**TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT\***

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| 1.- PROJECT TITLE |
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| 2. PROJECT SUMMARY*(brief description 300 to 500 words)* |
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| 3.- TECHNICAL DATA |
| Higher Education Institution or responsible entity:  |  |
| Person in charge of the project in the HE Institution: |  |
| Number of students participating in the project: |  |
| Course/age/gender of the participating students:  |  |
| Number of final beneficiaries of the service: |  |
| Project type: (face-to-face, virtual, mixed and/or international): |  |
| Do the students work with social entities or with final beneficiaries of the service? |  |
| 4.- BACKGROUND (context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved) |
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| 5.- GENERAL SOCIAL NEED FOR THE PROJECT (S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.) |
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| 6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)  |
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| 7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.  |
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| 8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.) |
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| 9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.) |
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| 10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: <http://sdg.humanrights.dk/es/goals-and-targets>)  |
| SDG | TARGETS |
| 1.- | 1.1.1.2.… |
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| 11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities) |
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| 12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.) |
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| 13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)  |
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| 14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)  |
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| Indicators of impact on learning | Indicators of social impact |
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| 15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)  |
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| 16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)  |
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| 17.- CALENDAR (timeline of the project activities)  |
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| 18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)  |
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| 19.- BUDGET (income, expenses and co-financing)  |
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\*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.