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APRENDIZAJE-SERVICIO EN CLAVE INTERGENERACIONAL. EVALUACIÓN DE EXPERIENCIAS

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‘Aprendizaje-Servicio en clave intergeneracional’ (‘Service-Learning in Intergenerational Key’) is a collaborative work that collects the innovative strategies and collaborative experiences, with a clear vocation of service that, from the university level, seeks the promotion, creation, and implementation of educational programs in place to respond to detected social needs in the community and based on intergenerational solidarity to be able to carry them out.

Currently, the post-pandemic scenario has put into the center of the scene, among other things, detected needs from different social agents, of finding innovative solutions for the reconstruction of the affective bonds between people. In addition, the 2030 Sustainable Development Agenda (United Nations, 2015) demands to start up and to take citizen actions to enable the initiatives for the achievement of the Sustainable Development Goals (SDGs) from the educative ambit to social sphere.

On the other hand, Service-Learning Methodology fits perfectly with the objective of promoting the creation of affective bonds between people from different generations in order to transform, to cohesionate and to get the learn through the social needs detection from the educational framework, in order to reduce inequalities and achieve the proposed learning. (García,

2021; Navío, 2021; Valdemoros et al., 2021; Sáenz de Jubera et al. 2016).

In this context, the written collective labor, collects fourteen experiences based of the Service-Learning methodology that gives an innovative answer to social needs through shared experiences between generations, getting learning in all participants and accomplishing to transform the society. In these experiences, it can be found the participation of forty-five professionals from diverse disciplines, different educative levels and institutions. Who have design, implement and evaluate the experiences that are described in this book, and point out the value that it is possible create collaborative networks university-school-society.

It is shown the experiences, developed by teachers from, kindergarden, primary and secondary stages, of various educational centers from Spain, as well as, lecture-researchers from some universities, and their students, both undergraduate and graduate that have collaborate designing, implementing and evaluating different intergenerational initiatives, to respond to social needs through the Service-Learning methodology. Further more, they have work in collaboration with some nursing homes and the students’ elder relatives, encouraging of physical-motor habits, the leisure activities, the linguistic competences, traveling, traditional games, the ICT, promotion of values through tales, or the dialogic gathering.

Definitely, an essential collection of experiences of the Learning-Service methodology that are bound to create very effective learning through the intergenerational solidarity, stimulating social transformation processes and sustainable development initiatives.

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