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**Community Service and Service Learning in Canada:
A Profile of Programming Across the Country***

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Principal Investigators:

Steven D. Brown, Ph. D.
Wilfrid Laurier University

Agnes Meinhard, Ph. D.
Ryerson University

Kimberly Ellis-Hale, M.A.
Wilfrid Laurier University

Ailsa Henderson, Ph. D.
University of Toronto at Mississauga

Mary Foster, Ph. D.
Ryerson University

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A. Introduction

Over the past two decades, support has grown for the idea that schools should play a more active role in promoting the civic development of young people. A substantial body of literature has documented the benefits to be had from introducing school-based initiatives such as community service and service learning programs (Billig, 2004). ~~M~~And many school jurisdictions in both the developed and developing worlds have responded ~~to this impulse~~ by introducing a wide variety of high school programs involving some combination of ~~these~~ ~~two~~ community service and service learning. ~~Indeed, in the United States, as of 2004, fully 83% of public high schools were offering community service programs of one kind or another, and 44% of all schools were mounting service learning programs (Scales & Roehlkepartain, 2004). As Arenas, Bosworth, and Kwandayi (2006) demonstrate, this is truly a global trend.~~ ~~While~~ there are similar initiatives in all of the developed countries, and school-related civic engagement programs are also found in developing countries such as ~~varied as~~ Botswana, Nigeria, Columbia, Trinidad and Tobago, China, Nicaragua (in the 1980s) ~~If this example was limited only to the 1980s, it should not be included here as this clause is in the present tense, i.e., these programs are found in these countries.~~, Tanzania, Mozambique, and Cuba.

It is not clear how Canadian school programming on this front compares to that ~~developments~~ elsewhere. ~~This is partly because responsibility for education in Canada rests with the ten provinces and three territories, producing thirteen distinct program regimes.~~ ~~And,~~ unlike the U.S. where there have been several nation-wide school-based initiatives such as *Learn and Serve America* and the *Corporation for National and Community Service*, there has been no comparable effort in Canada to coordinate ~~facilitate~~ programs ~~co-ordination~~ or ~~to~~ assess the overall picture. ~~As a consequence, we have~~ had only a vague and fragmentary idea of community service and ~~or~~ service learning programming as it is practiced in high schools across the country.

The research reported here is a first attempt to fill this information gap ~~address this question.~~ ~~This report~~ Specifically, it provides a snapshot of the approaches that have been adopted in each Canadian province and territory with respect to school-based community service and service learning.