

SERVICE-LEARNING IN CANADA:
A SURVEY OF POLICY AND PRACTICE IN THE
PUBLIC EDUCATION SYSTEMS OF CANADA
AND
THE PRACTICE OF USING VOLUNTARY SERVICE
AS A MEANS OF
EARNING POST-SECONDARY TUITION CREDIT

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September 15, 1999

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EXECUTIVE SUMMARY

This survey is limited to the Canadian public education systems found in the ten provinces and three territories and the extent to which 1) service-learning is practised in either the school or post-secondary levels and 2) community service or service-learning is used as a means of earning post-secondary tuition credit. In addition to surveying the formal learning sector (as defined by provincial/territorial department of education officials), a survey of selected voluntary sector leaders at the national and local levels was carried out to obtain their views on the desirability and feasibility of the federal government providing support to increase the voluntary or not-for-profit sector's capacity to respond to the increasing requests of the public education sector for service-learning, community service or work placement opportunities in the third sector.

This survey is a response by the Learning and Literacy Directorate, Human Resources Development Canada (HRDC), to growing interest in imaginative but practical initiatives that might be taken to celebrate and build on two Year 2001 events - the International Year of Volunteers and the proposed Canadian Year of Lifelong Learning. It is also written at a time when, according to the recently published Report of the Joint Tables on Government of Canada/Voluntary Sector relations, "the Government of Canada is committed to deepening its engagement with the voluntary sector."¹

There are clear delimitations to this survey. It was conducted over a six-week period during the summer months of July and August, 1999. It involved the public education sector officials at the ministerial level solely, and therefore did not capture any service-learning or community service voluntary activities initiated in the private school or private post-secondary institutional sectors. It is a snapshot of a dynamic situation and therefore is an approximation of the state of the field in the summer of 1999. It is a survey and not an inventory of policy and practice related to service-learning in Canada. Despite these limitations, preliminary evidence indicates a growing trend toward public education-voluntary sector collaboration, as well as several innovative approaches to using community service or service-learning as means by which students may earn post-secondary tuition credit. More specific findings follow.

Service-Learning

The term "service-learning" and its practice appears to have limited currency in only two provinces, British Columbia and Nova Scotia. The survey revealed a number of salient facts, including:

- the term "service-learning" is seldom used in Canada, with less than one-third of respondents from either the education or voluntary sectors being acquainted with it or the substantial body of related American experience and research

¹ Canada, 1999, *Working Together: A Government of Canada/Voluntary Sector Joint Initiative*, Voluntary Sector Task Force, PCO, Ottawa.

- the requirement of community service for graduation in Ontario, and community-based work experience in many other provinces, as well as an emerging interest in service-learning in several provinces means that significantly increased future demands upon the voluntary sector for placements are inevitable
- there appears to be substantial voluntary sector interest in, and support for, exploring and demonstrating means by which it might increase its capacity to respond to growing education sector requests for a wide variety of experiential learning/work experience opportunities for students in the voluntary sector whether those experiences be either community service or service-learning in nature
- key functions that voluntary sector performs in assisting in service-learning placements that call for expertise/resources include student:
 - orientation
 - supervision, and
 - assessment

In the case of both British Columbia and Nova Scotia it is found in the adult or post-secondary systems, chiefly at the university level in Nova Scotia (Dalhousie and St. Francis Xavier universities) and the regional college system of British Columbia, although Royal Roads University pioneered a pan-Canadian distance learning model with the assistance of the OLT of HRDC. However in the case of British Columbia an External Credit scheme enables high school students involved in recognized out-of-school community activities such as 4-H and certain sport certificate programs etc. to earn academic credit. Nova Scotia is expanding a pilot non-formal service-learning project involving out-of-school youth, and has also promoted school system service-learning through a partnership including Dalhousie university, the Heartwood Institute and collaborating school districts.

- Significant initiatives in expanding service-learning are at early planning stages:
 - the Canadian Centre for Philanthropy is building a partnership to develop service-learning curriculum in a nation-wide citizenship education pilot project at the secondary school level
 - the joint federal-provincial service-learning pilot project in Nova Scotia will be expanded in Phase II to include more regions, and a Phase III encompassing the total province is under consideration
 - the Centre of Curriculum, Transfer and Technology of British Columbia is implementing a planning process this fall to promote service-learning in the provincial post-secondary system
 - the Gitksan Tribal Office in British Columbia has placed service-learning as the central methodology of its 20 year Millennium education plan for the Upper Skeena, and a pathfinder learning community project

using service-learning has commenced through an Office of Learning Technologies grant

Earning Tuition Credit through Voluntary/Community Service

Four provinces have experience with using student or out-of-school youth voluntary/community service as a means of earning tuition credit; British Columbia, Manitoba, Nova Scotia, and Newfoundland (see Appendix II -Highlights of Four Models of Tuition Credit).

Newfoundland has had the longest track record, having initiated its award-winning program under a federal-provincial agreement in 1994. Nova Scotia has had the least experience, having just completed a demonstration service-learning project in 1999 that enabled limited tuition aid to those who had successfully completed the scheme. It has been decided, in conjunction with regional HRDC support, to expand the project.

Manitoba has completed pilot stages of a small community service program. British Columbia is expanding its credit tuition program based on successful evaluation. Neither province has received federal support for their initiatives.

Summary

Service-Learning can be viewed, in one sense, as an equation between the education and the voluntary sector. At its best it is a reciprocal relationship that benefits both the learner-volunteer and the voluntary sector partner and its clientele. The learning objectives of the education provider as well as of the learner are within the purview of the education authorities, however the legacy that the service engenders is of crucial concern to the voluntary sector partners and the persons served. The legacy is most valued when it is a form of social capital that builds community capacity and strengthens the civil society - a legacy crucial for a knowledge-based society of the 21st Century.

It is this voluntary sector side of the equation that is the focus of this report. The options for action proposed for the federal government are based on its historic support for volunteerism and the associated civic benefits that flow from it. These options include federal support to the voluntary sector for both expanded use of service-learning across Canada as well as increased federal support, on a cost-shared basis, for provinces that have voluntary service for tuition fee schemes.

The two options emphasized in this report vary in the scope and pace of initial action by the federal government. Both options are built upon the assumption of federal/provincial and voluntary sector partnerships.

The Pan-Canadian Option:

Immediate and substantial federal government support would be forthcoming for a wide variety of initiatives across Canada to promote 1) service-learning and 2) community service or service-learning as a means by which students can earn post-secondary tuition credit. It would entail a scheme whereby voluntary sector partners in service-learning projects would receive grants for any additional costs entailed in their participation. This option is not recommended as the infrastructure and expertise to make it successful does not exist at this time in all provinces/territories.

The Pathfinder Option:

This recommended option calls for immediate federal government action to be undertaken to collaborate with several provincial governments in order to build upon their existing success in provision of 1) service-learning opportunities and 2) community service or service-learning as a means by which students can earn post-secondary tuition credit. It would entail increased financial support to Newfoundland and Nova Scotia and new support for Manitoba and British Columbia based on appropriate negotiations. This option is recommended as it would be a strategy of building on the existing interest, experience and commitment of four provinces across Canada. It is the option most likely to assure early success and to develop efficient and effective models in federal/provincial and voluntary sector collaboration in this field. Such a strategy would inform a subsequent roll-out of a pan-Canadian initiative.

The **Pathfinder Option** could also include collaboration with service-learning initiatives of the Canadian Centre for Philanthropy, and the Gitxsan 20 year Millennium education plan. It would also entail a pilot project whereby voluntary sector partners in service-learning projects would receive grants, possibly channelled via the volunteer bureau network, for any additional costs entailed in their participation, along the lines of the UK Millennium Volunteers scheme.

PREFACE

Preparing the next generation for potential work in both the marketplace and the civil sector is, perhaps, the single most important challenge facing educators and the American school system as we make the transition into a new century and a new economic epoch in history.

Jeremy Rifkin

**Preparing the Next Generation of
Students for the Civil Society.**

Community College Journal (April/May 1996)

While it has been argued that many of the historic roots of voluntary action and volunteerism are found in the Judeo-Christian traditions and values, the growth of the voluntary sector and its importance to development and maintenance of a civil society is now becoming a current global challenge. Jeremy Rifkin, in *The End of Work*, sees the empowerment of the third sector and the globalizing of the social economy as socio-economic imperatives for the 21st Century.² He also sees the creation of service-learning opportunities as both "a new interest in social capital" and "a potential paradigm shift in the mission of American education."³

It is common for American trends - some may say fads - to travel north, and to have immediate consequences, but sometimes little or no long-term impact, on Canadian practice in fields such as education. However one innovative American educational reform movement, with substantial associated research and assessment, has ironically created limited awareness in Canada - service-learning.

The following report will deal with a telephone/e-mail survey of public education authorities as to the extent to which 1) service-learning is practised in either the school or post-secondary levels and 2) voluntary service or service-learning is used as a means of earning post-secondary tuition credit. The report will also share the views of selected voluntary sector leaders at the national and local levels on the desirability and feasibility of the federal government providing support to increase the voluntary or not-for-profit sector's capacity to respond to the increasing requests of the public education sector for service-learning, community service or work placement opportunities in the third sector.

This report would not have been possible without the assistance of many persons. Donna Troop and Michelle Bonin-Stewart of the Learning Strategies and Support Division gave important initial aid and officials of HRDC, provincial and territorial governments as well as selected voluntary sector leaders provided invaluable information and insights (See Appendix I - Key Informants).

The author is responsible for any errors, omissions or misinterpretations of information, and all views in this report are those of the author and do not necessarily reflect those of the HRDC or the federal government.

² Rifkin, J. 1996. *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*. Tarcher/Putnam Books, New York.

³ Rifkin, J. "Preparing the Next Generation of Students for the Civil Society", Community College Journal, (April/May 1996) pp. 20-22.

BACKGROUND

1. Purpose of Investigation

The purpose of this investigation is two-fold:

- 1) to survey the extent of service-learning in Canada as well as schemes by which students could gain post-secondary tuition credit through service in the voluntary sector, and
- 2) to identify policy/program initiative options related to 1) above for consideration by the Learning and Literacy Directorate of HRDC.

1.1 An Historic Perspective

Canadians have a strong historic commitment to building and maintaining their communities through voluntary action. From the earliest French settlements to the pioneering efforts of British and other European settlers, the combined use of education and voluntary associations to forge and sustain social cohesion was evident⁴. Adult education for socio-economic betterment and individual growth has been a hallmark of the Canadian adult education movement as expressed in the Antigonish movement of Nova Scotia, the *caisse populaire* movement of Quebec, the farmer co-operatives of Ontario, the Wheat Pools of the prairies and the fisherman's co-operatives of British Columbia⁵.

Associated with these social movements were educational institutions of their day, chiefly university extension divisions across Canada, such as those at St. Francis Xavier, Alberta, Saskatchewan and British Columbia that worked to strengthen and collaborate with the voluntary associations of their regions. Thus the link between the formal education providers in service to the voluntary sector was forged in many parts of Canada by the 1930's. It is a legacy which we are to draw upon once again.

1.2 Building Communities and a Civil Society

By the 1990's far-sighted thinkers such as Peter Drucker were focusing on the importance of the voluntary or third sector in the post-capitalist society⁶. He had, in 1990, established the Peter Drucker Foundation for Non-Profit Management to "help the social sector achieve excellence in performance and build responsible citizenship". Drucker, who had coined the term "knowledge-worker" in 1959, sees a shift from a capitalist to a knowledge-based society and the associated need for a vibrant social/civic sector as well as a reformed

⁴ *L'Ordre de bon Temps*, founded in 1605 by Champlain and Lescarbot to counteract the boredom of the Canadian winter, is considered to be the first use of organized social activities with an educational purpose. J.R. Kidd (ed) *Learning and Society*, Canadian Association for Adult Education, Mutual Press, Toronto, 1963. p. 1.

⁵ See Ron Faris, *The Passionate Educators*, Peter Martin Associates, Toronto, 1975 for an analysis of the social movement roots of Canadian adult education and the tradition of "education for action" as expressed by Dr. Jimmy Tompkins and other leaders of the Antigonish Movement. This was an early expression of experiential education.

⁶ Peter Drucker, 1993, *Post-capitalist society*, Harper Business, New York, N.Y.

education system. His views on the importance of the third sector are echoed by not only Jeremy Rifkin but also the British analyst Charles Handy, who sees "gift or voluntary work" essential in the social transformation towards a knowledge-based society in which skilled intelligence is the new source of wealth⁷

By the middle of the 1990's some leading analysts were, however, commencing to question the viability of the voluntary sector within their nation. Robert Putnam's controversial article "Bowling Alone: America's Declining Social Capital" argued that civic engagement and participation in the United States was diminishing at a time when its importance was crucial to dealing with growing socio-economic issues in that nation. Putnam's concern has been reflected on the international scene by Civicus: World Alliance for Citizen Participation, a group that is actively promoting the strengthening of the civil society and economy around the world⁸.

1.3 Lifelong Experiential Learning and the Non-formal/formal Sectors

By 1996 the issue of lifelong learning as an organizing principle and social goal was firmly back on the international agenda. The 1972 publication of the Faure report, *Learning to Be*, had introduced the concept of life-span learning and its critique of the existing traditional education and training systems, however few nations aside from the Nordic countries had made systematic attempts to apply the notion. 1996 was declared the European Year of Lifelong Learning and the same year two major international reports advocated a major shift in educational policy and practice along the lines of a lifelong learning paradigm, namely the UNESCO report, *Learning: The Treasure Within*, and OECD's *Lifelong Learning for All*⁹.

Both of these reports urged a new perspective on learning that valued all forms of learning regardless of how or where it was acquired, whether in the formal education or non-formal private or voluntary sectors. Experiential learning was recognized as equally valuable to that gained in the classroom and a means of assessing experiential learning through prior learning assessment was recommended. These views have joined with another tributary of thought and experience flowing from the United States, namely a methodology based on the insights of experiential thought and practice - service-learning.

2. Definitions

For purposes of this survey the following definitions were used:

2.1 Service-Learning

⁷ See Charles Handy 1990 *The age of unreason*, Harvard Business School Press, Boston MA. and 1995 *The empty raincoat: making sense of the future*, Arrow Books, Essex, UK

⁸ Robert Putnam's article is available at URL:
muse.jhu.edu/demo/journal_of_democracy/v006/putnam.html

The Civicus URL is: <http://www.civicus.org/cindex.html>

⁹ UNESCO, 1996, *Learning: The Treasure Within*, UNESCO, Paris and OECD, 1996, *Lifelong Learning for All*, OECD, Paris.

Service-learning is the integration of formal learning (academic, vocational-technical etc.) with student service in the voluntary or not-for-profit sector, in Canada or abroad, *for academic credit*. It is a form of experiential education/learning that emphasizes -

- reflective thinking
- reciprocal benefits to the student and the community/body involved.

Such service is normally without any remuneration, save expenses. It is distinguished from voluntary/community service that is worthy but does not normally include a direct relationship to curricular or learning outcomes, or involve any systematic form of evaluation, such as candy stripe service. Service-learning principles and practice are often found in many jurisdictions where good teaching practice is exhibited. At the post-secondary level in many provinces it would encompass a range of internships or practica. In most provinces at the school level, it could be found in many programs or courses under the general heading of "work experience", including some co-op education programs, field or work placements, and some community service or leadership courses with appropriate learning outcomes. Throughout Canada some exemplary "locally-developed" courses would readily meet the service-learning definition, although they would not bear that title.

This survey focused on *community service-learning*, that is service-learning conducted at the local community level. There are also forms of *international service-learning* through which students gain accreditation for service-learning carried out in another nation and experience associated cross-cultural learning¹⁰.

2.2 Service for Tuition Credit

Service for tuition credit includes any program or initiative that enables an individual, in- or out-of-school, to use voluntary service for financial credit against student loans or for tuition fee credit.

2.3 Voluntary/Not-for-Profit Sector

The voluntary sector has been defined as that in which "one chooses to commit oneself to a cause or to others in a deliberate spirit of service, in response to one or more perceived social needs, within an organizational context, and in return for some psychic benefit."¹¹ Such a pure definition has been increasingly blurred by the economic necessity of student volunteers on the one hand and the political necessity of society to provide student work experience in a wide variety of governmental and non-governmental venues. Peter Drucker includes hospitals, churches, health and community service groups, and foundations in the non-profit sector.¹²

¹⁰ See Service-learning: Community's missing piece, *Learning Quarterly*, Centre for Curriculum, Transfer and Technology (Vol. 2 Issue 4 December 1998) for a case study of Canadian college students' international service-learning experience in the Philippines.

¹¹ Ilsley, P. J. The voluntary sector and adult education. In *Handbook of adult and continuing education*, 1989. Edited by S. B. Merriam and P. M. Cunningham. Jossey-Bass, San Francisco, CA. p.103.

¹² See Peter Drucker, 1992, *Managing the Non-Profit Organisation*, Harper Business, New York for a discussion of the role and scope of non-profits. Preface pp. xiii - xix.

The contribution of volunteers to the Canadian economy is increasingly important. So too are the learning opportunities gained through such experience. David Ross' 1990 baseline analysis of the 1987 volunteer survey showed that:

- 70% of volunteers reported that learning new skills is an important attraction;
- over 16 million separate skill experiences were recorded;
- over 1/3 million volunteers were able to transfer skill learned as volunteers to their paid work;
- 44% indicated it important that volunteer work provided an opportunity to improve their job possibilities; and
- almost 1/3 of volunteers received some formal training by organizations¹³.

The results of the 1997 National Survey of Giving, Volunteering and Participating revealed that 31% of the population over the age of 15 indicated that they had volunteered¹⁴. This represents an increase of 40% in the total number of volunteers since 1987 which is double the increase of 20% in the Canadian population (aged 15 and over) over the same time period.

It also revealed learning benefits and associated volunteer motivations, for example:

- over 3/4 reported gaining such interpersonal skills as understanding people better, learning to motivate others, and learning how to deal with difficult situations
- 2/3 developed communication skills
- nearly 2/3 increased their knowledge on matters such as health, women's issues, political issues, criminal justice and the environment.
- over 1/2 reported learning organizational and managerial skills

Particularly striking, however, are the differences in responses of youth over the ten-year period. Canadian youth (ages 15 to 24) are more likely in the late 1990's to be volunteers than individuals in any other age group. There has also been a much greater increase in youth volunteering since 1987 (15% versus 4.6% overall). Youth volunteers are particularly likely to volunteer in order to improve job opportunities (54%), to explore their own abilities (68%), and to use their skills and abilities (82%).

3. **International Practice**

Because of the size of its educational enterprise, and the dominance of its English language educational publishing industry, American educational practice and trends have, since the Second World War, tended to influence approaches in other English-speaking nations.

¹³ Ross, David (1990) *Economic Dimensions of Volunteer Work in Canada*, Social Trends Analysis, Secretary of State, Ottawa. See also David Ross and E. Richard Shillington *A Profile of the Canadian Volunteer: A Guide to the 1987 Survey of Volunteer Activity in Canada*, National Voluntary Organizations, Ottawa, 1989.

¹⁴ Statistics Canada, *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey of Giving, Volunteering and Participating*, Ottawa, 1998.

Perhaps the close association of the voluntary sector to the particular culture of the society in which it is found influences the role and relationships of the voluntary and not-for-profit sectors to other sectors such as education. For whatever reason, the concept and practice of service-learning does not appear to have spread to the education systems of other nations in any significant degree.¹⁵ Regardless, service-learning is a significant and growing practice in the United States of America.

3.1 The United States

Service-learning has, over the past 15 years grown across the United States at both the school and post-secondary levels. Over 500 universities and colleges have students engaged in the practice and thousands of school districts throughout the Republic provide service-learning opportunities¹⁶. One state, Maryland, has made service-learning a high school graduation requirement, while several others such as Georgia and California are considering a similar step. A recent study revealed that high school students doing service-learning has increased from 81,000 in 1984 to 2,967,262 in 1997¹⁷

Service-learning in the US gained momentum in 1993 with the creation, by the Clinton administration, of the Corporation for National and Community Service and an associated Trust Act to administer and distribute federal funds to promote community service in all forms. The Corporation's work includes the National Senior Corps, AmeriCorps, and Learn and Serve America - the latter two which promote forms of service-learning.

AmeriCorps, administered through state commissions on national service and the Corporation for National Service focuses on four national priorities: education, human needs, public safety, and the environment. Participants, both students and out-of-school youth over the age of 17, work with a variety of host agencies including non profit organizations, educational institutions, government bodies and Indian tribes. The range of work is broad. Full-time participants earn a modest living allowance and a post-service award of about US\$5,000 helps pay for post-secondary education. These funds can either repay student loans or go toward for future further education costs.

A special program, AmeriCorps*VISTA (Volunteers in Service to America), is a one year, full-time service opportunity to aid low income people to improve their own conditions. Over 5,000 VISTA volunteers, ranging from college students to recently retired persons, receive a subsistence allowance, health insurance, student loan deferment, travel expenses, and a stipend or education voucher on completion of service.

¹⁵ Telephone interview with Maddie Hengel, co-ordinator, U.S. National Service-Learning Clearinghouse, July 22, 1999.

¹⁶ The Campus Compact National Center for Community Colleges maintains a Web site sponsored by over 500 colleges and universities. It includes a variety of resources including a 1997 interview with Jeremy Rifkin on "Community Colleges, Civil Education, and Civic Society". See URL: www.mc.maricopa.edu/academic/compact/

¹⁷ See the National Service-Learning Clearinghouse - Summer 1999 Update for details of this study as well as a recent analysis of 111 dissertations on service-learning at URL: <http://www.nicsl.coled.umn.edu/res/news/sum99.htm>

One of Learn and Serve America's most effective investments is in the National Service-Learning Clearinghouse which covers areas from early childhood to adult education, from school to community-based organizations, as well as information on over 2000 Learn and serve programs. The Clearinghouse, located at the University of Minnesota, operates a very useful Web site and toll free information service.¹⁸

This federal infrastructure has been responded to by a coalition or Campus Compact of more than 500 college and university institutions. Campus Compact works at the national level to promote support and discussion on community service via grant programs and resource material development, and supports a network of 16 state or regional compacts to provide targeted assistance for institutions. A similar NGO, Partnership for Service Learning, offers international program opportunities in almost a dozen nations. Since 1982, more than 2,000 undergraduates and graduates from almost 180 US and Canadian colleges and universities have participated. The Partnership holds an annual conference, publishes materials, offers consultant services, and houses a resource library. One of the most popular nations for international service is the United Kingdom where, for example, American students in fields such as social work engage in service-learning within a country where a welfare state had developed and cultural assumptions are sometimes quite different from those in the US.

3.2 The United Kingdom

The United Kingdom has a long and distinguished history of voluntary activities. American society was initially greatly influenced by the growing array of voluntary associations of 18th Century Britain. Canadian society has sustained even greater British influence, particularly in the education domain, where British intellectual traditions and thought were the dominant influences of Canadian intellectual development up to the Second World War¹⁹.

In recent decades the British voluntary sector has encountered many of the same challenges as those in the industrialized world, namely increased responsibilities and demands as government both off-loaded more responsibility for social and associated services to the voluntary sector while simultaneously cutting government aid to the sector. However the new Blair government carried out its electoral promise to develop plans for a national citizens' service program. In October, 1997 David Blunkett, the Secretary of State for Education and Employment, released a consultation paper on Millennium Volunteers which outlined the following aims, and sought suggestions as to how best accomplish them:

- to promote sustained commitment of youth aged 16-24
- to include full- or part-time volunteering
- to partner with existing voluntary associations
- to expand learning opportunities through a wide range of volunteering experiences, and

¹⁸ The Clearinghouse URL is: www.nicsl.coled.umn.edu

¹⁹ See Ron Faris, *The Passionate Educators* for an analysis of the British influence on the development of Canadian voluntary associations in general and associated adult education approaches in particular.

- to grant recognition for voluntary participation, including possible formal credentialling.

In January 1999 Millennium Volunteers was launched by the Prime Minister with a budget of approximately C\$120 million over three years (about C\$15 million coming from the Windfall Tax and the balance from lottery revenue). Voluntary sector organizational partners will be offered contracts for up to 3 years. A minimum commitment of 200 hours over a 12 month period will be necessary to obtain a Millennium Volunteer Award. Quality assurance will involve self-assessment, peer review and external examination and the youth will be involved with opportunities for review, reflection and learning. Young people will have the opportunity to access formal accreditation for their learning on Millennium Volunteers if they wish, for example to pursue Key Skills qualifications.

Millennium funding to voluntary organizations will be made available when clear added value is demonstrated. In sum, funding support may be available for some or all of the following, where need can be demonstrated and additional costs actually incurred:

- supervision and support to volunteers, including the preparation and review of Volunteer Plans;
- travel expenses for young people;
- publicity, promotion and recruitment;
- equipment and materials for use in activities;
- additional administrative and running costs related to provision of Millennium Volunteer opportunities.

A nation-wide volunteer association, Community Service Volunteers, plays an important role in partnering with a host of educational, private and voluntary sector partners to promote community service throughout the UK. About 50% of its funding comes from national, regional, or local government sources (including grants and contracts) while an additional 15% is obtained from European Union funding. Among its many activities, it promotes a multi-faceted Education for Citizenship program. This program ranges from such activities as Learning Together, where post-secondary students tutor at local school through to some overt service-learning initiatives²⁰. While the UK scene appears to parallel that in Canada in regard to the relative novelty of the service-learning concept and practice, a wide variety of community service initiatives are occurring in many local communities. The Millennium Volunteer scheme has currently strengthened the UK voluntary sector and has hopefully created a future generation of volunteers for their nation.

4. **Pan-Canadian Practice**

Canada is not isolated from the winds of change, whether they be economic, social or educational. Even when a social invention is adopted in this country the diffusion of the innovation occurs over several decades and is unequally distributed across the nation, thanks in part to the regional nature of the country, and in the case of education, the lack of

²⁰ A list of Education for Citizenship publications include several related to service-learning. *A Guide to Service Learning (1996)* provides an introduction to the philosophy, principles and practice of service-learning and another document suggests how to audit service-learning activities in a school. See the CSV URL: www.csv.org.uk/csv/ns4.htm

a coherent national policy as well as the lack of systematic provincial collaboration. This is true in the field of service-learning as any other. Thus one sees an uneven pattern of adoption of this particular methodology. However in several provinces the pre-conditions for both substantial service-learning initiatives as well as the development of significant schemes to enable in- or out-of-school youth with opportunities to earn tuition credit via voluntary service. Just as in the United States, where a three-year study of the scope of service-learning in its various guises and terms is being conducted, this survey revealed a range of existing offerings across Canada that, while not bearing the title 'service-learning', meet the criteria for such a definition. Such programs/courses are in fact simply good experiential education practice that unwittingly have not drawn upon the substantial bank of service-learning research and resources that exists in a variety of key Web sites²¹

As a result of the telephone/e-mail survey it is possible to identify specific initiatives in a number of provinces that enable students to provide voluntary service, often in the community/voluntary or not-for-profit sectors, and sometimes in the educational institution itself. However before doing so, it may prove of value to describe what appears to be a general pattern of provision of programs or courses across Canada.

First, there is a significant difference between the school and post-secondary systems in every province. For example, the term "co-operative education" has a specific meaning in post-secondary systems across the nation. It involves the alternation of academic instruction with work experience, chiefly in the private or public sector, for remuneration. Yet in most provincial school systems it entails work experience in virtually any sector available private, public or voluntary, and does not involve remuneration.

In general, every province has a cluster of school programs falling under the heading of work or job placement that enable some students to engage in work experience in the voluntary sector for no remuneration but for academic credit. In addition, most provincial school systems enable a limited number of "locally developed" courses to be offered for credit towards graduation. It is in these courses that one also finds examples of service-learning - sometimes of an extraordinary nature. For example, at Centennial Secondary in Coquitlam B.C. students formed the Centennial Salmon Club that, together with community volunteers, built a fish hatchery which serves as the basis of a unique fisheries ecology course. Every year students work with members of the Burrard Inlet Marine Enhancement Society until about 100,000 chum and 15,000 coho fry are released.

A general pattern exists across Canada in terms of post-secondary provision. Almost every college or university offers programs/courses that have internship or practica opportunities, often for no remuneration, and in the voluntary or not-for-profit sectors. As we shall learn, several institutions in several provinces have explicitly used the term "service-learning" to describe the methodology used in one or more of their courses.

²¹ For an annotated summary of six of the best service-learning Web sites see Service-learning: Community's missing piece, *Learning Quarterly*, Centre for Curriculum, Transfer and Technology (Vol. 2 Issue 4 December 1998) p.25. The edition is at URL: www.ctt.bc.ca

4.1 Selected Models/Initiatives

Service-Learning

The term "service-learning" and its practice appears to have limited currency in only two provinces, British Columbia and Nova Scotia. In both cases it is found in the adult or post-secondary systems, chiefly at the university level in Nova Scotia (Dalhousie and St .Francis Xavier universities) and the regional college system of British Columbia, although Royal Roads University pioneered a pan-Canadian distance learning model with the assistance of the OLT of HRDC. However in the case of British Columbia an External Credit scheme enables high school students involved in a wide range of recognized out-of-school community activities such as 4-H, cadets, and certain sport certificate programs etc. to earn academic credit.

Earning Tuition Credit through Voluntary/Community Service

Four provinces - British Columbia, Manitoba, Nova Scotia, and Newfoundland - have experience using student or out-of-school youth voluntary/community service as a means earning tuition credit.

Newfoundland has had the longest track record, having initiated its award-winning program under a federal-provincial agreement in 1994. Nova Scotia has had the least experience, having just completed a demonstration service learning project in 1999 that enabled limited tuition aid to those who had successfully complete the scheme, in conjunction with regional HRDC support and has decided this summer to expand it province-wide.

Both Manitoba and British Columbia have completed pilot stages of tuition bearing community service programs and are expanding the programs based on successful evaluation. Neither province has received federal support for their initiatives.

4.2 Current and Planned Service-Learning Activity

Significant initiatives in expanding service-learning are at early planning stages:

- the Canadian Centre for Philanthropy is building a partnership between its Imagine program and the Celebration Canada coalition to develop a service-learning curriculum, "Citizens for a New Millennium", in a nation-wide citizenship education pilot project at the secondary school level
- a joint federal-provincial service-learning pilot project in Nova Scotia will be expanded in Phase II this fall to include more regions, and a Phase III encompassing the total province is under consideration

- the Centre of Curriculum, Transfer and Technology (C2T2) of British Columbia is implementing a planning process this fall to expand service-learning in the provincial post-secondary system. The process under consideration includes an invitational "think-tank" co-sponsored by the Ministry of Advanced Education, Training and Technology and C2T2 that would develop an agreed upon service-learning provincial definition and guidelines. Increased use of existing funding systems to expand service-learning would also be explored. A major post-secondary conference in the year 2000 will feature service-learning. C2T2 is also planning to include a service-learning node on its expanding Web site.
- the Gitksan Tribal Office in British Columbia has placed service-learning as the central methodology of its proposed 20 year Millennium education plan for the Upper Skeena, and a pathfinder learning community project using service-learning has commenced through an Office of Learning Technology grant.

5. **Strategic Recommendations From International and Pan-Canadian Events**

Canada is the only major OECD nation, including federal systems like the US, Australia, and Germany, that is without national educational goals, objectives or a national lifelong learning strategy. Unlike other nations, including federal states, it does not have a federal department of education and thus some of the unilateral initiatives taken in Britain or the United States in regard to voluntary service, including service-learning is not directly relevant. However several lessons can be learned.

First, citizenship education and career exploration, inherent concerns and responsibilities of any democratic nation, can be actively promoted by a federal government in collaboration with vibrant voluntary and education sector partners. Second, a methodology such as service-learning that has demonstrable citizenship education and career exploration effects, provides a strategic opportunity for federal/provincial and voluntary sector partnerships. Third, leadership in at least two provinces, British Columbia and Nova Scotia, in regard to service-learning, and four provinces related to earning tuition fees through voluntary service - British Columbia, Manitoba, Nova Scotia, and Newfoundland - provide the essential conditions for some early and tangible successes if federal and provincial authorities, in collaboration with the voluntary sector, were to enter the first stage of an incremental roll-out of a future pan-Canadian service-learning and tuition credit scheme.

Finally, both the proposed Canadian Year/Decade of Lifelong Learning and the imminent 2001 Year of Volunteers initiated by the United Nations, provide an opportunity to initiate several programs, in concert with voluntary sector and provincial/territorial partners, that will benefit both local communities and the students who would serve them.

ANALYSIS

6. The Canadian Setting

The conditions for such a federal/provincial/territorial/voluntary sector partnership appears to be emerging as new, more positive relationships on the federal-provincial scene evolve.

6.1 Social Union Framework

In February, 1999 the federal government and all provincial and territorial governments except Quebec reached agreement on a *Social Union Framework* to co-ordinate development and management of social policies and programs. Principles of relevance to national strategy for service-learning and tuition credit include:

- Treat all Canadians with fairness and equity
- Promote equal opportunity for all Canadians
- Ensure access for all Canadians, wherever they live or move in Canada, to essential social programs and services of reasonably comparable quality
- Promote the full and active participation of all Canadians in Canada's social and economic life
- Work in partnership with individuals, families, communities, voluntary organizations, business and labour, and ensure appropriate opportunities for Canadians to have meaningful input into social policies and programs
- Ensure adequate, affordable, stable and sustainable funding for social programs

The *Social Union Framework* provided a context for the release in May, 1999 of a *National Children's Agenda*.²²

6.2 National Children's Agenda

The *National Children's Agenda* proposed four goals for Canadian children aimed at assuring that all children be:

1. healthy physically and emotionally
2. safe and secure
3. successful at learning, and
4. socially engaged and responsible

The proposed *Agenda* is not intended primarily to affect federal or provincial program spending, but rather first to encourage broad consensus around how Canadian children should be treated. Suggested measures about co-operative actions Canadians could take to support children, and which bear upon potential service-learning initiatives in communities include:

1. supporting parents and strengthening families
2. enhancing early childhood development

²² See URL: http://socialunion.gc/menu_e.html for *A Framework to Improve the Social Union for Canada* and the *National Children's Agenda*.

3. providing early and continuing learning experiences
4. fostering strong adolescent development
5. creating supportive, safe and violence-free communities

Imaginative, targeted service-learning programs at both the school and post-secondary levels could assist in achieving the objectives of the *Agenda* while simultaneously providing both career exploration and civic learning opportunities.

6.3 Labour Market Development Agreements

The evolving federal-provincial labour market agreements provide yet another opportunity to build partnerships for career exploration through not only community but also international service-learning. For example, one of the students who served in the Camosun College international service-learning project in the Philippines in 1994 was recently part of the international team of observers in the Timor independence referendum. As a result of his service-learning experience he had decided to commence a public service career through an international NGO. As labour market agreements enter new phases they will hopefully be expanded to enable a wide variety of service-learning opportunities in the increasingly important voluntary sector.

7. Life-Span Opportunities for Service-Learning

While many think of service-learning as an educational methodology applicable to full-time students, the reality is that it is a powerful approach to serving many other clientele. For example, American research indicates that it can be especially effective with at-risk and/or out-of-school youth. For many youth who do not thrive in the traditional classroom but can learn best in real-life situations, service-learning serves as a means of personal growth, career exploration and civic learning. Results of the recent Nova Scotia service-learning project that entirely involved out-of-school youth, many of whom were at risk, show that 65% of the 45 participants are currently either in employment or further training at the conclusion of the program.²³

Service-learning, according to some research, is particularly effective for adult students as they appear to be capable of more meaningful reflective thought than some younger students and often bring a wealth of life experience to their learning and those they serve. The same is especially true for seniors engaged in service-learning, often in intergenerational roles as mentors or guides to youngsters.

8. Links 2001: International Year of Volunteers and Possible Canadian Year/Decade of Lifelong Learning

The Year 2001 has been declared by the United Nations as the International Year of Volunteers and consideration is being given by the federal government to declaring 2001 as the Canadian Year of Lifelong Learning and the beginning of a Decade of Lifelong

²³ Telephone interview with Rick Gilbert, Nova Scotia Youth Secretariat, September 11, 1999

Learning. The philosophy, principles and practice of service-learning are such that they bridge both events.

The concept of lifelong learning values and promotes learning wherever, whenever and however it is acquired. It recognizes and celebrates the learning that goes on in the voluntary as well as the formal education sector. It esteems experiential learning as an important component of the seamless robe of knowledge, skills and attitudes that a truly educated person acquires over a life-span. Service-learning is an important and powerful method of experiential education that one should be able to experience in a modern lifelong education system.

8.1 International Year of Volunteers

The Year 2001 will be an opportunity to recognize the important contribution of volunteers and the voluntary sector to our democratic way of life. Volunteers, and the organizations they serve, are crucial to the maintenance of a robust democratic society in which both diversity and continuous learning are celebrated. Volunteerism is both an expression of civic responsibility and a contribution to the social capital of a community. It is also a means by which increasing numbers of youth acquire not only skills but also their first formal work experience.

Thus an important opportunity to build upon youth's interest in serving and learning in the voluntary sector could be taken in 2001 - the International Year of Volunteers - through a strategy that focused on providing increased service-learning opportunities to young Canadians during and after that Year. An important component of such a strategy would be financial assistance to the voluntary sector recipients of increased youth participation in service-learning, possibly along the lines of that provided by the UK Millennium scheme. A Canadian approach to this initiative would be to use the pan-Canadian network of the volunteer bureaus as host agencies/conduits to allocate funds to voluntary sector partners involved in service-learning programs.

8.2 A Possible Canadian Year/Decade of Lifelong Learning

The Canadian Link to Lifelong Learning (CLLL) has submitted a multi-faceted proposal, "Towards a Learning Canada", that highlights many ways in which the federal government, in partnership with the provinces and territories, private and voluntary sectors, and individuals across the nation will lead to a learning culture for Canada. It proposes that the Year 2001 be declared the Canadian Year of Lifelong Learning and that the period 2001 to 2010 be recognized as the Decade of Lifelong Learning.

Among the reasons for such an initiative would be the creation of a more competitive Canada in which all of its learning resources, whether in the formal education or non-formal private and voluntary sectors, would be utilized, often through effective cross-sectoral partnerships. Many roles were identified in the CLLL proposal where the federal government leadership and commitment would be crucial to pan-Canadian policies, programs and promotion of lifelong learning - not the least in the crucial pre-natal to pre-

school period, school-to-work transitions, and active citizenship through volunteerism - for youth through to seniors. In all of the aforementioned program areas the federal government has historically played a role, and in each the use of imaginative service-learning initiatives could benefit not only the recipient community but also the student who is serving.

A service-learning partnership initiative that would be in full effect in 2001 would meet the need of both the Year of Volunteers and the Year of Lifelong Learning for a unifying and bridging theme. It would be a concrete example of federal-provincial-voluntary sector collaboration that would challenge Canadian youth and meet increasing community needs to build the social capital so necessary for the 21st Century knowledge-based society. A major issue is how such an initiative could be implemented.

RECOMMENDATIONS FOR POLICY/PROGRAM INITIATIVE OPTIONS

9. Policy/Program Options

At least three policy options exist in this field:

1. Laissez-faire;
2. Pan-Canadian universal approach; and
3. Pathfinder project approach.

9.1 Laissez-faire

The present federal policy of essentially letting a number of initiatives arise at provincial or institutional levels in both service-learning and tuition credit for voluntary service could continue. It has resulted in some innovative approaches in both fields and yet this largely uncoordinated approach has resulted in incoherent and unrecognized practice - anomalous policies exist and few, if any, officials outside (or even sometimes within) a jurisdiction know of some of the innovative projects that have been undertaken. Despite the interest and expertise of many of the telephone/e-mail survey respondents few, if any, had heard of any initiatives outside their own jurisdiction and most were concerned that if and when they do develop service-learning or tuition credit initiatives they not re-invent the wheel. Based on best practice in the US and the UK, Canada's need in both fields, and adherence to the principles of the *Social Union Framework*, this option is not recommended.

9.2 Pan-Canadian Option

The objectives of the *Social Union Framework* are to develop high quality, universal and equitable social programs across the nation. to this end a pan-Canadian policy option that entailed initial involvement of every province or territory should be considered. Certainly recent surveys of youth attitudes towards volunteerism on the one hand and cross-Canada concern about student ability to earn post-secondary tuition would lead one to further explore the potential of a joint service-learning/tuition credit approach. Further, there appears to be strong voluntary sector support in every region to provide more citizenship opportunities for youth as well as afford young people the opportunity to explore future careers in the voluntary or not-for-profit sector.

The ultimate objectives of the Pan-Canadian Option are worthwhile but the survey revealed a remarkable difference in the readiness of some jurisdictions to engage immediately in either service-learning or tuition credit initiatives. Neither the initial experience, expertise nor infrastructure appears to be present in some provincial or territorial bureaucracies to assure needed early success of any initiative launched in the near future. It for these reasons this option is not recommended.

9.3 Pathfinder Option

One cannot help but be impressed by the imagination and initiative of leaders in the field of both service-learning and tuition credit schemes. Largely unheralded, they have gained considerable experience, largely successful, in implementing these programs.

In the field of service-learning two provinces, British Columbia and Nova Scotia, appear to have a growing commitment to the philosophy, principles and practice of service-learning. Both intend, subject to funding, to expand their efforts in this field and are laying plans to do so. While British Columbia's initiatives heretofore have received no federal assistance, those in Nova Scotia received limited federal assistance and are poised to receive substantially more aid.

In regard to credit for tuition the picture is equally mixed. While Nova Scotia is once again on the verge of obtaining a greater federal contribution, Newfoundland has, since 1994, received federal cost-shared support for its SWASP (Student Work and Service Program). Neither British Columbia's Community Youth Action scheme nor Youth Serves Manitoba have federal financial support. Given the growing student need to obtain financial assistance to meet growing costs of post-secondary education, and the positive response of both communities and the voluntary sector to these nascent programs, the addition of federal financial support for these programs on a Pathfinder research basis would be a win-win situation for all concerned. Much can be learned from the four different models and hopefully applied to an incremental roll-out of the program.

Two emerging initiatives of potential national consequence could also be included in the Pathfinder Option. First, the Canadian Centre for Philanthropy in concert with Celebration Canada is planning to engage in a multi-year secondary school service-learning initiative to promote citizenship education. Second, the Gitksan Treaty Office is developing a 20 year Millennium education plan centered on service-learning. The OLT Community Learning Network Initiative project that has already commenced in the Gitksan-Upper Skeena region is focused on service-learning and as such is a mini-Pathfinder project. With added resources, an important cross-cultural service-learning initiative could be mounted which is aimed at building a learning community partnership between Gitksan and non-Gitksan people in the Upper Skeena region. Thus service-learning is being used to develop young First Nation citizens who want to build bridges between the Gitksan and non-Gitksan in their region.

Finally, consideration should be given to testing the efficiency and effectiveness of using the Volunteer Canada network of volunteer bureaus to administer and allocate funding to the voluntary sector partners who encounter significant additional costs as they respond to increasing requests of education partners for service-learning placements. Once again, Pathfinder projects could guide wider future initiatives.

In order to gain early success in the emerging areas of service-learning and credit for tuition, to learn from the experience and expertise of collaborating provinces, to tap the energy and commitment of communities and the voluntary sector, and to share this information Canada-wide following initial action research-based assessment, the Pathfinder Option is recommended.

APPENDICES

I. Key Informants

British Columbia

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Alan Currie,
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National Voluntary Sector Leaders

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Paddy Bowen
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Al Hatton
Executive Director
Coalition of National Voluntary Organizations (NVO)
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Chris Pinney
Director Imagine
Vice-President Corporate Citizenship
Canadian Centre for Philanthropy
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Federal Government (Ottawa)

Roberta Bustard
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HRDC

Renee Joyal
Analyst, Federal-Provincial Relations
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United States

Madeleine Hengel	Rob Shumer
Co-ordinator	Director
National Service-Learning Clearinghouse University of Minnesota St. Paul	

II. **Highlights of Four Models of Tuition Credit**

1. **Newfoundland**

The Student Work and Service Program (SWASP) was initiated on a pilot basis in 1994 and has continued with refinement and expansion every since. The Program, initiated under a Federal/Provincial Strategic Initiatives Agreement, has been financed on a 50%/50% federal/provincial basis until 1998-99. This year the expenditure of some three million dollars is based on a contribution of \$1 million by the federal government (from its summer career placements program) and \$2 million by the province. The previous year the federal government contributed \$2 million and the province \$1.5 million. It targets:

- youth in receipt of social assistance or those from rural areas entering or returning to post-secondary education
- single parents attending Memorial University and older adults and single parents attending the College of the North Atlantic
- members of the general youth population having difficulty finding employment

Target sponsors include small businesses and not-for-profit organizations and agencies, including post-secondary institutions.

Project objectives include;

- testing the impact of the stipend/voucher approach in assisting participants to attend full-time studies
- assisting participants, particularly rural youth, to acquire career-related experience
- providing a model of successful transitions from education to work and work to education

The Program has two primary components, 1) Paid Work and 2) Community Service. The Community Service component was designed to provide students with career-related experience within not-for-profit agencies. Students are placed for a maximum of eight weeks (or 280 hours) in community agencies, They receive a \$50 per week stipend to cover out of pocket expenses associated with the placement, and a tuition voucher valued at a maximum of \$1,400. social assistance clients are targeted with a portion of the annual program funding. community agencies are involved in all placements.

A tuition voucher is presented to students upon completion of their work or community placement. Upon registering for post-secondary education, the student presents the tuition voucher to the registrar of the institution who in turn forwards it to the Department of Education and the Department issues payment directly to the institution. If only a portion of the tuition voucher is used, a second one is issued to the student for the remaining balance.

Since its inception in 1994:

- more than 90% of program participants who earned tuition vouchers have used them
- about 30% of social assistance clients indicated that they would not have returned or remained in post-secondary education without SWASP

- a "Tutoring for Tuition" program evolved which enables a senior secondary student to earn up to \$630/year post-secondary tuition voucher for tutoring other students from the elementary to high school level (this program is now totally funded by the province)

2. **British Columbia**

Youth Community Action began in June, 1998 and is expanding in its second year based upon successful evaluation results that will be released in October, 1999. The program enables youth, 15 to 24, to earn credit for tuition fees while participating in community service projects. Non-profit agencies design projects that will involve youth and leave a legacy of community enhancements in areas such as community development, culture, literacy, recreation and community safety. Young people who complete the projects will earn credit - at \$8 per hour and up to a total of \$2,400 - that can be applied toward post-secondary tuition fees. Placement must range from a minimum of 100 hours (\$800) to a maximum of 300 hours (\$2,400). The credits are redeemable at eligible British Columbia post-secondary education and training institutions for tuition costs.

The original target of 1,000 placement was exceeded by over 700 more (1,731 participants in year one), and the target for 1999-2000 has been raised to 1,200 placements. The average tuition credit in year one is approximately \$1,200. No federal assistance went towards the \$3 million program (approximately \$1 million went to the administration/supervision of some 16 not-for-profit agencies who acted as regional hosts/administrators of the program as well as the local community agencies who sponsored the youth projects).

3. **Manitoba**

Youth Serves Manitoba is a relatively small program of youth community service that has gained community support far beyond its \$200,00 budget. Full-time post-secondary students who provide at least 100 hours of meaningful, part-time community service work with a registered not-for-profit or charitable organization gain a \$500 bursary towards tuition or student loans. Students may apply after January 1999 to increase their hours of service to 200 hours to receive a \$1,000 bursary. Either students or prospective sponsoring organizations may initiate mutually agreed upon projects.

The project is operated by the Youth Program Branch of Manitoba Education and Training, in partnership with the Volunteer Centre of Winnipeg and other community organizations, including a number of church groups. Agencies will identify a mentor for each student and will be encouraged to match positions with student's field of study or career interests.

4. **Nova Scotia**

Nova Scotia's Youth Service Learning (YSL) Project is the only case study involving the term "service learning". It is important to realize that they have chosen to use the concept in its non-formal sense. That is, the learning is not strictly related to any academic curriculum

but rather is purposive yet uncredentialed learning acquired during the duration of the project. The learning involved some seminars around topics such as life skills, including development of a career and life management plan, as well as general job skills and confidence building. That having been said, the results of the recently completed Phase I are impressive, with 65% of the 45 participants entering either employment or further education.

The YSL project was implemented in 1998-99 through collaboration of the Nova Scotia's Youth Secretariat, the Department of Economic Development and tourism, the Department of community services, the Department of Labour, the Department of Education and Culture, the Sports and Recreation commission and HRDC. HRDC contributed only \$15,000 to the Province's \$250,000 in Phase I but more equitable contributions are under discussion for Phase II.

The first Phase occurred in eight south-western Nova Scotia communities where community agencies proposed projects of local benefit to be carried out by 45 youth-in-transition for an 16 week period. The youth were paid for the service work they completed and a completion bonus of \$500 was paid upon project completion for participants pursuing further education or employment options.

Plans by both provincial and federal partners to extend SWASP to even more communities in Phase II are now underway, and consideration is being given to an eventual provincial roll-out in Phase III.

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C. **Web sites**

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Community Service Volunteers of the UK is at URL: www.csv.org.uk/csv/ns4.htm

Robert Putnam's article, "Bowling Alone", is available at URL: muse.jhu.edu/demo/journal_of_democracy/v006/putnam.html

Rifkin on "Community Colleges, Civil Education, and Civic Society". See URL: www.mc.maricopa.edu/academic/compact/

See the National Service-Learning Clearinghouse - Summer 1999 Update for details of a study on increased service-learning participation in the US as well as a recent analysis of 111 dissertations on service-learning at URL: <http://www.nicsl.coled.umn.edu/res/news/sum99.htm>

See URL: http://socialunion.gc/menu_e.html for *A Framework to Improve the Social Union for Canada* and the *National Children's Agenda*.