

**Cooperation Practicum in Nicaragua:  
A service-learning experience for completing the  
work placement and degree final project in the  
Faculty of Educational Sciences and Psychology**

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## The Cooperation Project Practicum in Nicaragua

The Cooperation Practicum in Nicaragua is the result of a cooperation agreement signed in 2004-2005 between the Faculty of Educational Sciences and Psychology (FCEP) of the Universitat Rovira i Virgili (URV) and the *El Sueño de la Campana* Foundation of San Ramón (Matagalpa, Nicaragua). The main aim of the project, approved by the Faculty Board, is to include, as part of our students' training, supportive external practicums that will help them to become good professionals and individuals who are sensitive to the problems of the modern world and who understand how people in other countries suffering from poverty and marginalization live. Since 2012-2013, the project has been considered a service-learning experience.

### What is the *El Sueño de la Campana* Foundation?

The Foundation is a private, non-profit, non-governmental, apolitical, secular and non-denominational entity located in San Ramón, a mainly rural municipality in the department of Matagalpa. The founders were a group of like-minded people from various working backgrounds (including teachers, psychologists, educators, and law and banking professionals) who shared the idea that all human beings have the right to enjoy a minimum quality of life and to satisfy their basic needs with dignity ([www.fundacionlacampana.es](http://www.fundacionlacampana.es)).

The three pillars on which the fundamental activities that characterise the Foundation are based are:

1. Generating self-sustaining jobs for Nicaraguan men, women and young people in order to establish cooperation that helps to modify the structural situation of underdeveloped countries and avoid welfare policies that merely reinforce and encourage dependency and the passivity of these peoples.
2. Fostering education, training and culture for inhabitants of the area as a basic and essential tool for social transformation, encouraging responsibility, critical spirit, safety and commitment.
3. Offering professional and human cooperation for practicum students from the FCEP and visitors from our and other countries staying at the *El Sueño de la Campana* hotel in San Ramón, Matagalpa.

The most important projects conducted by the Foundation are based on two of these axes: self-sustainable development and education (see below):

## 1. Ecotourism hotel and cooperation

The building and main entrances and are fully fitted and equipped and since June 2006 all guests, travellers and volunteer workers have been welcomed with the utmost dedication and professionalism. At present the facilities provide steady jobs for 50 local people.



The students are accommodated at the hotel during the period of the practicum and use its facilities. By doing so, they help to achieve one of the main objectives of their cooperation programme, which is the self-sustainability of the jobs at the Foundation.

During their stay, our students enjoy quality board and lodging, living in a safe and welcoming family-like environment with people for whom sincerity and warmth are signs of identity.

Also located on the grounds of the Foundation is *El Rancho*. This is an area for leisure activities for local inhabitants and visitors to San Ramón where they can eat healthy food for a very reasonable price, enjoy a drink, and have fun with karaoke in a quiet and pleasant environment. *El Rancho* also lends support to the hotel restaurant when large groups of people are accommodated.



## **2. Cultural and Educational Centre**

The main aims of the Cultural and Educational Centre, which is located on the grounds of the Foundation, are to provide a meeting space for the inhabitants of San Ramón and nearby communities, and to promote education and culture.

The centre provides psychoeducational and cultural activities for local people, with priority given to the needs of children, teenagers and women.

Numerous and varied social events are organised for local inhabitants: reception and care for the mothers and relatives of the children, musical performances, cinema, plays containing social awareness messages, meetings of indigenous groups, initiatives organised by other entities, etc.



Both the Hotel and the Cultural and Educational Centre provide the basis for all the other projects that are organised in response to the needs of the local population and the surrounding region.

### 3. “Diviértete y aprendo” (Entertain me and I will learn)

We could say that the most important project currently being carried out by the *El Sueño de la Campana* Foundation is *Diviértete y Aprendo*. This educational project is based on games and emotional education via which the children of San Ramón and nearby communities receive educational support while having fun and reinforcing democratic social values based on a culture of peace.



### 4. The Cooperation Practicum of the Faculty of Educational Sciences and Psychology

The Cooperation Practicum is part of a much wider multi-sectorial intervention plan carried out by the Foundation that aims to involve the entire local community in its own development, identifying local needs and promoting participatory management in the various projects. The FCEP’s involvement focuses on educational, psychological and social aspects, mainly working with the most vulnerable groups: children, adolescents and women.

#### Who is the cooperation practicum for?

The Practicum is intended for students of Infant Education, Primary Education, the double degree in Infant and Primary Education, Social Education, Pedagogy or Psychology. It is included in the subject entitled Practicum or Work Placement as well as the Degree Final Project for these degrees, provided students satisfy the degree requirements for registration.

From an educational perspective, the Practicum is an innovative form of external practice thanks to its internationalization, interculturality, cooperation, interdisciplinarity, teamwork and pedagogical and psychological support in a disadvantaged environment. Since 2012-2013, it has been considered a service-

learning experience. These experiences combine community service, content learning, competences, skills and values through reflective practice. This option enables both the Work Placement and the Degree Final Project for the above programmes to be completed via a service-learning experience in a completely different environment from those of the practicums usually offered at the FCEP.

The number of places available for each undergraduate programme depends on the number of students enrolled on each programme and the availability of spaces in Nicaragua:

- ✦ Infant Education: 4 places.
- ✦ Primary Education: 4 places.
- ✦ Infant and Primary Education: 2 places.
- ✦ Social Education: 2-3 places (depending on the number of applications and including applications from Pedagogy).
- ✦ Pedagogy: 2-3 places (depending on the number of applications and including applications from Social Education).
- ✦ Psychology: 5 places.

The periods for the Practicum are:

- ✦ First semester for Infant Education, Primary Education and the double degree in Infant and Primary Education.
- ✦ Second semester for Social Education, Pedagogy and Psychology.

In the case of Infant and Primary Education, if the number of applicants from either of these degrees does not cover the places available, the places can be covered by applicants from the other degree. With regard to the second semester, since the availability of places depends on those available in Nicaragua, we cannot ensure that all the places indicated will be covered.

### **Aims of the Practicum**

The Cooperation Practicum has several general aims common to all undergraduate programmes. These can be summarised as follows:

- a) To cooperate in the educational, psychological and social fields in the municipality of San Ramón, working with children, adolescents, women and people with special needs.
- b) To offer students the opportunity to use, in a different environment, the knowledge they have acquired on their undergraduate programme.
- c) To encourage students to learn how to adapt, with an open and respectful attitude, to an environment with a different economic, social and cultural reality.

d) To contribute to the students' development and personal growth.

With these general aims in mind, once each student's Practicum has been planned, specific goals are set in accordance with their undergraduate programme and the centre(s) assigned.

Moreover, since the Cooperation Practicum in Nicaragua is a service-learning experience, emphasis is placed on students acquiring core competence C5 (being committed to ethics and social responsibility as citizens and professionals).

### **Selection process**

Generally, a presentation of the Cooperation Practicum is given to interested students by the Practicum coordinator at the FCEP in the month of October. This session is mainly intended for third-year students who, if they pass the selection process, will be able to do their Work Placement in Nicaragua and their corresponding Degree Final Project the following year. Whenever possible, students at Terres de l'Ebre Campus and Baix Penedés Campus are able to follow this presentation by videoconference. In the presentation the Practicum coordinator describes the characteristics of the Practicum, answers any questions that may arise during the session, explains which documents the students need to submit with their application and when they need to submit them, and informs students about the approximate dates for the candidate interviews. The students are responsible must attend the meeting and note the dates. The coordination team does not send out more information by e-mail.

Given the nature of the Cooperation Practicum, students are not selected exclusively on academic criteria. Other characteristics such as initiative, autonomy, sensitivity, the ability to adapt to a new environment, tolerance, and respect for those who are different are essential qualities and attitudes for this type of Practicum. For this reason we consider it essential to hold a face-to-face interview in Spanish with all applicants.

After the deadline for the applications has been reached and all the documentation has been submitted, all applicants are notified of the place and time of their interview by email.

Students have to be aware of their abilities and their limitations, all of which can have an impact on a Practicum like this one. We recommend students to find information on Nicaragua and the region where the Practicum takes place. The Practicum is an enriching personal experience that will test the students but it is not a place to solve personal issues. For one thing, cohabiting with 4-5 people in a confined space such as the dormitory they share with their colleagues and living in a different environment a long way from our social networks are important aspects they need to seriously consider before submitting their applications. Equally, they need to reflect on

the fundamental values that underlie their behaviour and whether these are suited to the new environment where they intend to carry out their pre-professional practice.

The documents, which must be submitted by the deadline and with the format and characteristics explained during the presentation, are:

- a) A curriculum vitae outlining the student's work, voluntary or collaboration experience in Catalonia or elsewhere in accordance with the model format issued.
- b) A brief covering letter explaining why the student has chosen this Practicum, what he or she can offer it, and what he or she expects to gain from it.
- c) The student's academic transcript, with an updated GPA and the credits he or she has obtained so far (this can be downloaded from the URV website).

All these documents must be submitted by e-mail to the Practicum coordinator in a single PDF file. The file must be written in Spanish and the student's name must appear on each page, which must be numbered. The file name must contain the student's name and degree programme. Incorrectly named files will not be accepted and will be considered sufficient reason to reject the application.

Provided students satisfy the degree requirements for registering for the Practicum and Degree Final Project, the selection criteria are as follows:

- The student's academic transcript (with GPA and credits obtained at time of application deadline) counts for 25%.
- The student's curriculum vitae (national or international cooperation experience, volunteering, teamwork, etc.) counts for 25%.
- The face-to-face interview in Spanish counts for 50%. The interview comprises a short conversation with a three-member panel on the student's professional and personal motivation for doing the Practicum and on the student's hobbies, work, and opinions on various topics, etc. The panel to assess the student's aptitude for conducting this cooperation practicum comprises the Practicum coordinator, a member of the *El Sueño de la Campana* Foundation, and a tutor from the student's undergraduate programme.

### Preparing the successful applicants

Since students will conduct their Practicum in an environment that is geographically, culturally and socially different from their own, the FCEP organises a compulsory training programme to be held in several sessions. The topics for these sessions are:

- a) An overview of development cooperation in developing countries, presented by Joan Fuster, director of the “URV *solidària*” Centre for Development Cooperation.
- b) A general presentation of the *El Sueño de la Campana* Foundation, including its organisation, philosophy and projects, led by Oriol Curull and Montse Carrión, members of the Foundation.
- c) How the Practicum works, the role of the coordinator in Nicaragua, the role of the two tutors (one from the FCEP and one from the centre in Nicaragua), the frequency of contacts, and the information that must be sent to FCEP tutors to help them with their supervision. Opinions are expressed and the responsibilities of the students, the URV and the Foundation during the practicum are discussed. This discussion is led by the Practicum coordinator in Tarragona.
- d) A dynamic and enriching final talk on Nicaragua and its history by Enric Font, president of the Casa Nicaragua in Catalonia, to explain some of the characteristics of the people of Nicaragua.

Also held are meetings with students from all the undergraduate programmes who have taken this Practicum in the past. These meetings help students to prepare and select materials that will be useful to them when working at the various centres.

### Cooperation practicum work centres

The Practicum work centres may be subject to modifications. This is due to their characteristics and especially to the sharp drop in investment experienced by many of the centres, which unfortunately usually only survive economically thanks to financial contributions from NGOs.

This section refers to centres with which the Cooperation Practicum in Nicaragua has already worked. We should point out, however, that this does not necessarily mean that these are the centres that students can currently choose from. Moreover, the assignation of a centre to an undergraduate programme may depend on the activities that are being carried out at each centre at a given moment. Some of the centres where students have worked in the past are:

- a) **Students of Education and Psychopedagogy:** Primary schools in San Ramón, Fray Bartolomé de las Casas school, the village of San Ramón, and the secondary school in San Ramón.

The schools where the students work vary in size and population. All possess limited financial resources. The community schools are small and dotted around the village of San Ramón. In these primary schools, children of different levels are often taught in the same classroom. The *Fray Bartolomé de las Casas* school is also located in the village. It has a larger number of pupils and slightly larger but also limited facilities. The number of pupils per classroom is very high. Finally, the *Instituto de San Ramón* is the only secondary school in the village. It includes all levels of secondary education and has 17 teachers for over 1,000 students.

This is the most suitable type of work for students of Infant and Primary Education, students of Pedagogy, and students of Psychology who are interested in education. Although each student performs different tasks, all the tasks are necessary and complementary. They are also intended to improve the education of the children in the community and enable our students to become familiar with a different educational environment and learn from the people who work there on a daily basis. However, as has been tested recently at Fray Bartolomé de las Casas, the work may also include activities with families and the community. This would also make it suitable for students of Social Education.

- b) **Students of special Education:** La Amistad School and the Aula de Apoyo Learning Centres

*La Amistad* is an inclusive school attended by children with special needs and children who follow an ordinary education programme. All children come from the poorer areas of Matagalpa. The school has special education classrooms for the children with special needs, who follow an educational programme on which the director and teachers have been working for several years. There are classrooms for pupils with cognitive and motor disabilities and a classroom for deaf children. There are also sewing, IT, arts and crafts and other workshops, where the children with special needs and those taking ordinary education work together. Similarly, all children share the same play areas.

The *Aula de Apoyo* Learning Centres are the inclusive classrooms of the *Fray Bartolomé de las Casas* school in San Ramón for children with special needs. These children mostly have learning difficulties, but children with problems such as autism, cerebral palsy and ADHD (attention deficit hyperactivity disorder) are also present.

Students of Infant Education, Primary Education, Pedagogy and Psychology collaborate at both centres, on psycho-educational tasks related to their chosen field,

with children with disabilities and learning or behavioural difficulties. Also, together with the class teacher, they monitor the progress of the children in the integrated classrooms.

**c) Students of Psychology and Social Education:** *La casa del niño*, *El centro jurídico popular*, and *El centro de mujeres Ixchen* of Matagalpa.

*La casa del niño* (house of children) is a group of women whose aim is to carry out educational projects for financially and socially vulnerable groups to help them achieve their full development. Their most important objectives are to promote preventive health and natural medicine, enable and train adolescents and women, promote tourism in the area, and develop community projects. Students of Social Education and Psychology have collaborated in this centre on a wide range of activities, including teaching adolescents and women about self-esteem, health and domestic violence through workshops, and participating in campaigns against violence in several communities through teamwork and cultural activities.

The *centro jurídico popular* (people's legal centre) in Matagalpa is a non-profit civic association in Matagalpa directed mainly at marginalized sectors of society, especially women and children, with limited possibilities of defending their rights. It provides psychological and legal assistance to these groups, who frequently suffer situations of family violence. It also organises training and information sessions for women and adolescents and has a network of public defenders in several villages of Matagalpa. It is a member of the women against violence network and of the Executive Committee of the Women's Police Stations and collaborates with the Town Hall on the Municipal Development Committee.

The *centro de mujeres Ixchen* (Ixchen women's centre) is one of nine ANFAM (association for the assistance of the new family in Nicaragua) centres. It is a pioneering non-profit civil organization created in 1988 to defend the human rights of women in Nicaragua. Located in Matagalpa city centre, the Ixchen centre is a regional reference centre in northern Nicaragua, with facilities and medical equipment for women. The activities of students on the Practicum involve sexual education and psychological aid for physically or psychologically abused girls and women.

Students of Psychology and Social Education participate in the various activities conducted at this centre. Psychology students evaluate and follow up on psychological cases under the supervision of the centre's professional staff and occasionally go to trials and court summons in cases of violence. Social Education students collaborate on training sessions and information and awareness campaigns against domestic and sexual violence.

d) *El Sueño de la Campana* Cultural and Educational Centre

Thanks to the positive results achieved by the Foundation in recent years, the students on all our undergraduate programmes have been able to collaborate, as part of their Practicum, on the educational activities carried out at the Foundation.

These activities are guided by a concept of education that is based on:

- a) Assisting people with their personal development to help them reach maturity and be able to take decisions that affect them freely and autonomously.
- b) Fostering the development of human beings in every dimension: psychological, educational, social and cultural.
- c) Taking the pupils' interests, abilities and needs as the starting point to make them active protagonists in their own education.
- d) Helping to transform and improve people and their social environment. Educating through reflection, awareness and the personal and collective commitment that will allow them to make progress in their lives.

Some of the activities of our Practicum students involve:

- a) Helping to develop the *Diviértete y Aprendo* programme, which aims to improve coexistence and education and help alleviate the psycho-educational difficulties of children in the area.
- b) Participating in cultural activities with children and adolescents, such as theatre, music, art and any other activity the students would like to develop.

Collaborating on the training workshops in memory of professor Enric Antón. These workshops, which involve the participation of 35 teachers (some of whom are tutors of our students) mainly from the communities of San Ramón, aim to encourage communication, share experiences and train teachers in their teaching activities and guide them in pedagogical and psychological matters that may be useful to them.

### **Practicum coordination, supervision and follow up**

Coordination of the practicum is conducted jointly by the FCEP Practicum coordinators and those of the Foundation in San Ramón, Nicaragua.

Throughout the year, these coordinators are responsible for organising the practicum, selecting the students, finding the centres in and around San Ramón, designing, planning and developing the training sessions, welcoming the students to San Ramón, accompanying the students to the various centres, and supervising the practicums of all the students.

As usual, each student has an academic tutor at the FCEP. These tutors have been to San Ramón and are familiar with the location and its environment. We consider this familiarity to be an essential component that provides added value to the Practicum and ensures that it is both appropriate and realistic. The tutors are responsible for monitoring the students' progress via the bi-monthly reports the students are required to send by email, the minutes of the Friday meetings, or communications by Skype, WhatsApp or email, etc.

Our students also have tutors at each centre where they conduct their practicum.

Finally, another tutor, Yamilet Vilchez, the psychologist at the Foundation in Nicaragua, plays a key role in the development of the Practicum. Every Friday, for example, she holds a meeting with all the students taking part in the Practicum to coordinate tasks and allow students to share their experiences and release the emotions that are often involved in this experience in Nicaragua.

### **Evaluation of the Practicum**

The Practicum is evaluated in accordance with the same criteria as for any other practicum, though these criteria are adapted to the special conditions involved.

#### *Work placement*

The evaluation system for work placement depends on the undergraduate programme concerned. Students should consult the specific regulations on practicums or work placements for their programme to know the precise terms and conditions for evaluation of their Practicum. However, we should point out that this evaluation will be based on:

- ✦ Continuous assessment. The students must send their FCEP tutor a report on their activities every two weeks by email, in accordance with the established format. This allows the tutor to monitor the students' work.
- ✦ Evaluation of the student's Practicum Report on the work he or she has conducted during the practicum. In writing the report the student must follow the guidelines provided by the tutor for his or her specific undergraduate programme.
- ✦ Evaluation by the tutors of the centres in San Ramón using an evaluation sheet specially designed for this practicum. If necessary, the tutors may send further information directly to the corresponding tutors at the faculty.
- ✦ A general assessment by the Practicum coordinator at the Foundation. As this cooperation practicum is part of a service-learning experience, it is important to evaluate the students' attainment of competence C5. This

evaluation is provided by the Practicum coordinator in Nicaragua using an evaluation rubric specially prepared for this purpose.

### *Degree Final Project*

The evaluation system for the Degree Final Project is established by each undergraduate programme. Students should consult the rules pertaining to their programme. However, the evaluation of the Degree Final Project on the Cooperation Practicum in Nicaragua has a special characteristic: the suitability and viability of the Project will be evaluated as a way of evaluating the extent to which students have achieved competence C5.

### **Return of participating students**

Returning home after three months of immersion in a different culture and in a difficult environment such as Nicaragua implies a profound change for those who have participated in the Practicum. Returning home is not easy because many little things will have changed in our way of thinking. We therefore suggest our students should participate in regular meeting at which we discuss several important aspects that will help them to re-adjust to their home environment. These meetings are not compulsory but they are advisable. Many are informal gatherings between students who have participated in this experience but there is also a little group work to help students assimilate what their trip has involved. The coordinator contacts the participants on their return to arrange these meetings.

### **Impact of the Practicum**

A cooperation practicum, indeed any service-learning experience, must produce added value for all those involved. This is precisely what made the Foundation propose this project in the first place. The Cooperation practicum is an opportunity to put into practice the Foundation's motto: GIVING, RECEIVING and SHARING.

Students commit to staying and having two meals a day at the Foundation's hotel from Monday to Friday, thus actively collaborating in the sustainability of the hotel. Of course, the people we work with and the area of San Ramón in general also benefit from our material and human actions. It is also true, however, that by sharing this marvellous experience, we all receive something in return from the village and its people, something priceless and beyond words. They help us to broaden our minds, to understand our world differently, and to see our responsibility, as citizens of the world, in the injustices that exist. They give us love, friendship, understanding and help (there

are no words to describe this feeling!). They share with us everything that they are. This helps both them and us to become better people.

With their work in San Ramón, our students make a human and professional contribution. This has a positive influence on their education in every respect but also on their social environment, their colleagues, families, friends and acquaintances.

We should also stress that the Cooperation practicum does not end when the students go back to University. Everyone who has participated in this project knows that during the time we spend there we can give, receive and share a multitude of things. However, we firmly believe that for the people in San Ramón to one day live with dignity, to have access to education and a job that helps them grow, and to see their dreams fulfilled, the Practicum must continue after the students have returned home. What the people of San Ramón need is not for us to “change their world” because only they can do that. Our compromise and our moral responsibility is to help as best we can to “change the world we live in” so as to bring about a fairer distribution of all resources. The firm determination to continue with the work begun in Nicaragua, and the students’ desire to maintain their bonds with Nicaragua and its people, have led to the formation of a group of people affiliated with the Foundation in Tarragona. Here we work to publicise the Practicum, provide support and guidance for future Practicum students, campaign in high schools and other institutions to raise awareness, and channel initiatives and projects that arise.

We would not like to end this account of our experiences without mentioning that the bedrock at the start of this initiative was provided by a group of people from Nicaragua and Tarragona – from the Foundation and the Faculty – whom we would like to thank for their determination, dedication and intuition. Without them, this dream would never have been possible. Some of them still participate in the project; others, sadly, are no longer with us but remain in our hearts encouraging us to continue with this exciting Cooperation Practicum in Nicaragua. One of these pioneers was Misericòrdia Camps, who, when the project began, was the dean of the FCEP. She brought the idea to the centre and, together with professors Enric Antón and Rosa Sánchez-Casas, initiated the project. This project would also not have been possible without the Fernando Bermejo Foundation, Mercè Rota, Montse Carrión, Oriol Rebosante, Arios Bermejo, Yamilet Vilchez, Samario Gonzales and many more who were and still are essential. We would also like to mention all the tutors at the centres in San Ramón and Matagalpa with whom we have collaborated during all these years. Thank you also to all the students of the Cooperation Practicum in Nicaragua for your concern and your humanity. Thank you to each and every one of you.

## Testimonial

My name is Yamilet Vilchez and I am a psychologist from Nicaragua. For ten years I have been the coordinator and an instructor on the Cooperation in Nicaragua practicum that takes place thanks to the agreement between the URV's Faculty of Educational Sciences and Psychology and the *El Sueño de la Campana* Foundation, a support organisation for sustainable development in Nicaragua, to which I belong.

When this practicum was first suggested, the *El Sueño de la Campana* Foundation did not hesitate to accept the proposal, essentially because the members of both institutions firmly believe in a form of cooperation in which the most important facet is exchange and mutual benefit for all participants, even though, as in this case, they may be located (purely by chance for reasons of birth) on opposite sides of the world.

Over the years, the results of this excellent and worthy project have demonstrated the effort, commitment and enthusiasm of those who have had and still have the opportunity to share this experience, turning what is a professional practice into something purely humanistic.

I know for sure that in the pedagogical, psychological and social environments in which the students and teaching staff of the URV have participated in Nicaragua during this time, their ideas, enthusiasm, shared knowledge and, especially, hope for a more just and harmonious world for all remain. I also know that there are now infants, children and women here who have a new way of understanding and confronting the challenges of their difficult situation. Thank you in name of all of them.

I also believe that the *El Sueño de la Campana* Foundation is achieving some of our sustainable cooperation objectives in the educational, social and economic fields thanks to our agreement with the URV and we are deeply grateful for that.

It only remains for me to express my gratitude for your solidarity and to thank all the URV representatives who believe in this initiative, all of the lecturers and students who have taken this marvellous journey, all those who have trusted and believed in the project, and all those who have left Nicaragua dreaming that the practicum would continue. And continue it does.

And it continues because there is a desire, a commitment and a willingness to let it continue and because financial resources are provided by supportive parents who want their children to live this experience for the benefit of their human and professional development. They are people who believe in the soul and motto of *El Sueño*: giving, receiving and sharing.

*Paloma Vicens and Yamilet Vilchez (coords.)*

From a personal point of view, it is impossible to forget each of the lecturers and students with whom I have shared my profession, my admiration and my affection. I think that in their near or distant memories they will also remember with fondness the word Nicaragua and the affection of its people.

YAMILET Vilchez

Nicaraguan psychologist in charge of the practicum in Nicaragua