



Job shadowing proposals

Pedagogical and methodological proposal of Service-Learning with a GloCal approach.

Minimum number of participants: 3

Maximum number of participants: 6

Skills, knowledge, and competencies participants will acquire:

During the experience, participants are expected to:

- Participate in the proposed activities in person and interact actively with colleagues and staff;
- Develop an accurate participant observation;
- Deepen the contents from a theoretical point of view through the shared material;
- Share their training and field experience;
- Be critical and proactive;
- Immerse themselves in the Brazilian context of reference.

At the end of the experience, participants are expected to:

- Know the history and evolution of Service-Learning;
- Know the main references of Service-Learning in the world;
- Know how to identify the fundamental characteristics of service-learning and distinguish it from other practices of volunteering, internships, solidarity.
- Know some experiences of Service-Learning in the field.
- Are able to plan a possible Service-Learning project.
- Know how to deepen the theoretical and practical knowledge of Service-Learning.
- Have developed communication and teamwork skills.
- Have specific knowledge of some traits of the culture of the Northeast region of Brazil.

Contents:

- Theoretical approach to the history of Service-Learning. Origins and development in the world.
- Identity Card, Programmatic characteristics, transversal processes, project itinerary (the cycle) and assessment of Service-Learning.
- Service-Learning as a pedagogical proposal, with a GloCal approach. Meaning and value of formative experiences.
- Field experience.
- How to design a Service-Learning project.
- What you need to know and how to start Service-Learning projects in your educational institution.
- Cultural traits of the Northeast region of Brazil.

Measurable objectives to assess the effectiveness of the job shadowing:

The Job shadowing includes a final evaluation to measure/share learning and satisfaction of participants in relation to the following goals:

- Knowing the origins and development of Service-Learning in the world.



- Knowing theoretically: Identity Card, Programmatic characteristics, transversal; processes, project itinerary (the cycle) and assessment of Service Learning;
- Exploring innovative experiences of GloCal Service-Learning
- Getting involved in different field projects;
- Contextualizing theoretical knowledge and lived experience in one's own reality;
- Having material and indications available to deepen theoretical knowledge and to start / develop a concrete project;
- Immerse yourself in the cultural context of interest.

Examples or scenarios illustrating how these outcomes will be achieved:

The results will be achieved through: a) lectures; b) face-to-face interaction; c) group dynamics and role-plays; d) visits and workshops in community partners that offer services to teenagers in condition of conflict with the law and people with different psychological problems; e) sharing of materials (articles, research etc..) and f) a final evaluation.

Job shadowing summary:

Section 1. What Service-Learning?

Introduction to Service-Learning: historical backgrounds, concepts and definitions, Identity Card, Programmatic characteristics, transversal processes, project itinerary (the cycle) and assessment of Service Learning.

Section 2. Why Service Learning?

In this section, participants know about pedagogical proposal, impact and benefits and quality factors that make a Service-Learning projects experience meaningful.

Section 3. How Service-learning?

In this section, through participant observation, participants will have the opportunity to delve into the theoretical and practical aspects of how to plan and develop a Service Learning project. They will be called to be protagonists, trying to contextualize what they have learned, to make it practical in their specific work context. Aspects related to local networks (institutions in communities), possible starting points and implementation and evaluation strategies will be addressed.

Timeline

Day	Activity	Location
Sunday	Travel to Petrolina-PE (PNZ) Airport Transfer from airport to hotel, in Petrolina. Accommodations and welcome dinner	
	<i>Dinner</i>	Hotel
Monday	<i>Morning</i> Welcome: A general presentation of the hosting partner. Introduction to the hosting partner's background, expertise, and role in the training program. Overview of the	BEA centre headquarter



	<p>partner's contributions and how they support the job shadowing objectives. Highlighting any specific resources or support available from the hosting partner.</p> <p><u>Session 1. What Service-Learning?</u></p> <p>Introduction to Service-Learning: historical backgrounds, concepts and definitions.</p>	
	<i>Lunch</i>	Hotel
	<p><i>Afternoon:</i></p> <p><u>Session 1. What Service-Learning?</u></p> <p>Identity Card, Programmatic characteristics, transversal processes and project itinerary (the cycle) of Service Learning. Visit and workshop at the local Service-Learning partner in Petrolina</p>	BEA centre headquarter and Psychosocial Care Center CAPS, Juazeiro-BA
	<i>Dinner: Forró night</i>	Hotel
	<i>Evening: free</i>	
Tuesday	<p><i>Morning:</i> <u>Session 2. Why Service Learning?</u></p> <p>Service-learning as a pedagogical approach. Meaning and value of formative experiences.</p>	BEA centre headquarter
	<i>Lunch</i>	Hotel
	<p><i>Afternoon:</i> <u>Session 2. Why Service Learning?</u></p> <p>Service-learning as a pedagogical approach. Meaning and value of formative experiences. Visit and workshop at the local Service-Learning partner in Petrolina.</p>	BEA centre headquarter and Juvenile prison: re-educational foundation in Juazeiro-BA
	<i>Dinner</i>	BEA centre headquarter
	<i>Evening: Intercultural night</i>	Petrolina
Wednesday	<p><i>Morning:</i></p> <p><u>Session 3. How Service-Learning?</u></p> <p>How to Design a Service-Learning Project</p>	BEA centre headquarter
	<i>lunch</i>	hotel
	<p><i>Afternoon:</i> <u>Session 3. How Service-Learning?</u></p> <p>Visit and workshop at the local Service-Learning partner in Petrolina</p>	Psychosocial Care Center CAPS, Petrolina
	<i>Dinner:</i>	Petrolina
	<i>Evening: Petrolina by night</i>	Petrolina
Thursday	<p><i>Morning:</i></p> <p><u>Session 3. How Service-Learning?</u></p> <p>Visit and workshop at the local Service-Learning partner.</p>	Juvenile prison: re-educational foundation FUNASE, Petrolina
	<i>Lunch</i>	Hotel
	<p><i>Afternoon:</i></p> <p>Visit to <i>Quilombola</i> village</p>	<i>Massangano</i> Island
	<i>Dinner:</i>	<i>Quilombola</i> village
	<i>Evening: return to the hotel</i>	



Friday	<i>Morning:</i> <u>Session 3. How Service-Learning?</u> Assessment and evaluation of Service-Learning projects. Visit and workshop at the local Service-Learning partner.	BEA centre headquarter and Reception center for minors in conditions of hardship and social vulnerability, Juazeiro-BA
	<i>Lunch:</i>	Hotel
	<i>Afternoon:</i> Material and indications available to deepen theoretical knowledge and to start / develop a concrete project Final evaluation focus group	BEA centre headquarter
	<i>Dinner:</i>	Hotel
	<i>Evening:</i> by night in Petrolina	Petrolina centre
Saturday	Transfer from hotel to Petrolina (PNZ) airport Travel from Petrolina	

Participant's requirements:

There are no specific prerequisites for participants. The only indication is to be available for concrete participation as protagonists also through the sharing of one's professional experience in relation to projects that involve educational and training contexts and communities.

The possible use of cell phones, tablets or PCs can be useful in some moments of research and planning.

From a personal point of view, on the occasion of the intercultural evening, the willingness to share something typical of one's culture (poems, music, theater or other artistic and/or folkloristic forms) is welcome.

Validation:

The validation of participants' learning will be carried out through a final evaluation moment that includes a semi-structured online questionnaire and a sharing focus group. In addition, participants will be asked to share their satisfaction, strengths and weaknesses of the course.

Participants will receive a certificate of participation from the *BEA Centro de estudos e práticas* LTDA.

Participants will be provided with indications on references and materials to deepen their knowledge of SL from both a theoretical and practical point of view and to be able to start a project experience in their own contexts.