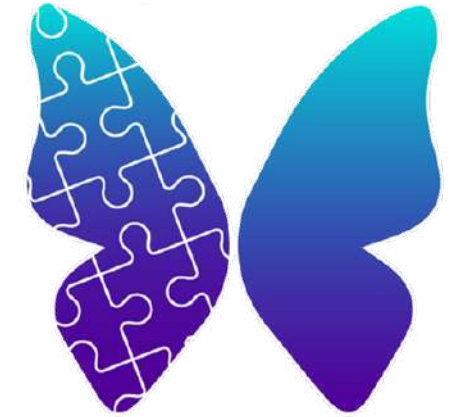


Thursday 9<sup>th</sup> of May



# SERVICE-LEARNING FOR DEMOCRACY IN EUROPE

**Webinar 10 - Contact-making:  
How to find partners (abroad)**



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held

# Happy Europe Day!

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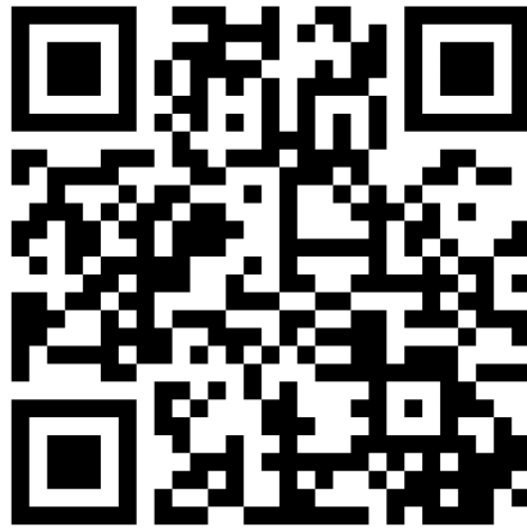
Source: [european-union.europa.eu](https://european-union.europa.eu)



# Welcome to the webinar

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- ✓ Introduction of trainers
- ✓ Let's hear from you!



# Welcome to the webinar

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- ✓ Purpose of the webinar
  - Help educators find partners (abroad) for service-learning projects
  - Practice contact-making within the group for skill enhancement



# Welcome to the webinar

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## Expectations

- ✓ Practical strategies and general tips to start building your partnerships
- ✓ Tools you can use in real-life
- ✓ Time to practice and exchange (even initiate a collaboration)
- ✗ In-depth analysis of the whole partnership building process



# Welcome to the webinar

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## ✓ Agenda

1. Introduction
2. Exploring Existing Networks and Platforms
3. Collaboration and Communication Strategies
4. Work in Groups
5. Evaluation and Wrap-up



“

Question to the group

**Why is it important to have  
partners (from abroad) to  
work on SL projects?**

”



# Exploring Existing Networks and Platforms

## Platforms

**eTwinning:** European Commission initiative (European School Education Platform)

- On-site and online activities organised by teachers and students in Erasmus+ countries
- Collaborative projects with the support of the TwinSpace environment
- Find people, organisations, and schools to collaborate with.

## Resources

**MoodleNet:** search for resources, subjects or people.

- Contacts of teachers who have posted material on the platform. The ranking is based on the quality of their contribution and the level next to their name, based on their experience.
- Possibility to follow others



# Exploring Existing Networks and Platforms

## Platforms

iEARN Collaboration Centre: Schools in 140 countries.

- Teachers can register their students through their profile
- Tutorials for teachers, learning circles for students and collaborative projects aligned with the 17 SDGs

## Resources

European School Education Platform

- Courses, Webinars, Events & Conferences tailor-made for teachers
- Calendar with on-site or online initiatives you can join
- Material and events in various EU languages

# eTwinning Platform

All relevant information:



Registration:



## Erasmus+ quick filters

School education	Vocational Education & Training
Mobility activities	Jean Monnet
Small-scale partnerships	Cooperation partnerships

Search postings Search Hide filters

### Posting type

All

### Country

All x

### Posting organisation type

All

### Subject of teaching

All x

### Education type

All

### Indicated preferred partner organisation country

All x

### Looking for

All

### Topic

All x

### Vocational subject of teaching

All x

### Age range

All to All

A background image showing a group of people in a grassy field. On the left, a person wearing a wide-brimmed hat and a denim jacket is leaning forward. In the center, another person is partially visible. On the right, a person with glasses is looking down. The background shows a line of trees and a clear sky.

# Collaboration and Communication Strategies

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How to identify a good partner for you on a national and international level

1. **Find your why:** get some clarity about why you want to partner with others and what you hope to get out of it.
2. **SWOT analysis:** list the Strengths, Weaknesses, Opportunities and Threats of your organisation to help you identify your needs within a partnership.
3. **Start locally:** use the contacts you already have and start with schools or community organisations in your municipality or town/city before moving to partners from abroad.



A background image showing a group of people in a grassy field. On the left, a person wearing a wide-brimmed hat and a denim jacket is leaning forward. In the center, the back of a person's head is visible. On the right, another person is partially visible. The background is a soft-focus landscape with trees and a clear sky.

# Collaboration and Communication Strategies

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How to identify a good partner for you on a national and international level

4. **Ask for recommendations:** seek recommendations and references from colleagues you trust and who have more experience than you, but focus on the topic of your SL project.
5. **Make a clear request adjusted to the stakeholder:** why do you think your class and their organisation are a good fit?
6. **Listen actively and evaluate carefully:** aim for clear and effective communication so that both parties' sides are clearly expressed and common goals are established.

A background image showing a group of people in a grassy field. On the left, a person wearing a wide-brimmed hat and a denim jacket is leaning forward. In the center, the back of a person's head is visible. On the right, another person is partially visible. The background is a soft-focus landscape with trees and a clear sky.

# Collaboration and Communication Strategies

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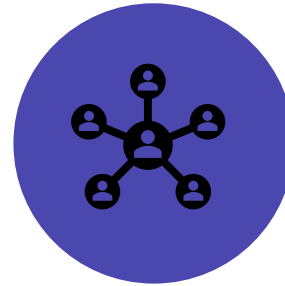
How to identify a good partner for you on a national and international level

7. Make sure they have understood the concept of SL: especially if you see or if they tell you that they are not familiar with it.
8. Ensure that their needs are expressed: in terms of logistics (e.g. how many students they can host) or objectives.
9. Send course materials, for example, the syllabus and timeline: only after there is a first positive reaction to your request.

# Tips on how to leverage social media for contact-making



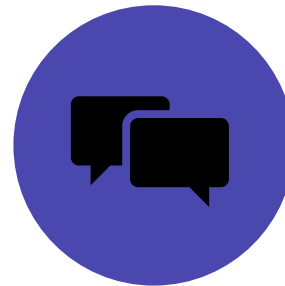
Consider creating a separate professional **account** with relevant **pictures**.



Explore **Facebook** groups for teachers in your country but ask for an **online call** before any collaboration decision.



Be **active** and **engage** by sharing stories from your class and interesting findings.



Don't be afraid to use **direct messaging**, but have a specific reason.



# Example of collaborative project:



- IDiverSE (Islands Diversity for Science Education)
- 9 partners from 4 countries (Portugal, including Madeira and Azores, Spain, England and Greece)
- IDiverSE builds on the awareness of the uniqueness and value of the European islands.
- **Common element that brought together these schools:** isolation of islands turned into something powerful and unique for the promotion of science education.



# Guiding questions for effective partnership building in SL

Stakeholders involved:  
Faculty members & community organisations

## LEARNING OUTCOMES

- What do the **faculty members** want the students to **learn**? What are the specific learning **goals** and **objectives**?
- What are the **expertise** of the organisation? Also, what are the mission, procedures, and guidelines they follow?



# Guiding questions for effective partnership building in SL

Stakeholders involved:  
Faculty members & community organisations

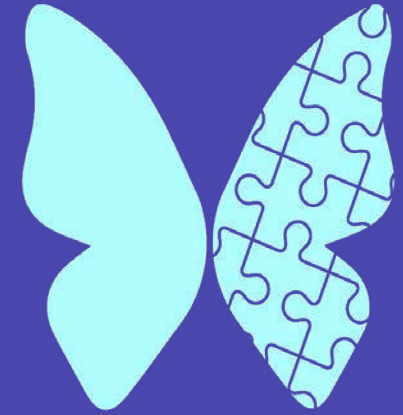
## SERVICE OUTCOMES

- What do both parties want to see as an **impact** and **result** of the student's service?
- How does the specific **service** proposed by the organisation connect to the **course content**?

Further information:  
<https://www.csuci.edu/communityengagement/servicelearning/documents/guiding-questions.pdf>

# A partnership will probably fail if

- ✓ Partners do not align in terms of **values** and **interests**, making it challenging to agree on partnership goals.
- ✓ There is **no equal** distribution of risk, responsibility, accountability, or benefits among partners.
- ✓ One partner holds **all the power** and/or dominates the decision-making process.
- ✓ Partners are **not carefully chosen**, especially when it is difficult to dissolve the partnership once formed.
- ✓ There is no regular contact between the partners



# Golden rule

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Expectations, goals and division of responsibilities should be made clear and agreed upon from the beginning.

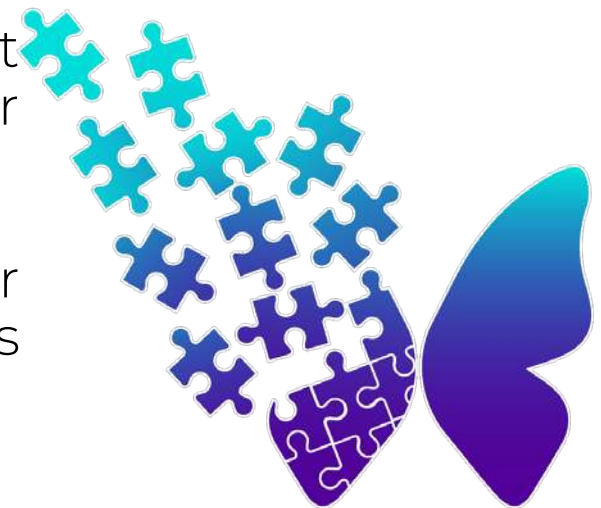
There is always room for adjustments later 😊



# Potential barriers (partners from abroad)

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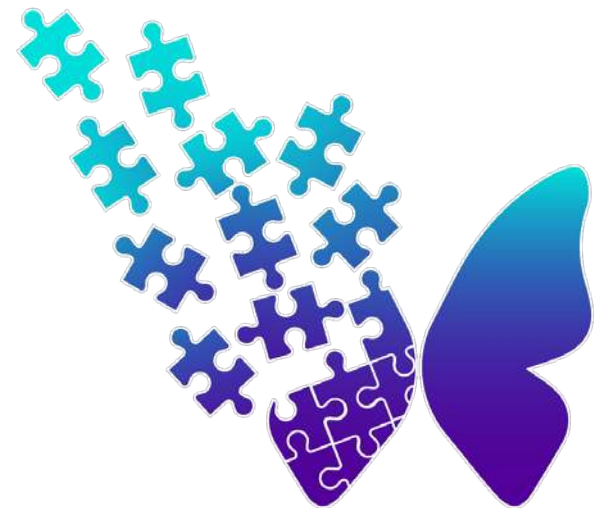
- **Language:** you or the partner you are contacting might not feel fully comfortable speaking in English. Try to be honest about it and find alternatives; for example, ask another colleague to help during the meetings and make sure to use simple and understandable language.
- **Culture:** pay attention to formalities because they might matter to people from different countries, especially in your first attempt to contact them.
- **Administration:** keep in mind how the procedures for implementing an SL project might differ in different countries in terms of paperwork, permits or public holidays.



# Effective Communication: request making

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1. **Be Specific and Clear:** Clearly state your purpose and what you are requesting.
  - Provide specific details about your school, the project, and why the potential partner is a good fit.
2. **Highlight Relevance:** Explain why you are reaching out to this particular organisation or individual.
  - Reference specific aspects of their work or mission that make them a suitable partner.



# Effective Communication: request making

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3. **Offer Potential Collaboration Ideas:** Provide concise project ideas or areas for collaboration.

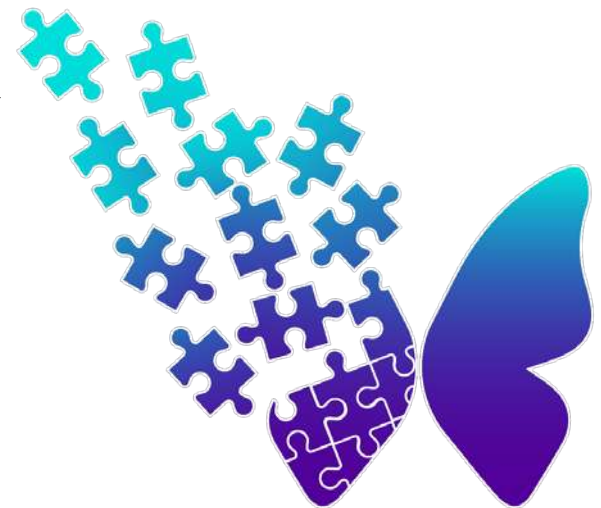
- Clearly outline the potential benefits for both parties.

4. **Express Interest in Further Discussion:** Express your interest in further discussion and collaboration.

- Offer to set up a meeting or call to explore the opportunity further.

5. **End with Gratitude and Contact Information:** Thank the recipient and provide your contact information.

- End the message with a polite and professional closing.



# Effective Communication: request making

Send

To

Cc

Subject

Subject: Collaboration Opportunity: Service Learning Project

Dear [Contact Person's Name],

My name is [Your Name], and I am a [Your Position] at [Your School's Name] in [Your City, Country]. I am reaching out to you because I am interested in exploring a potential collaboration between our school and [Community Organization's Name].

I have been impressed by the impactful work that [Community Organization's Name] is doing in our community, particularly your efforts in [specific area or project]. As we are planning a service-learning project focused on [specific issue or goal], I believe that our schools could collaborate effectively to benefit both our students and your organization.

We are eager to explore ways in which our students can contribute to your efforts while gaining valuable learning experiences. Some initial project ideas include:

[Brief description of project idea]

[Brief description of another project idea]

Given your organization's expertise in [specific area], we believe that you would be an excellent partner for this project.

Would you be interested in discussing this further? I would be happy to set up a meeting at your convenience.

Thank you for considering this partnership opportunity. We look forward to the possibility of working together.

Best regards,

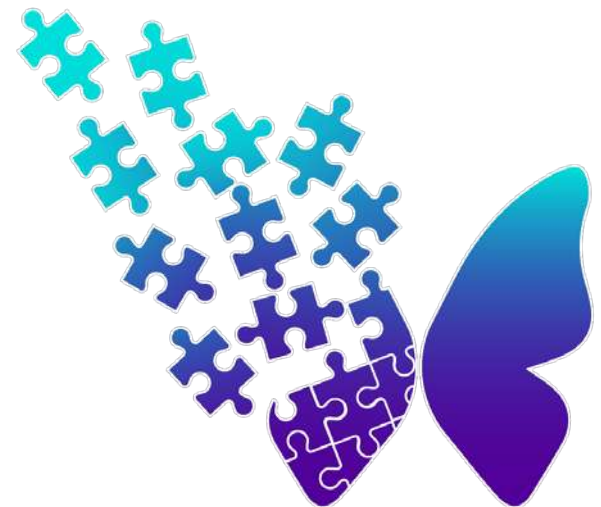
# Break-out room selection

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Scan the QR and vote for the session you want to participate in

**Session 1:** SWOT analysis and request-making (interactive)

**Session 2:** Exploring the eTwinning platform





# Work in Groups (30')

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## Activity 1: SWOT analysis





Step 1:  
Explanation of the SWOT template (5').

Step 2:  
Fill out your own SWOT analysis with an SL project idea in mind (10').

Step 3:  
Share it with the rest of your group (10').

Step 4:  
Practice forming a clear request to the one(s) you think you can collaborate with on a project idea (5').

# SWOT Analysis

<b>STRENGTHS</b> 	<b>WEAKNESSES</b> 
<b>OPPORTUNITIES</b> 	<b>THREATS</b> 



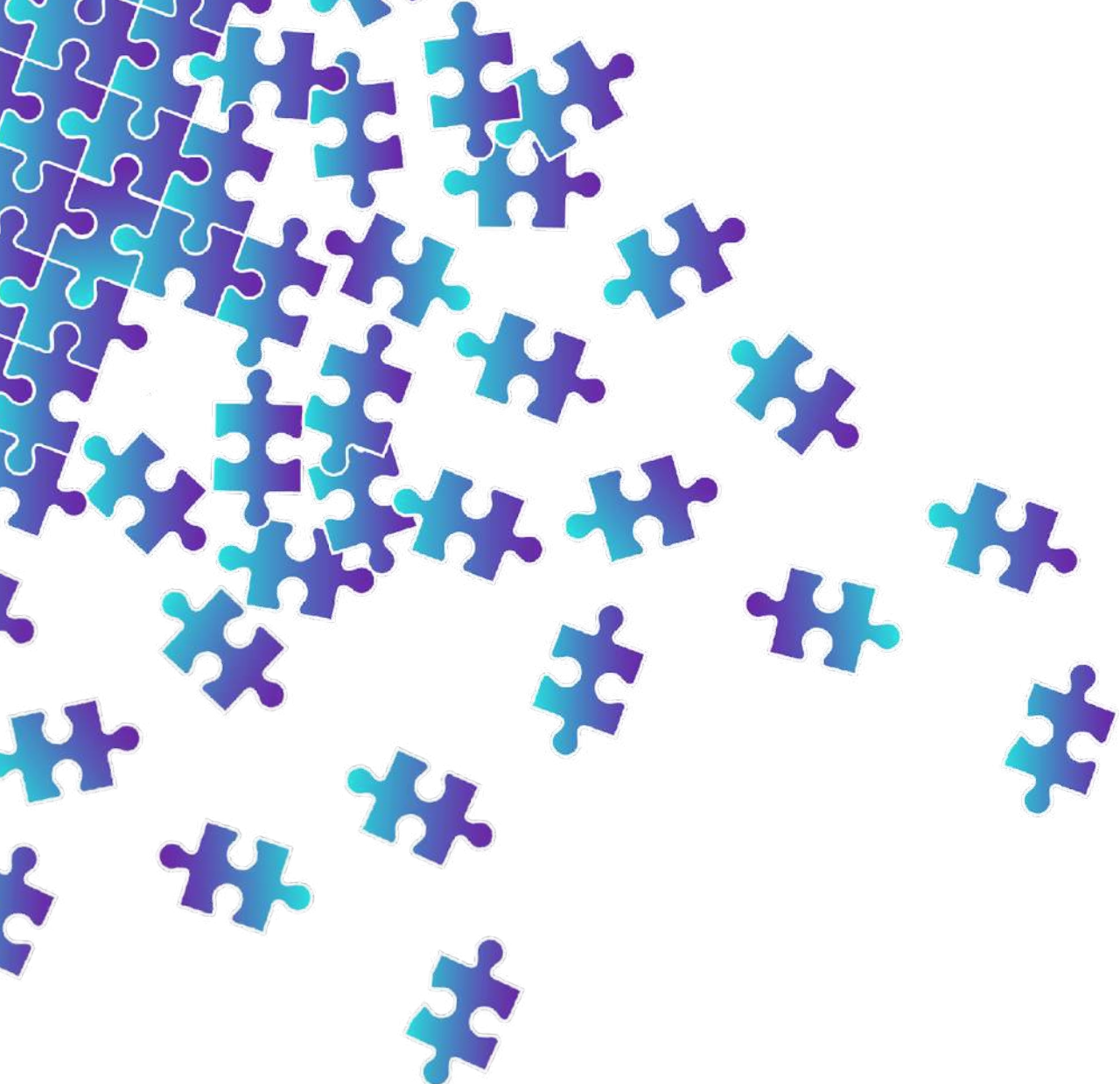
The background of the slide is a photograph of several people in a grassy field. On the left, a person wearing a wide-brimmed hat and a denim jacket is leaning forward. In the center, another person is partially visible. On the right, a person with glasses is looking down. The scene is set outdoors with trees and a cloudy sky in the background.

# Work in Groups (30')

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## Activity 2:

Exploring the eTwinning platform



# Time for Evaluation



# SLEAD LEARNING JOURNEY



## Module 1

Understanding Service-Learning I - Understanding Service-Learning II

## Module 2

Promotion of Democratic Competencies by Service-Learning - Good Practices of Acquisition of Democratic Competencies with Service-Learning

## Module 3

Supporting Service-Learning as a School Leader

Service-Learning for Education on European elections / European Service-Learning

Service Learning in STEM for Democracy Competencies

Practical Tools and Methods for Service-Learning I, II

Contact Making: How to find partners (abroad)





16 of May 2024

Post training - evaluation form

**SLEAD WEBSITE - ALL RESOURCES AVAILABLE**

End of may- receive certificates (M1, M2) and attendance forms

**CALL FOR PROJECT IDEAS - MAY 25**

**JOIN ON SLEAD Facebook page**

**Keep us posted on your Service Learning experiences**

**Celebrate, initiate and inspire civic engagement!**





# Thank you!

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And good luck with your projects ☺