst-N° vinculaciones	Rural	Urbano	Urbano-Marginal	Más de uno	S/D	Total
0	245	415	189	35	50	934
1	188	269	123	19	17	616
2	129	205	124	18	11	487
3	78	143	95	15	6	337
4	42	104	42	13	5	206
5	27	52	35	6	3	123
6	18	46	19	6	1	90
7	8	23	5	3	2	41
8	1	10	6			17
9	1	2	3			6
10	4	9	6	2		21
11	1	1	2	1		5
12		3		1		4
13		2		1		3
16		1				1
17		1				1
21	1				1	2
27				1		1
42		1				1
50		1				1
60				1		1
Total	743	1288	649	122	96	2898

Graph 10: Experiencias educativas solidarias según número de vinculaciones con. Organizaciones. Cantidad de cada ámbito
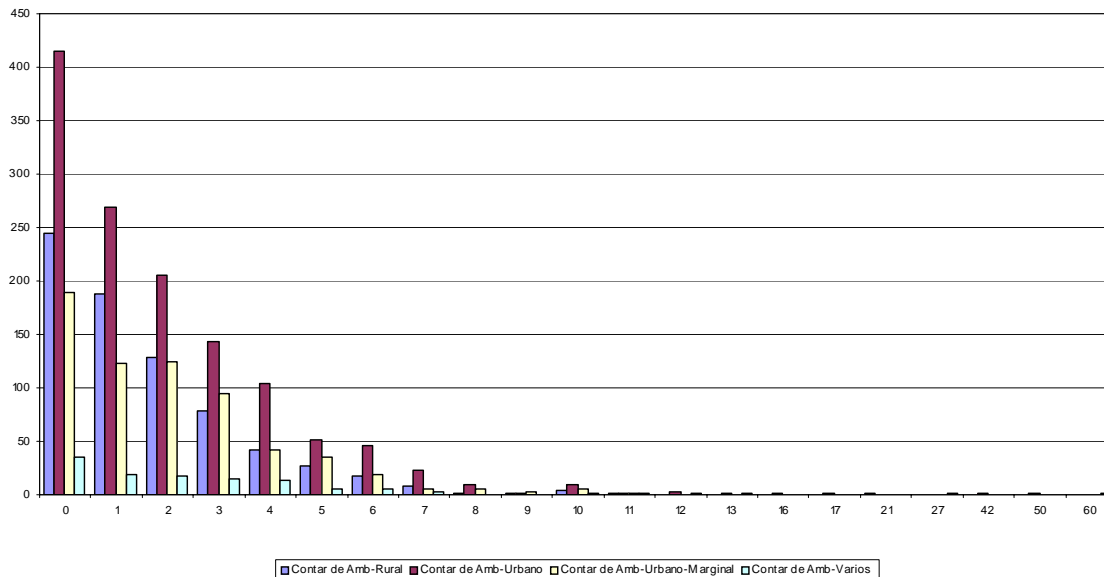

Table 24: Experiencias de aprendizaje-servicio según nivel educativo de los participantes Cantidad y porcentaje sobre el total. Experiencias sin vinculación curricular según nivel educativo de los participantes Cantidad y porcentaje sobre el total.

Nivel	Exp. de aprendizaj e-servicio	Porcentaje de exp. de aprendizaje-servicio sobre Total	Experiencias ejecutadas por estudiantes sin vinculación curricular, con objetivos de aprendizaje y servicio	Porcentaje de Experiencias ejecutadas por estudiantes sin vinculación curricular, con objetivos de aprendizaje y servicio	Total
Inicial	313	18,82%	46	20,81%	580
Primario-EGB1-EGB2	619	37,22%	92	41,63%	1118
Sec/Medio-EGB3-Polimodal	1205	72,46%	152	68,78%	1913
Superior-Otros	165	9,92%	16	7,24%	277
Total	1663	100,00%	221	100,00%	2898

Table 25: Experiencias de aprendizaje-servicio según número de articulaciones curriculares Cantidad y porcentaje sobre total de proyectos de aprendizaje- servicio y sobre total de experiencias solidarias

N° de vinc curriculares	Exp. de aprendizaje-servicio	Porcentaje sobre el total de experiencias de aprendizaje-servicio	Porcentaje sobre el total de experiencias	Total
0	0	0,00%	0,00%	391
1	97	5,83%	59,51%	163
2	214	12,87%	64,46%	332
3	279	16,78%	64,43%	433
4	353	21,23%	65,37%	540
5	295	17,74%	67,35%	438
6	189	11,37%	69,23%	273
7	107	6,43%	64,85%	165
8	57	3,43%	80,28%	71
9	20	1,20%	100,00%	20
10	42	2,53%	72,41%	58
11	4	0,24%	57,14%	7
12	2	0,12%	100,00%	2
13	2	0,12%	100,00%	2
22	2	0,12%	66,67%	3
Total	1663	100,00%	57,38%	2898

Table 26: Experiencias de aprendizaje-servicio según participación de los alumnos en las distintas etapas. Cantidad y porcentaje sobre total de proyectos de aprendizaje- servicio y sobre total de experiencias solidarias

Participación de Alumnos por Etapas	Exp. de Aprendizaje-Servicio	Porcentaje sobre el total de experiencias de aprendizaje-servicio	Porcentaje sobre el total de experiencias	Total de proyectos
Diagnóstico	1277	76,79%	63,44%	2013
Planificación	1285	77,27%	65,66%	1957
Evaluación	545	32,77%	66,06%	825

Table 27: Experiencias de aprendizaje-servicio según participación de los alumnos y de Organizaciones e instituciones en el diagnóstico. Cantidad y porcentaje sobre total de proyectos de aprendizaje- servicio

Contar AS		Org/Inst-Diagnóstico		Total AS	% sobre 1663
		VERDADERO	FALSO		
Part-Alumnos-Diagnóstico	VERDADERO	622	655	1277	76,79%
	FALSO	122	264	386	23,21%
Total AS		744	919	1663	100,00%
% sobre 1663		44,74%	55,26%	100,00%	

Table 28: Experiencias de aprendizaje-servicio según disciplinas vinculadas .Cantidad por nivel educativo.

AS x Disciplina x Nivel	Inicial	Primario-EGB1-EGB2	Sec/Medio-EGB3-Polimodal
Ciencias Exactas	201	413	566
Ciencias Naturales	237	455	701
Ciencias Sociales	232	434	671
Lengua y Humanidades	251	501	726
Gestión y Economía	7	17	167
Tecnología	169	334	593
Educación Física	50	98	150
Arte	113	226	320
Formación Ética	122	280	496
Formación Religiosa	19	37	91
Total	313	619	1205

"PREMIO PRESIDENCIAL ESCUELAS SOLIDARIAS" FORMULARIO PARA LA PRESENTACION DE PROYECTOS

1- <u>Datos de la escuela</u>

Nombre completo de la institución educativa:

Código Unico de Establecimiento (CUE*):*

Dirección:

Código Postal: **Localidad:**   **Provincia:**

Teléfono de la escuela: **Teléfono alternativo:**

Fax: **Correo electrónico:**

Gestión:
- ❑ Estatal
- ❑ Privada

Ambito:
- ❑ Rural
- ❑ Urbano
- ❑ Urbano - marginal

Nivel de la institución:
- ❑ Inicial
- ❑ EGB1 y 2 / Primaria
- ❑ EGB3 / Polimodal / Media
- ❑ Superior

Matricula del establecimiento:

2- <u>Datos del proyecto</u>

- **Título del proyecto:**

- **Duración de las actividades: desde el año ——— hasta ———**

- **Nivel involucrado:**
  - ❑ Inicial
  - ❑ EGB 1 y 2 / Primaria
  - ❑ EGB3 / Polimodal/ Secundaria

- **Lugar/es donde se desarrolla el proyecto:**

- **Objetivos:**

- **Problemática a la que se busca dar respuesta:**

- **Síntesis** *(no más de 15 líneas)*

- **Vinculaciones con contenidos curriculares**
  - ❑ SI *¿Cuáles?*

  - ❑ NO

- **Participación en el proyecto:**

	número (SI / NO)	¿Participan en la planifica-ción? (SI / NO)	Participación en la actividad:		TAREA QUE REALIZAN
			Volunt aria	Obliga-toria	
DIRECTIVOS					
DOCENTES					
ALUMNOS					
PADRES					

- **¿Participan en el proyecto Organizaciones de la Comunidad?**
- ❑ SI *¿Cuál/es?*

- ❑ NO

- **El proyecto es realizado en:**
- ❑ tiempos escolares
- ❑ tiempos extraescolares
- ❑ ambos

- **Evaluación:** *¿Está prevista?*
- ❑ SI *¿Cómo?*

- ❑ NO

- **Financiamiento del proyecto:**
- ❑ Trabajo de los estudiantes y/o docentes
- ❑ Horas institucionales
- ❑ Cooperadora/Asociación de padres
- ❑ Comercios, empresas, donantes particulares
- ❑ Organización de la Comunidad, ONG.
- ❑ Otros *(especificar)*

- **¿La escuela ha realizado otros proyectos solidarios anteriormente?**
- ❑ SI *(menciónelos brevemente)*

- ❑ NO

- ADJUNTA OTROS MATERIALES SOBRE EL PROYECTO:
- ❑ SI
- ❑ NO

En caso de que el proyecto presentado por la escuela resultara premiado, recibirán hasta $5.000.- para fortalecer éste u otro proyecto de aprendizaje-servicio. Por favor especifique lo más claramente posible el destino que se comprometen a dar a esos recursos.

Como director del establecimiento me comprometo a utlilizar los recursos del Premio Presidencial Escuelas Solidarias para:

NOMBRE DEL DOCENTE A CARGO DEL PROYECTO:
DNI:

FIRMA

NOMBRE DEL DIRECTOR DEL ESTABLECIMIENTO:
DNI:

FIRMA