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ServiceLearning
SL-ICP University Empowering Society

Extended Version

Project's title:

Service-Learning:
Intersectoral Collaboration Practices
for the development of students´ soft skills and
socially engaged universities (SL-ICP)

Project's partners:

5 universities from CIVIS Alliance

- Aix-Marseille University (AMU) - France
- National and Kapodistrian University of Athens (NKUA) - Greece
- Universidad Autónoma de Madrid (UAM) - Spain
- University of Bucharest (UB) - Romania
- Sapienza University of Rome (SUR) - Italy

Project's Coordinator:
Eurasia Net - France

Work Package No 2:

**Mapping, data design and analysis of
current Service-Learning and
Civic Engagement implementation practices
existing in each partner University**

Edited by Marlen Mouliou (NKUA)

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SL-ICP University Empowering Society

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Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged universities (SL-ICP)

Mapping, data design and analysis of current Service-Learning and Civic Engagement implementation practices existing in each partner University (coordinated by NKUA)

UAM Universidad Autónoma de Madrid | HELLENIC REPUBLIC National and Kapodistrian University of Athens · EST. 1837 · | SAPIENZA Università di Roma | Aix Marseille université Socialement engagée | UNIVERSITATEA DIN BUCUREȘTI

Contents

1

WP2: Outline of Research Methodology

The "Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged Universities (SL-ICP)" project aims to disseminate the implementation of Service-Learning within European Universities and to support stakeholders (students, professors, teaching and administrative staff, civil society organisations).

Innovative learning and teaching practices must help students develop transversal skills and acquire the field experience necessary for their integration into the job market.

Main Objectives

Right from the start, the project proposal "Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged Universities" (SL-ICP) highlighted that Service-Learning (from now on referred to as SL) practices deserve to be more well-known within European Universities. Implementing SL practices will lead Universities to be more proactively involved with students' civic engagement activities. It was thus considered as fundamental priority to explore in depth a series of questions:

- How SL is applied in different Universities, faculties and disciplines?
- Are there other methodologies similar to SL also applied by the Universities but named differently?
- Is the use of SL methodologies coherent, systematic and institutionalised? Or instead it is mostly applied in free-will and on individual basis by members of the academic staff who are more interested in the potential benefits of SL due to the nature of their research and teaching work?

Mapping the existing practices in the universities was the first step in order to collect meaningful quantitative and qualitative data that could lead to better understanding of institutional pedagogic cultures about SL. The mapping would enable students and members of teaching staff to be mobilised directly in SL fields. For this to be effective, the following were necessary:

- A comparative analysis across five different Universities in Europe (also members of CIVIS Alliance) in order to assess current possible developments, trends and changes in the use of SL methodologies;
- A recording of concrete and wide-ranged data that indicate the existence of divergences and convergences in the ways students receive practical training in order to be better equipped for the job market;
- A brief synopsis of the key characteristics of Service-Learning as already agreed by researchers and academics applying the methodology in their work.

The results of this research would:

- Provide opportunities for more collaboration between students, teachers (academics) and local organisations by encouraging teachers, students and local social support or environmental organisations to collaborate with each other;
- Allow each student to take ownership of their own actions and learning process by directly seeing the benefits in their professional and academic experiences;
- Help students think about the soft skills they acquired thanks to their participation in SL projects, and develop more initiatives with social impact.

The research data and the synthesis of this material in WP2 is the basis of the entire SL-ICP Project and will help implement other SL projects in the coming months.

The analysis and synthesis of the data is presented in a visually attractive way through infographics, summarised key points etc.

Methodological approach

The NKUA prepared and implemented all necessary steps and materials for the collection of required qualitative and quantitative material. In specific:

- One (1) survey questionnaire for teachers (academics), composed of 38 questions, some of them with several sub-questions. Each partner University circulated the questionnaire by email to as many members of teaching staff as possible, aiming to collect 50 responses (10 from each University) in spring 2023. This target number has been reached. In total 51 responses have been collected.

- One (1) survey questionnaire for students, composed of 30 questions also with several sub-strands of questions. The questionnaire has been widely and repeatedly circulated in order to reach the original target figure of 1000 responses (200 from each University). This target was overly ambitious and the collection process proved to be very cumbersome and challenging. After several renewed attempts enforced in different ways and through different channels, 656 responses have been finally collected in spring 2023. This number is very satisfactory and reliable for a robust statistical analysis that followed the collection process.

- A protocol document specifying the steps so that each University would set up local teams of five (5) professors who, together with students, other academics and representatives of civic stakeholders, would organise local Focus Groups to exchange information and experiences about SL practices. Each University organised three (3) Focus Group meetings based on a predefined set of questions. The meetings were realised between March-May 2023.

- An interview roadmap with specific set of questions to address to students or/and civic society stakeholders who would consent to be interviewed regarding their experience with SL. Each partner organised the interviews to collect results to be sent to the NKUA for compilation;

- A set of Guidelines for the production of 1' video from students or/and civic stakeholders to summarise their experiences on SL;

- A template for the completion of key information about important SL case-studies from each University.

Different indicators were set as formative elements for the implementation of the aforementioned methodology:

- The quality and the number of answers in the different surveys and interviews;

- The number of academics and students involved in the working groups;

- The recognition of SL projects by stakeholders;

- The recognition of the benefits and impacts of SL projects in the students' lives.

- The implementation of different SL projects in the academic courses;

- The rate of students who have engaged (or/and will engage) in organisations;

- The feedback from the professional world about the selection criteria on soft skills and engagement experience during their recruitment process.

Nonetheless, the data collection faced several challenges, mostly due to:

- the complexity of the tasks involved; it is worth noting that the overall design of the deliverables for WP2 has been very ambitious for the timeframe set in the project proposal, a fact that led to the resetting of the timeframe needed for the completion of WP2;

- the differences in understanding what SL is and how it can be implemented among partners. In this regard, it must be noted that SUR adheres to a slightly different SL definition. SUR recognises as SL activities the participation "in the implementation of services for the student community at specific facilities (collaboration scholarship)" and assigns an Open Badge 'Service- Learning' to the students in question. As a consequence, SUR's students answered the aforementioned questionnaire with reference to their specific collaboration with the university structures such as libraries, laboratories, interactive rooms, reception and information centres for students, stages and promoting activities;

- the slow response pace from students but also from the teaching staff, as well as the low response rate from students of some of the universities which led to several reposts of the questionnaire;

- the lack of available time by all Focus Group members involved, to be present in all meetings.

Other than the above, the WP2 mapping has been extremely fruitful and its results will surely find multiple applications to other research and strategic plan projects on SL.

Special acknowledgement to everyone who contributed one way or another to this research (academics, students, civil society representatives, administrative staff, etc.).

Data collected in figures

Survey responses

51

teachers (academics)

656

students

Focus Groups

15 meetings
124 participants
c. 50 academics & administrative staff
c. 45 students
c. 29 civil society partners
c. 1850 minutes of discussions

Interviews

21

Case-studies

10

My SL experience in video

6

All videos are available at
https://www.youtube.com/@servicelearningKA2-SL-ICP

2

Service - Learning in a nutshell

What is Service-Learning? Complete definitions

Both suggested definitions are equally valid and useful.

1 Service-Learning (SL) in higher education
is an experiential educational method
in which students engage in community service,
reflect critically on this experience, and
learn from it personally, socially and academically.
The activities address human, social and environmental needs
from the perspective of social justice and sustainable development, and
are focused on enriching learning in higher education,
fostering civic responsibility and strengthening community engagement.
SL is recognised with ECTS. (EASLHE, 2021)[1]

2 Service-Learning (SL) (sometimes referred to as community based or community engaged learning)
is an innovative pedagogical approach
that integrates meaningful community service or
engagement into the curriculum and
offers academic credit to students for the learning
that derives from active engagement within community and
work on a real world problem.
Reflection and experiential learning strategies underpin the process and
the service is linked to the academic discipline. (Europe Engage)[2]

1. https://www.easlhe.eu/about-us/
2. https://www.eoslhe.eu/europe-engage/

What is Service-Learning in brief?

It is learning by providing a service to the community; it is a contribution to the education of competent citizens capable of transforming society.

What Service-Learning is **NOT**?

A volunteering programme or an internship

! SL can be remunerated as part of an internship, as long as it meets a societal need. Nevertheless, not all internships are SL activities.

Which are the basic requirements for a Service-Learning activity?

Reflection Learning Service Participation

How can Service-Learning be integrated in the curriculum?

SL projects must be linked to the content of the subjects and to social organisations. Its integration in the curriculum can take different formats...

- **in the teaching syllabus of any subject;**
- **in internships;**
- **in final bachelor or/and master thesis;**
- **in specific SL courses that recognise student participation in SL projects with ECTS.**

In what context is Service-Learning relevant?

- **In response to the Renewed EU Agenda for Higher Education (2017; art. 2.2), that invites Universities to "not be ivory towers, but civic-minded learning communities connected to their communities".[3]**

- **In the context of CIVIS 2.0 whereby there will be many opportunities for developing SL projects across Hubs, Streams and Work Packages. According to the CIVIS Board of Rectors "Service-Learning experiences, through community engagement, certifiable practical skills, and co-creation spaces for social innovation, are some of the shared instruments our Alliance will mobilise to assert its civic identity and help enrich its wider communities" (11-02-2022).[4]**

3. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0247&rid=4

4. In Stream 1 "Challenge-based Education & Civic Engagement" (WP 4 "Local and Global Civic Engagement projects") and in Stream 3 "Embedded Joint Educational Offer" (WP 9 "Accredited Joint Educational Offer" and WP 11 "Accrediting modular Educational Offer").

Which are the key steps to be carried out in a Service-Learning project?

investigate

prepare

celebrate

act

evaluate

demonstrate disseminate

reflect
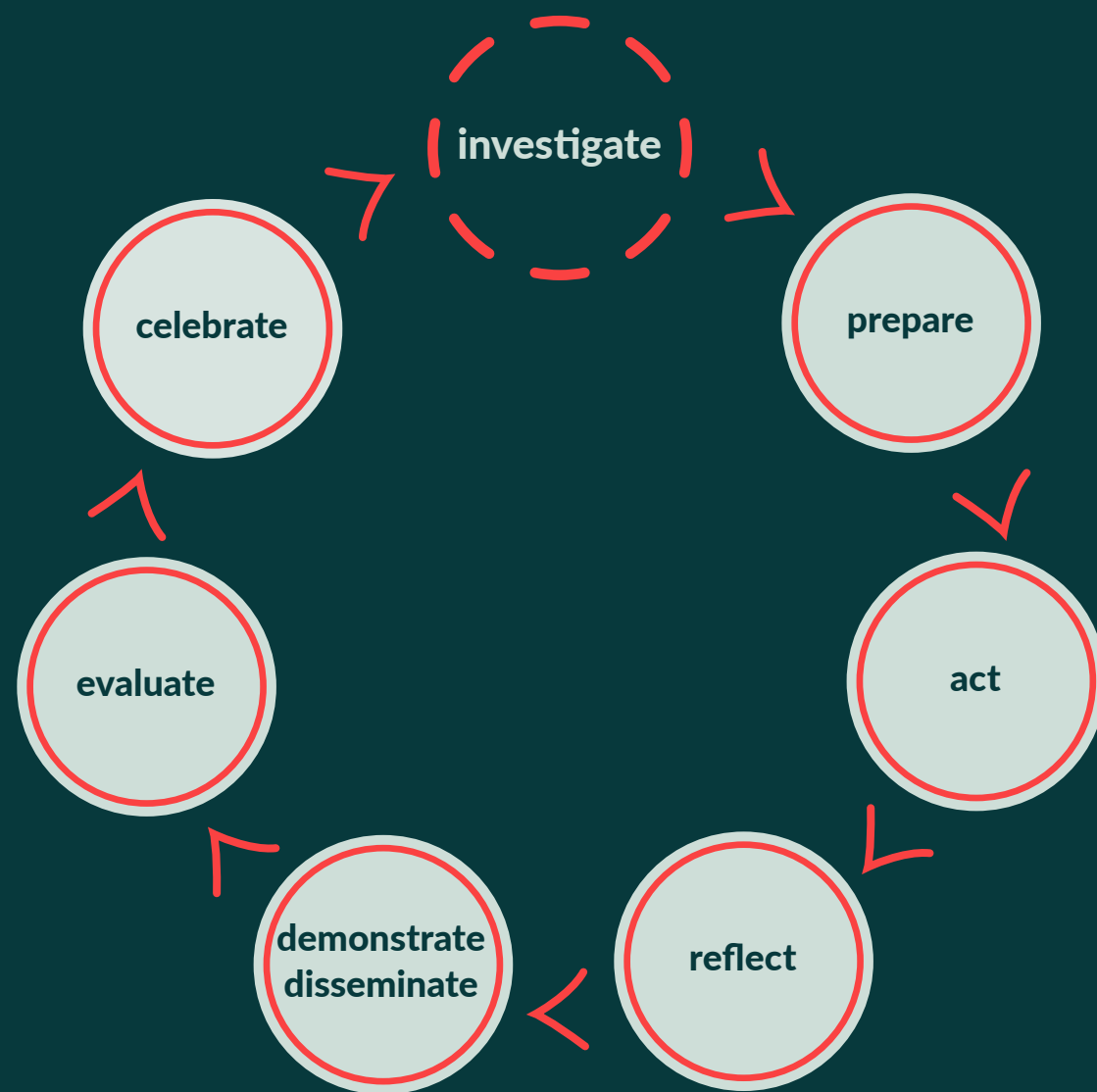
What are the **benefits** of Service-Learning?

- Conceive of innovative pedagogies and experiment with new teaching approaches;

- Build bridges between the academic world and local social, economic, political and cultural stakeholders;

- Foster more informed and engaged citizens;

- Facilitate access to educational and citizen science resources to a broad public;

- Offer learning opportunities for staff (academic and professional);

- Establish knowledge co-creating teams involving the Universities, local and global partners...

...and much more

Eleven (11)
Minimum Quality Standards
of Service-Learning

SL activities must satisfy the following standards (according to Europe Engage):

1. **are meaningful and relevant** to persons/institutions and offer opportunities to learn and deepen understanding for all participants (students, faculty and community partners);

2. **define goals** (reachable and measurable) for each specific SL project;

3. **meet needs** and goals defined by community partners;

4. **are designed and planned by students / student groups** actively collaborating with community partners;

5. **ensure support and coaching** for students both from academic staff and from community partners;

6. **are linked to the curriculum / study programme** in an explicit way that learning outcomes can easily be linked to academic theory and methodology both for students and teachers;

7. **offer adequate time frames** to make experiences and learn in community settings / with community partners in an effective and sustainable way;

8. **enhance voice and active participation** of students and community partners in order promote an active learning process and deeper understanding;

9. **encourage systematic reflection** on learning processes and outcomes for all participants. For students it is important to link their experiences to the theoretical and methodological background of the subject;

10. **include evaluation and documentation** as integral parts of SL Activities in order to prepare a final presentation of the results evaluated by community partners;

11. **assess the overall impact** of the SL activities both for the civic / community partners, the University and the neighbourhood setting.

Service-Learning Examples

1

THE SERVICE FRAMEWORK

THE LEARNING FRAMEWORK

Students teach computing to adults who are not familiar with technology in order to help them overcome the "digital divide"

Students practice computer skills; understand the implications of the "digital divide"; develop communication and social skills with the elderly; experiment with teaching methodologies.

Students design educational programmes in urban parks in order to support environmental awareness and social wellbeing among adults who study in second chance high schools

Students learn how to design an educational programme based on innovative pedagogies; implement the programme in real life situation; understand adult education and the needs of second chance school pupils; develop communication and social skills; experiment with teaching methodologies.

2

THE SERVICE FRAMEWORK

THE LEARNING FRAMEWORK

Medical and Nursing students act as clowns in oncological hospital units to sooth children with cancer during their hospitalisation

Students have a direct contact with patients, family and medical professionals; understand the living conditions in hospitals; develop empathy; build key professional skills, both academic and social.

Students and professors of Law give legal services to individuals and disadvantaged groups (i.e. refugees), collaborating with public, social and professional organisations.

Students gain knowledge of various legal subjects; learn about human rights, immigration law etc.; develop empathy; practice communication skills.

Students can apply their knowledge of physics to solve problems in their communities.

Students study inclined planes to assess the effectiveness of wheelchair ramps in their school.

Useful websites
on Service-Learning Examples

- **European Observatory of Service-Learning in Higher Education:**
  https://www.eoslhe.eu/

- **Europe Engage Project:**
  https://www.eoslhe.eu/europe-engage/

- **University of Tübingen Service-Learning Training Programme:**
  https://uni-tuebingen.de/studium/studienangebot/
  ueberfachliche-kompetenzen/gesellschaftliches-engagement/
  service-learning-seminare/

- **A Service-Learning example in detail:**
  https://www.edutopia.org/article/service-learning-high-school-physics

- **https://www.edutopia.org/blog/**
  what-heck-service-learning-heather-wolpert-gawron

- **https://www.elmhurst.edu/blog/what-is-service-learning/**

  and others.

3

WP2 Mapping Data: Survey findings

Survey Data: A synthesis

One of the most important strands of the WP2 Mapping of Data related to SL has been the design and implementation of two (2) survey questionnaires, one for students and one for teachers (academics). Both contained a multitude of questions[5] related to the experience of students from the SL courses they attended as well as to the experience of teachers who developed such activities within their courses.

The survey collected and processed a total of 656 student responses and 51 teachers' responses, which were visualised in the open source programmes, Tableau public, Flourish and VOSviewer. All visualisations are interactive, you can navigate through them by clicking on the arrows, selecting University, or clicking on the graphics by selecting the information you want to know.

Below we present the most important figures and cross-tabulations of data collected.

5. For those interested in accessing the two questionnaires, see Appendices 2 & 3.

3.1
Students' Survey Data

Student Demographics

In **Figure 1**, one can have an idea of the total student sample and the specific demographics of this sample. The sample contains responses from 437 undergraduate students, 130 postgraduate students, 61 graduate sand 28 PhD students. In relation to their field of study, they are as following:

From **AMU**, a total of 43 students responded, including 13 from Philosophy, Humanities and Letters, 7 from engineering as well as from Law (7) and 5 from Economics and Finance. From the other faculties, the number of students did not exceed 2.

From **NKUA** (in total 118 responses of students), most respondents are from Theoretical Sciences: 32 from History and Archaeology, 15 from Philosophy, Humanities and Letters, 14 from Education Studies and 11 from Museum Studies. There is also a notable number of 15 from Physical Education and Sports Science. The rest are from various fields. The number of students from each of these fields does not exceed 4 students.

From **UAM** (in total 61 responses of students) most of the students are from Teacher Education and Training as there are 56 in total, while the rest are 2 from Science Faculty, 2 from Biology, and 1 from Philosophy, Humanities and Letters.

From **UB**, we analysed the responses of 223 students, most of whom are not from Theoretical Sciences, nor from Philosophy, Humanities and Letters (contrary to the stats in the other Universities), but 67 are from

Business Administration, 45 from Geography, 20 from Public Administration, 19 from Chemistry and 15 from Political Studies and Public Administration. From Education Studies there are 16 and from Philosophy, Humanities and Letters only 5.

From **SUR** (in total 211 responses of students), 42 are from Philosophy, Humanities and Letters, followed by Medicine with 21 and Psychology with 20, disciplines that have a direct involvement with SL. This is followed by Economics and Finance with 18, and Social and Political Science with 15.

Figure 1. Students Demographics https://public.flourish.studio/visualisation/14585411/

Experience in Civic Engagement and Service-Learning

Based on the above, it will be very interesting to see which disciplines are applying SL more.

Let us first explore the correlation between the students' background in different disciplines and their experience on civic engagement (strongly related, partially or not at all) **(Figure 2)**.
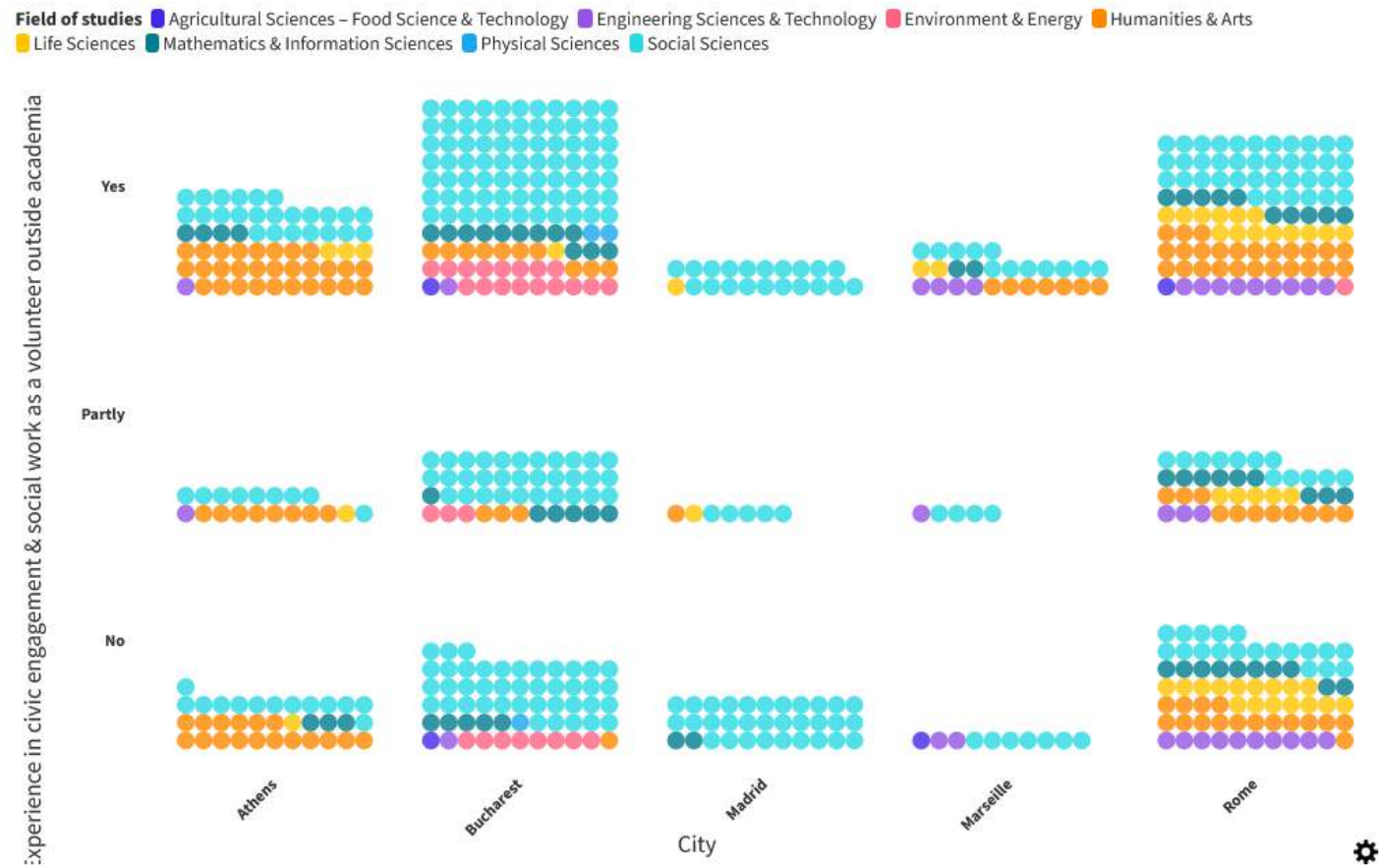

Figure 2. Civic Engagement per Faculty https://public.flourish.studio/visualisation/14588705/

Evidence for strong correlation...

	UAM	NKUA	SUR	AMU	UB
Agricultural Science – Food Science and Technology			1		1
Engineering Sciences and Technology		1	9	4	1
Environment and Energy			1		17
Humanities and Art		29	25	7	
Life Sciences	1	3	14	2	1
Mathematics and Information Sciences		4	10	2	
Physical Science					2
Social Sciences	20	25	39	12	77

Evidence for partial correlation...

	UAM	NKUA	SUR	AMU	UB
Agricultural Science – Food Science and Technology					
Engineering Sciences and Technology		1	3	1	
Environment and Energy					3
Humanities and Art	1	8	11		3
Life Sciences	1	1			
Mathematics and Information Sciences			9		6
Physical Science					
Social Sciences	5	9	12	4	32

Evidence for no correlation...

	UAM	NKUA	SUR	AMU	UB
Agricultural Science – Food Science and Technology				1	1
Engineering Sciences and Technology			10	2	1
Environment and Energy					
Humanities and Art		16	16		1
Life Sciences		1	16		
Mathematics and Information Sciences	2	2	10		5
Physical Science					
Social Sciences	31	13	19	7	31

Figure 3. Experience in Civic Engagement

After merging different fields of study into larger genres of sciences, we can see some interesting facts. We can see that at **UAM** the most experienced in civic engagement are from Social Sciences (20 responses) and one from Life Sciences, while partly experienced are 5 respondents from Social Sciences, 1 from Life Sciences and 1 from Humanities and Art. Next, 31 from Social Sciences had no previous experience, as well as 2 from Mathematics and Information Sciences.

In **NKUA**, 25 from Social Sciences, 4 from Mathematics and Information Sciences, 3 from Life Sciences, 29 from Humanities and Arts and one from Engineering Sciences and Technology had experience. Partly responded 9 from Social Sciences, 8 from Humanities and Arts, 1 from Engineering Sciences and Technology and 1 from Life Sciences. No responded 16 from Humanities and Arts, 13 from Social Sciences, 2 from Mathematics and Information Sciences and 1 from Life Sciences.

In **SUR**, 39 from Social Sciences, 10 from Mathematics and Information Sciences, 14 from Life Sciences, 25 from Humanities and 9 from Arts. Partial connection reported 1 from Environment and Energy, 1 from Agricultural Sciences - Food Science and Technology, 12 from Social Sciences, 9 Mathematical and Information Sciences, 11 Humanities and Arts and 3 from Engineering and Technology Sciences. 19 from Social Sciences, 10 from Mathematics and Information Sciences, 16 from Life Sciences, 16 from Humanities and Arts and 10 from Engineering Sciences and Technology responded negatively.

In **AMU**, 12 from Social Sciences, 2 from Life Sciences, 2 from Mathematics and Information Sciences, 4 from Engineering and Technology Sciences and 7 from Humanities and Arts have reported relevant experience. Similarly, 1 Engineering and Technology and 4 Social Sciences responded about partial experience, while 1 from Agricultural Science - Food Science and Technology, 2 Engineering and Technology and 7 Social Sciences did not respond.

In **UB**, 77 from Social Sciences, 17 from Environment and Energy, 12 from Mathematics and Information Sciences, 2 from Physical Sciences, 1 from Agricultural Science - Food Science and Technology, 1 Engineering Sciences and Technology and 1 Life Sciences responded positively. Similarly, 6 from Mathematics and Information Sciences, 3 from Environment and Energy, 3 from Humanities and Arts and 32 from Social Sciences

reported a partial relevance. 31 from Social Sciences, 5 from Mathematics and Information Sciences, 1 from Physical Sciences, 1 from Agricultural Sciences - Food Science and Technology, 1 from Engineering and Technology and 1 from Humanities and Arts responded that they had no prior experience.

Most students, in all Universities but UAM, acknowledge experience in Civic Engagement and Social Work. Since the majority of the respondents study Social Sciences, it is reasonable to expect that most of them have experience with activities of civic engagement. It is also promising that students from the Humanities & Arts, Environmental Studies, and Life Sciences have also some experience in civic engagement and social work.

However, if we want to go further in our analysis, we will see that:

In **UAM** out of a total of 61 respondents, 33 students answered no, 7 partly and 21 positively. The majority of those who have no previous experience on SL (that is 31 students) come from Teacher Education and Training, while 20 students from the same Faculty have previous experience and only 5 have only partial experience. From the Biology department, data are even (1 has experience, and 1 has not), while from the Science department 1 has and 1 has partial.

In **NKUA** out of the total 118 students, 37 had no experience in SL; 62 had previous experience and 19 had partial experience. More specifically, from the History and Archaeology department, 9 have no experience while 18 students have previous experience and another 5 had partial one. From Philosophy, Humanities and Letters, 8 had no experience, 5 had and 2 others stated that they also had partial experience. 8 from Physical Education and Sports Science responded positively to the question, while 4 responded negatively and 3 responded that they had partial experience. As for Education Studies, it seems to be split 5 and 5 in "No" and "Yes", while 4 in "Partial". In the Law Department 3 have experience, 1 from the Mathematics Department and 1 from Psychology, while in the Political studies and Public Administration department 1 has no experience while another 1 has partial.

In **SUR**, from the total number of 211 students, 72 have no experience, while 99 have experience and 40 answered partly. Most of those who have experience (19 in total) study Philosophy, Humanities and Letters, while 13 have no experience and 10 have partial experience.

In Psychology 10 do not have, 7 have while 3 have partial. In Health Sciences, there are 10 respondent with experience, 7 without experience and 4 with partial. In Social and Political Sciences, 11 have experience while 4 have partial and none have answered negatively. In Communication and Mass Media, 6 have answered positively, 3 negatively and 1 about partial experience.

In **AMU** out of 43 in total, 28 have experience, 10 have no experience while 5 have partial experience. Philosophy, Humanities and Letters is the one that had the most experience (10 in total), compared to 2 who had none and 1 who had partial. This is followed by Engineering and Law which have the same numbers, with 4 having experience, 2 no experience and 1 partial. Education, Logistics, Mathematics and Health Sciences departments all have responded positively namely 1, 1, 2 and 2 respectively.

In **UB**, out of a total of 223 students, 58 students answered negatively 58, 121 positively and 44 partially. But the data here indicate something different as a significant number of 27 who responded positively come from Business Administration, while from the same department 12 responded about partial experience and 28 responded negatively. Same case with the Department of Geography where 25 have previous experience, 12 have no experience and 8 have partial experience. Moving on to Philosophy, Humanities and Letters, 4 have answered positively, while 1 about partial experience and none have answered negatively. From Public Administration, 13 have experience, 3 not and 4 partial, and the same is the case with Political Studies and Public Administration, where 10 have, 2 do not and 3 have partial.

Let's focus our analysis now on gender comparisons to see if there are differences between the main two, and if so, how these correlate with the different faculties **(Figure 4)**.
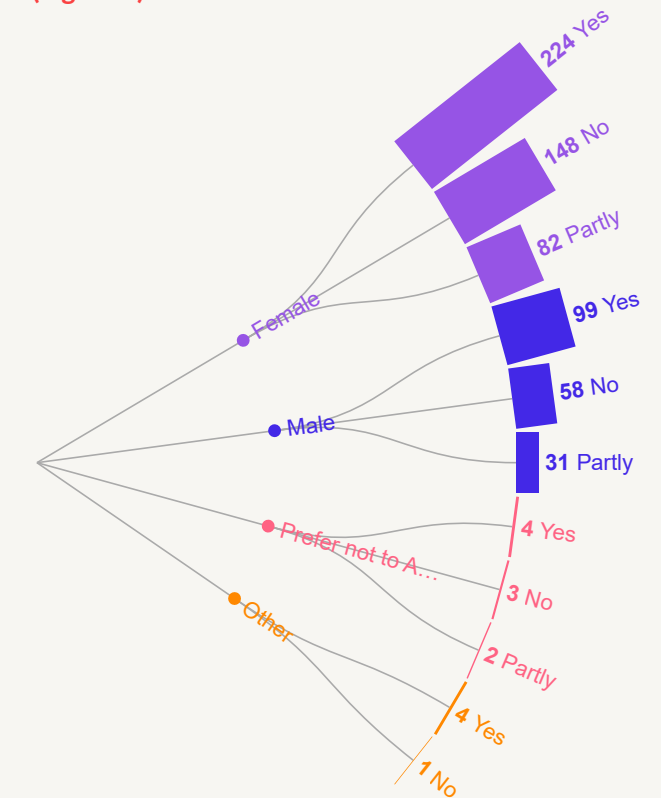

Figure 4. Civic Engagement per gender and field of studies https://public.flourish.studio/visualisation/14909196/

Half of the students, Female (49%) or/and Male (52.5%), responded that they have experience in civic engagement and social work. In total, more than 2/3 of the students - of both genders - mentioned that they are at least partly experienced in civic engagement and social work.

More specifically, from Figure 4, we note that women have generally more previous experiences as volunteers in social work as part of their academic activities. Specifically, the positive female response scores 224 answers compared to a 99 positive score from men another 8 who either prefer not to answer which gender they belong to. Similar results with the positive answers on civic engagement: 82 women, 31 men and 2 who do not want to identify their gender. 148 women reported no previous volunteer civic engagement actions, 58 men reported the same and 1 answered no by ticking the "other" in relation to the gender question.
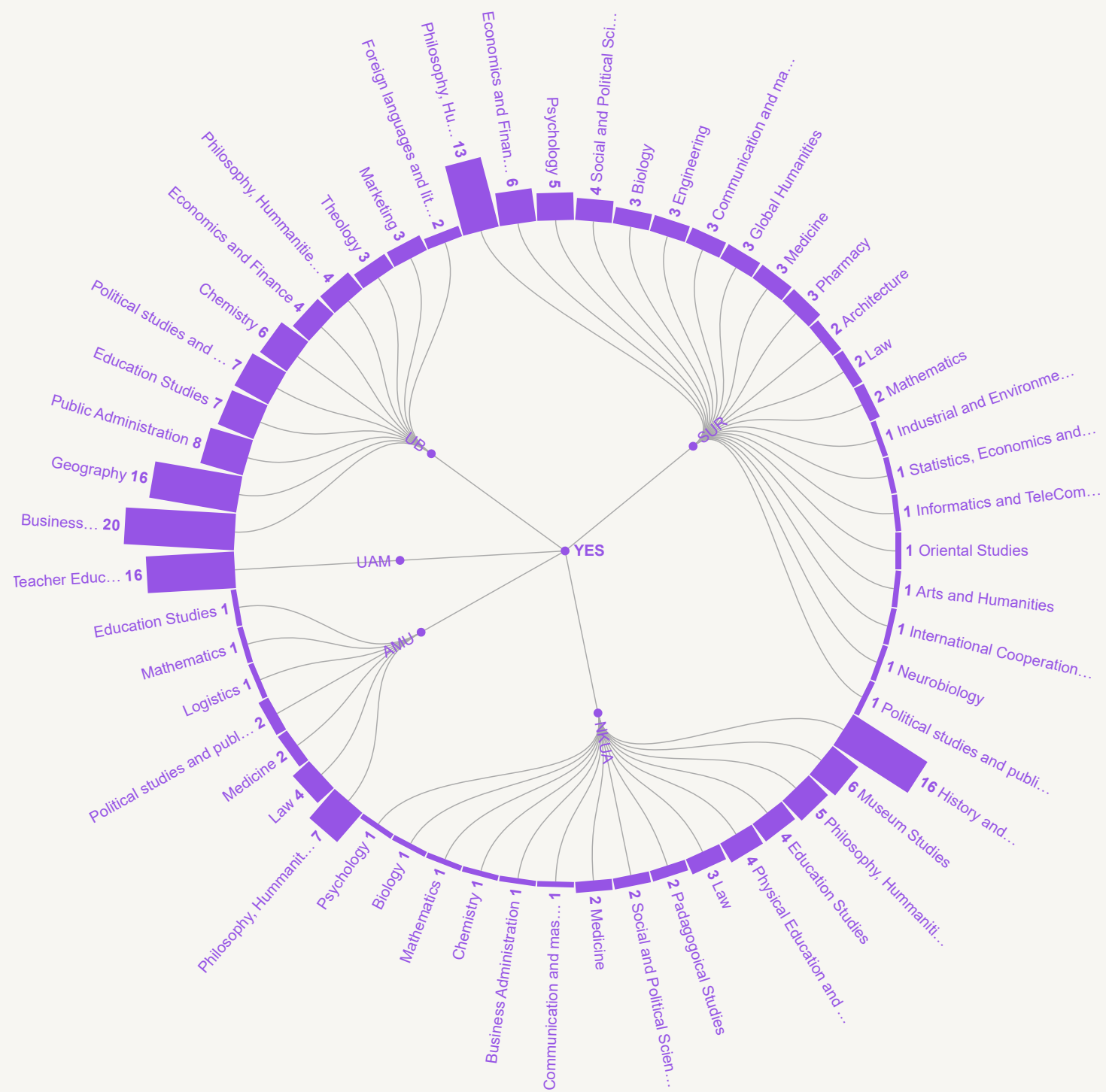
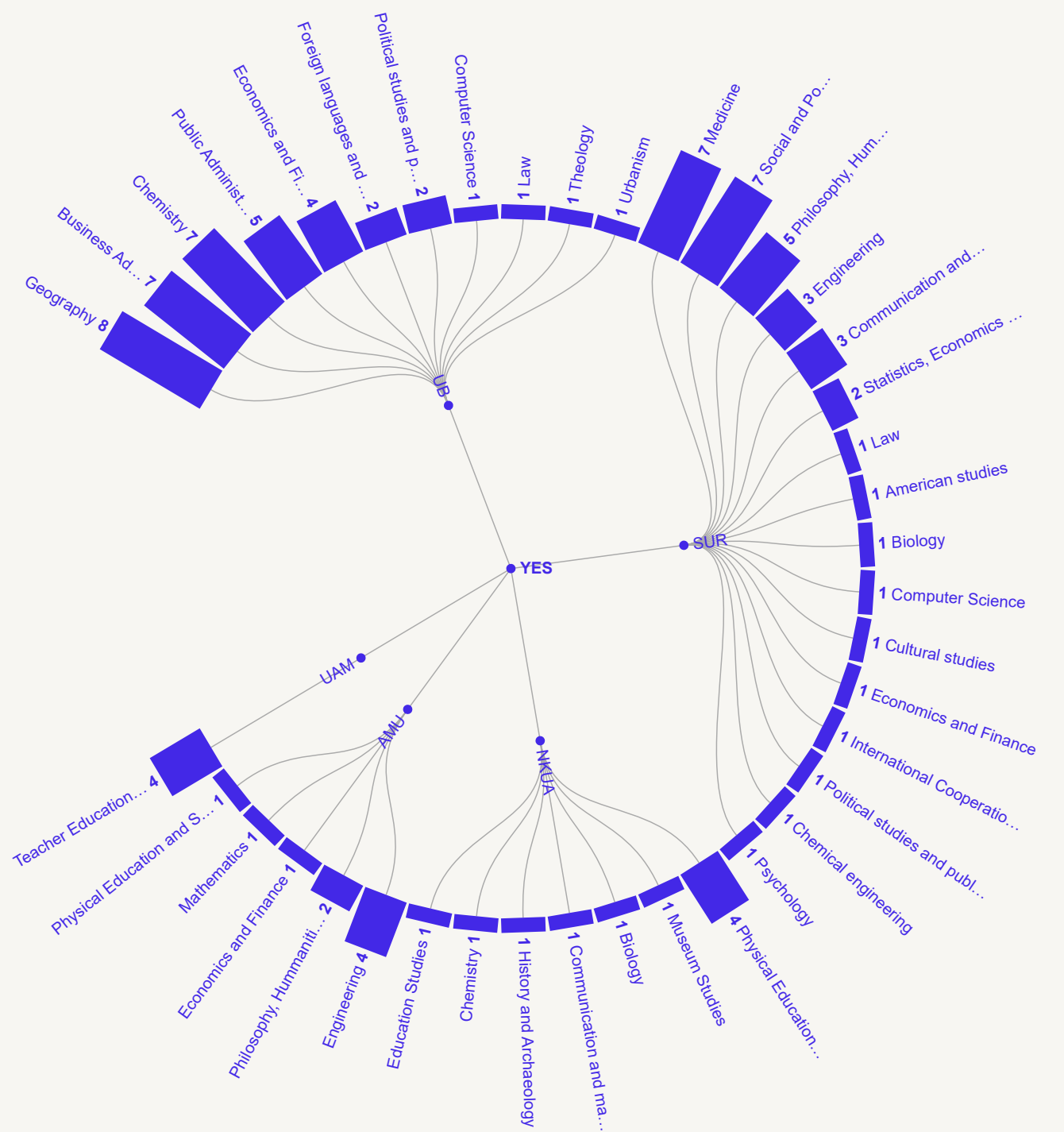**Figure 5.** Experience in Civic Engagement for female students
https://public.flourish.studio/visualisation/14909196/

Figure 6. Experience in Civic Engagement for male students
https://public.flourish.studio/visualisation/14909196/

Now let's see which faculties are mostly represented into the positive "YES" responses. See **Figure 5** and **Figure 6**.

Responses from **female** students, we see that:

Yes answered

UAM: 16 Teacher Education and Training

NKUA: 16 History and Archaeology
6 Museum Studies
5 Philosophy, Humanities and Letters

SUR: 13 Philosophy, Humanities and Letters
6 Economics and Finance
5 Psychology

AMU: 7 Philosophy, Humanities and Letters
4 Law

UB: 20 Business Administration
16 Geography
8 Public Administration
7 Education Studies

Partly experienced answered

UAM: 4 Teacher Education and Training

NKUA: 4 History and Archaeology
3 Education Studies
2 Philosophy

SUR: 8 Philosophy, Humanities and Letters
3 Social and Political Sciences
3 Psychology

AMU: 2 Economics and Finance

UB: 8 Business Administration
6 Geography
4 Education Studies

No answered

UAM: 16 Teacher Education and Training

NKUA: 16 History and Archaeology
6 Museum Studies
5 Philosophy, Humanities and Letters

SUR: 13 Philosophy, Humanities and Letters
6 Economics and Finance
5 Psychology

AMU: 7 Philosophy, Humanities and Letters
4 Law

UB: 14 Business Administration
10 Geography
4 Education Studies

Responses from **male** students, we see the following:

Yes Answered

UAM: 4 Teacher Education and Training

NKUA: 4 Physical Education and Sports Science

SUR: 7 Medicine
5 Philosophy, Humanities and Letters
7 Social and Political Sciences
3 Engineering

AMU: 4 Engineering
2 Philosophy, Humanities and Letters

UB: 7 Business Administration
8 Geography
7 Chemistry
5 Public Administration
4 Economics and Finance

Partly Answered

UAM: 1 Teacher Education and Training

NKUA: 2 Physical Education and Sports Science

SUR: 3 Medicine
2 Philosophy, Humanities and Letters
2 Economics

AMU: 1 Engineering

UB: 4 Business Administration
2 Political Studies

No Answered

UAM: 6 Teacher Education and Training
1 Science Faculty

NKUA: 4 Philosophy, Humanities and Letters
3 History and Archaeology
1 Medicine

SUR: 4 Philosophy, Humanities and Letters

AMU: 2 Law
1 Engineering
1Physical Education

UB: 14 Business Administration
2 Geography
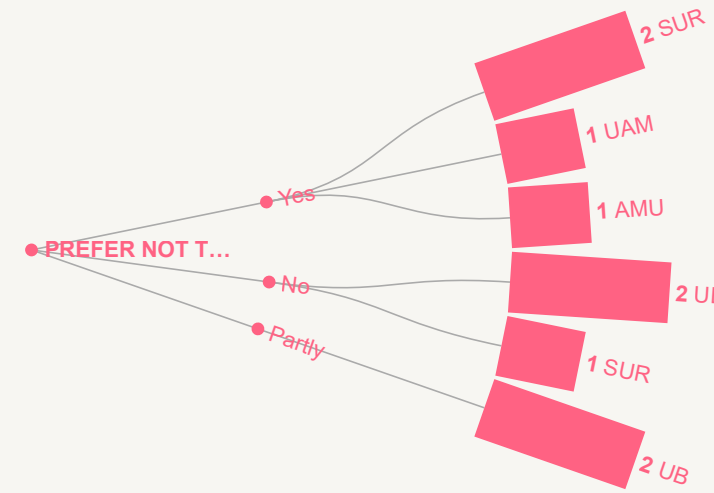
Figure 7. **Experience in Civic Engagement for non-gender specified respondents** https://public.flourish.studio/visualisation/14909196/

Those who did not specify their gender but had previous experience in civic engagement represent the following faculties: 2 from Philosophy, Humanities and Letters, 1 from Psychology and 1 from Biology. 2 students from Geography had partial experience, while 1 from Health Sciences, 1 from History and Archaeology and 1 from Mathematics had no experience at all.

Combination of Theory and Experiential Learning

7. Do your studies combine theoretical and experiential learning?

Legend:
- No
- Yes

Bar values:
- Autonomous University ..: No 3, Yes 58
- National and Kapodistria..: No 12, Yes 106
- Sapienza University ..: No 61, Yes 150
- University of Aix-Marseille: No 3, Yes 40
- University of Bucharest: No 36, Yes 187
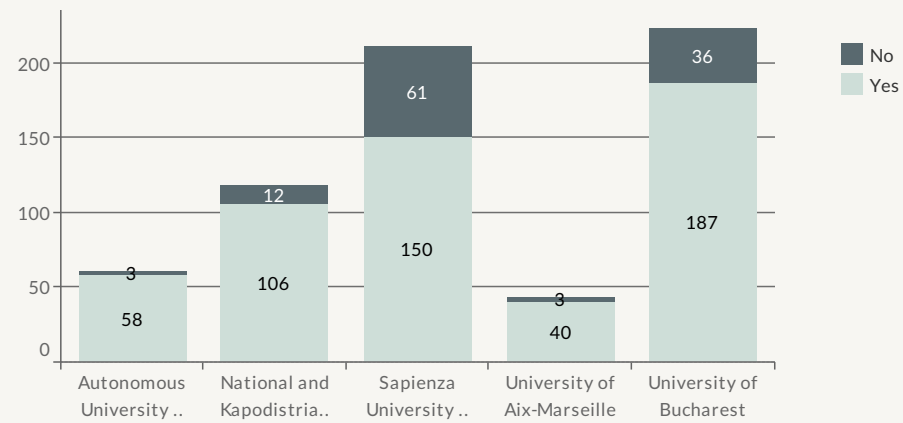
8. If yes, to what extent is there a balance between theory and practice?
(Rate from 1 not balanced to 7 very balanced)

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Minimum theory to Maximum theory
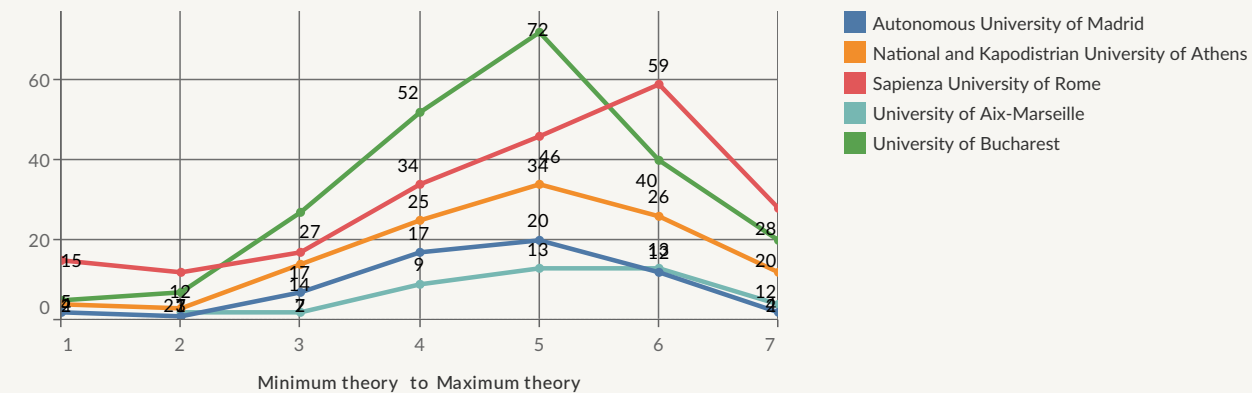
Figure 8. Are your studies combining theoretical and experiential learning?

Respondents from all Universities agreed by vast majority (83%) that their studies combine theoretical and experiential learning. Despite differences between Universities, the majority of students consider that the combination is fairly to very balanced.

As we can see in the graph of question 7 "Do your studies combine theoretical and experiential learning?" (see **Figure 8**), 541 students answered that their courses combine theory with practice, while the remaining 115, i.e. 17%, do not have a practical training that combines social contribution.

When comparing the Universities, we can see that most of the courses that do not combine theory with practice are at SUR and UB (yet let's not forget that these two Universities have the largest number of students who participated in the survey, thus we must not assume that this is generally the case compared to the other Universities).

In question 8 " If yes, to what extent is there a balance between theory and practice?", we notice that most students rated the balance at 5 on a scale of 1 to 7. More specifically, 20 students from **AUM**, 34 from **NKUA**, 46 from **SUR**, 13 from **AMU** and 72 from **UB** scored 5.
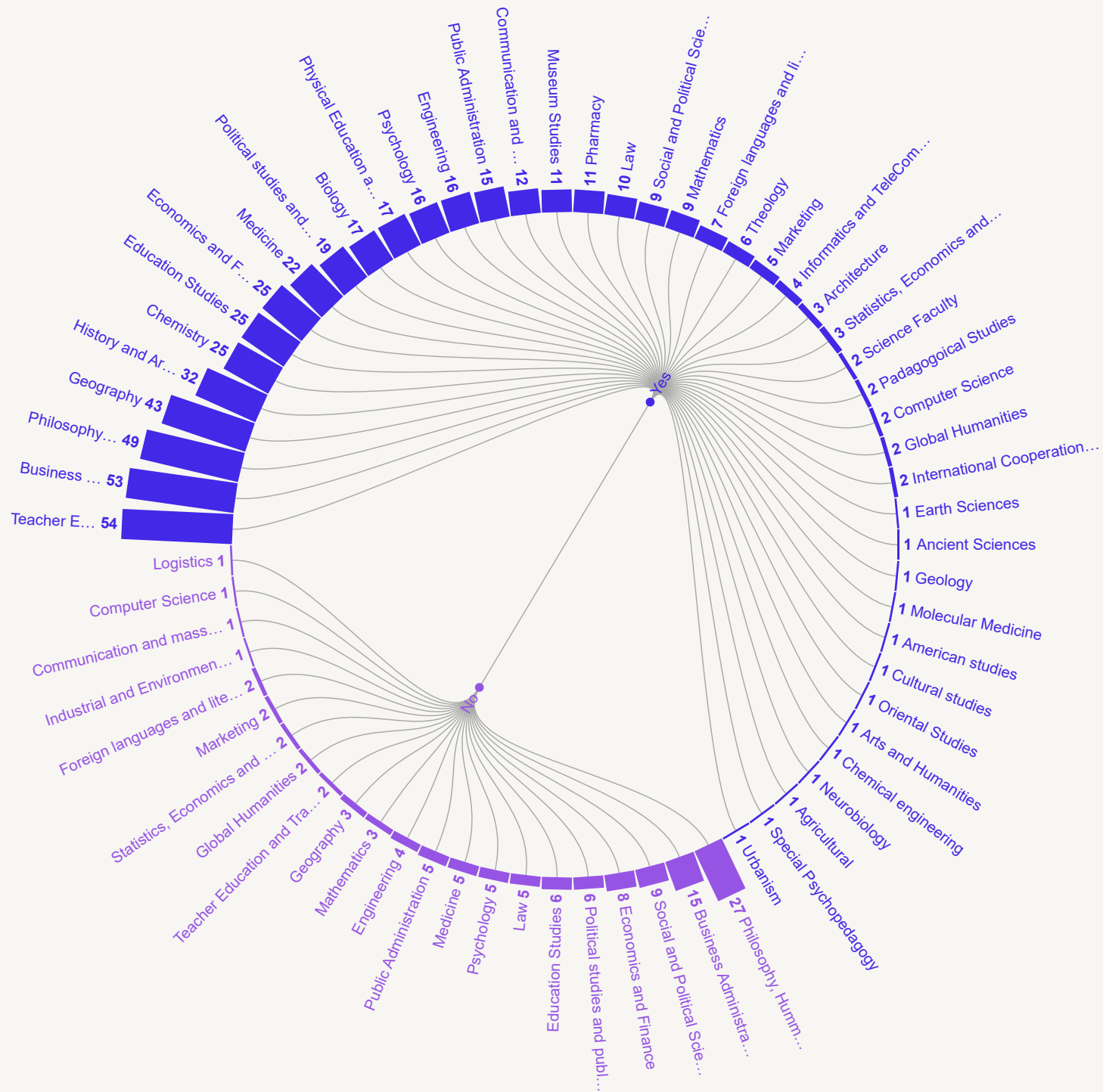
Figure 9. Which Departments combine theory and practice and which don't
https://public.flourish.studio/visualisation/14922977/

Figure 10. Views of students whose courses do not combine theory with practice
https://public.flourish.studio/visualisation/14914635/

As we can see in **Figure 9**, students from Administration and Business departments give positive answer regarding combining theory with practice. Agricultural Development, Nutrition and Sustainability, has 3 positive responses and 1 negative response. Archaeology and Museum Studies have only positive ones, as does Education which collects 77 positive responses against only 7 negative ones. Engineering has 14 positives against 4 negatives; Philosophy, Humanities & Letters have 58 positive responses against 25 negatives. Physical Education & Sports Science has all but 1 student answering "Yes", while in Psychology all students have answered positively. The only sciences that answered negative were logistics and linguistics.

But let's see how students who do not combine theory and practice in their courses feel about SL.

Figure 11. Do you know what SL is? Which were the reasons for selecting a course with experiential learning?
https://public.flourish.studio/visualisation/14897810/

For the purposes of this visualisation, we have isolated those who did not answer the previous question and **Figure 11** presents them per University. The second question students answered is the Faculty they come from, followed by the reasons why they chose a course based on experiential learning. As you can see in **Figure 12**, a student from SUR has answered that he does not know what SL is, while in the reasons why he chose such a course he noted that "it makes me grow up as a person".
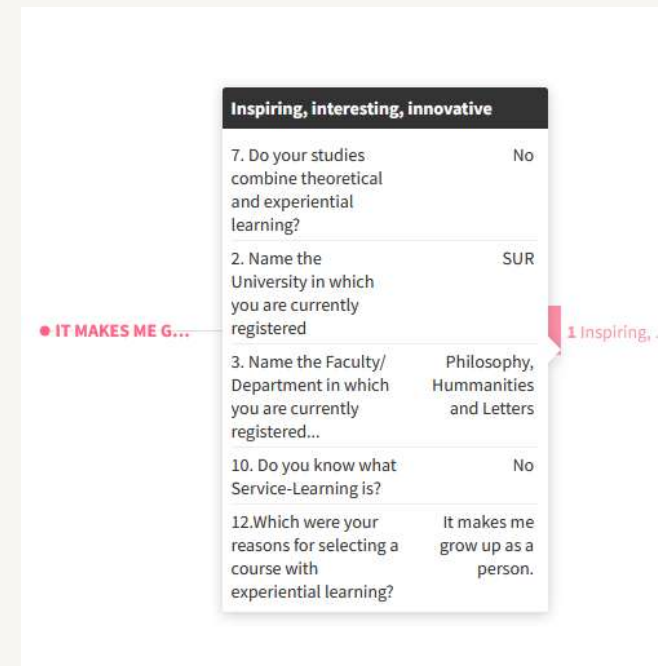
Figure 12. Describe the SL project you have participated in with just three words/ If you had the opportunity would you choose again a course based on SL?

The same student described the course as **"inspiring, interesting, innovative"**, while in the fourth question he answered "Yes" that he would choose a similar course again. Other reasons for choosing a course with SL activities were:

- "The ability to reflect my knowledge in society";
- "I am interested in both practical and theoretical aspects";
- "I applied mainly with the intention of earning some extra money, but also to try a new experience";
- "To face and learn directly about work and to offer my contribution to the service";
- "I wanted to learn how to approach young students, since I would like to become a teacher in the future";
- "I wanted to help people with disabilities to study and live their university experience as best as possible";
- "I wanted to help people with disabilities to study and live their university experience as well as possible", etc.

Figure 13. Views of students whose courses combine theory with practice
https://public.flourish.studio/visualisation/14914471/

These students answered the question of whether they know what SL is as following: **Figure 13** presents the total of all 541 students who have been active in such courses. The visualisation ranks them according to the Faculty they come from. If we choose randomly a sample from one of the Faculties, for instance 70 students from Economics and Finance, we can make the following observations:

Here students are divided into those who answer the question of whether they know what SL is. 20 UB students answered "Maybe", 1 "No" and 49 "Yes". The student who replied "No" in the question "Which were your reasons for selecting a course with experiential learning?" also replied that his main reason was "for better understanding".

Figure 14. 70 Students of UB with background on Economics and Finance
https://public.flourish.studio/visualisation/14914471/

Experiential Learning & Professional Life

Respondents from all Universities agreed by vast majority that experiential learning is a "must" within their studies for their future professional life.

On a scale from 1 to 7, the mean rate for all respondents was 6.1. The students from **UAM** scored highest (6.7), while students from the **UB** scored lowest (5.9).

As we can see in **Figure 15**, most students believe that courses that combine academic knowledge and theory with practical experience and hands-on application, combined with social service, are particularly useful for their future career path. More specifically, we see that 160 students give a 6 to the importance of SL within the courses, while 337 rate the "completely necessary for their studies" with a 7.

9. Do you think experiential learning is a must within your studies for your future professional life? (rate in a scale from 1 to 7)

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Not at all   to   Absolutely yes
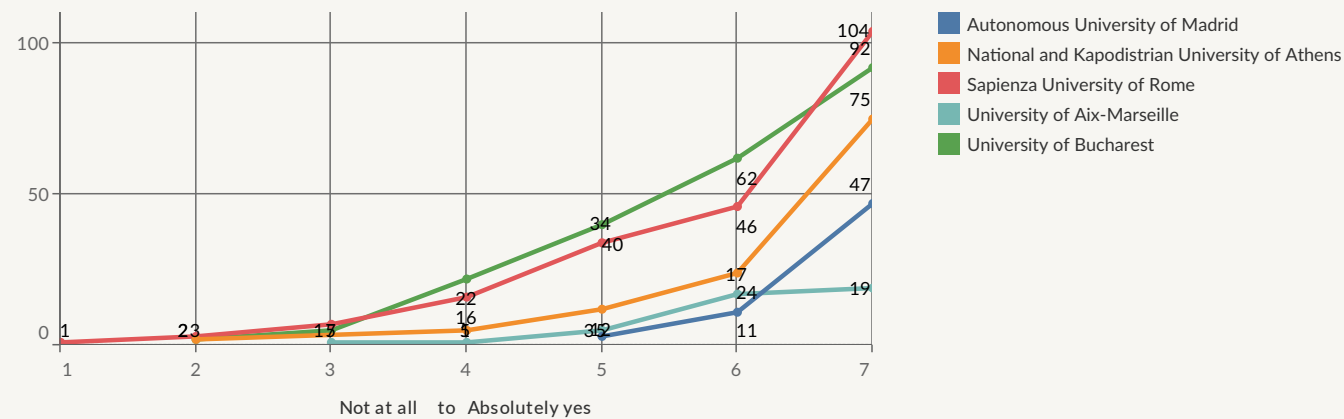
Figure 15. Do you think experiential learning is a must within your studies?

Knowledge about Service-Learning

Knowledge about SL among students is not as widespread as expected. Almost 4 out of 10 answered positively, and an equal number answered negatively.

The students with best knowledge about SL come from **UAM** ("Yes" 90.2%) and the **UB** ("Yes" 48.4%), while those lacking knowledge come from **SUR** ("No" 50,7%) and the **NKUA** ("No" 50%) (see **Figure 16**)

10. Do you know what Service-Learning is?

- Maybe
- No
- Yes

Do you know what Service-Learning is?

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
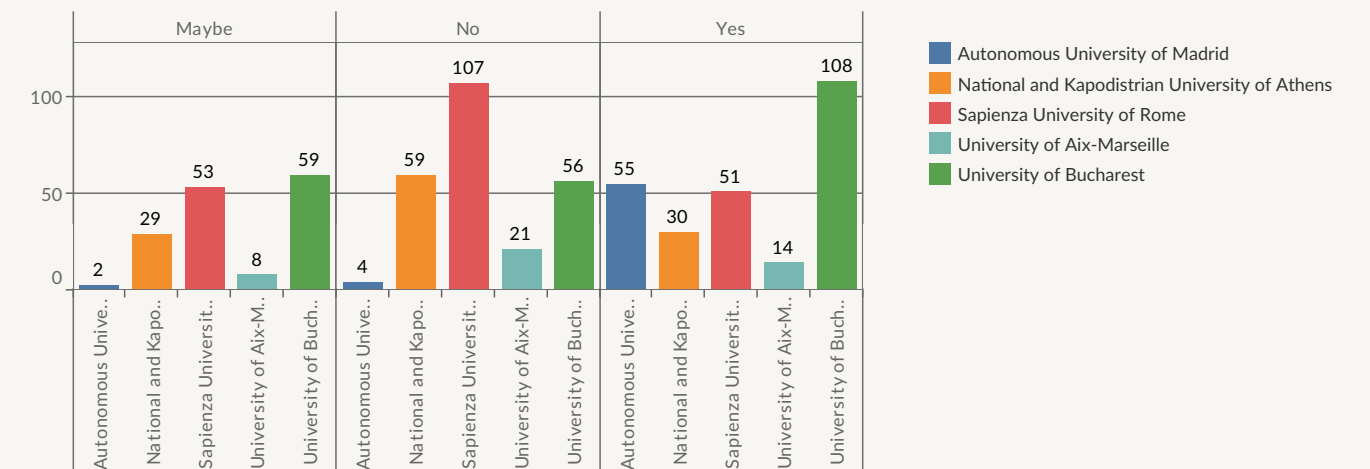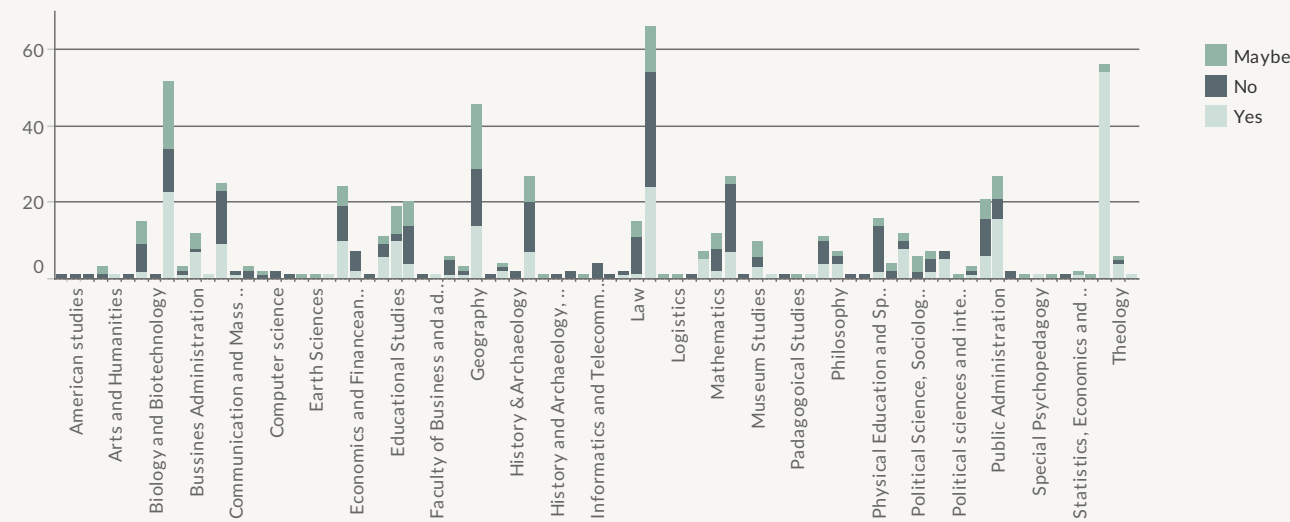- University of Bucharest
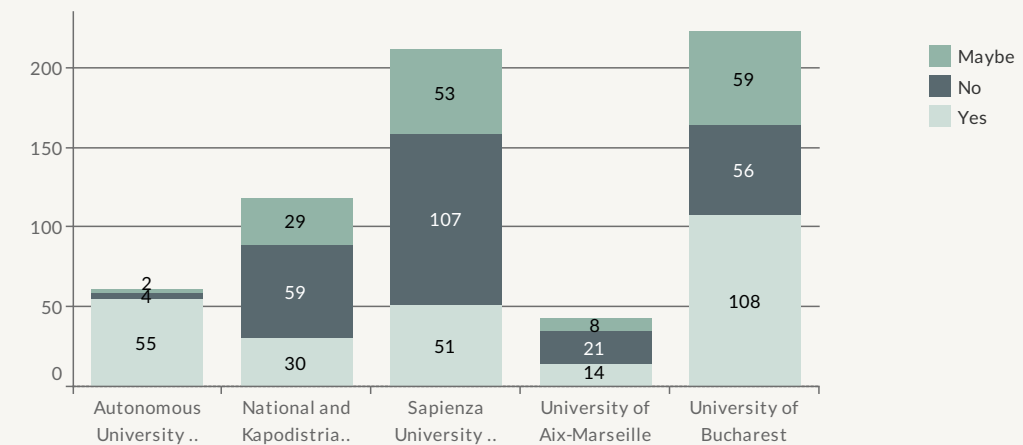
Figure 16. Do students know what SL is?

Do you know what Service-Learning is?
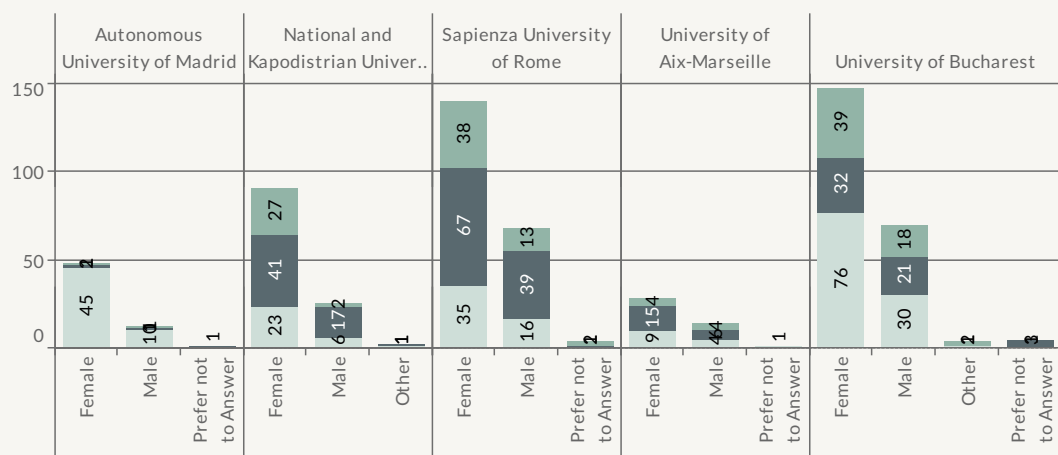

Do you know what Service-Learning is?

Figure 17. Cross-tabulation with field of studies and gender

Most students who answered positively are students in the field of Teacher Education and Training (54 in total), followed by students in the field of Letters and Philosophy (24) and then students from the field of Business Administration (23) (see **Figure 17**). Female respondents score slightly higher on "Yes" and male slightly higher on "No", but the difference is not significant.

If one wants to cross-tabulate two factors (i.e. impact of gender and academic background of students), the interactive diagram accessible online allows for further observations. For instance, if we zoom into the 55 UAM students who answered "yes, I know what SL is", we can observe that 45 of them are female and 10 male. 44 of the female students represent the field of Teacher Education and Training, and 1 the field of Philosophy, Humanities and Letters. 40 are undergraduate, 3 postgraduate, 1 graduate and 1 PhD student. Similarly, all the male students of this sample (10 UAM students) have a background on Teacher Education and Training.

What is the profile of those students who continued their involvement with SL after completing their course? A total 408 students continued fully or partially, of whom 10 will not participate in a similar SL course again, despite the fact that 4 of them believe that such a course would be an additional asset for their professional career, which 3 do not think so, while another 3 are not sure about it. Also all 10 of these students are unemployed. Subsequently, 66 students might choose such a course again, of which only 16 are working, i.e. 24%. Surgeon, Blackjack dealer, Maybe social worker, Technical Support Analyst / Customer Service Representative, Speech therapist, Data analyst, Volunteer support officer, Teacher, Google Ads Specialist, School psychologist, project leader, working at a bar etc.

332 students would choose to follow again a SL course. 70 of them are working on fields like Accounting, Administration, Army services, Assistance to the students at the desk, Chemist, Biotechnologist, Medicine, Dance, Communication consultancy, Project Management, Museology, Humanitarian support, Physiotherapy, Pedagogy, etc.
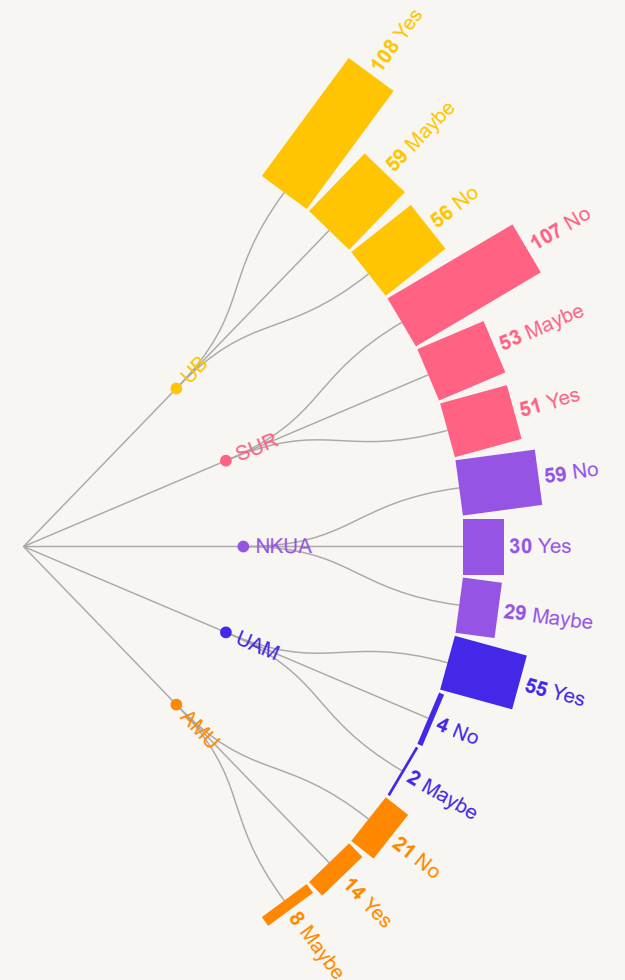

Figure 18. Do you know what SL is? per University, gender, status
https://public.flourish.studio/visualisation/14897810/

Service-Learning adopted in courses

After reading the definition of SL, the majority of the respondents (59.8%) recognised it as a pedagogical approach adopted in some course(s) they had at the University.

11. After reading it, do you recognise it as a pedagogical approach adopted in any of the courses you had at the university?
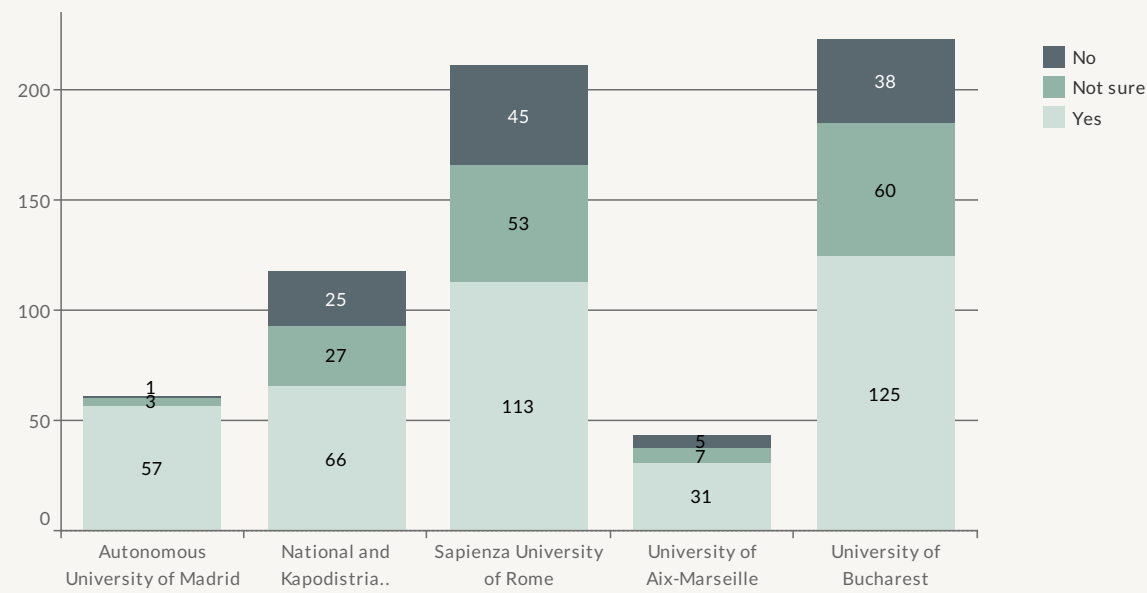

Legend:
- No
- Not sure
- Yes

Data values by university:
- Autonomous University of Madrid: Yes 57, Not sure 3, No 1
- National and Kapodistria..: Yes 66, Not sure 27, No 25
- Sapienza University of Rome: Yes 113, Not sure 53, No 45
- University of Aix-Marseille: Yes 31, Not sure 7, No 5
- University of Bucharest: Yes 125, Not sure 60, No 38

Figure 19. Do students recognise SL as a pedagogical approach adopted in any of their courses?

Reasons for selecting Service-Learning courses

The reasons for selecting a course with experiential learning diverge between Universities, while in all five **"learn"** and **"experience"** are central for the respondents (**Figure 20**).

"Future" and "practice as teacher" figure high among the answers of **UAM** students, "work" and "money" among those of **SUR**, "knowledge" and "community" are important for the students of **NKUA**, while "course engagement" for those of **AMU**. Last but not least, it is desire for "development" and "improvement" among the students of **UB**.

12. Which were your reasons for selecting a course with experiential learning?

UAM

SUR

NKUA

AMU

UB

Figure 20. Reasons for selecting a course with experiential learning per University

Explanation received about the course

Three out of four respondents (75.9%) answered that they received enough explanation from their teachers when selecting a course. The percentages per University are: 91,8% for **UAM**, 86,3% for **NKUA**, 66,8% for **SUR**, 65% for **AMU** and 79% for **UB**.

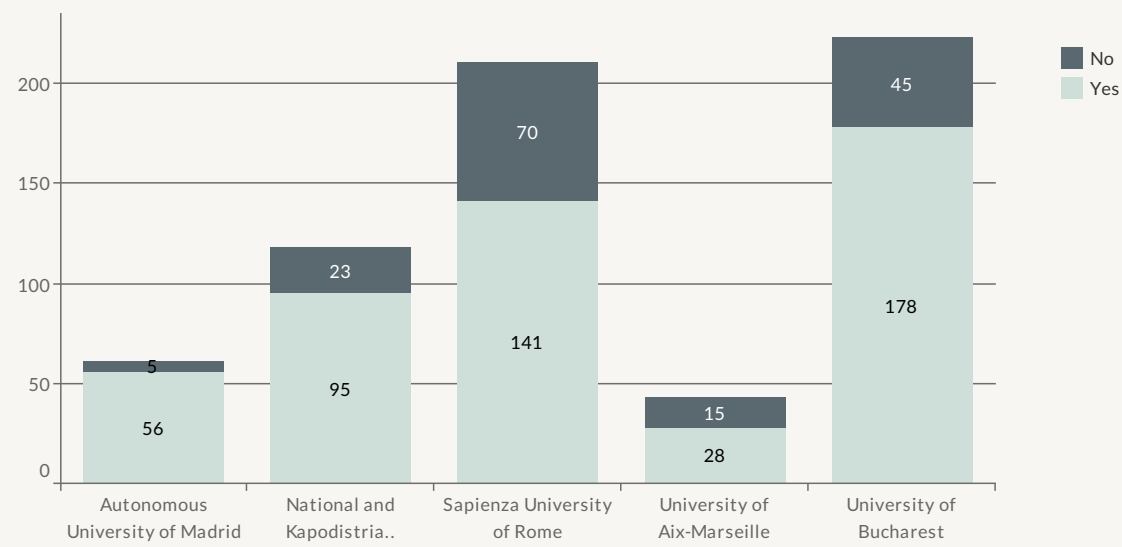**13. When you selected the course, did you get enough explanation from your teacher on how the course works?**

Figure 21. Students respond whether they received explanations from their teachers

ECTS and grades gained from a Service-Learning course

On average, less than half of the respondents responded that they got ECTS and/or grades for selecting the SL course. Most negative answers have been received from **SUR** and **UB** students (but less so for the latter).

14. Did you get ECTSs?
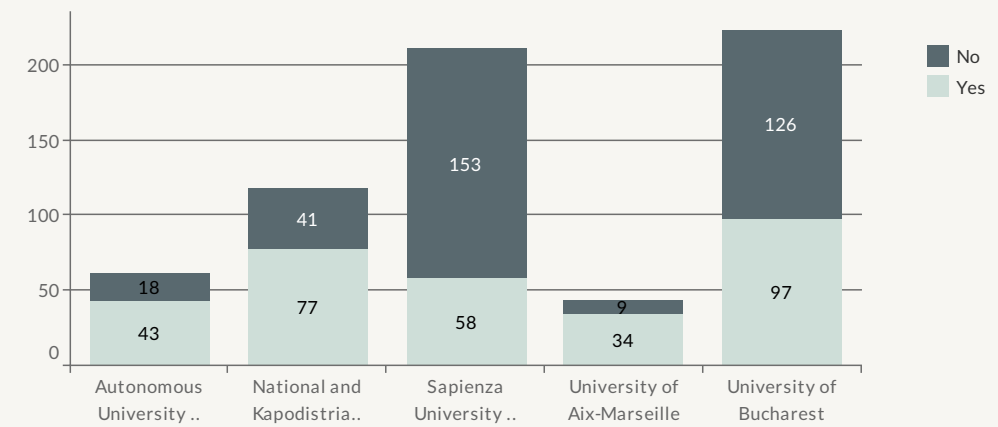
15. Did you get a grade?
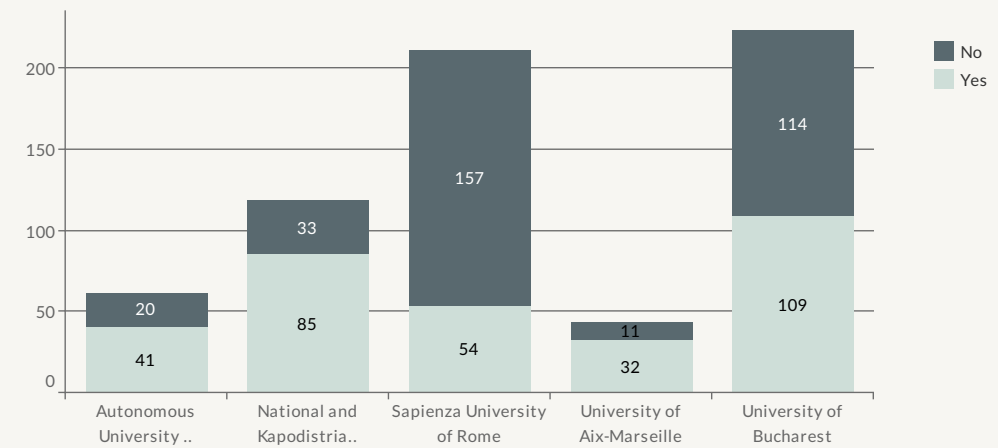
Figure 22. ECTS and Grades

Evaluation exercise upon completion of a Service-Learning course

16. Did the course include an evaluation exercise upon its completion?
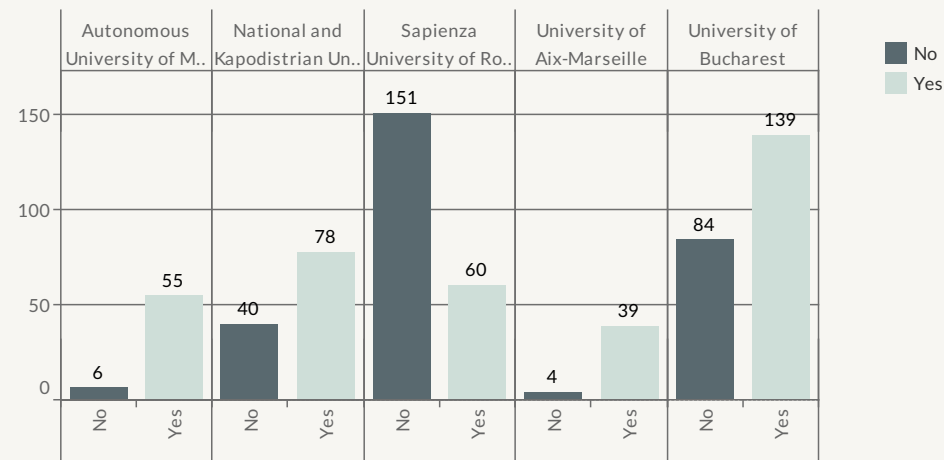
17. Did you continue your involvement with the civil society organisation and the activity after completing the course?
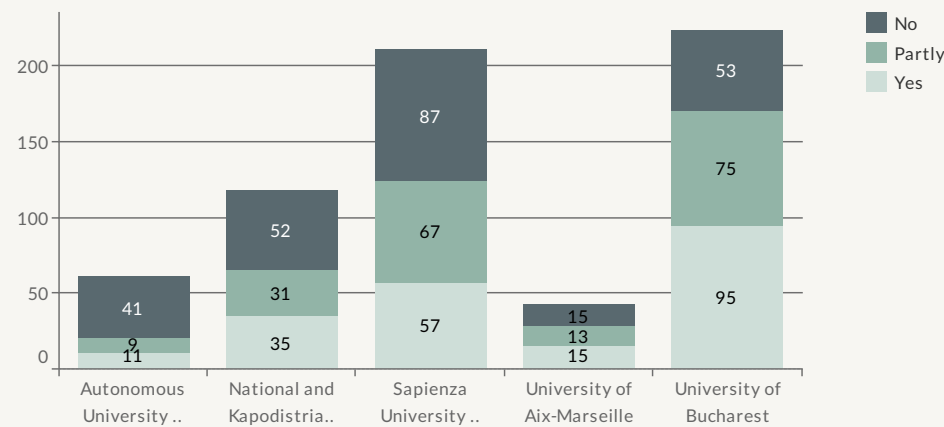

Figure 23. Evaluation exercise upon completion of the work

In most Universities the students had to go through an evaluation exercise upon completing the relevant courses (in **UAM** by 90%, in the **NKUA** by 66,10%, in **SUR** by 28,4%, in **AMU** by 60% and in **UB** by 59,65%).

Participating in a SL course seems to have a lasting effect on students, since more than seven out of ten students responded that they continued their involvement (at least partly) with the civil society organisation and the activity after completing the course. The ratio is highest for the students of the **UAM**, and lower for those of **SUR**.

Difficulty of Service-Learning Course

18. How would you rate the course in terms of its level of difficulty because of its Service-Learning approach?
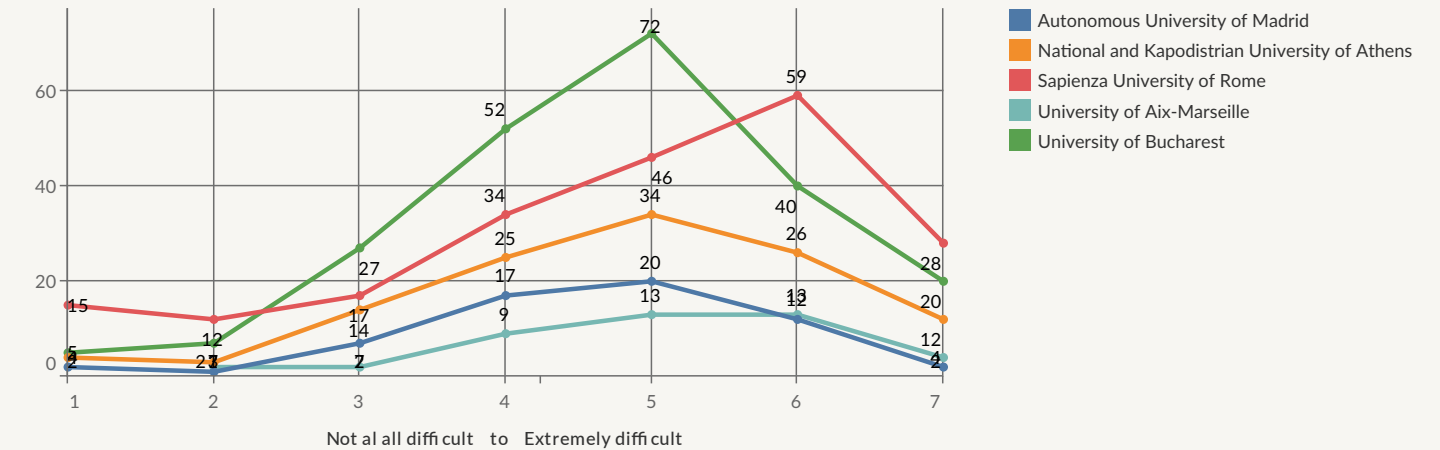

Figure 24. Rate the difficulty of a SL course

Students rated the difficulty of the courses as a result of their SL approach. Though the diagram gives the impression that a larger population of students rated them as rather difficult (rating 5 or 6), the average is in fact slightly under 4 (which would stand for "neither easy nor difficult").

Specific challenges

In total, two major challenges were recognised by the students: "Time" and "Communication". Third most popular response is "No major challenges" which indicates a generally positive inclination regarding the implementation of the courses.

Yet, there was some variation between the five Universities. Students chose as below:

UAM Time, Communication and Conflict management;

NKUA Time, No major challenges, Communication, Budget and Partnerships;

SUR Time, Communication, No major challenges, Technical and Human Resources Management;

AMU Time, Communication, HR Management, Conflict Management and Technical challenges and finally

UB Time, No major challenges, Communication, Budget and HR Management.

19. Were there any specific challenges in this course because of its Service-Learning approach in terms of ……

Figure 25. Specific challenges in a SL course

Describe a Service-Learning project in three words

The three most common words describing a SL Project were: "Inspiring", "Engaging" and "Interesting".

There were certain divergences between the Universities:

UAM students went for the trio "Enriching, Inspiring, Learning";

NKUA students for "Inspiring, Engaging, Interesting" (as the general average);

SUR students voted for "Engaging, Inspiring, Interesting", but also "Community-based, Useful and Challenging";

AMU students for "Engaging, Inspiring, Interesting";

UB students for "Inspiring, Engaging, Community-based", but also "Interesting and Useful".

20. Describe the Service-Learning project you have participated in just three (3) words

Figure 26. SL in three words

Level of satisfaction

21. If you had the opportunity, would you choose again a course based on Service-Learning?
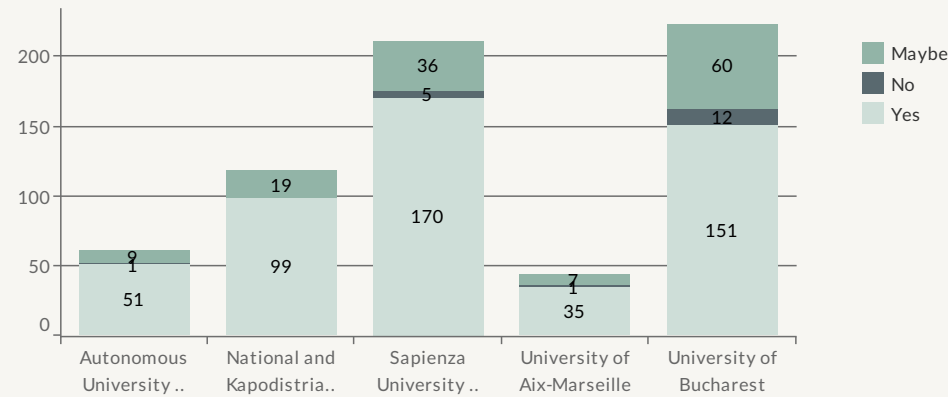
22. Would you recommend experiential learning to others?
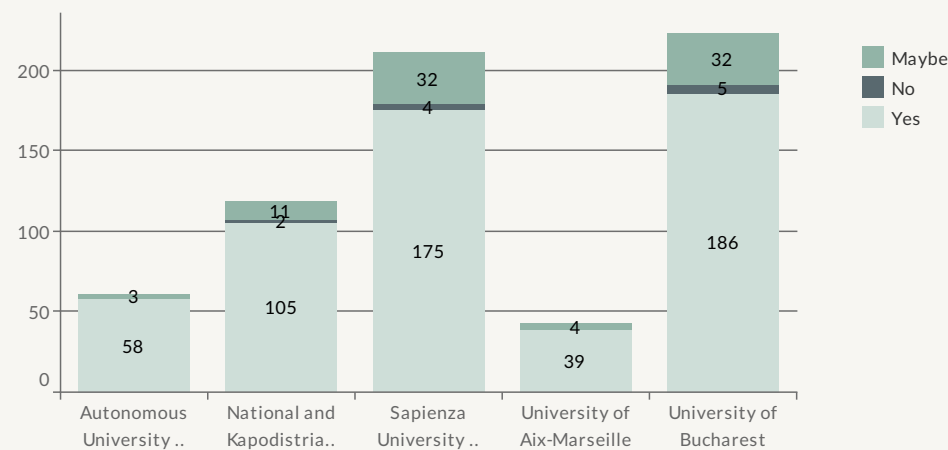
Figure 27. Would you choose again a course based on SL? Would you recommend experiential learning to others?

Satisfaction with SL courses is evident in those two combined questions. A vast majority of students from all five Universities would choose again a course based on SL (by 77.1%) and would equally recommend experiential learning to other students. (by 85.8%). Negative answers are limited to 2.9% for the former question and 1.7% for the latter.

Considering the profile of students who would not take a SL course again or were not so sure, we can note the following:

Those who do not wish to participate in a SL course again are 19; 16 of them are undergraduate students, 1 graduate and 2 postgraduate. Those who might attend are in total 131 (89 undergraduate, 22 postgraduate, 7 PhD and 13 graduate).

If we now look at those who might choose a course with SL again, 63 (48%) might recommend it to a colleague, 66 (50.3%) would recommend it, while only 2 would not. Regarding the skills that the course offered to them, 38 respondents (29%) answered positively, 17 (12%) answered "No" and 76 (58%) "Maybe".
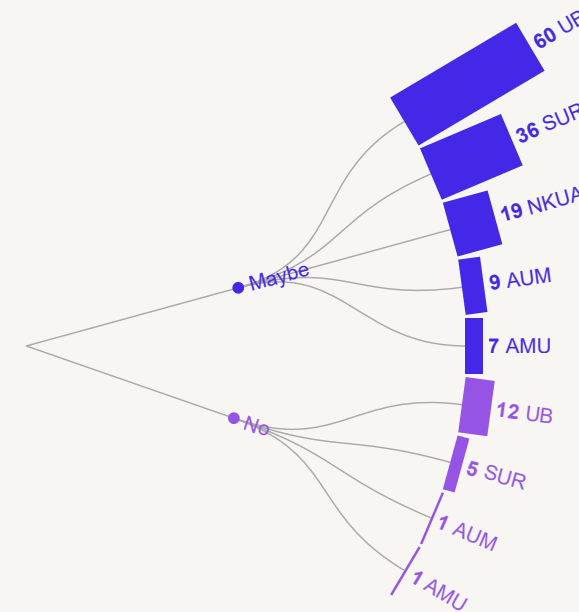
Figure 28. Which students won't choose again a course based on SL?
https://public.flourish.studio/visualisation/14929720/

Benefits for the students

23. Do you think there are benefits from Service-Learning for the students?

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Not at all to Absolutely yes
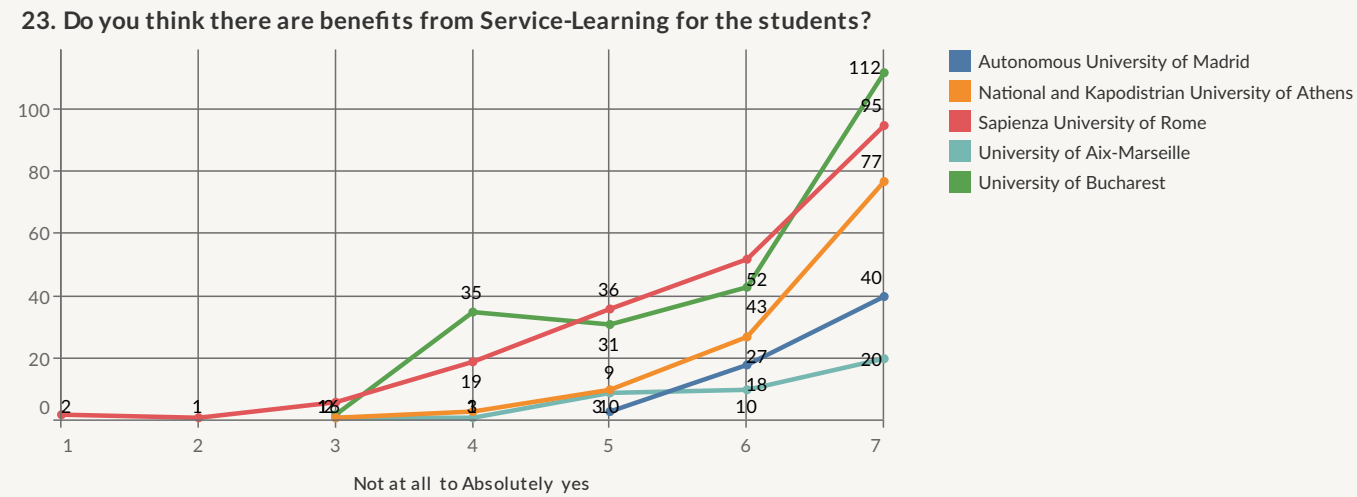
Figure 29. Benefits for students from SL activities? Which ones?

Students from all the Universities agree (from strongly to absolutely) that there are benefits for them from SL activities. The mean value of their responses is 6.15 out of 7. The students from **UAM** are the most enthusiastic (mean 6.61) while those from **SUR** are slightly more cautious (mean 5.96). 52.43% of students, i.e. 344 out of 656, consider that SL has benefits for them, giving it 7 the highest value on a scale of 1 to 7. Similarly, 22.8% rated it with a 6.

Below we look at how students rate different kinds of benefits in each of the five Universities.

24. If yes, what were the benefits for you by participating in a Service-Learning based course?
a) More solid learning input thanks to the use of innovative pedagogy
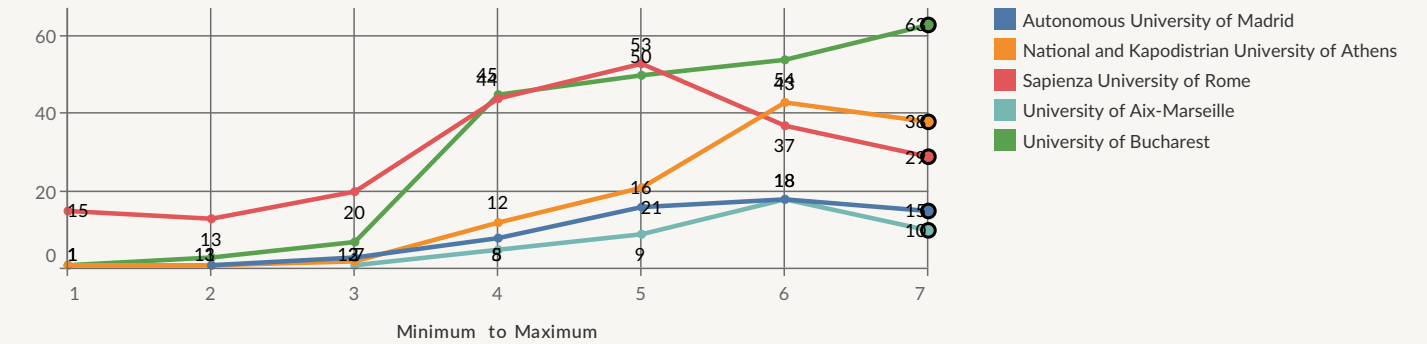
Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Minimum to Maximum

24 b) Learn how to build bridges between the academic world and society

Minimum to Maximum

24 c) Become more informed and engaged as a citizen

Minimum to Maximum
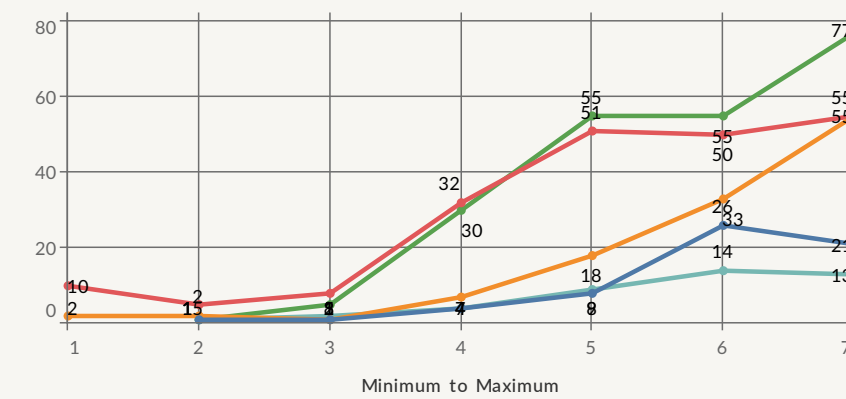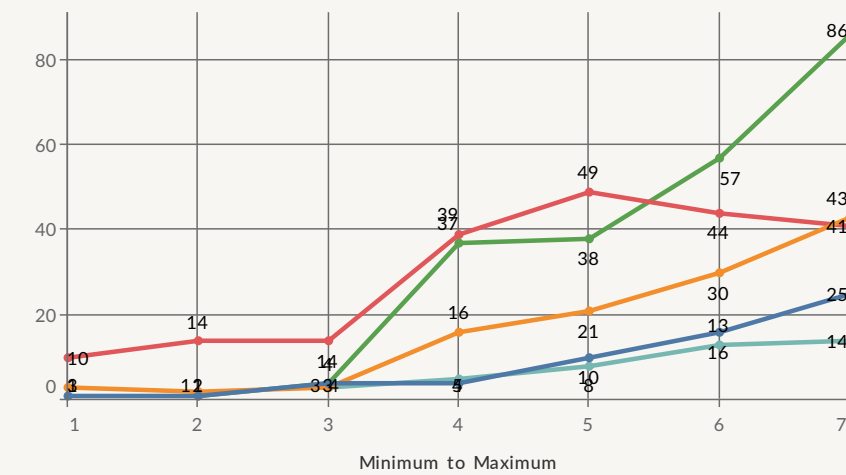
Figure 30a. If yes, what were the benefits for you by participating in a SL based course?

Students from all Universities agree strongly that SL offers a more solid learning input (mean 5.27), teaches how to build bridges between the academic world and society (mean 5.65), and helps them become more informed and engaged as citizens (mean 5.47). Also it helps them become better equipped to enter the job market (mean 5.53), offers the opportunity to participate in a non-formal education and democratic academic process engaging with civic society (mean 5.39), and to develop several key hard and soft skills in a rounded way (mean 5.63).

24 d) Become better equipped, academically and practically, to enter the job market

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest
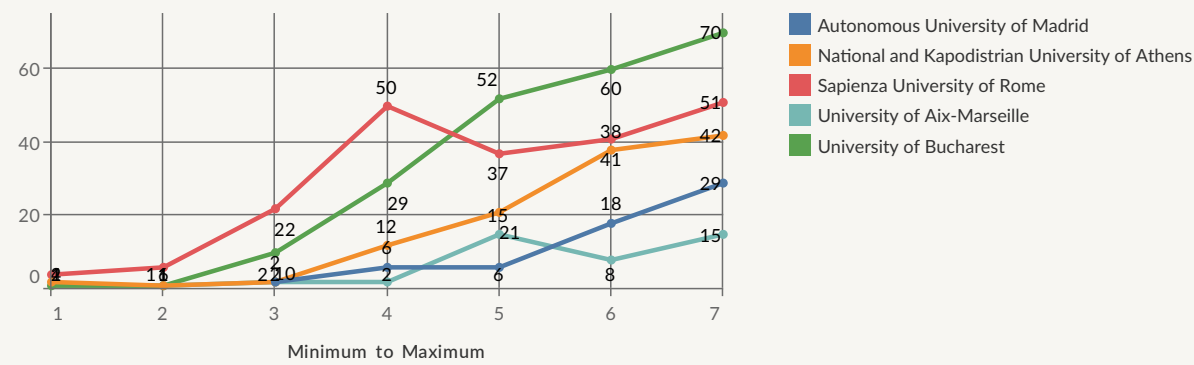
24 e) Participate in a non-formal education and democratic academic process that is engaged with civic society
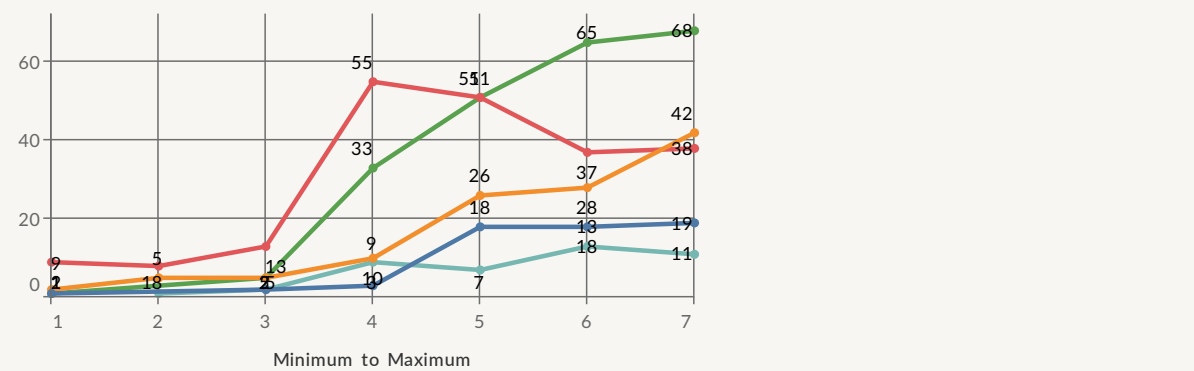
24 f) Develop in a rounded way several key hard and soft skills
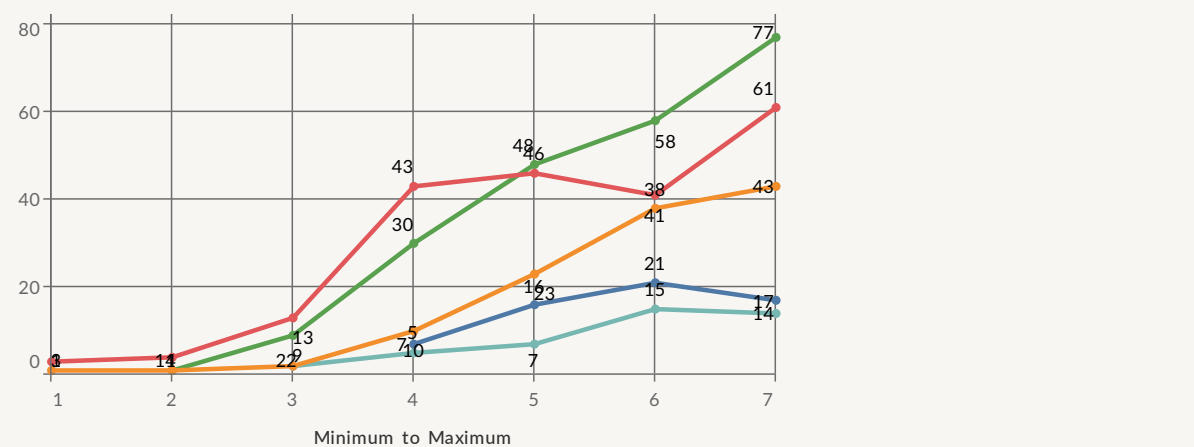
Figure 30 a. If yes, what were the benefits for you by participating in a SL based course?

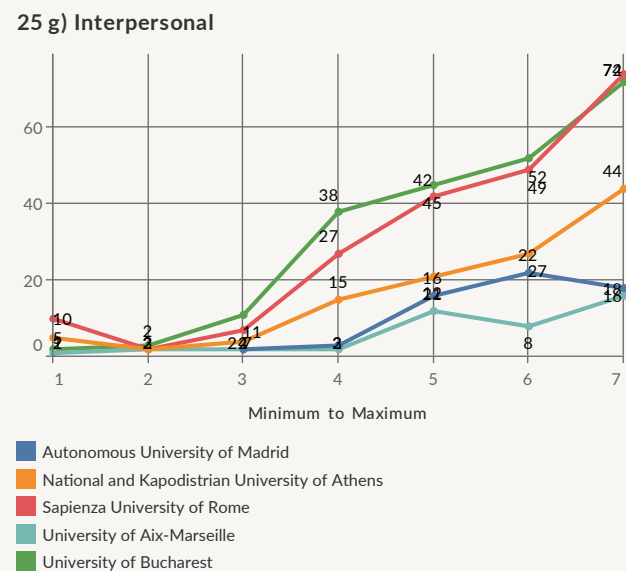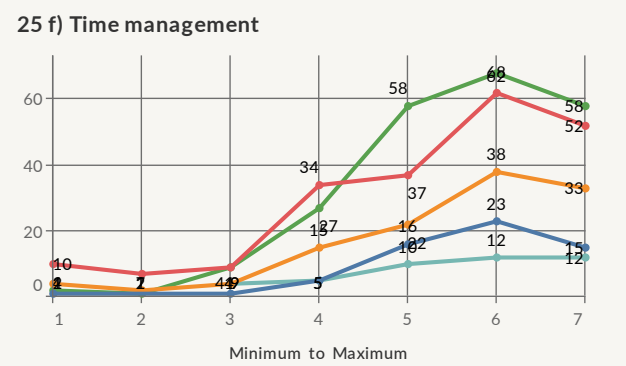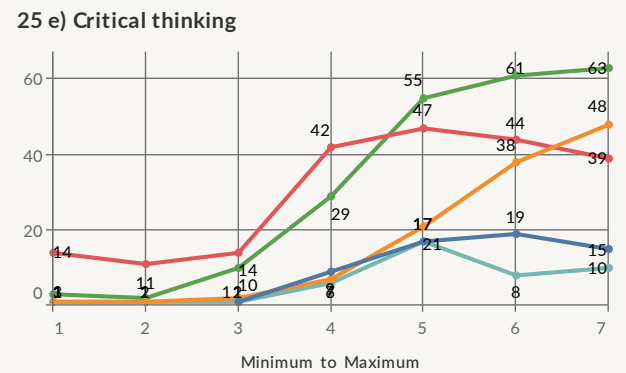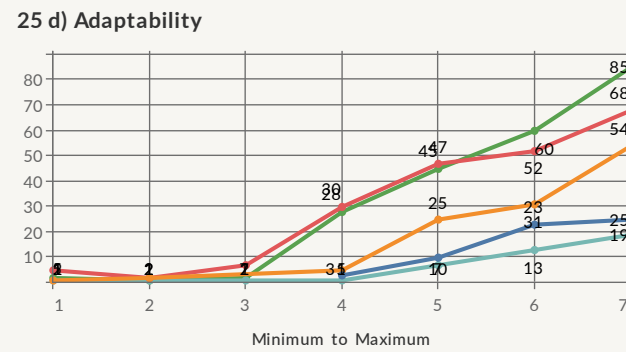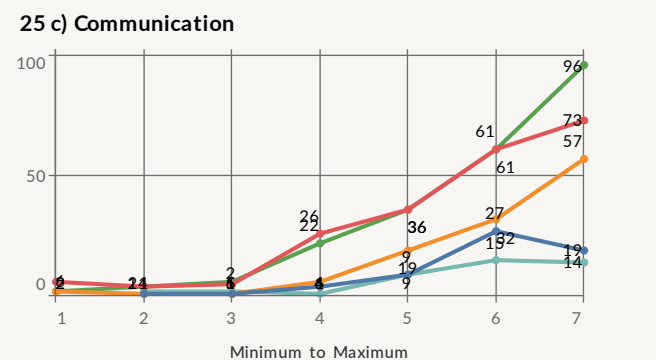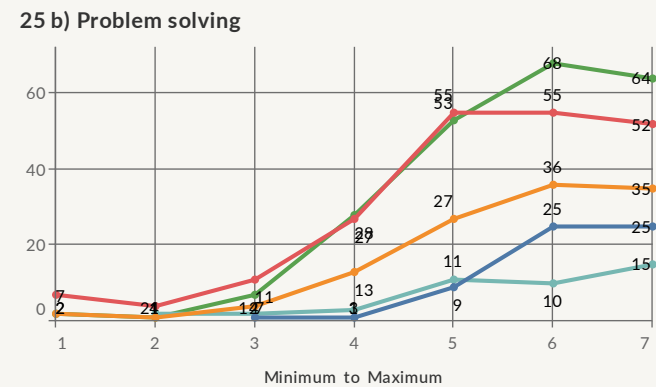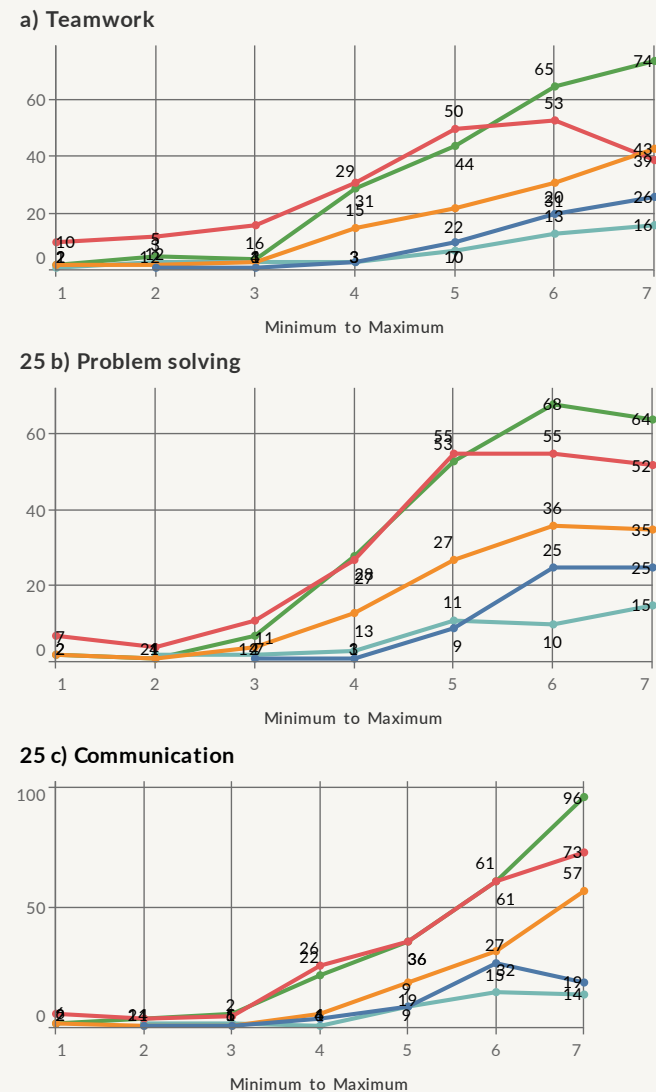|	UAM	NKUA	AMU	SUR	UB
Solid learning input thanks to innovative pedagogy	5.51	5.81	5.72	4.58	5.48
Build bridges between the academic world & society	5.97	6.02	5.67	5.27	5.74
Become more informed and engaged as a citizen	5.77	5.64	5.7	4.89	5.81
Become better equipped to enter the job market	6.08	5.81	5.67	5.07	5.65
Democratic academic process engaged with civic society	5.74	5.58	5.44	4.87	5.69
Develop in a rounded way several key hard and soft skills	5.79	5.87	5.79	5.33	5.72

Figure 30b. Benefits for the students (Average rates per University)

Skills gained

Of the skills proposed, students from all five Universities ordered them as follows:

1. Communication (mean 5.86)

2. Adaptability (mean 5.83)

3. Problem Solving (mean 5.60)

4. Interpersonal skills (mean 5.57)

5. Teamwork (mean 5.49)

6. Time Management (mean 5.47)

7. Critical Thinking (mean 5.39)

25. Which of the following skills did you gain through a Service-Learning course?
a) Teamwork

25 b) Problem solving

25 c) Communication

25 d) Adaptability

25 e) Critical thinking

25 f) Time management

25 g) Interpersonal

■ Autonomous University of Madrid
■ National and Kapodistrian University of Athens
■ Sapienza University of Rome
■ University of Aix-Marseille
■ University of Bucharest

**Figure 31a.** Which of the following skills did you gain through a SL course?

For UAM, NKUA and UB, the skill of Adaptability ranks first among their students, whereas for AMU students the skill of Interpersonal work is the one that gets the first position. For SUR students, Communication ranks first.

|	UAM	NKUA	AMU	SUR	UB
Teamwork	6.05	6.05	6.26	4.96	5.69
Problem Solving	6.01	6.01	6.24	5.33	5.64
Communication	6.11	6.11	6.22	5.64	5.95
Adaptability	6.15	6.15	6.23	5.56	5.84
Critical Thinking	5.62	5.62	6.2	4.82	5.54
Time Management	6.07	6.07	6.24	5.25	5.57
Interpersonal	5.84	5.84	6.31	5.52	5.53

Figure 31b. Skills gained from the students per University (average rates per University)

The impact of Service-Learning experience

26. Do you feel Service-Learning experience has transformed you in any specific way?
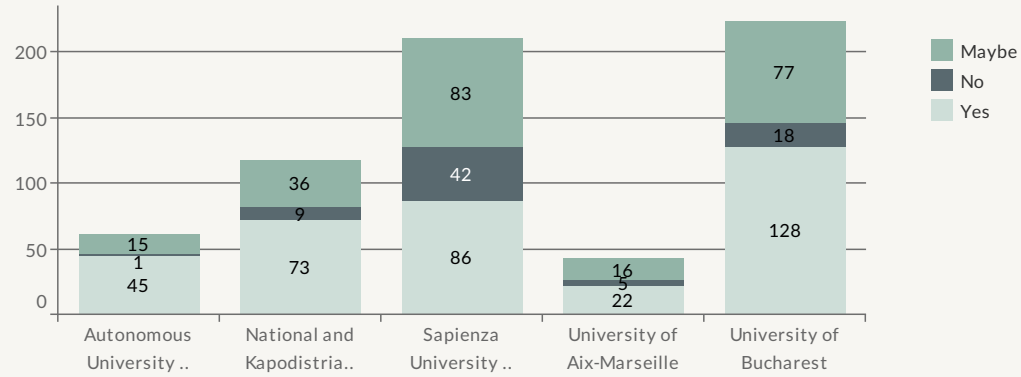
27. Do you think that Service-Learning offered you experiences that will help you significantly accessing the job market in the future?
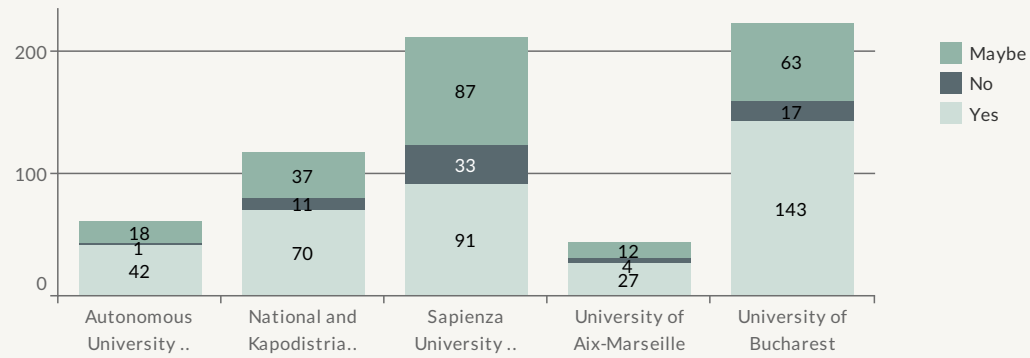
28. If you are already working, did Service-Learning help you get recruited in your current job;
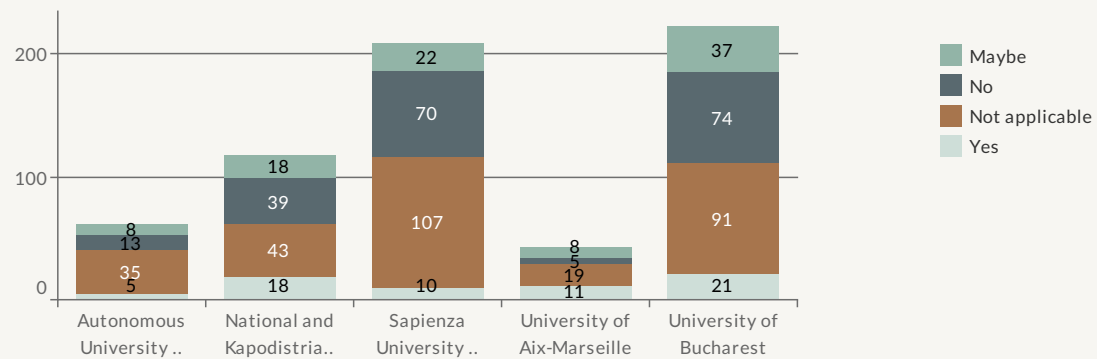

Figure 32. Impact of SL

The majority of students in all five Universities feel that SL experience did (or possibly did) transform them. They also think that those experiences will surely or possibly help them accessing the job market in the future. Of those already working, more than half (55.8%) do not think, however, that SL affected their recruitment in their current job.

3.2
Teachers' (Academics)
Survey Data: A Synthesis

Teachers' Demographics

51 teachers responded to the survey; 70% were Female.

More than half (54.9%) of the respondents are Associate Professors, or Full Professors (17.6%). One out of four (23.5%) are Assistant Professors, Lecturers or Adjunct teaching staff. In the interactive diagram it is possible to examine the correlations between Gender, Rank and Department per University.

All information about their responses can be accessed through the following links:

https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART1/Story1

and

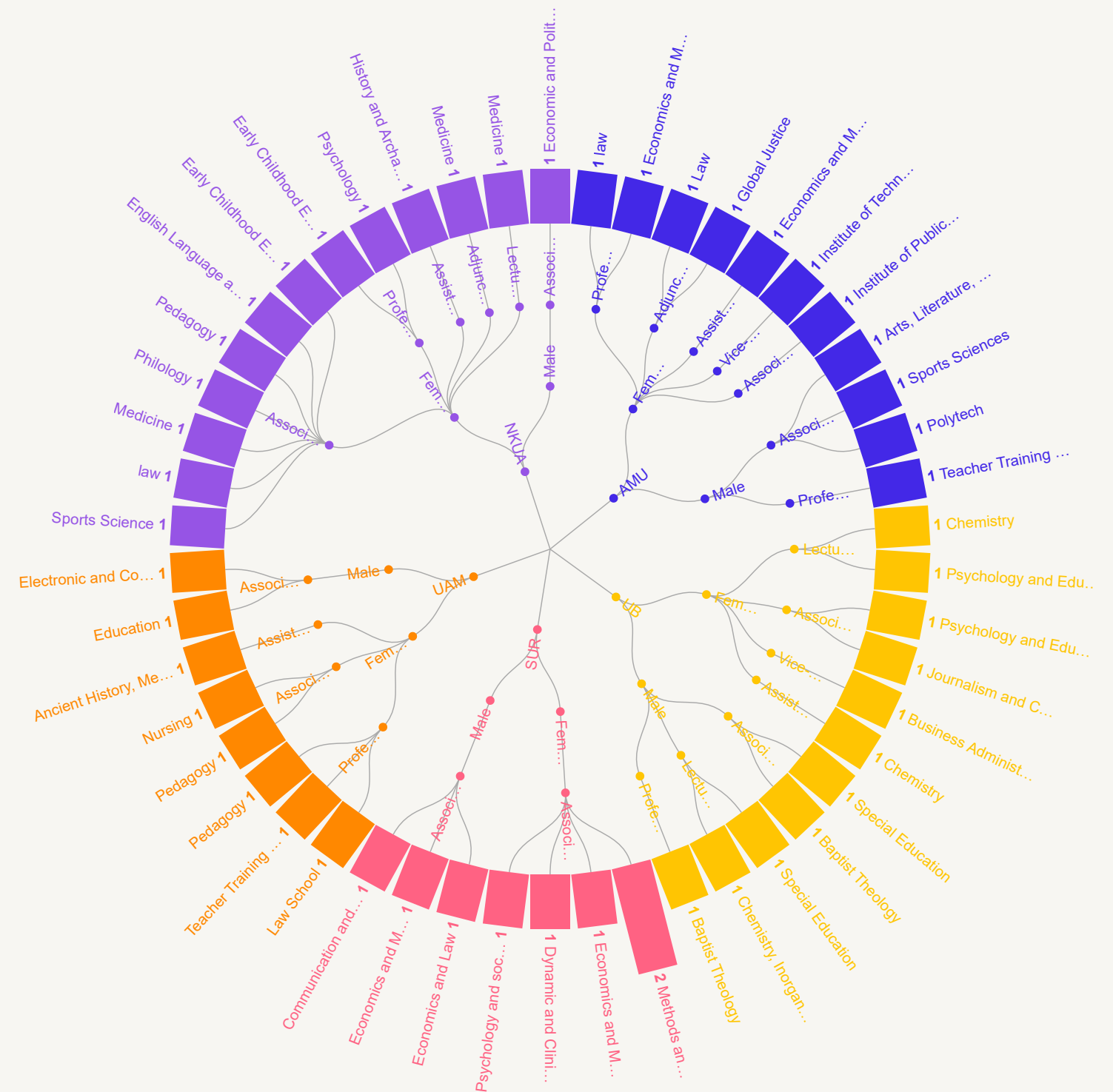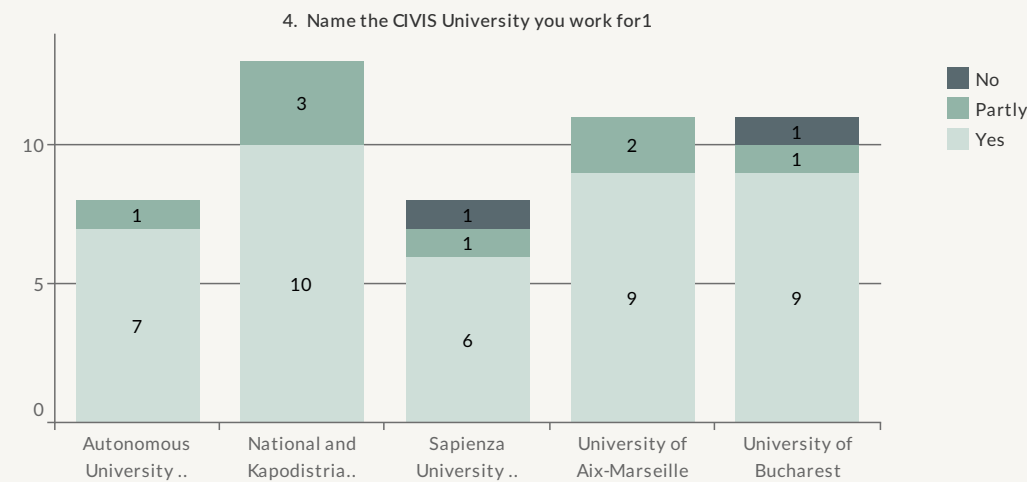https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART2/Story1

Figure 33. Teachers' (Academics) Demographics
https://public.flourish.studio/visualisation/14858433/

Combination of Theoretical and Experiential Learning

8.Do your courses combine theoretical and experiential learning?

9. If yes, how would you rate the balance between theory and practice in your courses? (rate in a scale from 1 to 7)
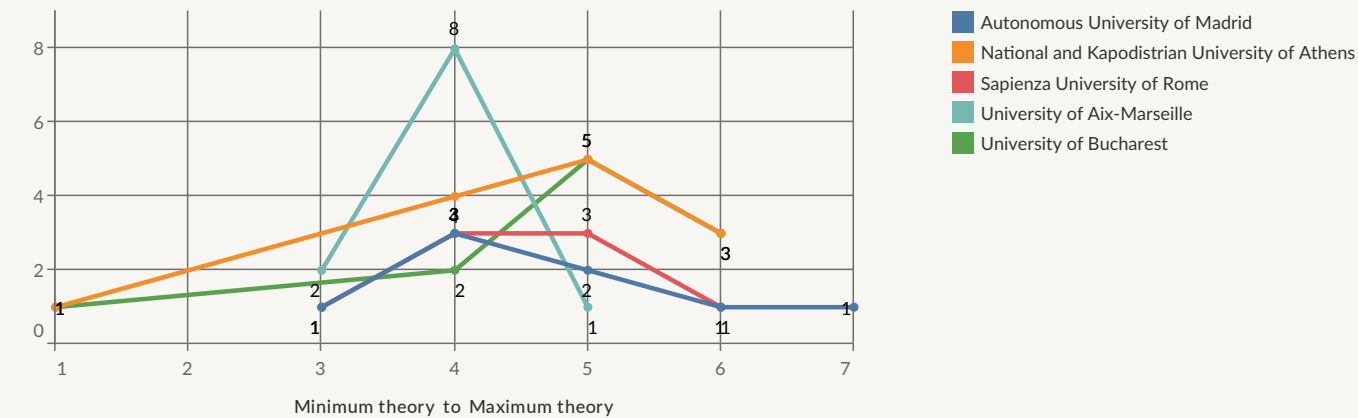

Figure 34. Combination of theoretical and experiential learning

All respondents but two stated that their courses combine (at least partly) theoretical and experiential learning. We can notice a slight preference towards more theory (mean 4.49). The only University leaning slightly more towards experience is **AMU** (mean 3.91).

Knowledge and Application of Service-Learning

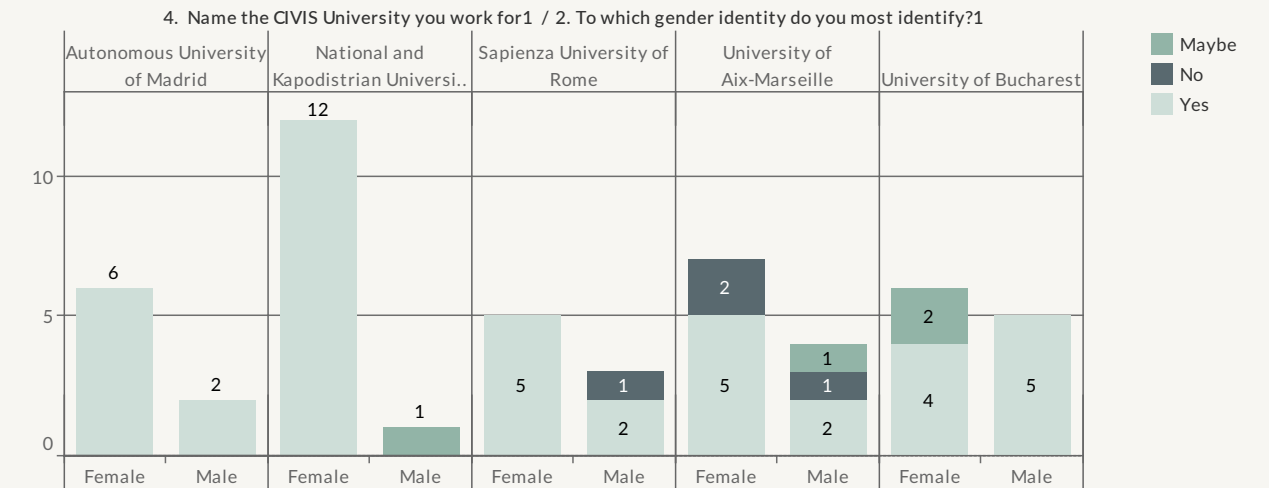**10.Do you know what Service Learning is?**

Figure 35. Do you know what SL is?

What is Service Learning?
Service_Learning (S-L) in higher education is an experiential educational method in which students engage in community servise, reflect critically on this experience, and learn from it personally,socially and academically. The activities address human, social and environmental needs from the perspective of social justice and sustainable development, and are focused on enriching learning in higher education, fostering civic responsibility and strengthening community engagemnet. S-L is recognised with ECTS (EASLHE, 2021).

11. After reading it, do you recognise it as a pedagogical approach adopted in any of the courses you have designed at the University?
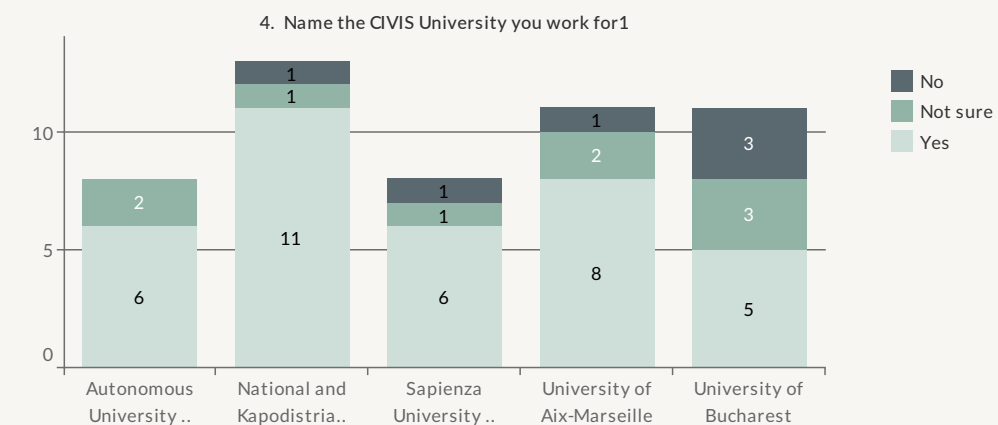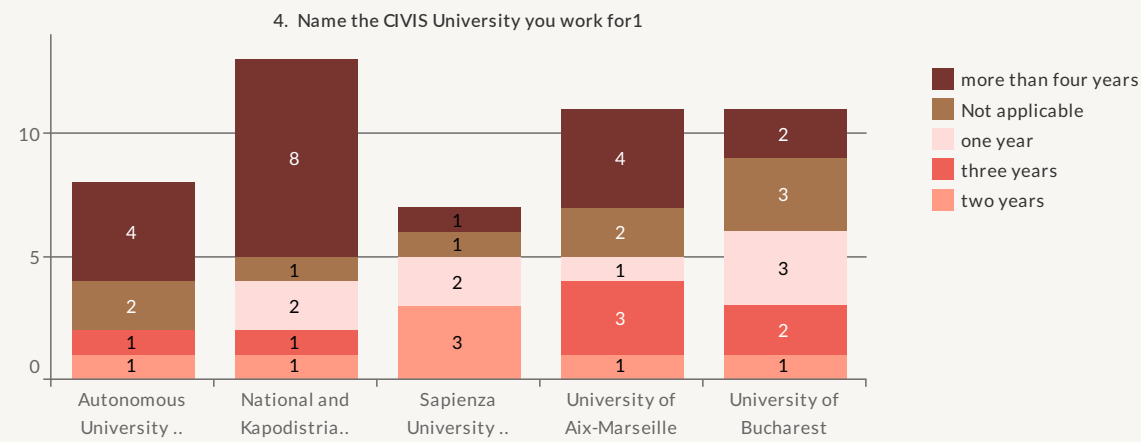

Figure 36. Do you know what SL is?

More than eight out of ten (84%) knew what SL is. After reading the official definition of SL, seven out of ten recognised it as a pedagogical approach adopted in their courses.

12. If you have developed activities (courses or other) based on the Service-Learning methodology, can you reply to the following questions?

4. Name the CIVIS University you work for1

Legend:
- more than four years
- Not applicable
- one year
- three years
- two years

13. For which academic level do you develop Service-Learning projects?

4. Name the CIVIS University you work for1

Legend:
- Bachelors
- Bachelors, Adul..
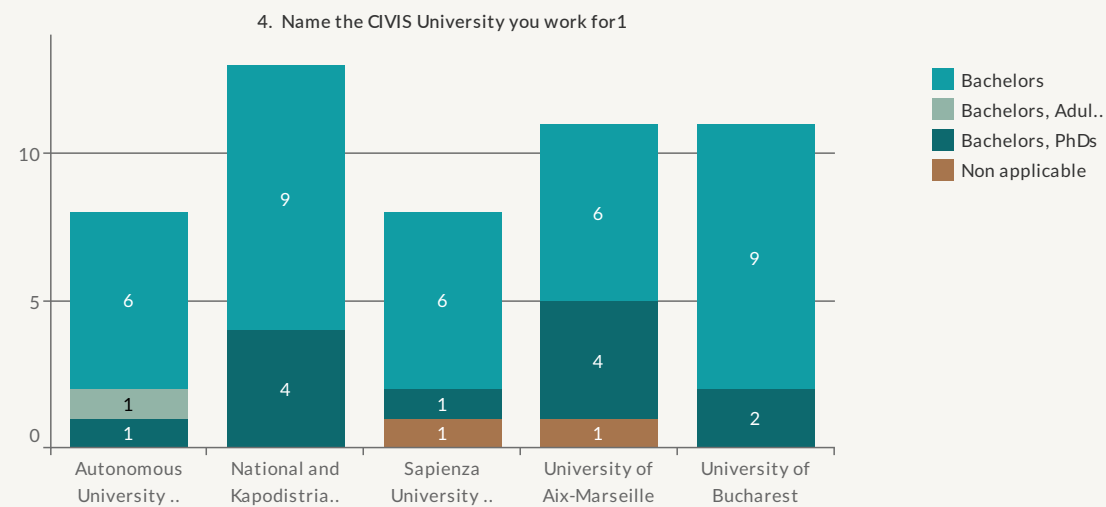- Bachelors, PhDs
- Non applicable

Figure 37. Knowledge and application of SL

Of those having developed activities based on SL, almost half (45.2%) have done so for quite a long time (4 years or more). It is worth mentioning that one out of five teachers (21.4%) developed such activities during 2021-2022, a fact that may be related to the implementation of CIVIS Open Labs. In most Universities, such projects are developed for undergraduate students, as well as for PhDs.

Context for developing Service-Learning projects

14. In what context have you organised service learning projects?

Legend:
- As part of CIVIS Open Labs
- As part of the ECTS accredited courses
- As a part of project created by local NGO
- As an extracurricular activity
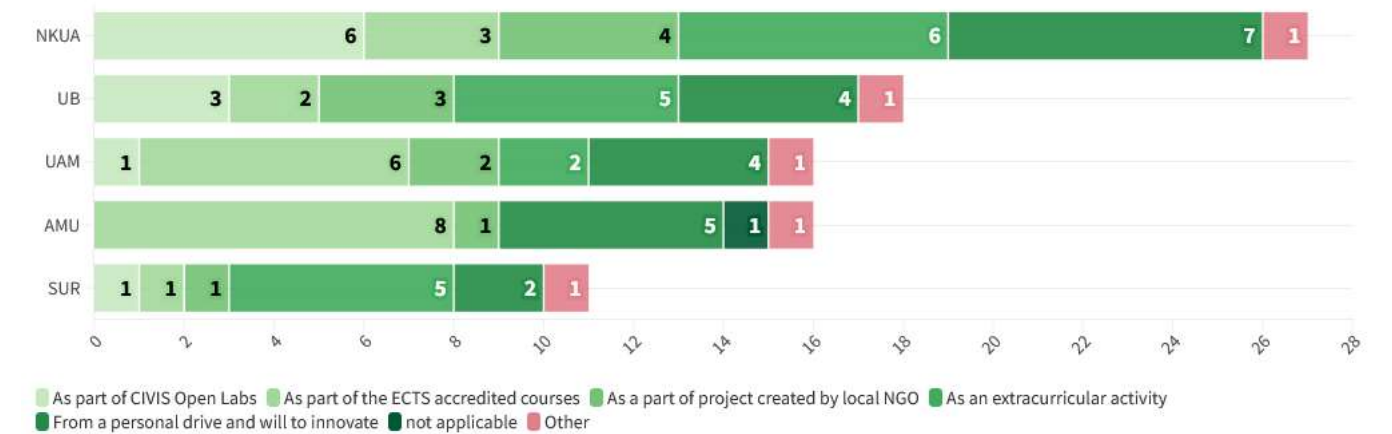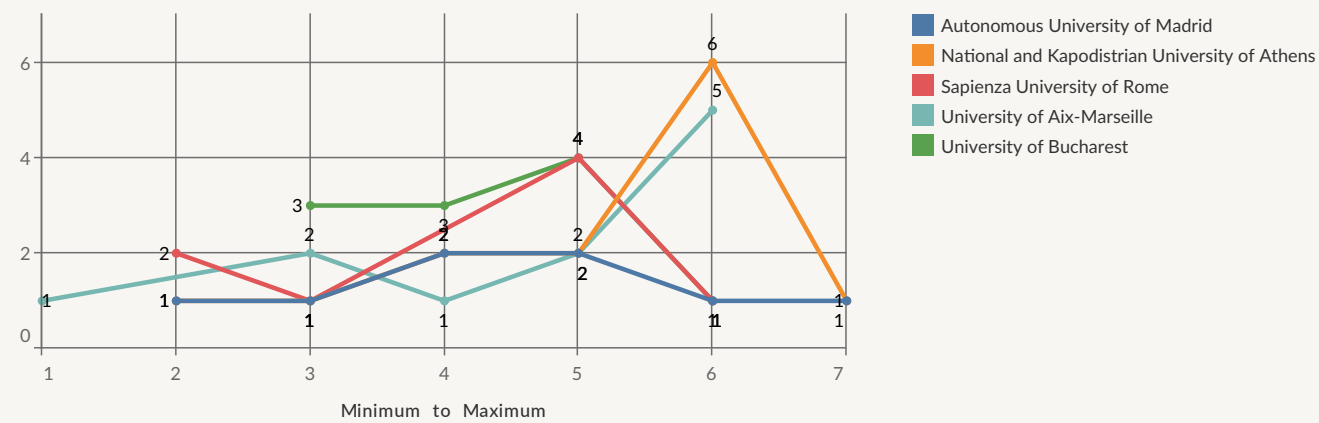- From a personal drive and will to innovate
- not applicable
- Other

Figure 38. Context for developing SL projects

The context for organising SL projects varies between Universities. For some, it is part of an ECTS accredited course, while for others it was not institutionalised but rather a reflection of a personal drive and will to innovate. There are cases where such projects are organised as extra-curricular activities or in collaboration with a local NGO. While not as pronounced, for **NKUA** and **UB** being part of CIVIS Open Labs was an important factor in developing such projects. On the other hand, in most cases students enrolment in such courses is voluntary. In **AMU**, however, it is mostly mandatory.
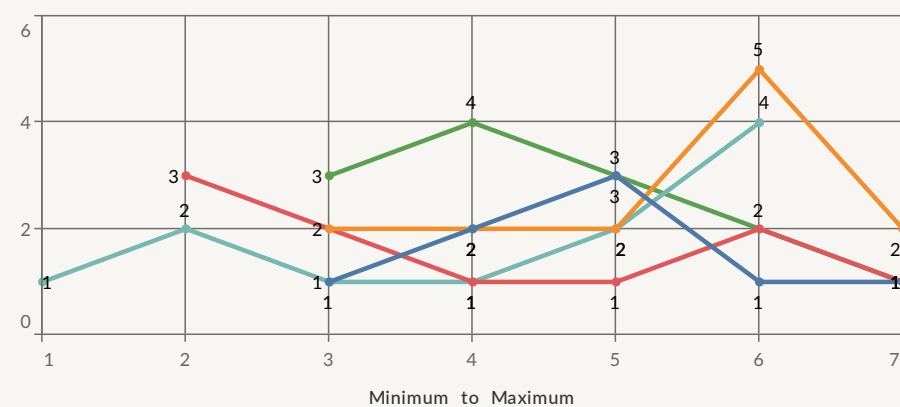
Collaboration in Service-Learning projects

In the question "How did you handle your collaboration with students in your SL activities?" (**Figure 39**), the teachers stated that they were more active in involving students "in creating an environment that supported trust and open expression of ideas" (mean 5.25), as well as in "evaluating the quality and effectiveness of the SL experience" (mean 4.67). While they also involved students in the decision-making process and in generating ideas during the planning, implementation and evaluation processes, they seem to be less keen to this kind of collaboration. Differences between Universities may be further explored in the interactive diagrams.

18. How did you handle your collaboration with students in your Service-Learning activities (rate in a scale from 1 to 7)

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Minimum to Maximum

18 b. S-L involved students in the decision-making process throughout the S-L experiences

Minimum to Maximum

18 c. S-L involved students in creating an environment that supported trust and open expression of ideas (rate in a scale from 1 to 7)

Minimum to Maximum
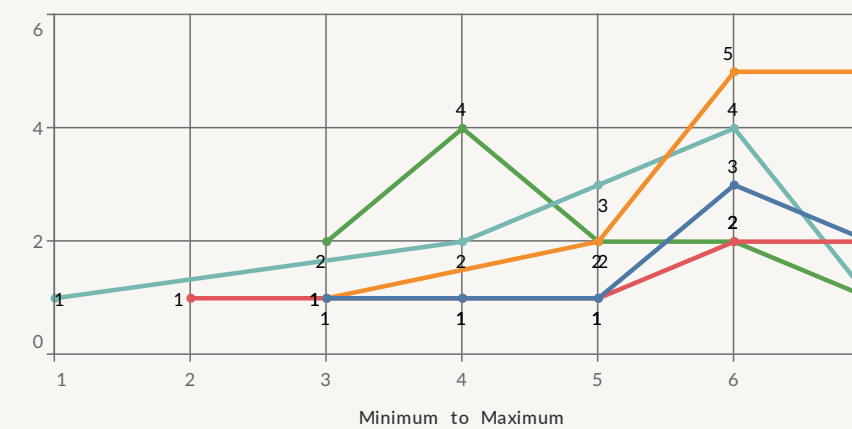
18 d. S-L involved students in evaluating the quality and effectiveness of the S-L experience (rate in a scale from 1 to 7)
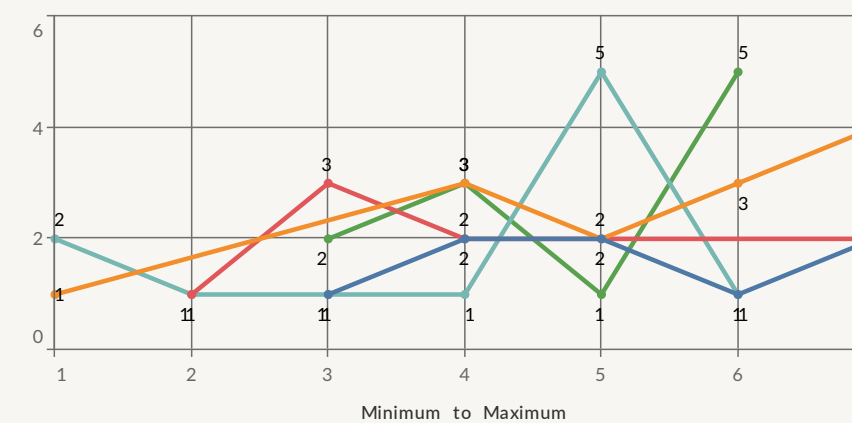

Minimum to Maximum

Figure 39. How did you handle your collaboration with students in your SL activities (rate in a scale from 1 to 7)

Inclusion of reflection exercises upon completion of a SL course

19. Did the course(s) include a reflection exercise upon completion?

4. Name the CIVIS University you work for1
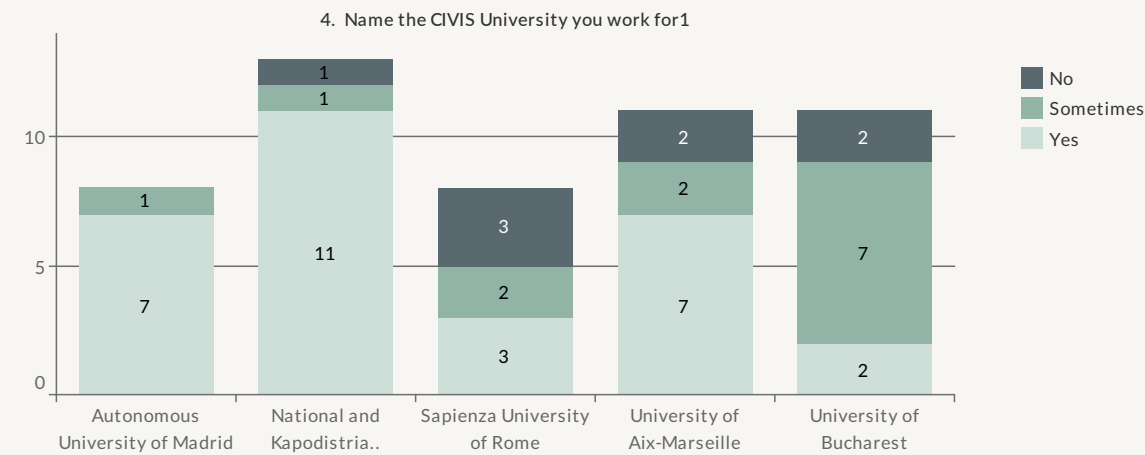
Legend:
- No
- Sometimes
- Yes

Figure 40. Did the course(s) include a reflection exercise upon completion?

Most respondents stated that their SL courses did always include a reflection exercise upon completion, with the exception of **UB** whose teachers acknowledged that their courses only sometimes include such an exercise.

Reflective activities integrated in the process

The following options were available to teachers for selection from as concerns the reflective activities applied in their courses. The teachers rated their application in a scale from 1 to 7.

a. Verbal, written, artistic, and/or nonverbal activities to demonstrate understanding and changes in participants' (students, faculty, and community partners) knowledge, skills, and/or attitudes;

b. Reflection occurred before, during, and after the service experience;

c. Reflection prompted participants to think deeply about complex community problems and alternative solutions;

d. Reflection encourages participants to examine their preconceptions and assumptions / stereotypes in order to explore and understand their roles and responsibilities as citizens;

e. SL helps participants identify and analyse different points of view to gain understanding of multiple perspectives;

f. Reflection encouraged students to think about the effects of the service.

Below, we present the averages per option per University:

We note that **UAM** gives the highest average in option a) among the five Universities, but UAM's most preferred one is option f). Quite high score also options b) and d).

Option c) is the one the **NKUA** sets first in significance among the five Universities. For the NKUA this option is of equal importance to options e) and f).

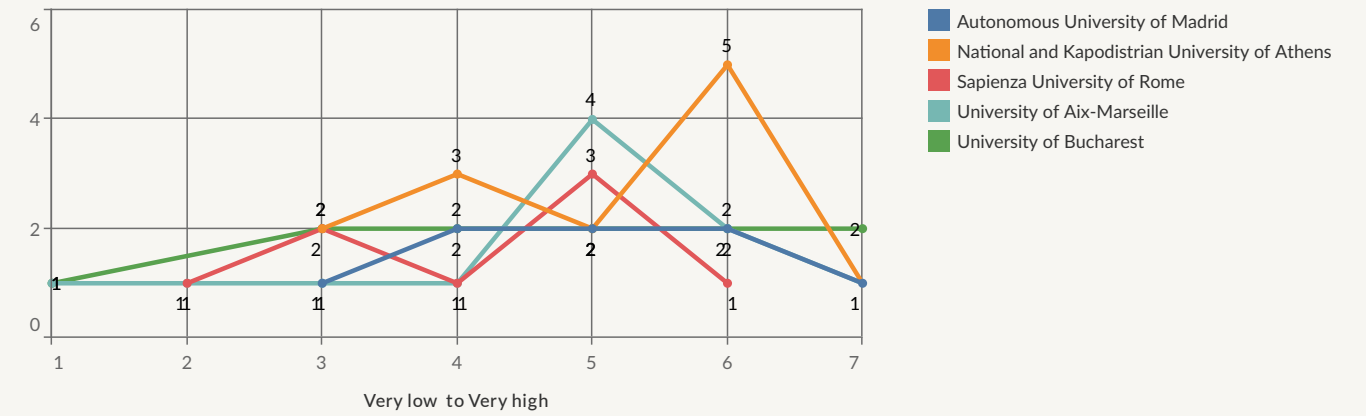|	UAM	NKUA	AMU	SUR	UB
option a	6	5.69	4.64	3.5	4.45
option b	6	5.54	4.18	4.38	4.55
option c	5.5	5.85	4.18	3.63	4.09
option d	5.88	5.46	3.91	3.63	4.73
option e	5.5	5.85	4.73	4.25	4.73
option f	6.5	5.85	4.55	4.38	5.36

Figure 41. Reflective activities intergrated in the process
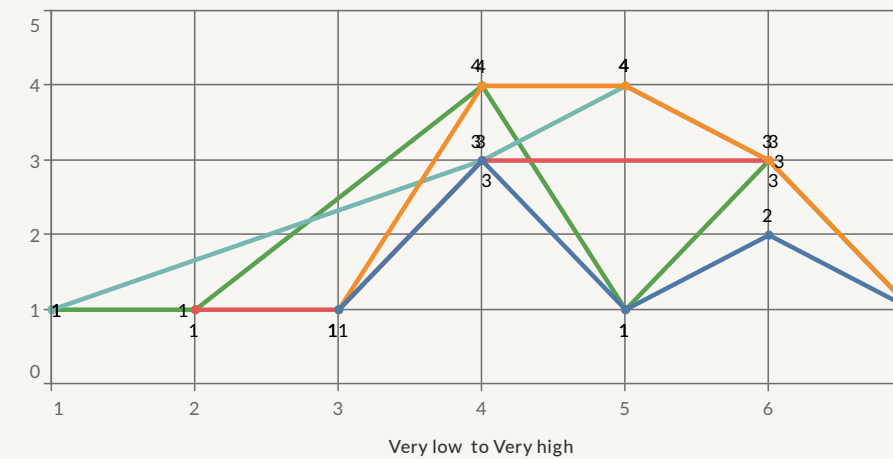
Service-Learning partnerships

The question 21 "Regarding partnerships developed in your Service-Learning activities, how would you rate the applicability of the following options in your projects? (rate in a scale from 1 to 7)" had the following options:

a. SL involved a variety of partners, including youth, educators, families, community members, community-based organisations, public administrations, and/or businesses;

b. SL partnerships were characterised by frequent and regular communication to keep all partners well-informed about activities and progress;

c. SL partners discussed and collaborated to establish a shared vision and set common objectives to address community needs;

d. Civil society/community organisations were aware of the learning objectives;

e. SL partners collaboratively developed and implemented action plans to meet specified objectives;

f. SL partners shared knowledge and understanding of higher education institutions and community assets and needs, and view each other as valued resources.

21 a. S-L involved a variety of partners, including youth, families, community members, community-based organisations, public administrations, and/or businesses.

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Very low to Very high

21 b. S-L partnerships were characterised by frequent and regular communication to keep all partners well-informed about activities and progress.

Very low to Very high

21 c. S-L partners discussed and collaborated to establish a shared vision and set common objectives to address community needs.

Very low to Very high

21 d. Civil society/community organisations were aware of the learning objectives.

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Very low to Very high

21 e. S-L partners collaboratively developed and implemented action plans to meet specified objectives.

Very low to Very high

21 f. S-L partners shared knowledge and understanding of higher education institutions and community assets and needs, and view each other as valued resources.
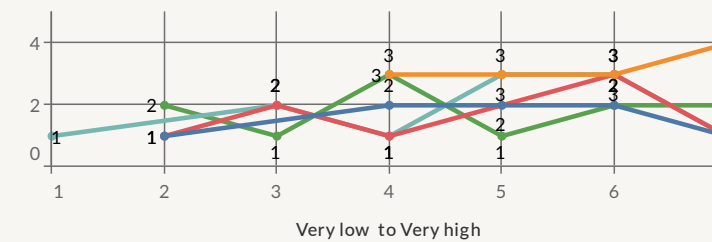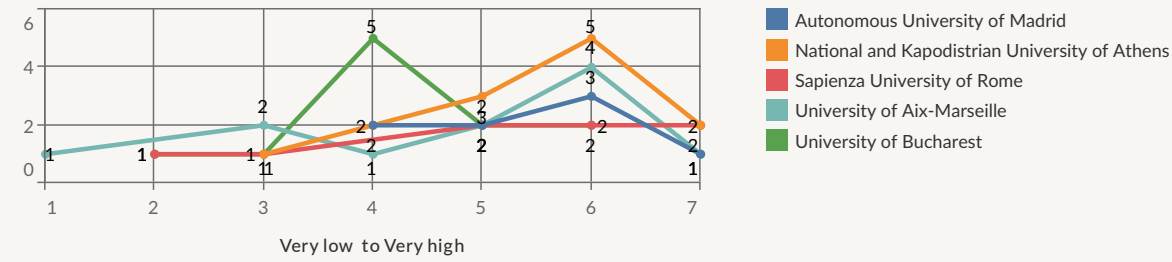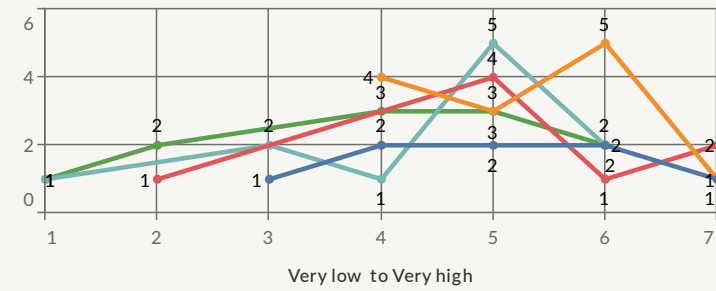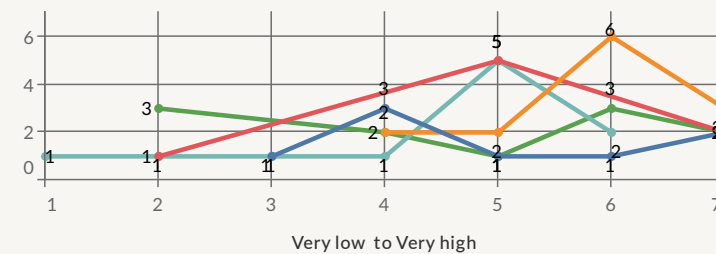

Very low to Very high

Figure 42a. Partnerships developed in your SL activities: how would you rate the applicability of the following options in your projects? (rate in a scale from 1 to 7)

All aforementioned options have been considered as positive by the teachers of all five Universities. Most prominent appear to be the following three:

- SL partners shared knowledge and understanding of higher education institutions and community assets and needs, and view each other as valuable resources (Option f);

- Civil society and community organisations were aware of the learning objectives (Option d);

- SL partners discussed and collaborated to establish a shared vision and set common objectives to address community needs (Option c).

Differences in the mean scores for each option among Universities are quite large and can be further explored in the interactive diagrams. Below, you can see the ratings per University in a graphically more easily readable way.

	UAM	NKUA	AMU	SUR	UB
option a	5	5	4.45	4.13	4.64
option b	4.88	4.92	4.64	4.38	4.45
option c	4.88	5.62	4.64	4.63	4.55
option d	5.38	5.38	4.73	5.13	4.27
option e	5	5.23	4.36	5.25	4
option f	5	5.77	4.27	5.13	4.64

Figure 42b. Partnerships developed in SL activities (Mean average per University)

Service-Learning challenges

Regarding possible challenges that teachers faced in the implementation of SL projects, the respondents were asked to rate the following ones:

a) Time-management; b) Technical; c) Budget;
d) Communication; e) Partnerships;
f) Human Resources; g) Conflicts.

From the aforementioned challenges, Time-management proved to be the toughest of all, whereas Conflicts seem to have a lesser hazard.

23. Were there any specific challenges in the course because of its Service-Learning approach? (rate in a scale from 1 to 7) a. Time-management challenges

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest
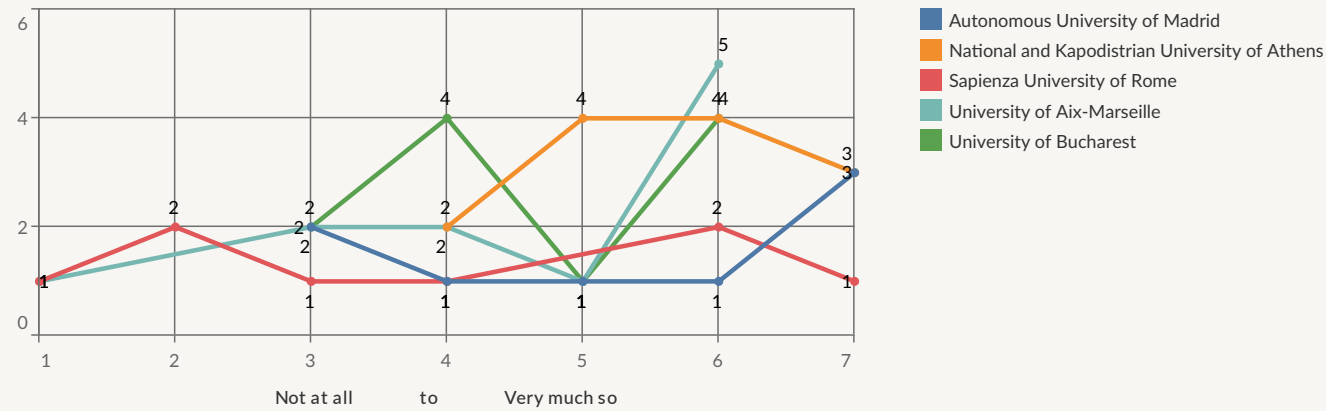
23 b. Technical challenges
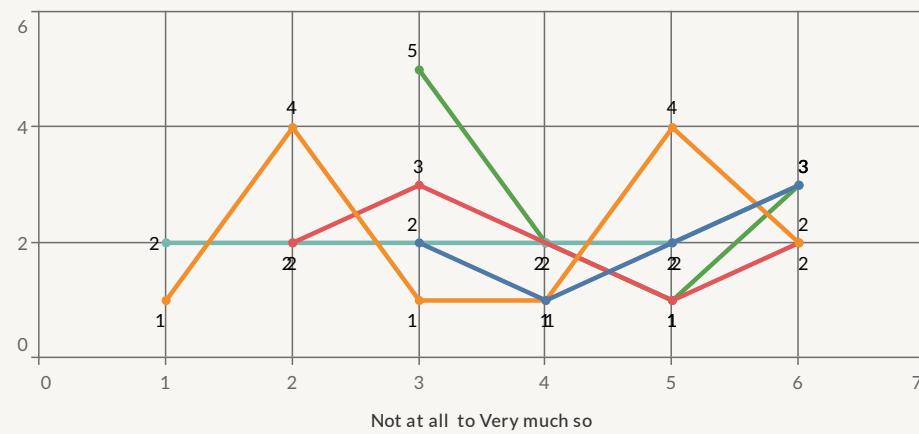
23 c. Budget challenges
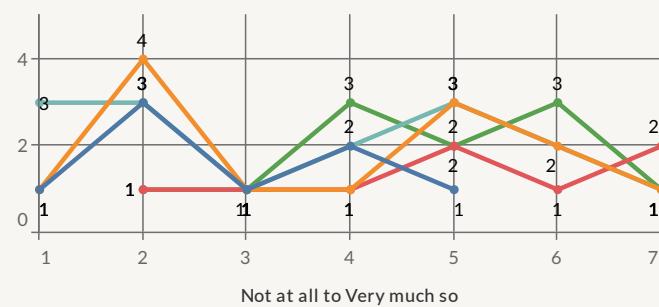
23 d. Communication challenges

23 f. Human resources challenges
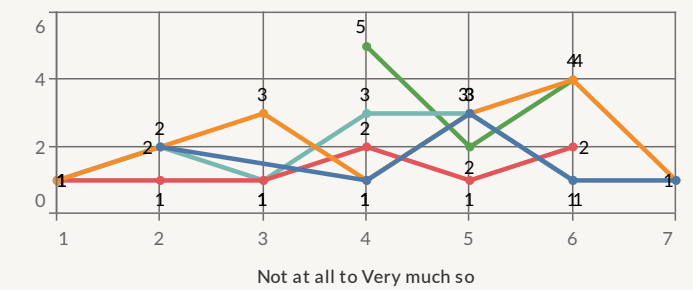
23 e. Partnership challenges
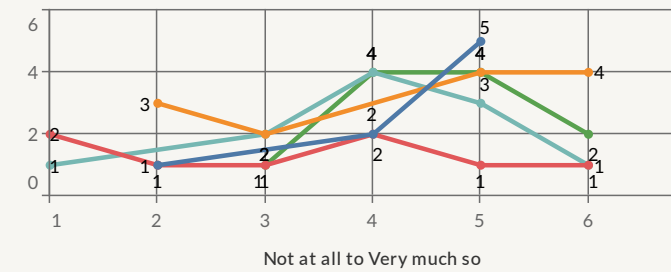
23 g. Conflict challenges
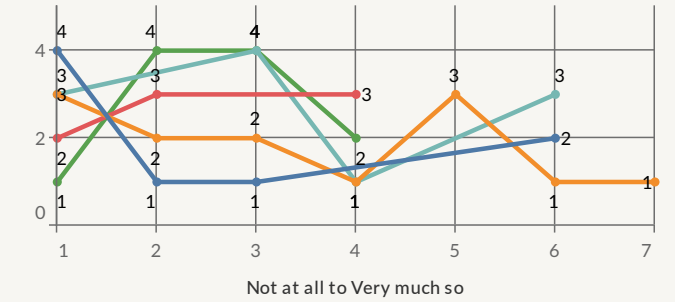
Figure 43a. Were there any specific challenges in the course because of its SL approach? (rate in a scale from 1 to 7)

Differences between Universities may be attributed to available resources as well as to the differences between national educational systems. Through these graphs we can see the following interesting variations:

Time-management scored the highest rate in **UAM**, **NKUA**, **AMU**.

SUR gave highest score in Budget and **UB** in Human Resources (which are also very important for the **NKUA**).

Technical challenges are considered the second most important challenge for **UAM**, whereas Communication is considered as the second most important challenge for **AMU**.

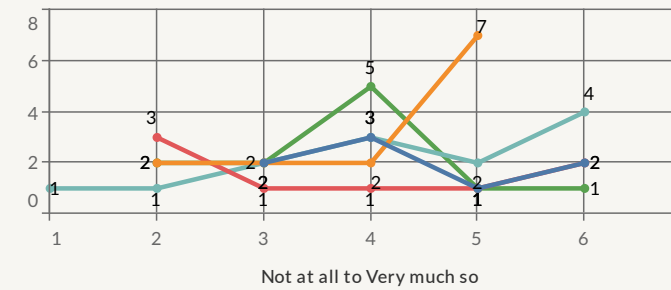|	UAM	NKUA	AMU	SUR	UB
Time-management challenges	5.25	5.62	4.55	3.88	4.64
Technical challenges	4.75	3.69	3.82	3.75	4.18
Bufget challenges	2.88	3.85	3.09	4.88	4.73
Communication challenges	4.38	4.08	4.45	3.75	3.73
Partnership challenges	4.38	4.31	4	3.25	4.64
Human resources challenges	4.5	4.62	3.73	3.88	4.91
Conflict challenges	2.63	3.46	3.36	2.5	2.64

Figure 43b. Were there any specific challenges in the course because of its Service-Learning approach?

Benefits for students

Question 24 asked teachers' opinions regarding the potential benefits their students had by participating in their SL courses. They were invited to rate the following options, like in the Student Survey:

a. More solid learning input thanks to the use of innovative pedagogy;

b. Learn how to build bridges between the academic world and society;

c. Become more informed and engaged as a citizen;

d. Become better equipped, academically and practically, to enter the job market;

e. Participate in a more extrovert and democratic academic process that is engaged with civic society;

f. Develop in a rounded way several key hard and soft skills;

g. Other.

24. What were the benefits for your students by participating in your Service-Learning based course(s)? Please rate the following benefits in a scale from 1 to 7

a. More solid learning input thanks to the use of innovative pedagogy

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest
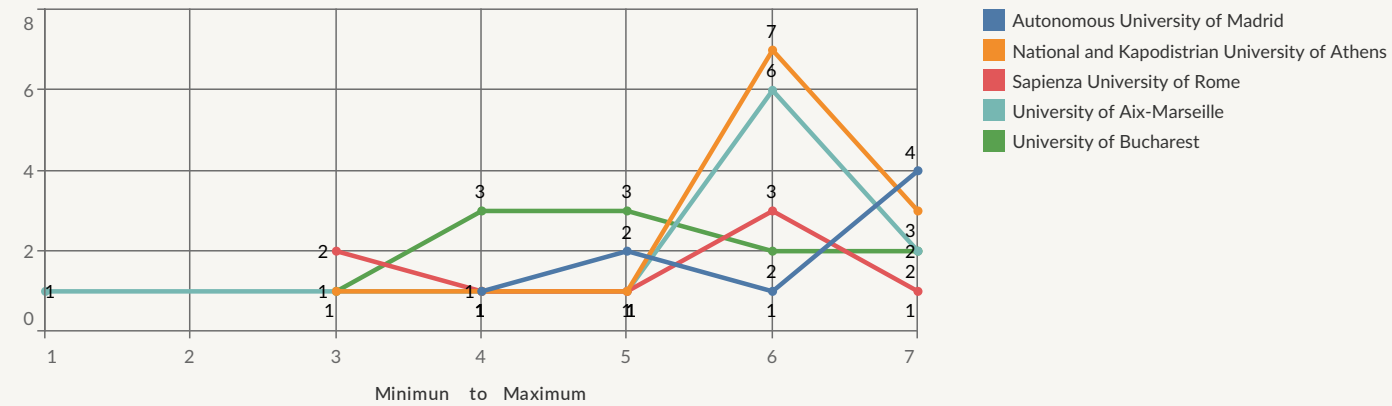
24 b. Learn how to build bridges between the academic world and society
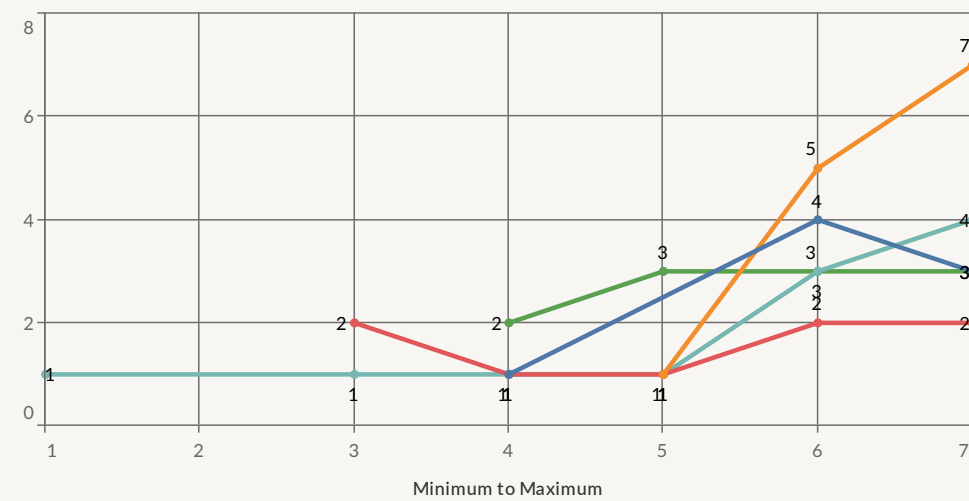
24 c. Become more informed and engaged as a citizen
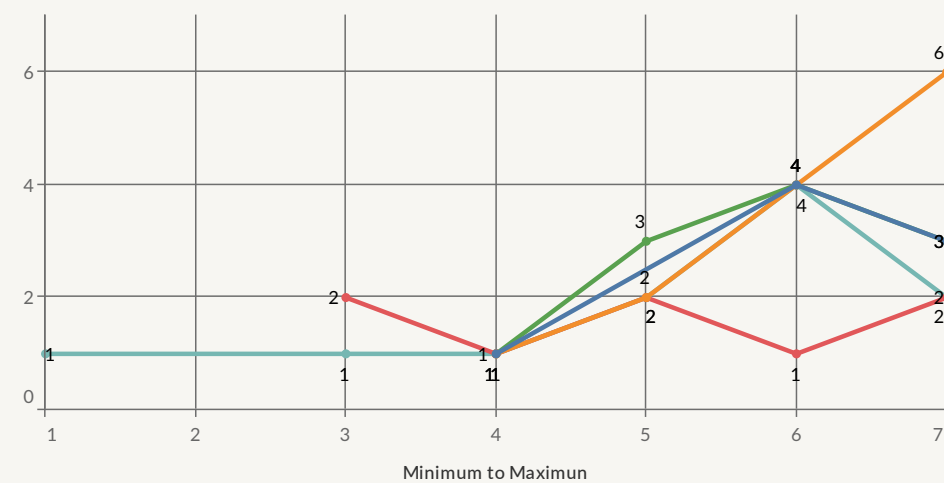
24 d. Become better equipped, academically and practically, to enter the job market
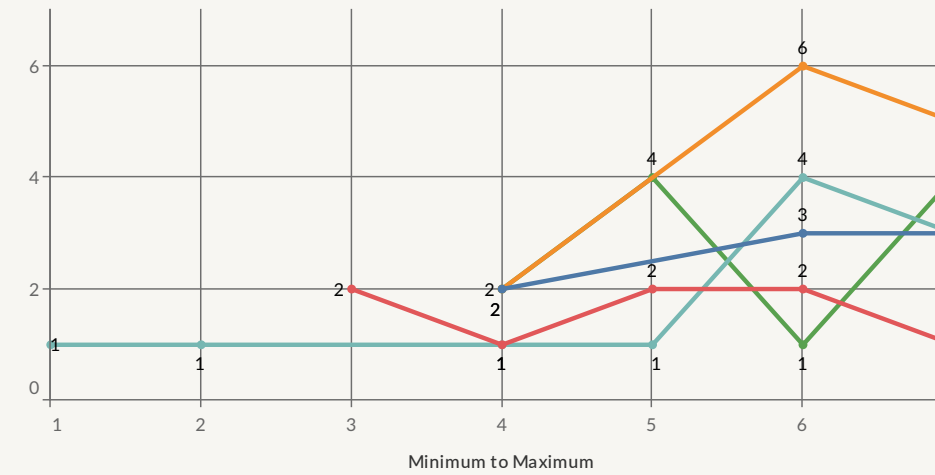
24 e. Participate in a more extrovert and democratic academic process that is engaged with civic society
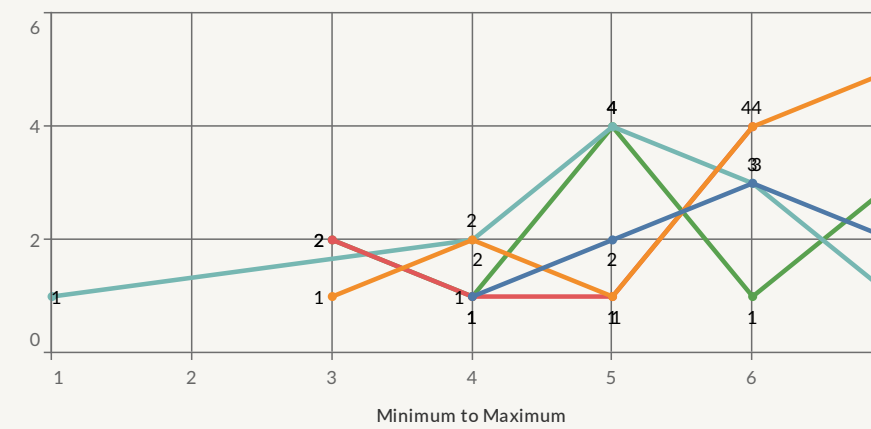
24 f. Develop in a rounded way several key hard and soft skills
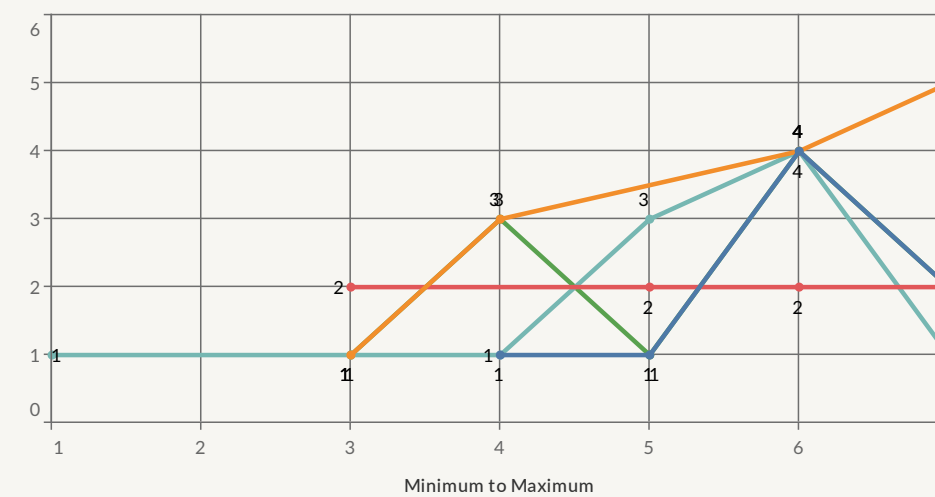
Figure 44a. What were the benefits for your students by participating in your SL based course(s)?

Among the proposed benefits for students, the overall responses of the teachers indicate the following ranking:

- Learn how to build bridges between the academic world and society (Option b which was No. 1 option also for the students in the respective Survey);

- Become more informed and engaged as a citizen (Option c);

- Become better equipped, academically and practically, to enter the job market (Option d);

- More solid learning input thanks to the use of innovative pedagogy (Option a);

- Develop in a rounded way several key hard and soft skills (Option f);

- Participate in a more extrovert and democratic academic process, engaged with civic society (Option e).

Differences between Universities may be further explored in the interactive diagrams below. Through these graphs, we can see the following interesting variations:

Options a), b), c)
scored the highest overall rate in **UAM**;

Options b), c), d)
scored the highest overall rate in **NKUA**;

Options f), b), a), c)
scored the highest overall rate in **SUR**;

Options a), b), d), c)
scored the highest overall rate in **AMU**;

Options c), b), d) scored the highest overall rate in **UB**.

One observation we can make among these variations is that Option f) is the only one chosen as first (in fact in any the first three positions) by SUR for which it seems that the development of students in a rounded way (both in terms of soft and hard skills) is very important.

	UAM	NKUA	AMU	SUR	UB
option a	6	5.77	5.45	5	5.09
option b	6.13	6.46	5.36	5.13	5.64
option c	6.13	6.15	5.09	5	5.82
option d	5.88	6.08	5.18	4.88	5.64
option e	5.75	5.77	4.91	4.88	5.18
option f	5.88	5.69	4.91	5.25	5.27
option g	4.67	5	4.25	1	5.5

Figure 44b. What were the benefits for your students by participating in your SL based course(s)?

Service-Learning and Sustainable Development Goals (SDGs)

The 17 Sustainable Development Goals (SDGs) as defined by United Nations are very important parametres for understanding a lot of what is happening in the world as well as the value of any educational and learning process. The teachers that took part in this survey, when asked to link their SL courses with certain of the SDGs, pinpointed some goals with the following order of preference.

Quality Education (SDG 4)

Gender Equality (SDG 5)

Reduced Inequalities (SDG 10)

Sustainable Cities and Communities (SDG 11)

No Poverty (SDG 1)

Good Health and Well-being (SDG 3)

In the graph in **Figure 45**, colours indicate SDGs that are often mentioned together in the answers, while line width indicates the strength of the connection.
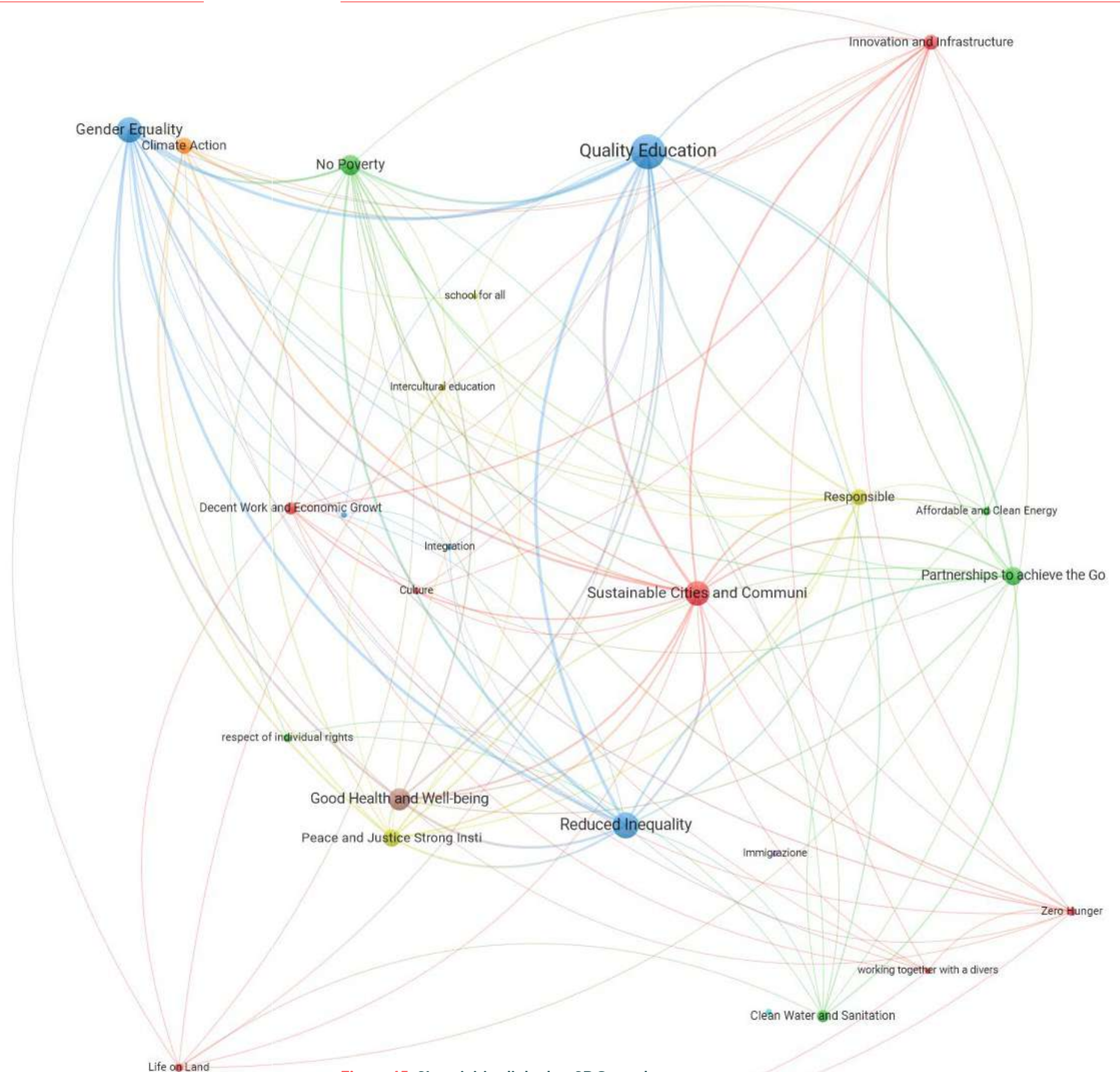

Figure 45. SL activities linked to SDGs goals
https://nocodefunctions.com/html/vosviewer/index.
html?json=data%2Fpublic%2Fvosviewer_c7814014a99bdbcc6400.
json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Q

Service-Learning and Institutional Support

26. Does your University provide support with the design, implementation and evaluation of the Service-Learning experience?
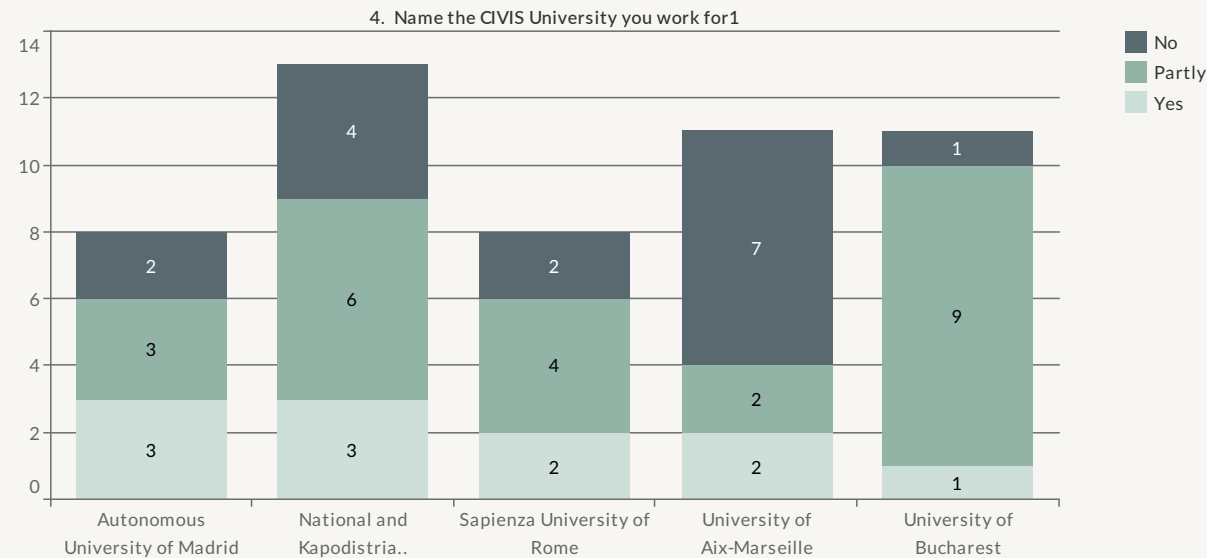
4. Name the CIVIS University you work for1

Figure 46. Does your University provide support with the design, implementation and evaluation of the SL experience?

Almost half of the respondents (47.1%) acknowledge only partial support of their University when designing, implementing and evaluating SL course. Almost one in three (31.4%) consider such support non-existing. Only one in five (21.6%) consider that their University provides full support.

Evaluation of Service-Learning Activities

Question 27 is about evaluation of SL activities. The following phrases have been given to respondents to rate in a scale from 1 to 7 in order to express through them their own views on the value of SL (**Figure 47**).

a. SL objectives are linked to the curriculum;

b. Defined service objectives are reachable and measurable, for the specific SL project;

c. Academic theory is viewed in a real-world context;

d. Contents, specific and transversal competences are defined;

e. Defined learning objectives are reachable and measurable, for the specific SL project;

f. Civic learning relies on personal and social competencies, and is an important category of students' learning objectives (beside academic learning objectives);

g. SL is explicitly integrated in the syllabus / study programme;

h. SL has credit recognition;

i. SL that takes place in higher education institutions is formally recognised in the board policies and student records;

j. Academic theory is viewed in a real-world context;

k. SL helps participants learn how to transfer knowledge and skills from one setting to another;

l. The SL activity is transdisciplinary;

m. Teachers / academic staff are actively involved.

The whole of responses offered the following ranking:

- l) The SL activity is transdisciplinary (mean 5.80);
- k) SL helps participants learn how to transfer knowledge and skills from one setting to another (mean 5.78);
- c) Academic theory is viewed in a real-world context (mean 5.59);
- f) Civic learning relies on personal and social competencies, and is important in students' learning objectives (mean 5.59);
- e) Defined learning objectives are reachable and measurable (mean 5.18);
- d) Contents, specific and transversal competencies are defined (mean 5.14);
- a) SL objectives are linked to the curriculum (mean 5.02);
- m) Teachers / academic staff are actively involved (mean 4.98);
- b) Defined service objectives are reachable and measurable (mean 4.98);
- g) SL is explicitly integrated in the syllabus / study programme (mean 4.31);
- h) SL has credit recognition (mean 4.31);
- j) SL in higher education institutions is formally recognised in the board policies and student records (mean 3.67).

27. Based on your experience in Service-Learning activities, please rate the following phrases in a scale from 1 to 7
a. Service objectives are linked to the curriculum

Strongly disagree to Strongly agree

27 b. Defined service objectives are reachable and measurable, for the specific S-L project.

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Strongly disagree to Strongly Agree

27 c. Academic theory is viewed in a real-world context.

Strongly disagree to Strongly agree

27 d. Contents, specific and transversal competences are defined.

Strongly disagree to Strongly agree

27 e. Defined learning objectives are reachable and measurable, for the specific S-L project.

Strongly disagree to Strongly Agree

27 f. Civic learning relies on personal and social competencies, and is an important category of students' learning objectives (beside academic learning objectives)

Strongly disagree to Strongly disagree

27 g. S-L is explicitly integrated in the syllabus/study programme

Strongly disagree to Strongly disagree

27 h. S-L has credit recognition.

Strongly disagree to Strongly agree

27 i. Academic theory is viewed in a real-world context.

Strongly Disagree to Strongly Agree

27 j. S-L that takes place in higher education institutions is formally recognised in the board policies and student records

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Strongly disagree to Strongly agree

27 k. S-L helps participants learn how to transfer knowledge and skills from one setting to another.

Strongly disagree to Strongly agree

27 l. The S-L activity is transdisciplinary

Strongly disagree to Strongly agree

Figure 47. Teachers rate a series of statements based on their experience in SL

27 m. Teachers/academic staff are actively involved

Strongly disagree to Strongly agree
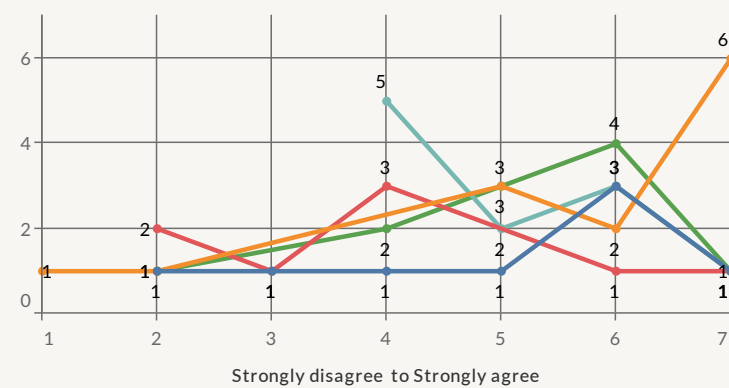
In **UAM**, statement f (Civic learning relies on personal and social competencies...) and k (SL helps participants learn how to transfer knowledge and skills from one setting to another) rank high (6.0), whereas statement m (Teachers / academic staff are actively involved) is the lowest in ranking (4.88).

In the **NKUA**, statements c (Academic theory is viewed in a real-world context), f (Civic learning relies on personal and social competencies...) and l (The SL activity is transdisciplinary) rank high with mean average 6.69, 6.54 and 6.54 respectively, whereas statement j (SL that takes place in higher education institutions is formally recognised in the board policies and student records) is the lowest in this University's ranking (3.69).

In **SUR**, the highest rates are for statements k and l (sharing common choices with both aforementioned Universities) and the lowest for statement j, similarly with the NKUA.

In **AMU** and **UB**, the highest rates are also for statements l and k (as in the above Universities) and the lowest statement is j (as similarly with the NKUA and SUR).

Satisfaction with Service-Learning

Question 28 asks the respondents whether they would recommend SL to other colleagues in order to introduce the methodology to their courses.

The respondents were all very positive.

Nine out of ten (92.2%) would definitely recommend SL to other colleagues and there was no respondent who stated that s/he would not recommend it.

28. Would you reccomend S-L to other colleges to introduce in their courses?
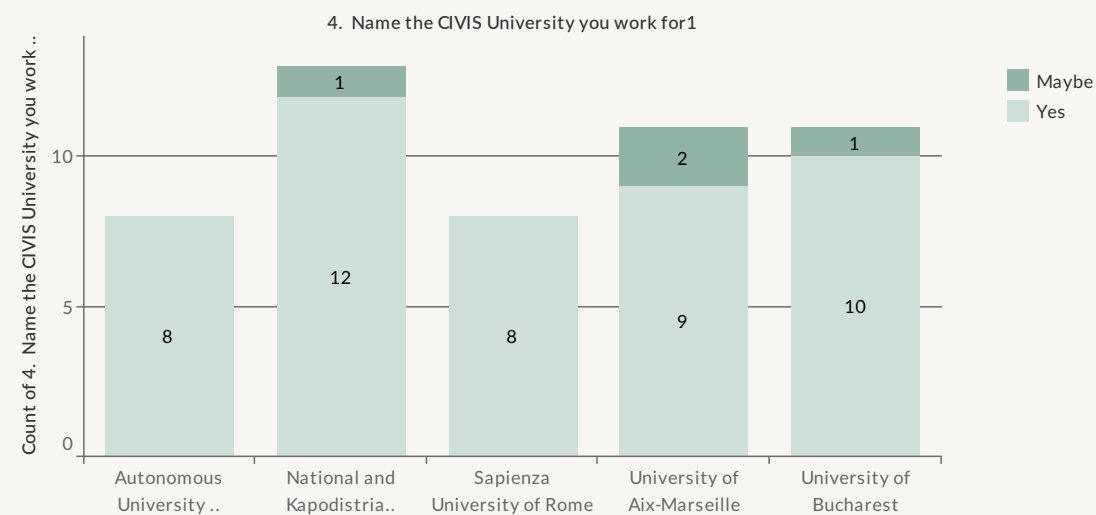
Figure 48. Teachers recommending SL to other colleagues

Potential Impact of Service-Learning activities to students

Academic teachers believe that the SL experiences can be highly impactful for the students. Their responses average above 6 with the following order of stronger support (**UAM** first, **NKUA** second, **AMU** and **UB** in the third position together, **SUR** last), so their positive inclination is quite strong. Only SUR mean average is 5.25.

29. In your opinion, how impactful can be the application of Service-Learning experiences to the students? (rate in a scale from 1 to 7)

Figure 49. In your opinion, how impactful can be the application of Service-Learning experiences to the students? (rate in a scale from 1 to 7)
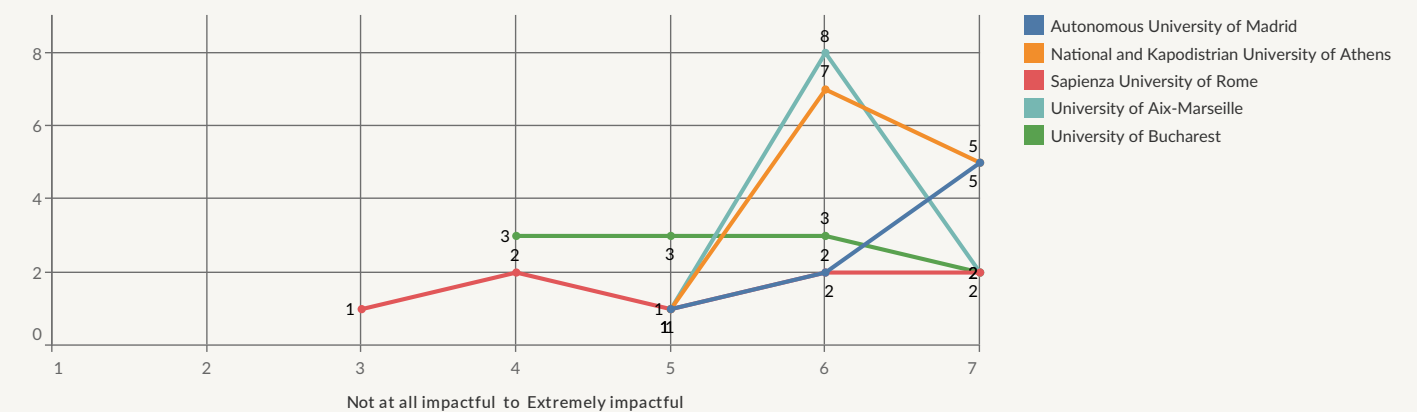
Respondents were asked to rate the following beneficial perspectives through which the impact of SL can be foreseen. Their answers reveal the following preferences (responses ranked according to order of preference):

b) Learn how to build bridges between the academic world and society

d) Become better equipped, academically and practically, to enter the job market

f) Develop in a rounded way several key hard and soft skills

c) Become more informed and engaged as a citizen

e) Participate in a more extrovert and democratic academic process that is engaged with civic society

a) Acquire a more solid learning input thanks to the use of innovative pedagogy

g) Other

More specifically, **UAM** chose as first the b) option (mean 6.88) and then e) and f) (mean 6.63). The **NKUA** chose also the b) option as its first (mean 6.62) followed by f) (mean 6.38). **SUR** went for f) option as its first (mean 5.75) followed closely by options d) and e) (5.5). **AMU** chose d) option (mean 5.91) as well as a), b), f) (mean 5.73). Finally, **UB** follows **AMU**'s path and chooses as first the option d) (mean 5.82) and then b) and c) (5.64).

Skills gained through Service-Learning courses

This is an interesting and important question for both students and the teachers who are the designers of innovative pedagogies and new courses. For the academic teachers the skills gained, as proposed by the survey, have been ranked in the following order:

Adaptability (Option d);

Communication (Option c);

Teamwork (Option a);

Problem Solving (Option b);

Critical Thinking (Option e);

Interpersonal skills (Option g);

Time Management (Option f).

Both students and teachers choose as most important skills the Adaptability and Communication, just in reverse order.

Variations per University are also very interesting, as each University seems to place emphasis on different skills. Thus:

For **UAM**, most important skills gained are Interpersonal skills, Communication and Critical Thinking;

For **NKUA** and **UB** high up in the ranking are the Adaptability and the Communication skills;

For **SUR**, it is Teamwork and Interpersonal skills;

For **AMU**, it is Adaptability and Critical Thinking.

Interestingly, in the cases of **NKUA** and **UB**, the responses provided by students and teachers align totally. In the other three Universities, there are many variations.

30. If yes, can you specify by rating the following options? (rate in a scale from 1 to 7)
a. More solid learning input thanks to the use of innovative pedagogy

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Totally disagree. to Totally agree

30 b. Learn how to build bridges between the academic world and society

Totally disagree. to Totally agree

30 c. Become more informed and engaged as a citizen

Totally disagree to totally agree

30 d. Become better equipped, academically and practically, to enter the job market

Totally disagree to Totally agree

30 e. Participate in a more extrovert and democratic academic process that is engaged with civic society

Totally disagree to Totally agree

30 f. Develop in a rounded way several key hard and soft skills

Totally disagree to Totally agree

31. Which of the following skills do you think students gain through Service-Learning courses? Rate them in a scale from 1 to

a. Teamwork

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest
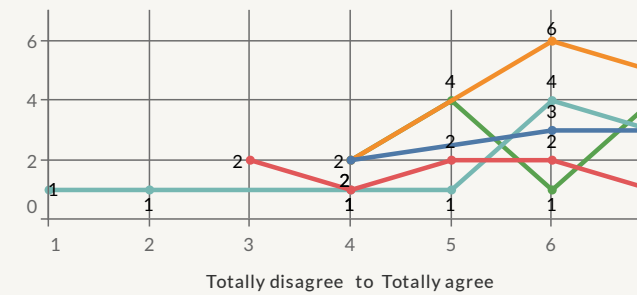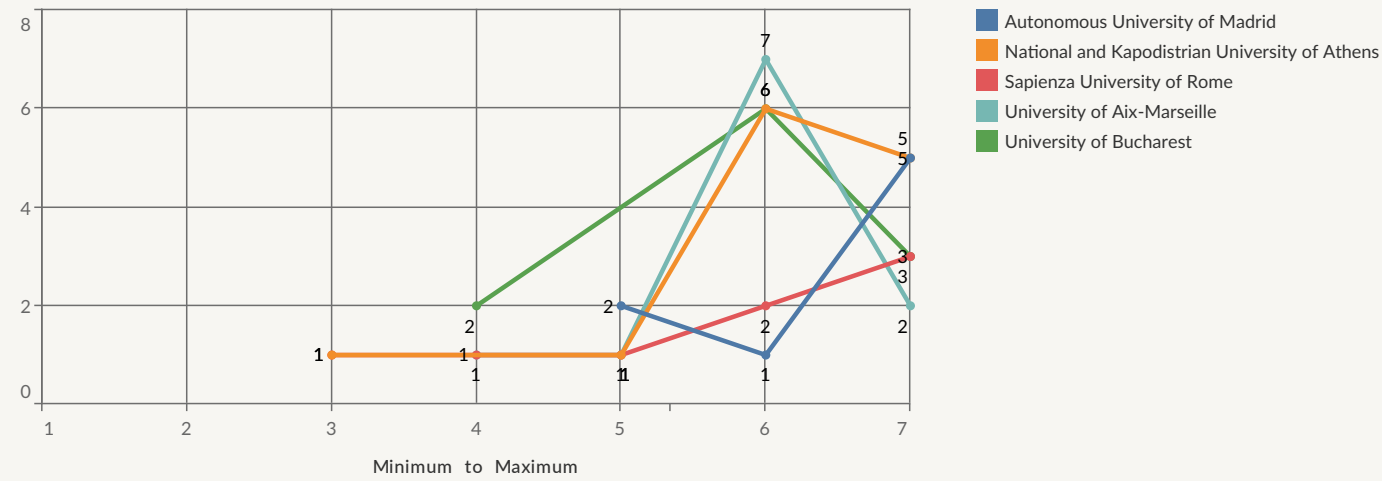
31 b. Problem solving
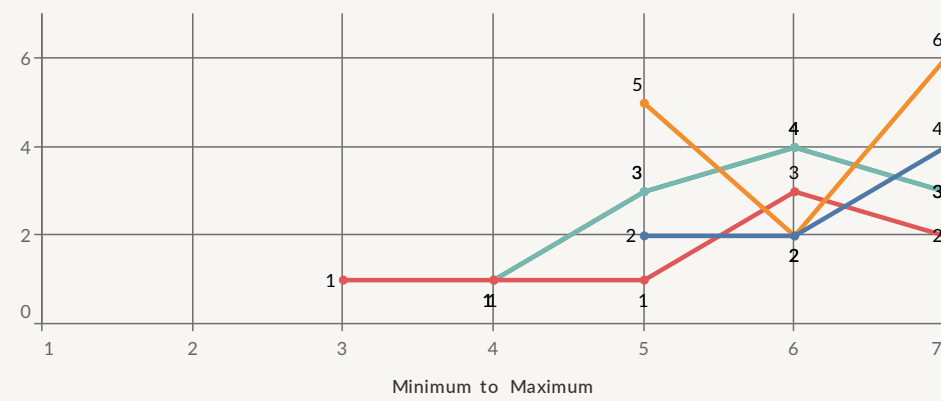
31 c. Communication
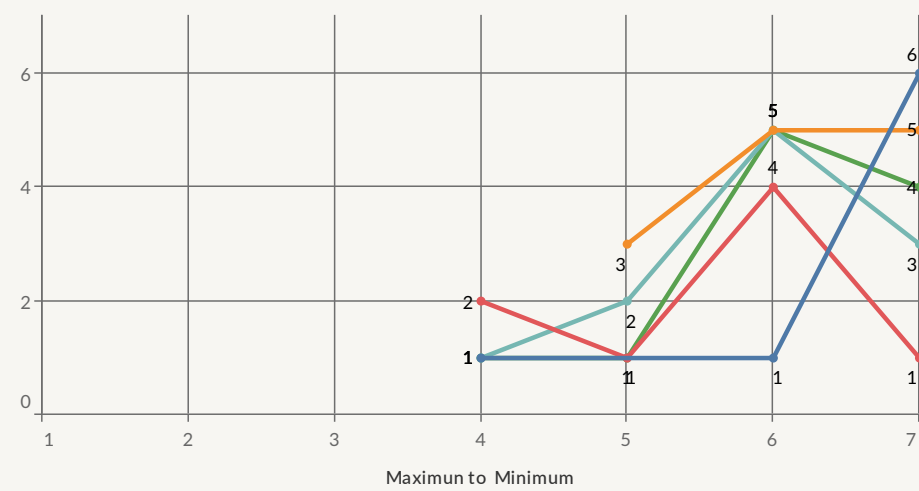
31 d. Adaptability
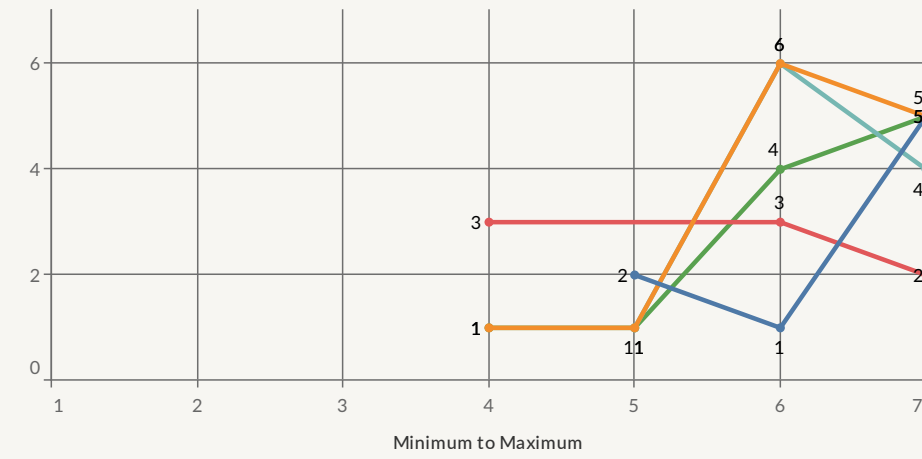
31 e. Critical thinking
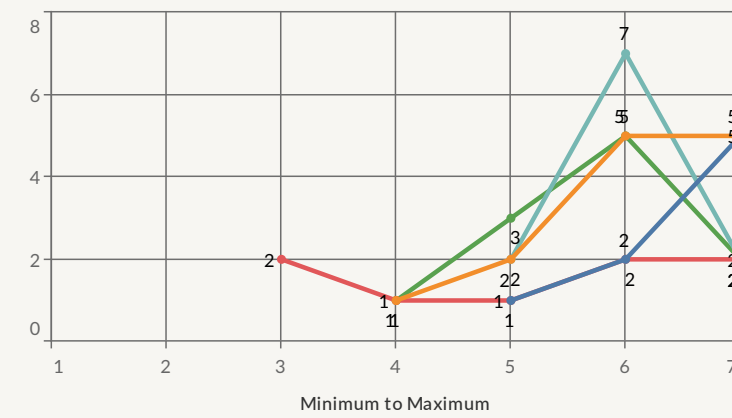
31 f. Time management
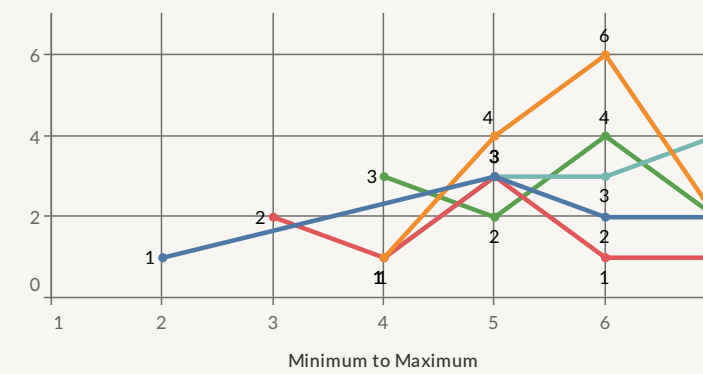
31 g. Interpersonal
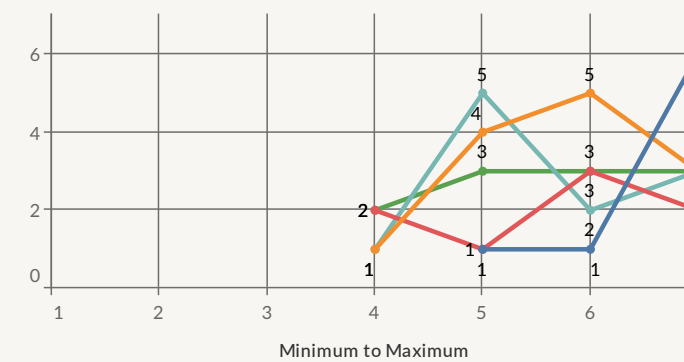
Figure 50. Which of the following skills do you think students gain through Service-Learning courses? Rate them in a scale from 1 to 7

Quality standards for assessing a Service-Learning project

Quality standards are very important. For the needs of this survey, we adopted the ones set by the project Europe Engage 2016.[6]

In this survey, respondents ranked the standards in the following order:

- Option a): The activities were meaningful and relevant to persons / institutions and offered opportunities to learn and deepen understanding for all participants (mean 5.37);
- Option c): The activities met needs and goals defined by community partners (mean 5.16);
- Option j): The activities encouraged systematic reflection on learning processes and outcomes for all participants (mean 5.10);
- Option h): The activities enhanced active participation of students and community partners in order to promote an active learning process and deeper understanding (mean 5.12);
- Option e): The activities ensured support and coaching for students both from academic staff and from community partners (mean 5.04);
- Option b): The activities had clearly defined measurable goals (mean 4.98);
- Option i): The project included assessment of its overall impact both for the civic / community partners, the University and the neighbourhood/setting (mean 4.98);
- Option f): The activities were linked to the curriculum / study programme in an explicit way (mean 4.75);
- Option d): The activities were designed and planned by students / student groups actively collaborating with community partners (mean 4.71);
- Option g): The activities offered adequate time frames to make experiences and learn in community settings/with community partners in an effective and sustainable way (mean 4.57).

The respondents from each University rated differently the proposed quality standards. The most important standards for each University were:

- **UAM**: Activities met needs and goals defined by community partners (the 2nd overall choice of the Universities);
- **NKUA**, **SUR** and **UB**: Activities meaningful and relevant, and enhancing active participation to promote active learning and deeper understanding (the 1st overall choice of the Universities);
- **NKUA** also rated as high option h) which was the 4th overall choice of the Universities: The activities enhanced active participation of students and community partners in order to promote an active learning process and deeper understanding;
- **AMU**: Activities linked to the curriculum in an explicit way (strangely the 8th overall choice of the Universities);

32. The following are key quality standards for assessing a Service-Learning project (according to Europe Engage 2016 Project). Can you rate their presence in the S-L project(s) you created? (from a scale 1 to 7)
a. The activities were meaningful and relevant to persons/institutions and offered opportunities to learn and deepen understanding for all participants (students, faculty and community partners)

Minimum to Maximum

32 b. The activities had clearly defined measurable goals
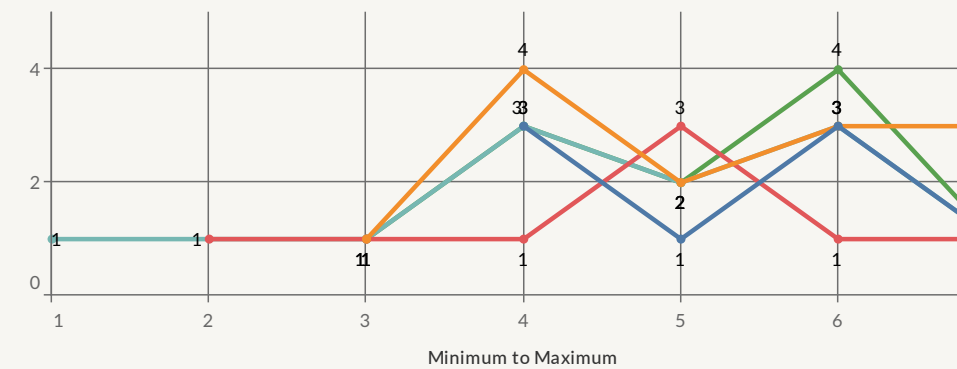
Minimum to Maximum

32 c. The activities met needs and goals defined by community partners
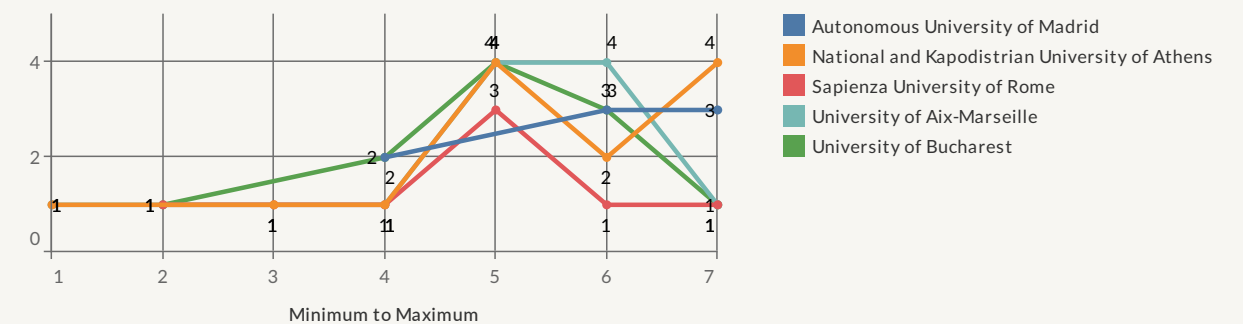
Minimum to Maximum

Autonomous University of Madrid
National and Kapodistrian University of Athens
Sapienza University of Rome
University of Aix-Marseille
University of Bucharest

32 d. The activities were designed and planned by students/student groups actively collaborating with community partners

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Minimum to Maximum
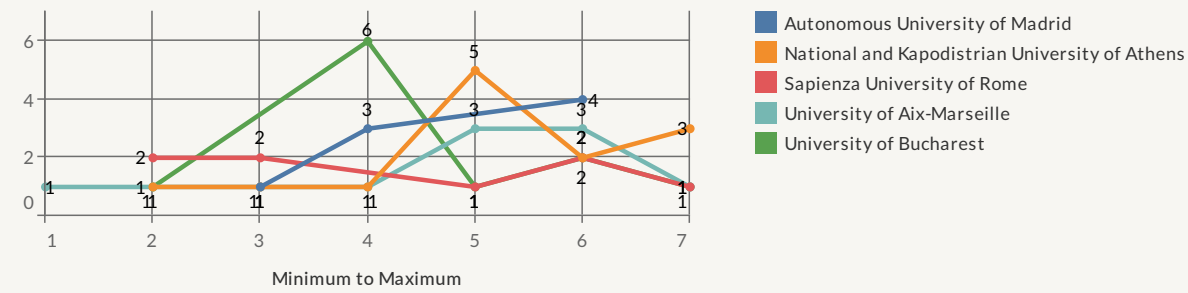
32 e. The activities ensured support and coaching for students both from academic staff and from community partners

Minimum to Maximum
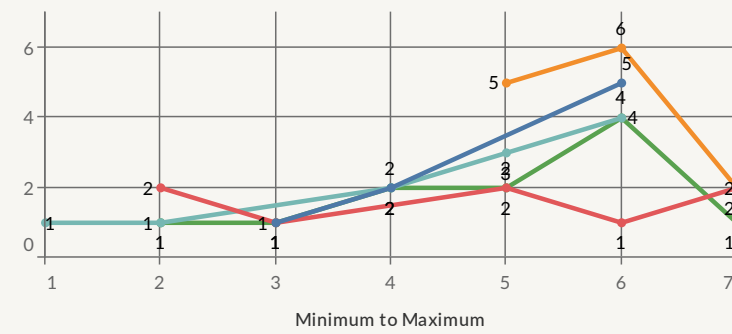
32 f. They were linked to the curriculum/study programme in an explicit way

Minimum to Maximum
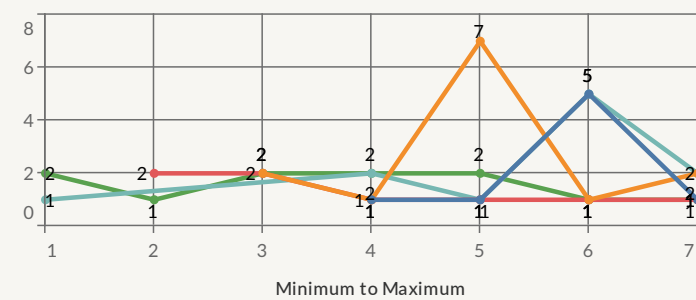
32 g. They offered adequate time frames to make experiences and learn in community settings/with community partners in an effective and sustainable way

Minimum to Maximum
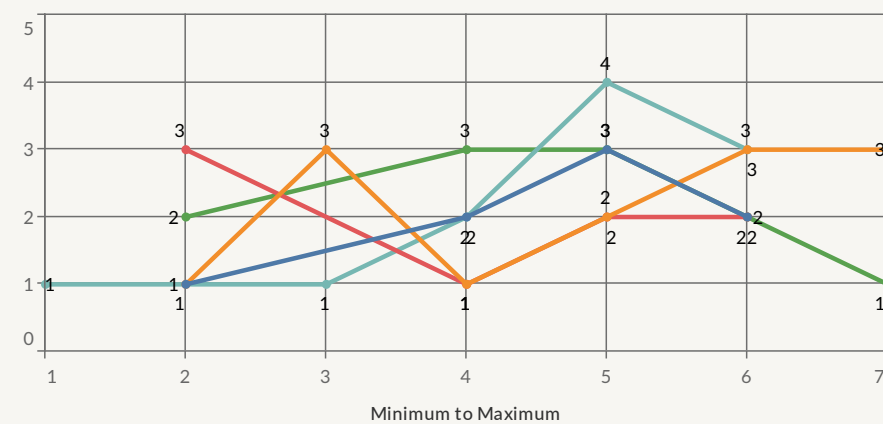
32 h. They enhanced active participation of students and community partners in order to promote an active learning process and deeper understanding

Minimum to Maximum
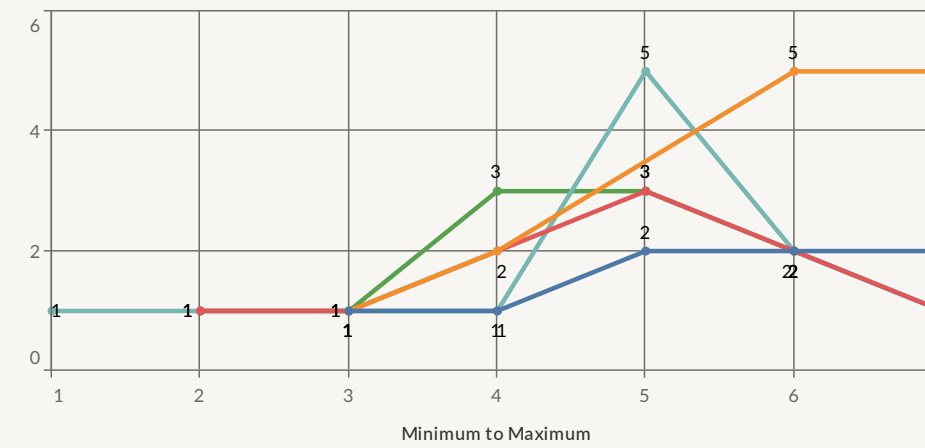
32 i. The project included assessment of its overall impact both for the civic/community partners, the university and the neighbourhood/setting

Minimum to Maximum
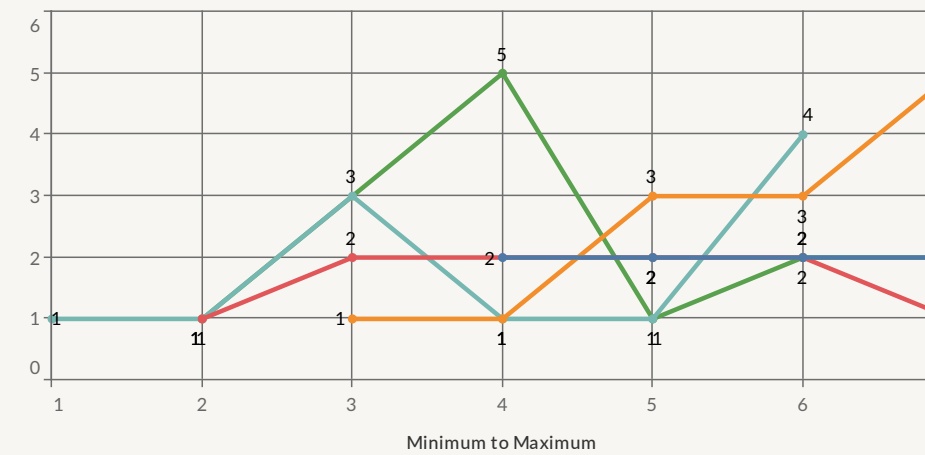
32 j. They encouraged systematic reflection on learning processes and outcomes for all participants

Minimum and Maximum
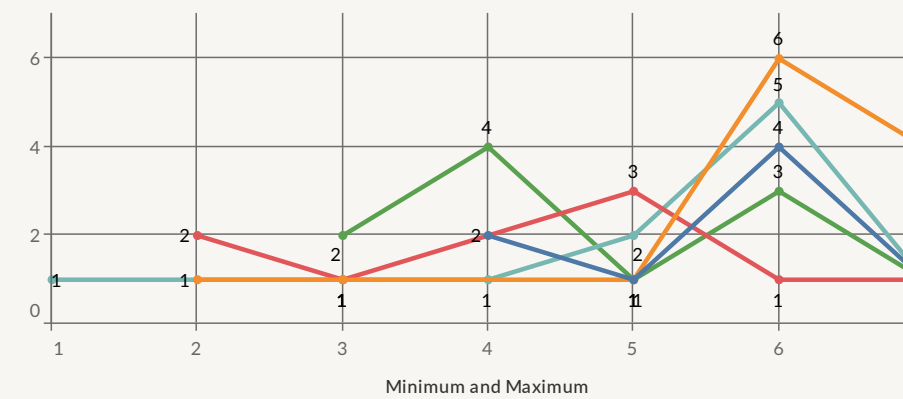
Figure 51. Key quality standards for assessing a SL project (according to Europe Engage 2016 Project). Their presence in the SL projects created by the responding teachers

Sustainability of Service-Learning projects and courses

Academic respondents consider that their SL projects are quite sustainable (mean 4.88). The respondents from **NKUA** and from **UAM** were more optimistic about sustainable prospects of the projects, whereas the respondents from **SUR** were the most pessimistic.

33. Do you think the Service-Learning projects you developed through your courses are sustainable?

Not at all sustainable to Totally sustainable

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

UAM	NKUA	SUR	AMU	UB
5.13	5.31	4.25	5.82	4.73
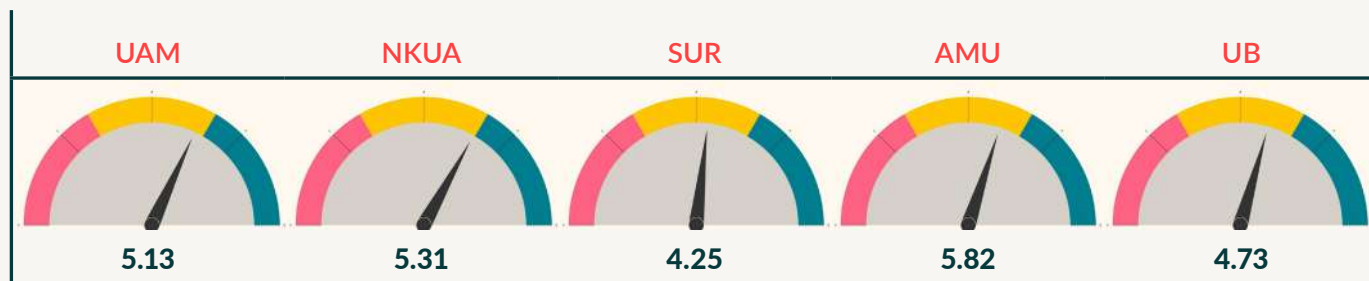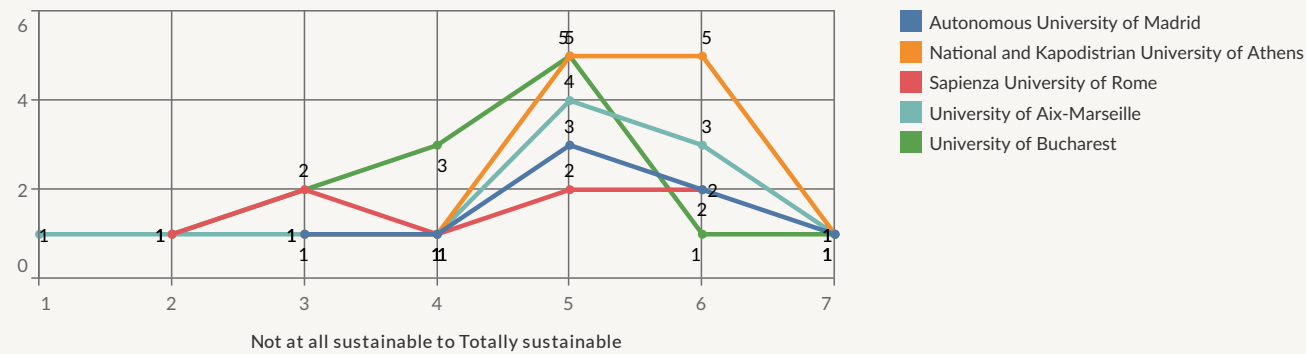
Figure 52. Do you think the SL projects you developed through your courses are sustainable?

Process of Collaboration between Academia and Civil Society

Academic teachers, through their responses to Question 35 (Specify which of the following steps is relevant for your SL collaboration with a community / civil society organisation), demonstrate their liking for a more proactive role in choosing the partner with whom they would like to collaborate and a more proactive role in making the decision to organise a SL project. However, receiving external stimuli from partners is also highly desirable.

The available options rated as follows:

- I contacted the community / civil society organisation because I knew its work and I wanted to implement an experiential learning project for my students with this organisation (mean 4.43);
- The community / civil society organisation contacted me expressing their needs and I bridged them with academic curriculum (mean 4.35);
- The University / staff gave me the contact of a community / civil society organisation to cooperate with (mean 2.80).

35. Specify which of the following steps is relevant for your Service-Learning collaboration with a community/civil society organisation (rate in a scale from 1 to 7) a. The community/civil society organisation contacted me expressing their needs and I bridged them with academic curriculum

Not at all relevant to Extremely relevant

- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

35 b. I contacted the community/civil society organisation because I knew its work and I wanted to implement an experiential learning project for my students with this organisation

Not at all relevant to Extremely relevant.

35 c. The university / staff gave me the contact of a community/civil society organisation to cooperate with

Not at all relevant. to. Extremely relevant
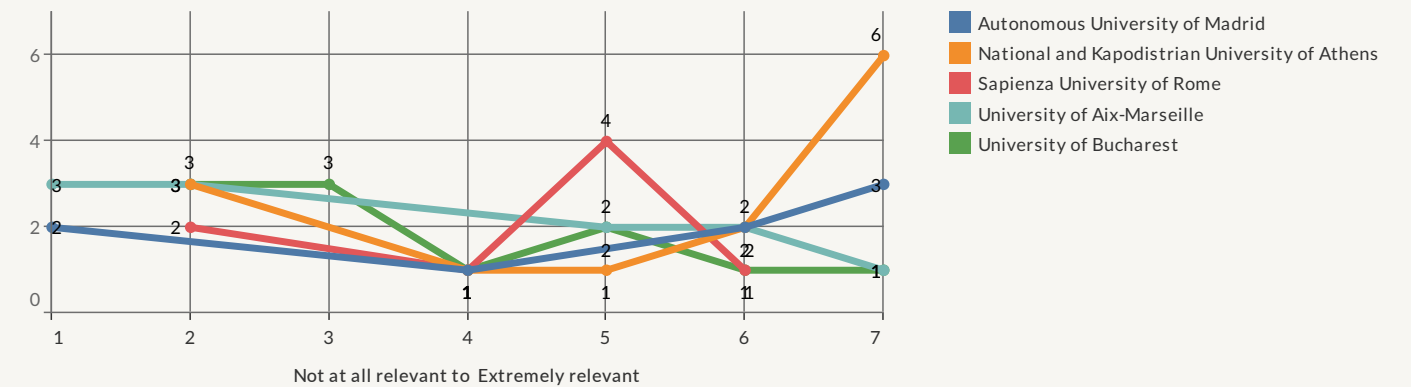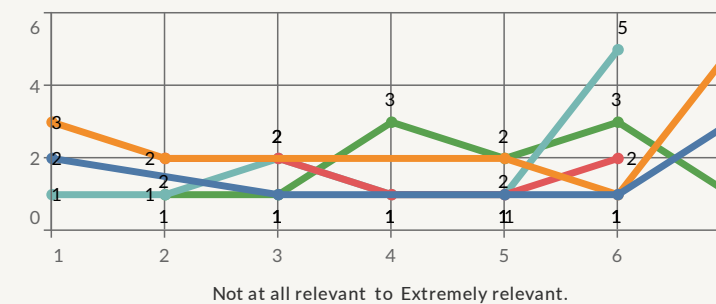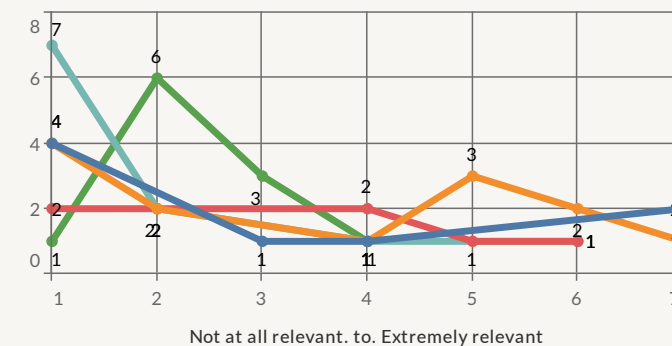
Figure 53. Specify which of the following steps is relevant for your SL collaboration with a community / civil society organisation (rate in a scale from 1 to 7)

Challenges in collaboration with Community / Civil Society Organisations

Ranking the relevance of challenges in cooperation with community / civic society organisations, the respondents' choices formulated the following order:

- Time-consuming to identify needs compatible with students' academic learning goals (mean 4.12);

- Working calendars not fully aligned to involve students (mean 4.10);

- Hard to create a common work schedule with organisations outside the University (mean 4.08);

- Particularly cumbersome to draft the final agreements between the University and the community/civic society organisation(mean 3.80).

36. How relevant to your cooperation with the community/civil society organisation are the challenges below? (rate in a scale from 1 to 7)
a. Our working calendars were not fully aligned to involve the students

Not at all relevant. to Extremely relevant
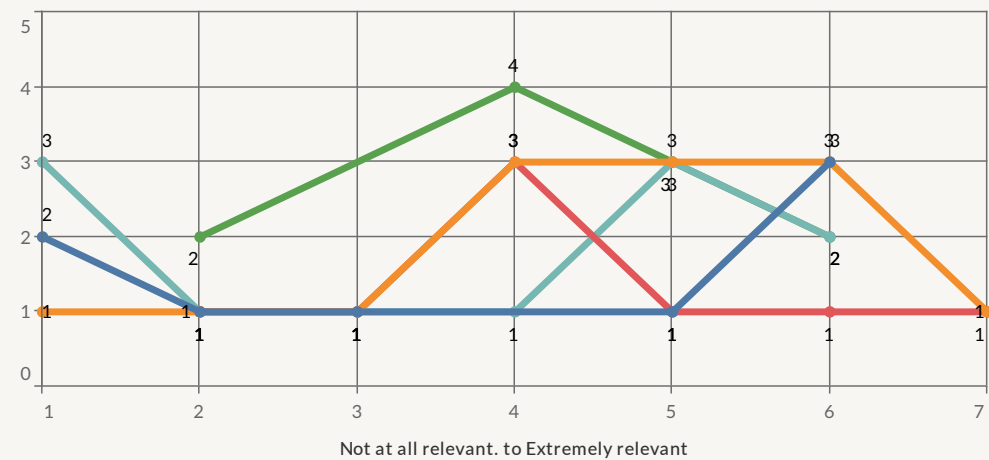
36 b. It was hard to create a common work schedule with organisations outside the university

Not at all relevant. to. Extremely relevant

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest
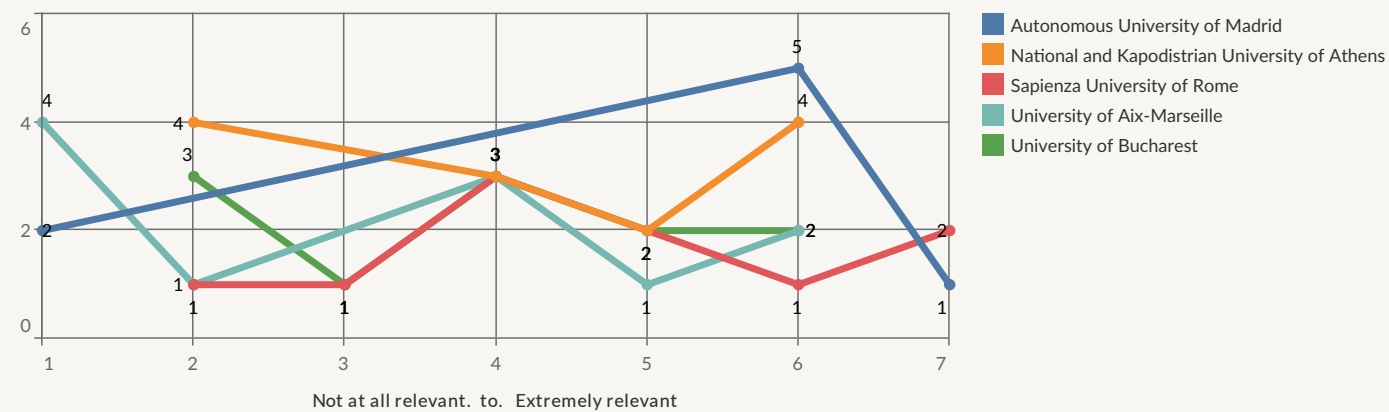
36 c. It was particularly time-consuming to identify needs that were compatible with students' academic learning goals
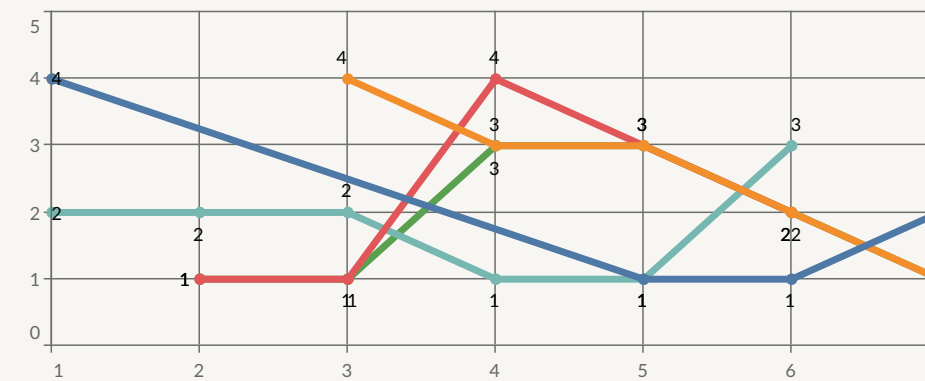
36 d. It was particularly cumbersome to draft the final agreements between the University and the community/civil society organisation;

Not at all relevant. to. Extremely relevant
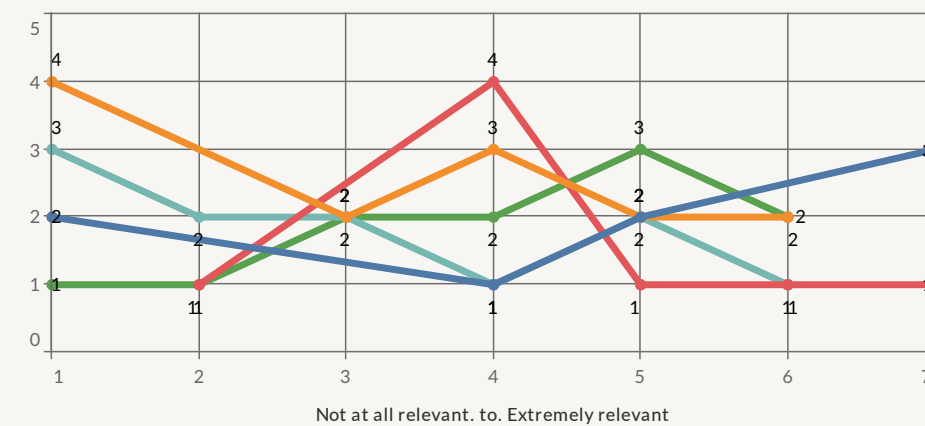
Figure 54. How relevant to your cooperation with the community / civil society organisation are the challenges below? (rate in a scale from 1 to 7)

The importance of the challenges varies between the five Universities:

For **UAM** and **SUR**, the most important challenge is to create a common work schedule with organisations outside the University.

For **NKUA** and **AMU**, the most pressing challenges are both the lack of alignment between working calendars and the time needed to identify needs compatible with students learning goals.

For **UB** the most important challenge is the time needed to identify needs compatible with students learning goals.

	UAM	NKUA	AMU	SUR	UB
option a	6.13	6.31	5.09	5.5	5.18
option b	6	6.38	5	5	5.55
option c	6.13	6.15	4.18	4	5.45
option d	6.25	6.38	4.64	5.88	5.55
option e	5	6.31	5.73	6.13	5.18
option f	5.38	6.08	4.64	4.88	5.45

Figure 55. How would you rate the following recommendations in order to enhance the implementation of Service-Learning projects within your University? (rate in a scale from 1 to 7)

Recommendations for enhancing Service-Learning

The final Question of the survey asked respondents to rate a number of recommendations from 1 to 7 in order to identify which are the best ways to enhance the implementation of SL projects within their University. The answers provided formulated the overall ranking of the available options as following:

- Ensure support from university leaders (mean 5.73) (Option d);
- Secure funds to pay extra work, as SL projects are energy-drive and very intense to implement (mean 5.71) (Option e);
- Simplify administrative procedures within University (mean 5.65) (Option a);
- Compile a list of potential community / civic society organisations to cooperate with (mean 5.63) (Option b);
- Secure support funding for the community / organisation to compensate for extra time, staff and resources (mean 5.33) (Option f);
- Compile a detailed Guideline Document to describe step-by-step the implementation (mean 5.24) (Option c).

The first two options are quite distinct and indicate something that has been raised as a key point also in the Focus-Group discussions, that is the need for institutional support in every possible way.

37. How would you rate the following recommendations in order to enhance the implementation of Service-Learning projects within your University? (rate in a scale from 1 to 7)

a. Simplify administrative procedures inside the University
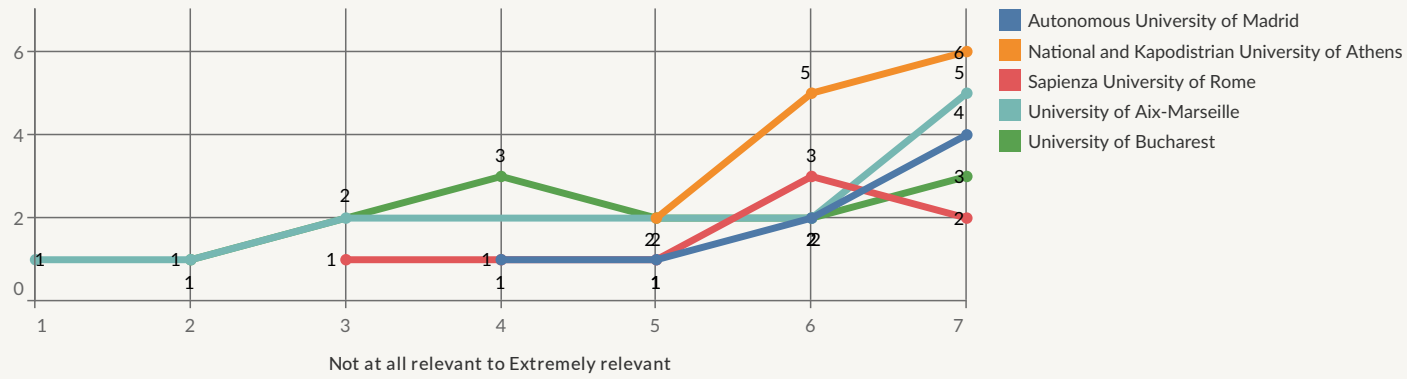
Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Not at all relevant to Extremely relevant

37 b. Compile a list of potential community/civil society organisations to cooperate with

Not at all relevant. to Extremely relevant
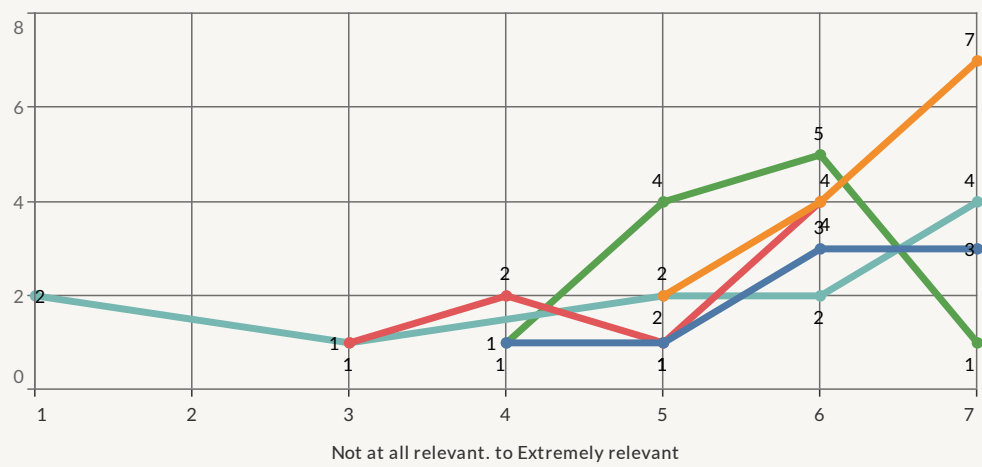
37 c. Compile a detailed Document of Guidelines in order to describe a step-by-step implementation of a Service-Learning project

Not at all relevant. to Extremely relevant
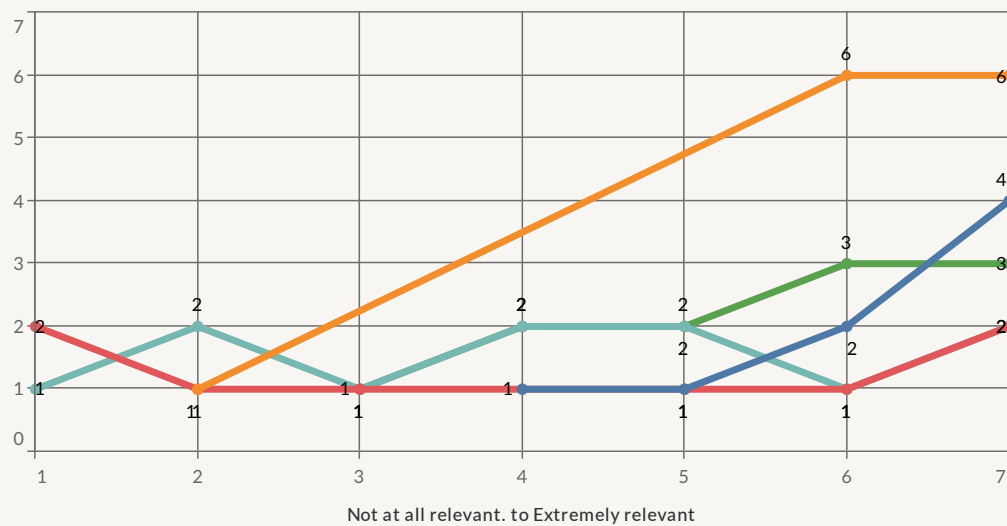
37 d. Ensure support from university leaders in implementing Service-Learning projects

Not at all relevant. to. Extremely relevant
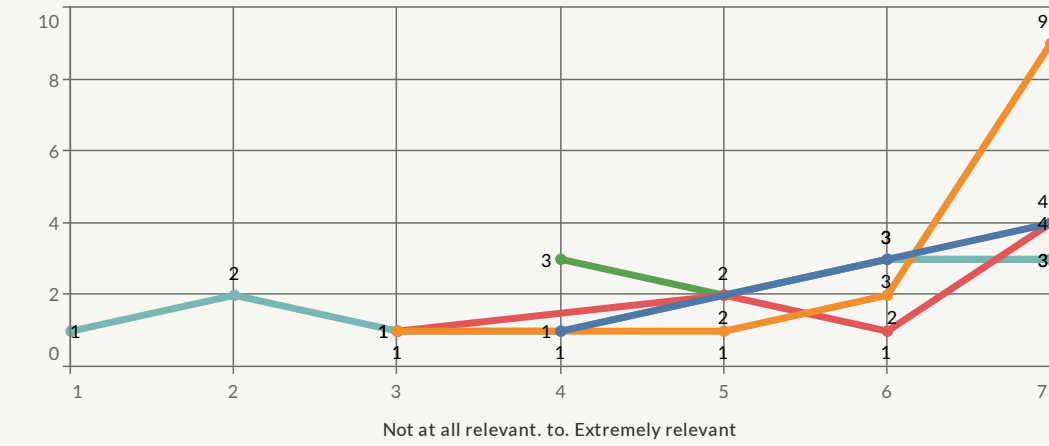
37 e. Secure funds to pay extra of work, as Service-Learning projects are energy-intense to implement

Not at all relevant. to. Extremely relevant
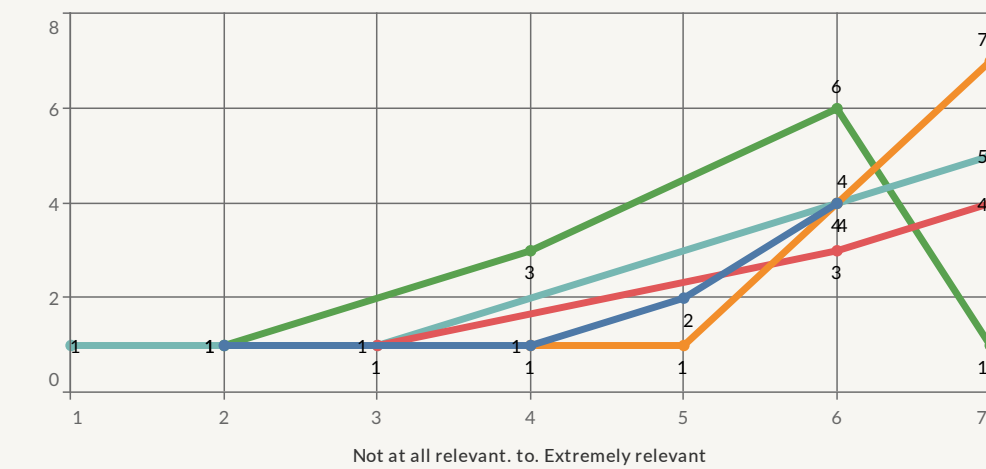
37 f. Secure support funding for the community/civil society organisation with whom the University collaborates, as they also need extra time, staff and resources in order to organise Service-Learning projects for students

Not at all relevant. to Extremely relevant
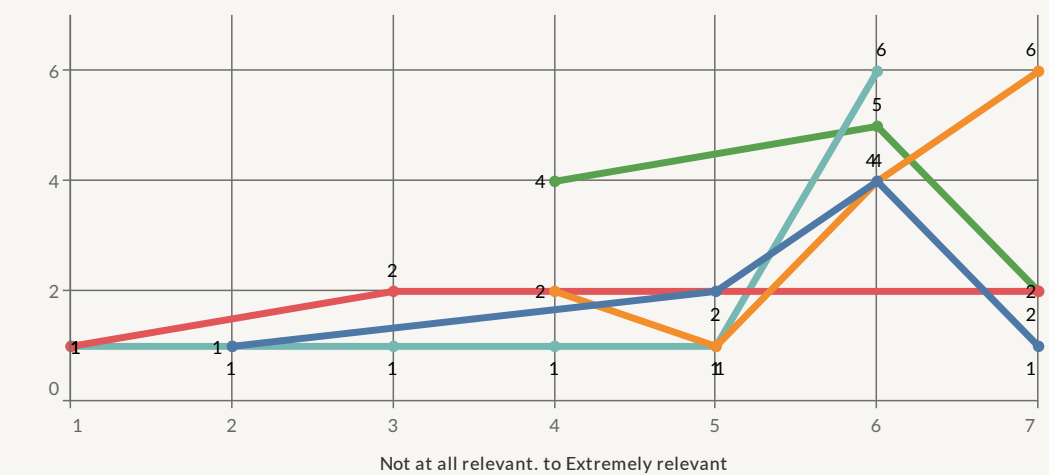
Figure 56. How would you rate the following recommendations in order to enhance the implementation of Service-Learning projects within your University? (rate in a scale from 1 to 7)

Useful links
to interactive graphs

TABLEAU PUBLIC

Students part 1
https://public.tableau.com/app/profile/sophia.messini/viz/SLStudentspart1/SLSTUDENTPART1

Students part 2
https://public.tableau.com/app/profile/sophia.messini/viz/SLStudentspart2/SLStudentspart2

Academics part 1
https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART1/Story1

Academics part 2
https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART2/Story1

FLOURISH

Students Demographics:
https://public.flourish.studio/visualisation/14588634/

Teachers' (Academics) Demographics:
https://public.flourish.studio/visualisation/14858433/

Civic Engagement per Faculty:
https://public.flourish.studio/visualisation/14588705/

Civic Engagement per gender and field of studies:
https://public.flourish.studio/visualisation/14909196/

Departments that combine theory and practice and those which don't:
https://public.flourish.studio/visualisation/14922977/

Views of students whose courses do not combine theory with practice:
https://public.flourish.studio/visualisation/14914635/

Views of students whose courses combine theory with practice:
https://public.flourish.studio/visualisation/14914471/

Knowledge on SL per University, gender, status:
https://public.flourish.studio/visualisation/14897810/

VOSViewer

https://nocodefunctions.com/html/vosviewer/index.html?json=data%2Fpublic%2Fvosviewer_c7814014a99bd-bcc6400.json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Qhtml?json=data%2Fpublic%2Fvosviewer_c7814014a99bdbcc6400.json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Q

4

WP2 Mapping Data: Focus Groups

Focus Groups: The road-map

Each University organised three (3) Focus Group meetings[7] of approximately 90-120' each. The groups were mixed; a diverse ecosystem composed of academic and administrative staff, students and civil society representatives. For the implementation of the meetings, the following guidelines became the road-map for the conversation between different participants. The guidelines were indicative, not compulsory, so each University focused on the issues mostly pertinent for the members of its own Focus Group.

7. For details on the dates and participants of the Focus Group Meetings per University, see Appendix 4

For the 1st meeting

- Outline briefly the aims of the SL_ICP project and of the work the team is called to co-create.
- Invite participants to provide their own experiences in SL projects (context of the projects, collective and personal outcomes, benefits, challenges)
- Discuss what would be the benefits for your University to endorse more projects of SL and in what context
- Discuss what were the difficult / weak points of these projects
- Discuss what were the elements of the projects that made them successful
- Discuss what were the elements of the projects that could improve
- Summarise main conclusions

For the 2nd meeting

- Continue the discussion as a follow-up of the 1st meeting in order to complete a kind of SWOT analysis for the SL experiences in your University
- Discuss what are the opportunities right now for your University to achieve this
- Discuss what are the obstacles / challenges right now for your University to achieve this
- Discuss what could be the strategies for a possible change towards larger endorsement of SL projects in your University.
- Identify possible areas of action within your University that are more ready and in need right now to develop a SL project

For the 3rd meeting

- Continue the discussion as a follow-up of the 2nd meeting in order to...
- Formulate more clear ideas about a new SL project in your University and the steps you must develop in order to design and implement it
- Discuss how this step-by-step approach can complement prior knowledge and create new knowledge for the making of SL projects in your University from now on
- In addition to all these, be open to listen to other ideas and relevant issues that may arise organically from your team discussion and exchange and give enough time to discuss them.

The conversations have been rich in content and ideas. The meetings have been recorded and Minutes of the conversations have been kept. From these recordings and Minutes, we tried to digest the most nutritious parts and offer them as food for thought for each involved University and for all of them as a whole. This was deemed necessary in order to make sense of all the qualitative data collected.

Focus Groups in **AMU** discussed in detail a series of examples of SL activities undertaken in AMU together with several civil society partners. They tried to analyse these cases across several factors. AMU has also produced a very useful SWOT analysis on SL.

Focus Groups in **NKUA** discussed at length the challenges the term Service-Learning presents specially for those who are not familiar with the methodology. There was problematisation regarding the right use of a translated term in Greek as well as of the ways SL can be introduced, implemented and established at the University in a sustainable and organised way. The NKUA members discussed several good SL activities already implemented locally as well as the necessary steps the University must take in order to create a roadmap for the implementation of SL in a centralised and recognised way.

Focus Groups in **UAM** discussed its Service-Learning and Civic Engagement projects, as well as the elements that made them successful, along with the difficulties, obstacles and challenges, such as the complexity of project management, the lack of adequate legal or operational structure, bureaucratic barriers, and the need for more training. They underscored the immense potential of SL to enhance student development, promote social engagement, and positively impact communities.The discussions provided valuable insights into the diverse range of SL projects conducted at UAM, the benefits these offer, and the challenges to be faced. The importance of teamwork, collecting data on community impact and learning, and working collaboratively with social entities as well as the need for institutional support for the development of quality SL projects and their sustainability have been noted. The discussions highlighted the need for ongoing training, inclusivity, and the possibility of offering SL as a mandatory course. They also underlined that promoting SL projects at UAM would require a multidisciplinary and collaborative approach.

Focus Groups in **UB** discussed what SL is, which UB case-studies currently exist; what is the University's culture and experience on this field and what is the national context in Rumania; how a SL project can be designed but also what are the expectations of different stakeholders (teachers, students, civil society organisations) from a SL undertaking; how the SDGs can be connected with SL projects; SL best practices; current opportunities but also challenges for UB in developing such projects; what strategies for a possible change towards larger endorsement of SL projects could be identified / areas of action within UB etc.

Focus Groups in **SUR** noted right from the start that SL activities at SUR are recognised as the participation "in the implementation of services for the student community at specific facilities (collaboration scholarship)". Students who join the activities are awarded an Open Badge "Service Learning". According to the resolution of the University Teaching Commission, there is no recognition of credits to students who carry out SL activities, because credits can only be associated with activities that fall under the competence of the Courses of Study. The Open Badge is a certification recognised by the Ministry. Open badges can be created in specific sector (i.e. protection of women again violence) and give formal recognition to those students who participated and acquired specific and transversal skills.

The SL must be understood as a dialogue between University and society and must be based on gratuity, in other words the provision of compensation would seem contradictory to the idea of "service." The SL used as part of an internship or minor courses stands as a learning methodology in which dialogue with society is still activated, but with university goals of education. The impact on skills and knowledge should always be assessed in order to provide the Open Badge for the students.

Common areas of present SL action among the five academic partners:

Migration Studies | International Relations | Intercultural Exchanges | Humanitarian Aid for Refugees and Asylum Seekers | Teaching of English (or of any other language) as Foreign Language to displaced populations | Law Clinics | Environmental, social and governance sustainability | Environmental activities | Cultural Heritage & Museums

Focus Groups:
Experience sharing on SL projects

4.1
Views from AMU

Example 1 - Louis Favoreu Institute

What is it about?

The Fundamental Rights Clinic offers a form of teaching that is backed by two Master's Degrees in Fundamental Rights and Public Rights. The clinic is in partnership with the League of Human Rights and allows students to meet professionals or associations to carry out concrete projects.

An example of a «SOS Durance» partner association

The students were able to make proposals to this association which had needs in terms of recognition for legal personality.

Academic recognition

These projects are mandatory and evaluated; they are part of the model training of the Master.

Example 2 - Institute of Business Administration

What is it about?

A Service-Learning module has been available for 2 years for first-year Master students. This module consists of a 36-hour (3-hour/week) mission on behalf of an association or organisation with a societal goal. The goal is to foster initiative, civic engagement and focus on critical thinking and personal reflection.

Varied Missions

Logistics, communication, assistance to the development of the activity of the association.

How to choose partner associations?

Three referees send a presentation booklet of the module to several civil associations. The network was made gradually thanks to their contacts. A forum of associations also allows students to discover new structures. The students can also choose their own association. Following this, the teachers will meet with them to complete the list of partners.

Academic recognition

This mission is part of the training model and entitles a student to 3 ECTS (the module is worth as much as a marketing course).

Type of assessment

A video is made by each student to present the association and the missions carried out. Students must also write a report explaining how their involvement in the association has been impactful.

Example 3 - ALLSH

What is it about?

Training offering students a first approach in the field of French as a foreign language.

First initiative launched in 2015 with online tutoring: how to design and deliver online FLE courses? Contact with other Universities including Open University in the UK, the University of Berkeley in the US and the Autonomous University of Madrid.

Activities are defined according to the needs of the teachers of the partner Universities. The training consists of one activity with theory and two reflexive activities.

Academic recognition

This module entitles students to ECTS credits and they can receive a badge on the online tutoring (Open Badge Factory Platform).

Example 4 - Citizens Campus

What is it about?

Launch of the project «Vénères et Solidaires» on the expression of collective intelligence, funded by the CIVIS OpenLab of AMU. The workshops were delivered online within the University during the health restrictions (June 2021). This experience was very enriching to create a link with the University but it is complicated to sustain the project.

A concrete example of the impact of Citizens Campus

A young student involved with Emmaus Connect took part in their engagement seminar and made the choice to reorient herself by studying in the field of associative project management. A new «Lab de l'engagement» working group has been scheduled for 3rd of May 3rd: exchanges of practices will be set up to promote student engagement in our territory. The Fundamental Rights Clinic offers a form of teaching that is supported by two Masters programmes (Fundamental Rights Practice and Public Rights). In partnership with the Ligue des Droits de l' Homme (Human Rights League), the clinic enables students to meet with professionals and associations to carry out concrete projects.

An example of a partner association is "SOS Durance": the students were able to make proposals to this association, which needed recognition as a legal entity.

The privileged partnership is with the League of Human Rights. It is not a project per student but a group of 10 to 12 students working on the same subject.

Academic recognition

These projects are compulsory and evaluated, and form part of the Master's curriculum.

Example 5 - Faculty of Sports Sciences (FSS)

What is it about?

The FSS does not specifically develop projects in the form of SL. In sport, however, these are societal projects, in the form of project-based learning, especially tutored projects. The FSS regrets the lack of feedback on the impact of these tutored projects on the territory. The projects carried out by the students of the Master Management of Sports organisations and those of the Master on Physical Activities adapted to Health have a strong societal impact.

There are also a lot of cross-training projects. They are conducted over 1 – or even 2 – semesters, in connection with the socio-economic world. Ex: The Algernon race or the Handicap Day.

A true eco-system has been developed with the CVEC, student associations and many volunteers. An example of concrete action such as the Entrepreneurial Game in December 2022 to raise students' awareness on this topic.

Academic recognition

Many of the current models are in a competency-based approach (PCA) and 100% of the programmes on the next four-year plan. Tutored projects will be at the heart of the teaching matrix, as of L1.

Type of assessment

A subject and teacher assessment grid is being considered as part of this new competency-based approach through learning and assessment situations (CAS). In September 2023, AMU was to launch a DU Engagement for which the FSS would be a pilot. The DU and the new FSS models are mounted on the same model.

That is based on: i) Partially Distance Teaching with Video Clips and Renditions; ii) Continuous monitoring; iii) Collective evaluation via a dossier and/or an oral assessment; iv) Peer review with more experienced students; v) Ongoing reflection on the individualization of evaluation within the framework of these group projects.

Who participates in the assessment process?

The final grade is decided by the teacher. For the FSS bonuses, there are many activities. A process has been set up. Student associations are part of the evaluation for the bonus award (up to 0.5 points on the average).

Special notes

Special care must be placed when sending students to certain events so that they are properly framed and the bonus criteria met.

A tool is needed to communicate well the whole process with partners; AMeTICE is now open to people who do not have a @univ-amu.fr address. This is crucial for the future.

Example 6 - SoMuM's Citizenship Lab

Is it or is it not a SL activity?

In SoMuM's Citizenship Lab, the projects developed so far are not exactly based on SL approach but can be adjusted. It is a collaboration with territorial associations in cities undergoing urban renewal or in historic sites that are open to the general public.

The students working on these projects are either a) M1 and M2, long term (4 to 6 months) or b) Doctoral students, on a mission to disseminate scientific knowledge.

Academic recognition

In these Lab Citoyennetés, the subject of the internship is not necessarily the subject of the thesis (as it should be in an ideal case); students are asked to submit an internship report valued by 3 ECTS.

The mission in itself did not necessarily have an educational purpose except for the students of the Lab Air Bel who worked with the association Villa Air Bel and the social centre Air Bel to write a territorial diagnosis. In this specific case, the return of the internship corresponds to SL, even if it was not named as such.

Example 7 - Aix Global Justice Doctoral Clinic

What is it about?

It was created in 2015. It involves work with M2 students from two courses.It is a mix of practical experience and professional development for students. A team of students, supervised by a doctoral student or a young lawyer ("case manager"), handles law cases, usually international ones. Around forty (40) projects currently underway. In terms of laboratories, work mainly with CERIC (Professor Hennebel).

Benefits

Professionalisation for Master's students; creation of a network; training in the professional world; training in certain specific methods (UNO); access to internships.

Care is taken to ...

Ensure that the work is not exploited free of charge by law firms. There is no direct link between students and clients. Reports must be anonymous and encrypted so that the names of participants are not known.

Type of assessment

Marked out of 20, on content, form and relations with clients. Grades are rather collective. Constant assessment of student participation rates.

Success

Well received by students, who like this kind of initiatives. The commitment of students and supervisors are key factors of success. The notion of militancy, which goes further than a professional commitment because it involves human rights.

Financing difficulties

All parties are volunteers.

Weaknesses

- Sometimes the project is not completed at the same time as the students' course;
- Sometimes students are disappointed when the case they were following falls through, which happens quite often in the professional world.
- Doctoral supervisors can have their hours validated as part of their doctoral training, but this information is not sufficiently known.

Key opinion points about the project

- Importance of forging more links between non-academic players, teachers and students;
- The administrative centre should be made permanent; it is important to have political support;
- Need for communication and accessible tools on SL, so that a teacher or student who doesn't have the asics can use these tools in order to set up more projects;
- Need for accessible tools, such as mapping (JobTeaser exists but is not yet well known).
- Need to raise the profile of projects.
- Problem of funding remains, for access to paying platforms or access to tools reserved for academics.
- It is clear that the project meets concrete needs, and that the deliverables it puts in place will be useful to all the communities concerned.

Example 8 - Student Testimonials

Amel

is a Master 2 LEA student, managing humanitarian and cultural projects within AMU.

She is the treasurer of the student association Action Solidarité Communication (ASC) which is integrated into the master LEA. Created in 2005 to enrich the training with a professional component, it aims to develop international solidarity projects. Her EAURIZON engagement project is therefore part of his training. The aim is to raise awareness among university students and staff about the environmental impact of water management. This "project engineering" module was evaluated by the setting up of a fund collection. It was a rich experience to prepare for the professional world.

Baptiste

participates in the promotion of the training offer, the reception and the accompaniment of students of the IUT. He also works with the Student Life Observatory to develop surveys on the professional integration of students in Master's or professional license. He is also involved in the engagement working groups for the construction of the first University Diploma dedicated to the commitment carried centrally.

SWOT[8] analysis on SL activities

STRENGTHS

- **Students develop skills and acquire new knowledge in an interdisciplinary way. This is very beneficial for them**

- **Students learn through challenge based, problem-solving situations. SL is active pedagogy. Students are engaged and committed. They digest theory within real and concrete contexts**

- **Students acquire soft skills and capacity building in project management**

WEAKNESSES

- **In SL projects it is difficult to assess individually the work of students**

OPPORTUNITIES

- **Participatory research is increasingly in demand; SL strengthens the link between academia and real-life professional environments**

- **SL enables networking and can lead to the creation of a wider ecosystem of internship partners**

THREATS

- **Align capacity of the student with the right project. If this is not taken care of, students may not benefit from a SL activity**

- **Align the needs for the right training with the needs of civil society partners. If this is not the case, then a SL activity may not be mutually beneficial**

- **When projects are carried out in the same associations from year to year, it is necessary to change the themes or students have more and more difficulty finding funds**

S W O T

Strategies of action for the development of SL projects

- Create University support units, with space for dialogue between all stakeholders (students, University community, civil society representatives);
- Establish a clearly defined framework of action and a list of objectives for students;
- Integrate SL into the Curriculum with defined ECTS;
- Transform certain "classic" modules into a SL format (directly integrated into the training model);
- Provide effective teaching tools for those involved (teachers and students);
- Support / train teachers to implement SL courses
- Designate support staff for the training on SL
- Develop action-research projects in partnership with the sponsors, in order words Co-CREATE SL projects aimed at solving practical problems;
- Produce communication materials to introduce the SL methodology to the local academic and civil society communities;
- Intergrade more SL options into doctoral research.

Possible fields of action for the development of SL projects

- Cultural mediation, museology, museography, Memory and Heritage studies;
- Sports, wellness, health;
- Digital literacy;
- Ecological principles and sustainable development

4.2
Views from the NKUA
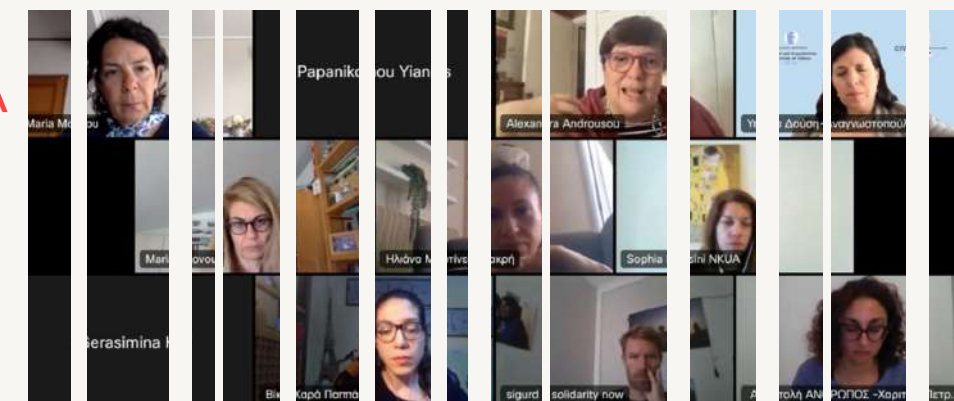
At the NKUA four (4) meetings have been organised with the Focus Groups. One preliminary in a smaller circle of participants (the coordinator Marlen Mouliou and five more professors) in order to prepare the main three (3) with all the stakeholders.

Below we summarise the key points from all the discussions.

1. Terminology issues

The starting point of discussion was the term of SL itself. Key points in this discussion:

- Need to identify SL as a term; it is an unknown term that needs to become more familiar to the NKUA academic community;

- Need to agree on how to rightly use the term in Greek and adjust the terminology in the Greek academic culture;

- Understand how it is perceived as a term, how it is understood by each one;

- Need to identify the key elements of SL so that courses already finalised may identify possible correlations with SL;

- It was agreed that term "social pedagogy" is not the right synonym for SL and must not be used as an alternative term. The alternative term "whole community approach" has been brought to the fore as a possible alternative option.

2. Significance of SL

It was acknowledged that every student must get engaged into a SL initiative in order to understand better the need and arising benefits from community engagement projects.

3. SL course in the NKUA - Prior experience

> Intercultural Education; Linguistics; Museums and Heritage; Health; Environment; Sociology; Legal clinics; Human Rights; Team building

The experience is on several fields:

- All CIVIS Open Labs projects (i.e. Greening our Neighborhoods; Improving the Life of Seniors;[9] Cultural Organisations, Museums, Dementia and Capacity Building, and others);[10]

- An undergraduate course of the Department of Early Childhood Education specially designed to support students working with communities at risk (such as refugees in the camps);[11]

- Offering Greek as a second language to mothers with a migrant and refugee background, in collaboration with an NGO;

- Legal clinics run from the School of Law to help marginalised populations in Greece like Roma teenagers (this project is now on hold);

- Other projects spotted through the RIS4CIVIS Mapping exercise.

9. https://www.missionanthropos.com/en/news/improving-the-life-of-seniors/

10. https://civis.eu/en/engage/open-labs/civis-open-lab-athens

11. The course is called in Greek Παιδαγωγικές παρεμβάσεις σε ανοιχτά πλαίσια: ανάλυση δράσεων για πρόσφυγες και κοινωνικά ευάλωτες ομάδες (Intercultural Education)

12. This document has been produced and has been made available widely in the course of this project in the NKUA, alongside a cover letter explaining what is the project about, which is its timeline of development and what are the key targets

4. Key challenges in the NKUA for the implementation of SL activities

- Absence of a SL culture of work across the Faculties; it will be demanding in time and energy to establish this new culture but can be done with systematic work. It is an open question how a SL activity is recognised as an academic course in different Faculties. It is difficult to persuade other teaching members to endorse such an energy-driven approach. Sometimes the obstacles come from within;

- Absence of a specific framework and infrastructure at the NKUA for the implementation of SL activities in a systematic way;

- Lack of human resources, the University is understaffed;

- Time pressure in conjunction with the lack of resources deprives teachers from opportunities to implement SL activities which are in general more time-demanding;

- A general misappreciation of SL from colleagues/ peers discourages those academics who are interested to experiment with SL activities to actually go ahead and try out some projects.

5. Key strategic steps forward

TERMINOLOGY

- Translate the term in Greek and make it understood within the Greek context;

- Need to acquire the right terminology on SL methodology in order to have the right words to describe what we do.

- Create a document in Greek, featuring all the Key Elements of SL in order to promote a wider dissemination of the methodology within the Greek academic community;[12]

NEW CULTURE

- Encourage an open discussion on how SL can be integrated in curricula and how SL can be connected with specific courses;

- The University must in a way "open up" its courses, make them more relevant to today's societal needs, so that the students must learn the social responsibility of

getting connected. This issue is related to the existential question "how do I learn?", what is learning and what do we mean by learning at the University;

- SL is an important pedagogical tool to showcase the work of Faculties on social responsibility and the development of SDGs as well as of different skills for the students; there is a lot of potential for future development;

ORGANISATION-GOVERNANCE

- Connect the institutionalised Centres of Training and Long-life Learning of the Greek Universities (in Greek it is known as KEDIVIM) with SL projects;

- Propose the creation of a special sub-unit, a kind of hub for SL courses in the NKUA website (i.e. courses, general intro texts, examples etc.)

- The University must have a protocol / model of management steps for the implementation of a SL project;

- The University must create a Code of Ethics for the implementation of SL projects;

- The University must have a central office to manage the SL activities; the teachers must not search in blind the networking opportunities but get some help centrally;

- The University must organise a central recording of different units (perhaps through the Careers' Office) and their needs for networking;

- The University must create a unified list of civil stakeholders (beyond the Work Placement Directory called ATLANTAS) with whom different faculties can plan interdisciplinary cross-sectoral SL projects;

TRAINING

- The University must create a Guide for Teachers, a Guide for Students and a Guide for Civil Society Partners on how to implement a SL project. We need some rules of what is SL (and what is not) and establish a Framework of Principles;

- The University must encourage the planning and implementation of pilot SL activities across different faculties;

DISSEMINATION OF WP2 MAPPING FINDINGS

- The University must do everything possible to make the results of the SL_ICP project known within the NKUA and its stakeholders.

4.3
Views from UAM
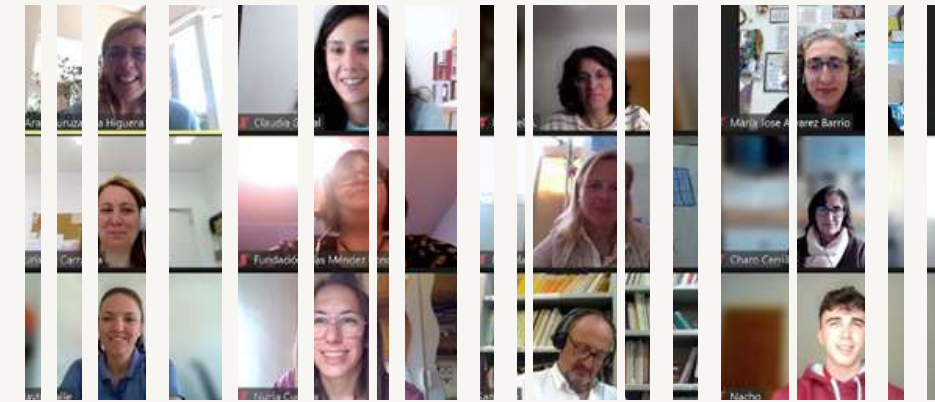
The projects in which UAM members participate are diverse.

Where / how are they carried out?

Some are carried out in conjunction with schools; others with associations, non-formal education centres, hospital classrooms, mothers´ units in jail, and municipalities. Some of them are carried out within the framework of the subjects taught by each teacher, while others are innovation projects involving several teachers and subjects.

Who are the beneficiaries?

They vary, including people with disabilities, inmigrants, youngsters with autism, persons with mental health problem, oncology patients, vulnerable adults in need of physical activity and sports, etc.

What are the benefits for the students?

Students report greater satisfaction, a richer education, and more meaningful learning by being in contact with real situations. Social commitment is promoted and stereotypes are broken. The projects help strengthen students' social skills and soft skills, which are important for their theoretical and practical training. SL is an opportunity for them to connect with realities that they would not otherwise have access to, and therefore is learning beyond the "ivory tower".

What are the civil society partners?

SL is an opportunity to identify students who later would end up working with them. The high level of involvement, training, responsibility, and development that can be observed in students who participated in SL projects must be stressed.

What makes SL projects successful?

- the need to involve working groups and collaboration with colleagues;
- the importance of collecting data on the impact of a SL project and the realization that that the project had a positive effect on the service recipients;
- the need to work horizontally with entities in all phases of the project;
- the importance of openness towards social reality;
- the relationship with the university community, and
- the possibility of promoting social commitment in students.

What makes SL projects sustainable?

- Institutional support is needed to develop these projects effectively.
- The way a SL project is generalised and scaled up, avoiding thus to be just a one-time experience.
- The possibility of making a SL project a mandatory subject.

What actions are necessary for the improvement of SL projects?

- the importance of contact with reality and the need for continuous training;
- the need to improve the design of projects to make them more inclusive and participatory;
- the possibility of participating in SL projects that work with different groups, and for students to have the option to choose an experience that aligns with their personal and professional interests´
- the need for institutional support for the development of quality SL projects;
- the imposing of SL as a mandatory framework for several courses.

How can institutionalisation of SL projects be enhanced?

By...

- combatting bureaucratic and management obstacles;
- promoting SL projects more;
- encouraging interdepartmental projects, which can facilitate collaboration and coordination among university departments and contribute to the integration of SL into the academic culture of the University;
- reflecting on the feasibility and necessary conditions for carrying out SL and civic engagement projects at the University. The lack of fluid legal, bureaucratic, and operational structures makes project management and viability difficult;
- planning more training for teachers and students participating in SL projects. Lack of knowledge and competences can limit the success of projects and reduce their impact on the community;
- supporting students to gain skills such as effective communication, problem-solving, and leadership to carry out SL projects effectively;
- establishing a closer and more collaborative relationship between the University and the community which is crucial to overcoming some of the aforementioned obstacles. A solid partnership between the University and the community can lead to better project management and help overcome bureaucratic barriers.

How can the development of more SL projects be supported?

By...

- promoting a multidisciplinary and collaborative approach to the design of SL projects;
- establishing a trans-disciplinary subject as a good platform to promote SL among students from different study fields. This had been implemented before at UAM, but was stopped due to the pandemic and other external factors;
- using the annual Call for University transference and innovation projects for implementing SL projects. Proposals need to have a more interdepartmental approach involving several teachers and students from different subjects. Proposals require a significant amount of resources and good management to be effective;
- extending project deadlines and promoting SL as a hallmark of UAM's School of Teacher Training and Education;
- maintaining SL as one of the priority lines for the Call for University transference and innovation projects;
- establishing a specific agreement with social entities for the development of SL projects; establishing a recognition system;
- offering projects that include varied social scenarios so that students could work with diverse populations, which could be beneficial for their education and vocational training.

What are the necessary steps for the design of more SL projects?

- more institutional-level discussions are needed;
- a central programme or plan should be developed by the institution;
- the creation of a space on the website of the School of Teacher Training and Education dedicated to SL, where students can have information about existing projects and how to participate in them;
- new areas for the implementation of SL projects must be explored (beyond physical education which has a proliferation of projects);
- working in the closest environment, such as the University campus, and responding to social challenges, not only with specific groups. Explore the possibility of contacting institutions, organisations, and entities closer to the UAM campus was also mentioned;
- working on projects with Universities from other countries and online projects
- communication and coordination between different areas is crucial in order to achieve project success and work for the common good and social justice. In this regard, establishing synergies between vice-rectorates can be very beneficial. Communication with the Vice-rectorate of Social Engagement is essential, as it has created working groups related to the Sustainable Development Goals in which SL projects would fit very well;
- manage an an updated list with all the entities that have already signed collaboration agreements with UAM, as this would facilitate the design of SL projects, and make this list available to teachers and students;
- invite students to be ambassadors of their SL previous experiences and mentors to other students and inspire them to get involved. Students who have already carried out SL projects can offer talks or videos to new students whereby they will narrate their experiences;
- revive the existing mentoring programme and maintain a repository of previous experiences on the web (perhaps in the website of the School of Teacher Training and Education) to facilitate the design and implementation of new projects;
- designate a person in charge to manage the link between students and all entities.

All these proposals require time and effort, but their implementation could significantly improve student participation and the quality of SL projects at UAM.

4.4
Views from UB

The Focus Group meetings of UB are a very good road-map for the organisation of similar discussions in other Universities or within the UB involving each time different participants. The Minutes keeping was very meticulous, thus very useful for future reference. Therefore, they are presented here at length, after some minor interventions in the original text, so that the text becomes more crispy.

Workshop 1 (face-to-face)
Participants: 33

Topics discussed :

1. What Service-Learning is
2. Case studies in UB
3. Support for ONE survey
 – University culture and identity
 – Service Learning activities
 – National Context
 – Conclusion
4. Design of a Service Learning project

Participants' expectations

- **Professors' expectations:** to understand what SL is; how it can contribute in their teaching and the learning process; how it can support students to become responsible citizens and to help them increase their employability.
- **Students' expectations:** to learn more about experiential learning, personal and professional develop, to enhance their university experience, to learn by doing.
- **External stakeholders' expectations:** to find out about more collaboration and partnerships.

Project objectives

- Transfer innovative SL methodologies within European Universities, share data and disseminate good practices and key steps to implement SL in the long term;
- Encourage teachers and academic staff to become familiar with the theoretical and practical aspects of SL in order to adapt and transfer SL innovation projects to European Universities;
- Reinforce cooperation between Universities and civil society organisations;
- Support students in their learning process with innovative methods and field experiences;
- Support students' citizenship and involvement on social and environmental issues.

SL concept explained to participants,

SL in UB. What is it about?

Presentation of examples from two faculties - Baftiste Theology and Psychology and Educational Sciences (example of the Therapeutic Gardens). It is not practice, not course, not reflection, not voluntary activity, but all together and much more. More examples come from the Faculty of Business and Administration and the Faculty of Sociology and Social Assistance.

SL is not formally acknowledged. Civic engagement is acknowledged under the form of a Vounteering subject integrated in many curricula of study programmes, for example: Bachelor of Business Administration at the Faculty of Business Administration, in the first year of studies in every semester and year as an elective subject. Same for master programmes, for example at the same faculty, in the programme of Business Consulting, the Volunteering subject is in every semester.

The University mission statement is discussed, mainly its civic approach.

Senior management of the UB is very supportive of civic engagement and SL activities.

UB highlights the SDGs (Sustainable Development Goals);

UB developed the concept of Open Labs within CIVIS.

Some courses can provide good opportunities for developing SL projects: Marketing - Faculty of Business and Administration; Macroeconomics - Faculty of Business and Administration; Public Relations Workshop - Faculty of Journalism and Communication Sciences

Workshop 2 (online)
Participants: 20

Topics discussed:

1. Update
2. Projects of community engagement– best practices
 – Projects of community engagement – why are they successful?
 – What are the difficult / weak points?
 – How could they be improved in the future?
3. What strategies for a possible change towards larger endorsement of SL projects could be identified / areas of action within UB
4. Conclusion

Eight (8) projects presented:

1. Chemistry – Lab: The Researchers' Night

Many workshops were organised. The European Researchers' Night aims to bring research and researchers closer to the public, promote excellent research projects across Europe and beyond, increase the interest of young people in science and research careers, showcase the impact of researchers' work on people's daily lives. Increasing awareness of the impact of science on everyday life, boosting public recognition of researchers' work and sparking interests of young people in science & research.

2. Chemistry – Lab: Chemistry Festival

Pupils were invited at any age. Partnership with a technical University. Pupils understand chemistry in a different way, not in the school way. This project addresses many problems linked to the environment like pollution, usage of different chemicals and it's a very pleasant way for children to learn about science. It's important to mention the fact that this project is open to all students, there are no age limit or participation fee. Students are the main actors; professors are only facilitators. Many schools participate. Many materials are prepared they can take with them. Attractive activities are organised.

3. Chemistry – Travelling Laboratory

3 faculties were involved : Chemistry, Biology and Geography. Experimental workshops with pupils from Prahova county. About 20 students participated from each faculty. Pupils had access in the laboratories. They received presents.

4. Psychology – Newton

The main idea of the project : how to attract pupils to exact sciences. To implement assisted learning and implement a new platform : gamification. This is a play based learing, inlcuding augmented reality. Lessons in a new format have been developed. Technologies were tested in the project. SL was spontainoulsy part of the project – pretested before implementing the technologies. Some students in the second year were involved and they went in special schools. UB was just a partner. 6 professors were involved from the Faculty of Psychology and educational Sciences and 10 students. Pupils were those with hearing impairment.

5. Baptiste Theology – Ruth. Pilot project: Mobile Reading Caravan

Students were voluntarily engaged in community centre in Ferentari area. Pandemic made us postpone the implementation. The need was of reading in areas were there are no public libraries. It was a project outside schools. The name of the project became a brand. A bus was bought and equiped with books. IT people developed an application. Pupils, after getting a book, were tested in the applications basd on quizzes consisting in 30 questions. In the end, pupils would get prizes. 4 level of difficulty for the tests.The application shows how many books can be read, how many pupils use the application. Important :quizes must be verified. A bar code should be considered in the future.

6. Business and administration – AERS – Centre for Ethical and Social Responsibility

We started in 2009 to fundraise and collect for children in need – struggling with different illness (cancer) or financial issues. Example of devotment in villages. People in need are helped. Donations are never enough. Some students are not totally engaged. It is difficult to recruit students to get involved continuously. Pandemic created difficulties in travelling to schools. A new approch : a subject was introduced in the curriculum dedicated to Ethics and Social Responsibility to motivate students to get really engaged.

7. UB – Unico

Several wokshops are organised for pupils of 7-14 years age with the help of professors and students. Purpose: pupils get to know the beauty of every science. Topics are presented in an attractive manner, in labs, through trips in the nature, based on experiential learning and practical activities.

8. ASUB (UB Student Union) – UBSU – UB Summer University

200 pupils come to experiment the student life : they live in halls of accomodation, eat from canteen, work in University classrooms and ask questions about their options.

Other projects : charity and fundraisisng for different cases, for example Children's homes.

What makes a project successful?

Effective communication, great ideas, high motivation, a lot of work, enthusiasm, determination, enough resources, inspiration, solidarity, passion, collaboration, team work, willingness to put enough effort, effective promotion.

What makes a project successful?
31 Responses

Main weaknesses of projects?

Main answers consisted in:

lack of some student engagement, lack of motivation, some withdrowns of voluntars, not enough promotion of the project, the need of proper logistics (just a good idea is not enough), clear and effective recognition of the student work (curricular recognition).

Workshop 3 (online)
Participants: 15

Topics discussed:

1. Update – Concept of SL, Projects of community engagement – best practices, characteristics of success and weak points
2. Examples of 1-2 more projects of civic engagement
3. Steps for new SL projects (to design and implement) in UB
4. Step-by-step approach of SL projects in UB
5. Conclusion

Presentation of the case 1:

Developing ST(R)E(A)M teaching competencies through innovative pedagogies in Chemistry and Geography Didactics Master Programmes

This SL project aimed to make science more accessible and engaging for pupils aged 7-15 years old through outdoor, nonformal, trans- and inter-disciplinary ST(R)E(A)M activities, prepared and delivered by students following a Master in Didactics of Chemistry or Didactics of Geography at the University of Bucharest. The need for such activities is given by the low test scores of Romanian students at standardised international tests, as well as low levels of motivation and well-being in school. The project aimed to increase pupils' scientific literacy, motivation, well-being, and environmental awareness. The project also sought to fill in some gaps in the psycho-pedagogical training of future teachers, who are not currently perform practice hours for nonformal, extracurricular activities, though they are part of the Romanian curriculum (through A Different Kind of School Week and this year new addition The Green Week).

Presentation of the case 2:

Saving energy – Saves 2

SAVES2 aims to change the behaviors related to sustainable energy among over 219,000 students, from 7 different countries, with the aim of promoting the reduction of energy waste. The project includes two campaigns: Student Switch Off (SSO) is aimed at students who benefit from accommodation in the University of Bucharest dormitories and Student Switch Off+ (SSO+) for students who pay rent in the private sector. SAVES2's main objective is to make students aware of the benefits of energy performance certificates (EPC) and intelligent electricity metering systems (SMI), so that they can control their consumption, especially in the period after studies, when they will become individual users.

Review of SL concept:

- SL is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.
- Students in any discipline can participate.
- The courses are usually most directly tied to social science courses (for example: political science, sociology, environmental studies and psychology) and pre-professional courses (for example: education, social work and business).
- SL types:
  - **Direct service** - tutoring, serving meals, working with patients, helping a refugee family, walking foster dogs, or participating in events at a nursing home. Many psychology and education courses incorporate direct service.
  - **Indirect service** - is doing something behind the scenes to help, such as organising a fundraising event, working in a resale shop, stocking a food pantry, collecting donations or planting trees to help the environment. Fields such as environmental studies and sociology tend to offer more indirect service opportunities.
  - **Advocacy** - can take the form of students writing letters to government officials, demonstrating in a picket line or educating others about possible policy changes. Political science and criminal justice classes often feature more advocacy work.

Example: The Elmhurst University Service Learning programme matches students who feel a responsibility to serve the community with opportunities to help. Visit our Community Partners page to learn more, and follow us on Instagram or Facebook.

Steps to develop a SL a project:

1. Awareness / Understanding – professors, students, administrative staff
2. Explain what are the benefits of the SL projects for all participants
3. Identify partners / sign partnerships – NGOs
4. Register students
5. Decide institutionally / faculty / course level – programme / course / both

4.5
Views from SUR

Example 1 - Minor pathways

What is it about?

Professionalisation of training internships at the Hospital "Policlinico Umberto Primo" (at the foreigners' office, the foreigners' outpatient clinic, and the emergency room). The initiative has been in place since 2022. Recently, this experience has also been applied to the so-called "minor pathways" for three-year undergraduates: by selecting specific exams (e.g., migration medicine, global health, etc.), cultural mediation students can obtain an additional degree. The pathway can be taken either during the three-year course or in the six months following graduation. The minor pathway is limited in number and at the student's request. In this case, the SL activity is included within the course offerings of the CDS.[13]

The minor pathways are already active in 5-6 LMS[14] all in the Sciences (i.e. green economy in economics). Cultural mediation is among the first three-year degree programmes to implement this type of initiative.

Academic recognition

Students are not paid but are recognised 6 CFUs,[15] which are equivalent to 5 ECTS.

Type of assessment

Students' dissertations must reflect on their experiences during minor pathways

What more can be done

Develop a minor pathway for language training for migrant women, in collaboration with associations working in the area. In 2023 SUR prepared the ground for such an initiative by organising a study day in collaboration with associations that have implemented intercultural mediation pathways.

Example 2 - Italian Association for Multiple Sclerosis - AISM

What is it about?

AISM have 2,200 people affected by MS registered on its database. It is necessary to contact them continuously because MS is disabling and progressive, so that the situation of people affected by MS can change with time, both socially and medically.

Young people lend about 25 hours a week, mainly for projects related to the provision of assistance to people with multiple sclerosis (ongoing relationship, home care, personal support, etc.).

These are mainly medical, psychology, and neuropsychology students, but medical students often drop out due to lack of time because of the mandatory nature of college attendance. It is a paid service because it is a working relationship between the young person and the Association.

AISM is very interested in developing projects for people with multiple sclerosis or disabilities in general, but also in spreading awareness of community service, as there is a shortage of students applying.

Possibilities for further expansion

Students could carry out ongoing relationship activities with people suffering from multiple sclerosis at the AISM headquarters, through both telephone contacts and direct assistance (i.e. activities like shopping together, going to the hairdresser or cinema etc). AISM does not provide any health assistance.

Example 3 - Legal-Administrative Reception Service for Foreign Students (SALASS)

What is it about?

This is a third mission project aimed at providing legal and administrative support to non-EU students. There are six (6) active interns, usually curricular with credit recognition, but in some cases as part of an extracurricular internship. The activity carried out mainly concerns relations with SUR's offices and public administration (police headquarters, city halls). The initiative has produced positive effects for participants in terms of, for example, improved interpersonal skills, acquirement of specific knowledge, participation in expert meetings, communication and social management. Critical elements include the constraint on framing in curricular internships and the provision of a limit on hours.

13.   Cross Disciplinary Studies (CDS) Programmes are constellations of course offerings whose intent is to give students and faculty some topical foci normally not found in any single academic department.

14.   Learning management system (LMS) is a software tool that allows you to create, deliver, and report on training courses and programmes. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. There are many LMSs to choose from, each offering different features and capabilities.

15.   CFU (Credito Formativo Universitario) are Italian University Educational Credits, used to measure the amount of study required by a student in order to acquire the proper knowledge of a subject. They are equivalent to ECTS (European Credits Transfer System). Each ECTS corresponds to 25 hours of student study. The teaching load that corresponds to 1 ECTS is equal to 12.5 hours of frontal lessons or equivalent, 20 hours for practical course review and laboratory activity whereas 1 ECTS equals 25 hours for professional training, internship and final exam. For more information on CFUs, see https://www.unibo.it/en/teaching/enrolment-transfer-and-final-examination/the-university-system/what-are-university-learning-credits-cfu

Possible future SL partnerships and actions in SUR

The following points have been digested from the Focus Group discussions in SUR:

- Study SUR' Sapienza's internships and other training activities page[16] in order to spot the areas where SL methodology can be part of the projects with recognition of training credits. For instance, the Italian Multiple Sclerosis Association regularly welcomes civil service volunteers and SUR recognises credits for this service.

- Develop SL through personalised pathways for students with disabilities, in which students can pass on what they have learned in their degree to people with disabilities who cannot take a full academic programme but would like to have a SUR certification.

- Map the civil society organisations SUR is working with to see which associations and/or projects would be appropriate to create partnerships within a SL framework.

- Explore the possibilities offered from the project SL_ICP and get in touch with students in order to develop different activities, for instance law clinics.

- Explore the possibilities offered by SUR's Mentorship project which has been active between 2019-2021 and activated thanks to the collaboration with the International Organisation for Migration (IOM). Explore, in this respect, how the project can gain more visibility with the help of SUR's Governance in order to work towards institutionalising mentorship. SL methodology of work could be an asset towards that direction.

- Explore the possibility of creating a partnership with the Association Ecos Europe, a third-sector organisation that deals with sports and cultural projects, working in the field of psycho-social distress.[17] Likewise, look at the work of the Association Retake in order to develop a project that deals with social awareness of the environment.

- Look into possible future collaboration with Differenza Donna,[18] a Women's Association working on violence against women. The Association manages shelters and pink codes, both at the provincial level and for different Italian regions, giving woman to woman support. SUR will establish a collaboration with this Association in the coming months. The specific characteristics of the project and of the collaboration will be outlined in the process but already there has been substantial discussion on who can take part (only female students and approximately 10 of them), who else can be involved (i.e. the Directors of the relevant degree courses), the amount of credits offered and hours of practice etc.

- Request / propose to SUR's administration to modify or adjust the current definition of SL in SUR.

16. See https://corsidilaurea.uniroma1.it/it/node/2422554

17. Ecos Europe developed several Erasmus Plus and Erasmus plus sport projects, working within the social communities accredited with the juvenile justice centre of Lazio, Abruzzo, and Molise Regions. They also activated curricula internships with the Sole24ore masters, especially in sport management. They generally activate paid internships, often with students enrolled at the Faculty of Psychology (see https://ecostandard.org/).

18. For about 20 years, the Association have activated various academic internships, starting from an initial agreement with the faculty of psychology, then educational science, social service, political science, and law. It developed collaborations with both Italian and European Universities, also in the context of Erasmus+ projects. Differenza Donna counts about 300 members, of which about 100 have an employment contract. Many of them have been recruited after an academic internship. The trainees are part of the team and carry out service with women victims of violence. The language is an important aspect: the women welcomed may be foreigners, nonetheless, they generally prefer to speak Italian, as a means of integration. Differenza Donna also collaborates with UNHCR for women victims of trafficking, and holds a centre that deals with disabled women victims of discrimination and violence (they have also collaborated with AISM). The Association is also responsible for the Prime Minister's Office 1522 National Number (see https://www.differenzadonna.org/en/home-en/)

5

WP2 Mapping Data: Interviews

The Interviewees: A synthesis

Early on in the project, it was decided to conduct a series of in-depth interviews with different stakeholders (teachers, civic society representatives, but mostly students) in order to supplement the quantitative and qualitative data collected through the aforementioned survey. An interview guide[19] has been compiled and the interviews have been scheduled across all five (5) Universities-partners in SL_ICP project. The interview guide is presented further below in Appendix 3.

Some have been conducted as face-to-face conversations between an interviewer and an interviewee and some have been realised at the interviewees' pace and submitted as written responses.

In total, twenty one (21) interviews[20] have been collected[21] (5 from the NKUA, 5 from the UB, 5 from SUR and another 6 from AMU). The main aim of the interviews was to collect experiences on SL projects and the benefits the participation to such activities offered to the participants-interviewees.

Below, two interviews will be presented exactly as they were written, in order to provide at length two interesting portraits of students who have been substantially involved with SL activities. The rest of the interview material, very extensive and diverse, will be outlined as a synthesis of insights around key topics (based on the questions of the interview guide). The compilation will represent all the interviews as a whole.

19. Many thanks to Amel Benamara (volunteer @ Eurasia net and AMU MA student in Management of Humanitarian and Cultural Projects) for offering to compile a list of relevant questions and formulated a very detailed list of interview questions. Amel based her work on the interview guide on her experience as a student involved in SL projects.

20. All interviews have been conducted in spring and early summer of 2023. The interviewees provided written consensus for the dissemination of the information they shared with the research teams.
The names of the Interviewees are: From AMU: Amel Benamara (Volunteer at Eurasia net, an AMU MA student in Foreign Languages), Arnold Maelle (MA Student in Social Policies), Ophélie Mendès (M1 MASNI Management student), Nils Peronnet (BA Student in Life and Earth Sciences, Founder of Flauna), Emilie Schollier (MA Student in Action and Humanitarian Law, Law School of Aix-en-Provence). From NKUA: Sophia Avramidou (Archaeologist-Museologist, Graduate from the NKUA), Panayiotis Chraniotis (BA Student in Archaeology and History of Art), Iliana Martinez-Makri (MA Student in Museum Studies), Myrto Ntouskou (BA Student in Archaeology and History of Art), Ioannis Papanikolaou (MA Student in Museum Studies). From UAM: None. From UB: Alexandra Bănică (Student, Faculty of Business and Administration), Aftodor Cătălin (Student, Faculty of Business and Administration), Diana-Nicoleta Dumitru (Student, Faculty of Psychology and Educational Sciences), Ionela Cristina Lupu (Student, Faculty of Business and Administration), Alina Munteanu (Student, Faculty of Business and Administration). From SUR: Alessandro Coppetti (MA Student), Eleonora Miaci (Phd Student), Myriam Pintore (BA Student), Tabea Seyffarth (MA Student), Costanza Zagone (BA Student).

21. UAM did not provide any such samples despite the continuous efforts to reach out to students and persuade them to give their views.

SL blends classroom learning with active participation in community service. It goes beyond conventional teaching methods by offering students tangible avenues to put their theoretical knowledge into practice through real-world projects that tackle social challenges.
By participating in Service-Learning activities, students not only gain valuable practical skills but also become agents of positive change in their communities. This methodology fosters learning through hands-on involvement, empowering students to make a positive impact on the lives of others.

Eleonora Miaci, PhD Student, SUR

SL as defined by students

SL is a pedagogical method that encourages shared experience between two parties (academia and civil society) and requires from both parties to coexist freely in a space that does not judge / does not condemn possible failures but rather fosters experimentation (learn how to fail because through failure it is a way to reach a learning progress). SL helps students I process much better what they want to do professionally. It gives them a moment of clarity and truth to try something new.
Through SL, students have the opportunity to reassess and redo everything.

Yiannis Papanikolaou, MA Student
in Museum Studies, NKUA

Student profiles

The interviewees represent mostly the following Faculties:

- Faculty of History and Archaeology, BA Degree (NKUA)
- Museum Studies, MA Programme (NKUA)
- Faculty of International Cooperation and Development, BA Degree (SUR)
- International Relations, MA Programme (SUR)
- Oriental Languages and Cultures, BA (SUR)
- Linguistic and Literary Translation MA Studies, Department of European and American Studies, SUR
- Law School, MA in Action and Humanitarian Law (AMU)
- Bachelor's degree in Life and Earth Sciences (AMU)
- Foreign Languages MA programme (AMU)
- Faculty of Business and Administration (UB)
- Faculty of Psychology and Educational Sciences (UB)

SL is a pedagogical approach that combines classroom learning with active engagement in voluntary activities in the community. This means that students apply what they learn in the classroom by working on concrete projects that address societal needs. By participating in SL activities, students learn practical skills while having a positive impact on their community.
It's a way to learn while doing good for others!

Amel Benamara, 2nd year MA student
in Foreign Languages, AMU

Reasons for joining SL projects

- Had the opportunity to get involved in a SL activity;

- Do something meaningful and socially impactful in collaboration with a social entity;

- Balance theory with practice when the subject of studies is very much theory-based;

- Associative involvement allows me to really find a practical commitment (develop deeper knowledge in project management);

- Taking part to a SL activity as part of bonus credit sustainable development course;

- Curiosity and the opportunity to cooperate with other partners, go beyond the rulebook and do something different than the mainstream;

- The nature of the SL activity was close to their interests (i.e. develop educational programmes on archaeology for schoolchildren);

- Great to be able to learn just for ourselves and to share;

- SL gives to students alternative ways to engage citizens in meaningful projects;

- In SUR, students who conduct collaborative activities are given a SL badge. SL is equivalent to collaborative scholarship activities;

Prior experience in civic engagement

- Legal and administrative support for migrants

- Activism in the field of international politics – Involved in awareness campaigns (i.e. Amnesty International);

- Voluntary work on an International Student Help Desk;

- Community service with foreign students as beneficiaries;

- Help children with autism through a European Solidarity Course;

- Participation in support teams for Special Olympics;

- Urban regeneration projects;

- Services offered to homeless people;

- Voluntary work to associations who work in the field of social solidarity, interculturality and sustainable development.

Etc.

SL activities to which they were involved

To many different projects, some at a local level and others at a national level. Some indicative examples are:

- Fundraising for a school laboratory;

- Cleaning the region of a river;

- Helping new commers in a community to benefit from medical services;

- Creating educational programmes for different groups of citizens in small urban (Pocket) Gardens in a big city in order to foster environmental awareness (Greening our Neighborhoods);

- Implementing to different groups of schoolchildren (from 5 to 18 years old) a public archaeology programme undertaken in an archaeological excavation site whilst the excavation is ongoing (in the site Plasi of Marathon, Athens);

- Creation of Instagram account (called Flauna) to raise awareness on biodiversity;

- Offering support of various kinds to vulnerable people who were the beneficiaries (children and elderly with disabilities etc.);

- Raise awareness of humanitarian and solidarity action and law, both locally and internationally (i.e. marauding, food distribution, washable sanitary towels; writing opinion articles, conducting pole conferences to raise awareness for several issues such as mental health and migration; etc);

- Provision of humanitarian aid, empowerment and integration support (i.e. through training opportunities for entering the job market) to people affected by wars (in Syria, Lebanon, etc.), to refugee populations and to asylum seekers;

- Mentorship: assisting foreign students at the University (i.e. with administrative procedures, learning processes, social activities);

- The TandEM project "Towards Empowered Migrant Youth in Southern Europe" (organised by the International Organisation for Migration in collaboration with six European countries). The project was about supporting youth that find themselves in an academic background or an academic environment in Southern Europe;

- Fundraising project to finance field actions in Burkina Faso to support the local communities in matters such as water resource management, empowerment of women et

Skills gained through SL experiences?

- Executive teamwork, practice teambuilding, team management and coordination; Learn conflict resolution within a team;
- Improve time management skills;
- Develop communication skills for public debate/ speech; practice in communication both as a speaker and as a listener;
- Develop intercultural communication and dialogue;
- Learn how to communication better with children;
- Acquire leadership skills; have the opportunity to step up and gain confidence;
- Engage with problem-solving situations;
- Acquire administrative and digital skills;
- Cultivate empathy (management of emotions);
- Balance theory with applied knowledge. Digest the essence and subject matter of their studies;
- Learn how to prepare budgets and explore how to do things in a low budget;
- Develop projects responding to specific needs;
- Explore networking, contact people in professional fields;
- Acquire skills in human resources and social bonding with their peers;
- Enhance personal and professional growth;
- Develop digital literacy in social media;
- Create and manage an association and understand how it really works;
- Raise awareness on environmental protection;
- Be more adaptable to different work conditions and needs of different beneficiaries;
- Become more responsible;
- Learn how to ask for help;
- Learn about foreign bureaucracies and cultures;
- Practice justful citizenship;
- Be more patient;
- Acquire new abilities in budget keeping and management;
- Learn to spot and overcome biases;
- Learn to being receptive to alternative narratives, embrace diverse perspectives;
- Develop an ability to respond promptly to certain problems;
- Expand research skills and combine different fields/ aspects. Create preparedness for a more difficult SL project undertaken during for the needs of a MA dissertation;
- Become more pragmatic.

time management

administrative skill

communication

teamwork

professional networking

public speech

empathy

budget synthesis

personal growth

leadership

skill

How has your SL experience influenced your career goals or aspirations?

- Made me question my professional future (like working for an association in project management);
- Catalyst for the choice of professional career and for undertaking further PhD research on humanitarian issues;
- Became aware of personal and professional strengths and weaknesses; contributed to personal growth and social exposure;
- Offered many important professional skills (hard & soft);
- Build the necessary confidence to go out into the job market with firm knowledge that I am suitable for the job.

Most challenging aspects of SL experience?

- Time management in relation to teaching-related work; missing classes because of SL obligations;
- Learn to get organised and liaise with all types of people even when there are incompatibilities in characters;
- Not easy to work in a group with very different working styles and personalities;
- Learn to overcome communication barriers because of different language, cultural, financial, gender or/ and academic backgrounds;
- Learn to communicate within a group and overcome conflicts;
- Need to confront and overcome personal biases while embracing diverse perspectives;
- Requiring high levels of commitment on personal time, very tense everyday life;
- Learning large amounts of new information;
- Dealing with the different offices and bureaucracy;
- Learn to be adaptable and find solutions on the spot when unforeseen problems arise;
- A good challenge is to be able to reflect deeply and fully about the experience and share these reflections with the SL participants and supervisor, as this is the most essential part of the experience.

What impact did you make on the community or organisation you served?

This experience has taught students a lot about the human experience. All recognised the highly impactful nature of SL work for their personal and professional growth but also for the social visibility of the universities and their engagement with civic society.

Students understood themselves better and found out more firmly what they would like to do in the future. They gained a lot of experiences in social engagement programmes and built several skills.

A specific moment of pride during SL experience

Proud for…

- the impact of a SL activity and personal involvement (and especially the impact for students in precarious situations; offering empowerment and constructive skills to refugees, etc.);
- seeing that the people we helped became helpers also and helped others. Powerful to see how help and engagement transforms one person's life;
- managing to work on a fixed budget;
- having received positive and constructive feedback from partners and beneficiaries;
- being able to be an ambassador of my University in some way, being a point of reference and knowing that others can find support in me
- having a leadership role within a team of peers;
- managing difficult situations with success and receiving immediate emotional awards from the beneficiaries.

Suggestions for improving future SL projects?

- There should be more logistical support from the Faculties;
- Universities must highlight SL activities commitments even more and be more committed to social needs and projects;
- Students involved in SL activities must work together with University governing bodies to try to overcome communication barriers within the University;
- Create more visibility to SL activities so that more students get involved;
- Create the conditions so that SL activities can continue after completion of the projects within an academic framework. Find ways to make successful SL activities more sustainable after their academic ending;
- Students should have the opportunity to observe a SL activity before making themselves the decision to get actively involved;
- Establish an administrator office for SL within the University to liaise students with a stable net of NGOs beyond the specific arrangements of any given course;
- Devise a Protocol to describe a SL project.

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Messages to students and the Universities from all the interviewees

"SL activities make you a better person"

Panayiotis Chraniotis,
BA student of Archaeology, NKUA

Promoting SL means helping students to develop;

Look at what you want and how you can get there; find the people you need to get the results you want to be proud of;

Support students to get engaged because they can find their vocation and learn more about themselves;

Universities should promote applied activities more and students could become more interested in local issues;

Try these activities! We all want a better world, and change starts with us. Get involved in the community! Maybe the hours we dedicate to the beneficiaries seem insignificant to us, but for them it means joy and acceptance.

I recommend the teachers to support these activities more, to encourage the pupils / students, to publicise these needs more and maybe this way we will all become much more present in the community involvement movement.

"You will realise when you look back on your life that the moments when you really lived were those when you did things in the spirit of love" - Henry Drummond.

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Portrait 1

Info

DATE:	11/05/2023
PLACE:	Marseille (AMU)
INTERVIEWER:	Noémie Toni, Volunteer at Eurasianet providing support to KA2 SL_ICP Coordination
INTERVIEWEE:	Amel Benamara, 2nd year Master Student, Volunteer at Eurasianet for KA2 SL_ICP Project Coordination, involved in a S-L Project 2022-2023

Presentation Profile, Studies, Career aspirations...

" *My name is Amel BENAMARA, I am 23 years old and I am in my second year of a Master's degree in Foreign Languages applied to humanitarian and cultural project management and currently working on the KA2 project as part of Eurasianet as coordination of the project. My field of study combines the study of foreign languages at a high level, combined with knowledge and skills conducive to professional integration: how to train in management, project management, marketing, strategic business management and international trade. In addition, we study American and British civilization and translation in theme and version.*

To be honest, I still don't have a clear and defined idea about my professional future yet but I think that I'm going to set up international cooperation projects abroad, preferably in Asia, for the benefit of young people and their professional integration and social engagement. "

Experience with S-L...

"S-L is something I experienced as a member of an association integrated into my master's degree. The Association Action Solidarité Communication for which I was also treasurer. It is an association that trains its members as project engineers by carrying out development and international solidarity projects linked to sustainable development."

Any experience in civic engagement and social work as a volunteer outside the academic environment?

Yes, I am currently doing a civic service at Eurasianet. It is divided into two phases, one local and one international. At Eurasianet, I am supporting the current project which aims to set up the SL in the 5 Universities of the consortium in favour of the rise in competences of young people. I am also involved in the implementation of an international solidarity project aiming to enhance Euro-Asian links in the Aix-Marseille metropolis and to create a connection between the different local actors by co-creating an event based on international solidarity and interculturality.

How do you assess / evaluate / measure the balance between practical and theoretical work in your studies?

The balance between the practical in my studies is quite good. We have 6 months to implement our project. During 2 months, we are trained in depth in the technical aspects of project engineering and evaluated through deliverables for the planning phase. Then we have 4 months of implementation to manage different poles of the project: logistics, partnerships, treasury, communication and human resources continuously.

What is SL for you, how do you simply define it?

In my opinion, SL is a pedagogical approach that combines classroom learning with active engagement in voluntary activities in the community. This means that students apply what they learn in the classroom by working on concrete projects that address societal needs. By participating in SL activities, students learn practical skills while having a positive impact on their community. It's a way to learn while doing good for others!

Can you briefly describe the project in which you were involved, its context, objectives and timeline?

Our fundraising project was aimed at Burkina Faso and precisely the village of Tangaye, in order to finance field actions (hydrogeological study), then the repair and construction of new water boreholes which are dug and seek water in the resources of the water table, to make water gush out under pressure.

This work, which has been going on since 2005, will therefore, in the long term, allow for food sovereignty, to compensate for the economy that has been suspended due to the lack of water, and in the same logic, to contribute to the empowerment of women, who had, for example, succeeded at one point in time, thanks to the water, in making compost, a profession.

We therefore organised two events centered around the issue of water, particularly in Africa. The first was an evening consisting of a film screening, musical entertainment with drums and a buffet with African specialities. The film was entitled "Walking on Water" and was directed by Aïssa Maïga. It dealt with our theme by exposing the daily life of a village in northern Niger, a victim of global warming.

Our second event was an awareness-raising day made up of fun and creative workshops, in partnership with well-known associations such as Eau'dyssée, Terres-Solidaire and Aroma-Zone, which had a stand, a workshop for creating reusable washable sponges and a tote-bag personalisation workshop. At the end of the project, we raised a total of 2000 euros.

Tell us more about the specific skills you gained or developed through this SL and experience?

When you implement a project as part of your field studies, you learn a lot. You combine soft and hard skills. I learned how to manage my time, how to coordinate a team, I acquired skills in human resources management, in financial management, in communication on social networks and in interpersonal communication.

How has this project contributed to your personal and professional growth?

This project and its development were a real challenge for me, which I am proud to have overcome. It was not easy to work in a group with very different working styles and personalities but we finally managed to deliver our project successfully and on time. The trials we had to overcome throughout the project have taught me how to react when things don't necessarily go well in a project. The Eau'rizon project allowed me to become aware of my personal and professional strengths and weaknesses and to try to improve myself, especially in terms of communication and stress management. I saw myself changing throughout the project and developing new skills that I am now fully implementing in my professional life.

We want to learn more about you... Can you describe a time during your SL experience when you had to demonstrate leadership or teamwork skills?

It was difficult to have a certain stable group cohesion throughout the implementation of the project. Some members clearly lacked commitment, which created tensions and conflicts. In these moments I was able to take the lead, show professionalism and remind the whole group of our objectives. In addition to being the treasurer, I was the project coordinator and I was able to learn more about human relations by managing a team myself.

Another Important element we have to highlight, how did you work with the local community or civil society organisations during your service learning experience?

We worked with civil society by creating useful partnerships for our self-financing events. For example, we established a partnership with Emmaus, which allowed us to raise 1000 euros through the sale of crepes on their premises and assisting them in sorting the clothes that we later sold. We also established a partnership with a Lyon-based association specialised in organising workshops related to water management, which facilitated a workshop booth.

What impact did you make on the community or organisation you served?

Our main client was the Water Management Committee in Tangaye, Burkina Faso. Our project raised 2000 euros, which were used to finance a hydrogeological study to plan the construction of a water well.

*And please, can you tell us what were some of the key takeaways from your SL experience?*

I gained experience through being evaluated within a master's programme. I was able to directly apply what I was learning by serving social needs. What I take away from it is the professional aspect: we are in direct and constant contact with local organisations to establish partnerships and enhance our event, and that is fantastic!

How did your service learning experience help you develop your communication skills?

Firstly, in terms of our event's communication strategy, we approached it by consistently feeding our social media platforms with attractive content and by establishing interpersonal connections to build trusted partnerships. Secondly, professionally speaking, we had to present and defend our project in front of a grant application committee, and we succeeded.

To conclude, can you describe a specific moment when you felt particularly proud or accomplished during your SL experience?

Honestly, the most rewarding moments were when we achieved our budget goal upon completion and when we received positive and constructive feedback from our partners!
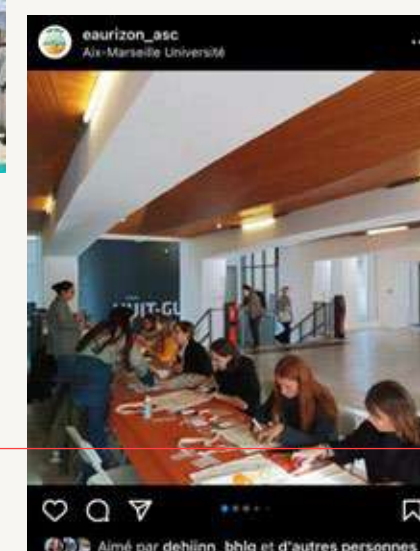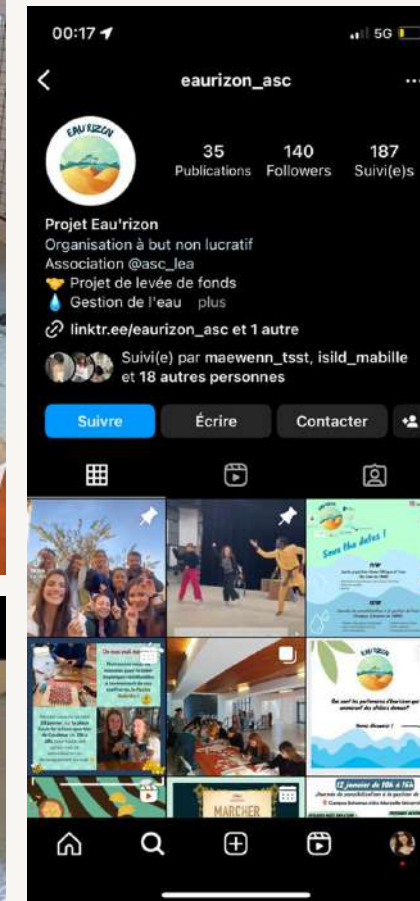
Portrait 2

Info

PLACE:	Rome (SUR)
INTERVIEWEE:	Alessandro Coppetti, 2nd Year MA Student in Linguistic and Literary Translation Studies, Department of European and American Studies at the Faculty of Humanities, SUR

Introduction

My name is Alessandro Coppetti and I am currently attending the second year of my Master's degree in Linguistic and Literary Translation Studies, Department of European and American Studies at the Faculty of Humanities. My studies focus primarily on the study of Russian and English. The main areas of my studies therefore concern translation, and everything related to translating disciplines, but also literary and cultural studies of various nature.

This year, I won a scholarship to work with the Internationalisation Office at my University, La Sapienza, and I have been assisting students in international mobility. For example, both Erasmus and non-EU mobility.

It was precisely this experience that opened up a more international world for me, which I would like to assimilate in my studies and perhaps even deepen later to work in contexts where I can be in contact with cultural promotion projects. Just like the Erasmus project. I would also like to work in an office that deals with international relations, specifically cultural promotion and the promotion of the Italian language abroad. Another ambition would be to work abroad using the languages I have studied and therefore also translating literary and other texts. Nevertheless, the field of cultural promotion is the one that I have found to be most akin to my interests and studies to date.

This photo was taken during my admission to a Master at AlmaLaurea thanks to my achievements in my bachelor's degree. It was very important for my career and I think it represent well my interest in the international environment.

The discovery of SL

I came into contact with SL thanks to the opportunity of the collaborative scholarships at Sapienza (Students who conduct collaborative activities at Sapienza are given a SL badge. At Sapienza, SL is equivalent to collaborative scholarship activities).

Thanks to this, I applied for an office I was particularly interested in. A series of opportunities then followed thanks to the dialogue with my tutors, who got me involved in other projects, always related to my aspirations. Thanks to them, I also had the opportunity to gain other types of experience, not strictly related to the tasks of that office.

My SL activity took place within what used to be called the Internationalisation Office within the University. I worked in contact with students, and it concerned experiences enabling students to go abroad or international students to come and study at Sapienza. It included International Mobility contracts in which the University participates, such as the CIVIS project, the Erasmus project, and all non-EU mobility. I served at a desk to support international students, helping them to understand how our University works, giving information about courses of study and the internal organisation of the University, but I also helped Italian students interested in going abroad by explaining to them what opportunities Sapienza has to offer.

The effects of this experience

The practical side of this activity is certainly very interesting. Thanks to this experience, I was able to participate in the organisation of mobility-related events and now, after the summer break in August, we will resume work on Welcome Week in September.

The course I am attending and about to finish has a very theoretical approach. Because of this, another side was the opportunity to have practical experience of what I studied in an otherwise mostly literary and very theoretical course, so I think it has balanced my education well.

For example, English is a curricular language in my course and this was definitely an opportunity to put it into practice using a specific, technical administrative language. I also developed this specific language in the Italian language thanks to my knowledge of calls for applications. This allowed me to develop effective and direct communication skills in both English and Italian.

In addition, I also improved my organisational and teamwork skills, especially in the organisation of the Welcome week, whose team consisted of about fifteen students, but also during my work at the information desk where I worked closely with another student. At that juncture, good organisation, equal division of tasks and mutual help were necessary.

On difficulties...

Despite all the positive aspects, there were nevertheless episodes that challenged me. First of all, not only being in contact with students who speak different languages but who also come from cultures very different from the Italian one. I am referring, for example, to episodes such as the reception of students from Kazakhstan, with very specific needs regarding both the University and the city in general.

It challenged me a lot because you have to manage to be clear, precise, not to confuse them, or in any case to establish communication that is as fruitful as possible for both. It may seem trivial but it can be complicated even just to arrange a meeting with a professor or to understand which course is the most suitable for them or in any case to direct them to those who had the most suitable skills to do so.

...and positive outcomes

To approach a person coming to your University, to your city, for the first time seems easy, but when you are there, at that moment, it is not simple to explain things that we take for granted. I had to put myself in their shoes and as I went along, seeing their positive reactions, I think I managed to overcome this obstacle.

Developing your communication skills and learning a technical language, not only in Italian, allows you to establish clean, unambiguous, and indeed comprehensive communication.

One thing that made me particularly proud was being able to help, being able to be an ambassador of my University in some way, being a point of reference and knowing that others can find support in me. I am also happy to be part of the welcoming activity that we will be doing in September. It is an important moment for me, because being there, all together, trying to organise in the best possible way an event that can be a good calling card for the experience that the newly arrived students will have in Rome and at Sapienza, gives me a lot of satisfaction and above all motivates me to do my best.

The impact

The impact on my personal and professional growth was that for the first time I found myself in a work context, where I was also in contact with people who had already been working in that context for a long time and had specific skills. I tried to be as suitable as possible for the tasks entrusted to me and take responsibility. Perhaps this was the biggest challenge because during your studies there are exams, which are a time of evaluation but also of organising your path, but when you are in a work context there are other factors, such as unforeseen events.

So, you also have to develop an ability to respond promptly to certain problems and I think this is one of the aspects that has made me grow most professionally but also personally. Thanks to this, my approach to my studies has changed and I have become more pragmatic.

Towards improvement

Our university environment is very broad, so there is, and I think this is a view shared by many other students, a problem at the organisational level. The problem is certainly influenced by the large number of students and staff. I think we can work even better on this in order to be able to create an environment that is as organised as possible or even to improve communication with the supervisors. Communication that is not easy to manage because, precisely, it is a very complex context in which there are many faculties with many students with many different needs.

That is why my suggestion is to work together to try to improve this aspect.

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WP2 Mapping Data: Case studies

Each University was encouraged to provide some examples of good practices on SL activities based on their experiences.

The information was compiled based on some key criteria which have been adopted based on a previous template of criteria designed by Pilar Aramburuzabala and Rosario Cerrillo (UAM).

Case study 1 (AMU)

1-PROJECT TITLE

EAU'RIZON
(Meaning in French: Water threw the Horizon", Action Solidarity Communication Student Association. (ASC)

2-PROJECT SUMMARY

(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

Eau'rizon was born out of the desire to raise awareness among Aix-Marseille University students and University staff of the important and indispensable issues of sustainable water management, agro-ecology and food sovereignty and security. Many countries, such as Burkina Faso, are particularly affected by the effects of climate change and are facing increasingly long and severe droughts. The ASC has been helping the village of Tangaye, in northern Burkina Faso, for several years with their sustainable development work, including agroecology. The village now needs funds to build new boreholes to provide access to water and to build a new sanitary area for the local population.

The aim of our project was to finance a hydrogeological study of the area to be treated in preparation for the construction of water wells. This work, already carried out since 2005, will allow, in the long term, food sovereignty, to compensate for the economy suspended by lack of water, and in this same logic, to contribute to the empowerment of women, who had for example succeeded at one time, thanks to water, to make compost, a profession.

With our Eau'rizon project, we wanted to raise awareness among students, but also outside the University, about the issue of water and its impact on food security. To do this, we organised awareness-raising activities, but we also wanted to combine fun and educational collaborative activities to liven up student life, while raising funds for the association.

We therefore organised two events centred around the issue of water, particularly in Africa. The first was an evening consisting of a film screening, musical entertainment with drums and a buffet with African specialities. The film was entitled "Walking on Water" and was directed by Aïssa Maïga. It dealt precisely with our theme by exposing the daily life of a village in northern Niger, a victim of global warming.

Our second event was an awareness-raising day consisting of workshops, both fun and creative, such as Aroma-Zone, a workshop to create washable sponges and a tote-bag customisation workshop. Two stands held respectively by the association Eaudyssée and the NGO CCFD Terre Solidaire were also present.

Our project is being implemented as part of our core project engineering module. We were after the project delivery assessed on deliverables reporting on the progress and effectiveness of the project design and planning over 6 months and then on the budgetary success of the project by a defense at the end of the semester.

3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Aix-Marseille University, Departments of Humanities and Social Sciences, Master International Affairs; Foreign Languages applied to the Management of Humanitarian and Cultural projects.
Person in charge of the project in the Higher Education Institution	Director of the Master's Program, Ms Marie-Françoise Mercadier
Number of teachers involved	2
Number of students participating	8
Number of administrative staff involved	4
Course of the students participating (BA/MA? and year)	Project Engineering
Number of final beneficiaries of the service offered	Aix-Marseille University ALLSH Students i, Aix-en-Provence / Water Management Committee and resident of Tangaye, BF.
Entities participating in the project (social entities, etc)	Students, Administrative staff of Aix-Marseille University ALLSH, Social entities : Emmaus (Social action Association, combating exclusion, solidarity economy, collection-sales), Aromazone (bio-cosmetics store), Synchro Art (Senegalese musical animation), Eau'dysée (Lyonnaise association for water management workshops and intervention), Eurasianet (Association developing cultural, educational and artistic exchanges at international leve; provided us monitoring workshops in our design and implementation of the project), NGO CCFD Terre Solidaire (fight against inequalities in the world; intervention on the unequal distribution of wealth in natural resources like water).
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	Local Project of International Aid
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes, we are in contact online with Mrs. Azeto Savadogo, responsible for the village water management committee, through our Master's supervisor who has already been to the village for field work in agroecology.

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The project started in 2005 thanks to the previous promotions of the student association ASC. For over a decade, members of the same master's promotion have succeeded one another, each contributing to its development and reputation, building upon the experience of previous promotions through new creative projects. All ASC projects share the common goal of incorporating themes related to sustainable development goals, particularly water management and international solidarity.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

With Eau'rizon, we wanted to raise awareness among students, but also people outside the University, about the existing misinformation on the issue and the impact of water as a fundamental resource for societies, specifically in Burkina Faso, and thus its impact on food security. To do this, we organised awareness-raising activities (workshops on water management, water cycles, inequality of water distribution and its impact on disadvantaged populations, creation of armed conflicts and political

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

The service objectives of our project were twofold:

1. Cultural Evening and Film Screening: The first event aimed to provide a cultural experience and raise awareness about the theme of water. Through the screening of the documentary film "Walking on Water" by Aïssa Maïga, we highlighted the impact of global warming on a village in Niger. Following the film screening, a debate and exchange session was conducted with the audience to further explore the issues surrounding water. Additionally, a buffet featuring Senegalese specialties was offered, creating a multicultural atmosphere. The evening was complemented by musical entertainment provided by the Syncro Art troupe from Marseille.

2. Awareness-Raising Day: The second event focused on raising awareness among students and University staff about water-related issues, specifically in Burkina Faso, and their impact on food security. The day consisted of various workshops that were both educational and engaging. Participants had the opportunity to learn about water management, water cycles, inequalities in water distribution, and the consequences for disadvantaged populations. Additionally, workshops were organised for creating reusable sponges, making organic cosmetics, and waterless enzyme-based scrubs, combining fun and educational aspects. The presence of the association Eaudyssée and the NGO CCFD Terre Solidaire at their respective stands provided further information and resources on water-related topics.

Through these activities, we aimed to dispel misinformation, promote understanding of the importance of water as a fundamental resource, and encourage sustainable practices. Moreover, the project served to enliven student life and raise funds for the association.

7-LEARNING OBJECTIVES

(Contents and specific competences of the subject/s or of the degree and transversal competences)

The learning objectives of our project encompassed both specific subject-related competences and transversal competences. They can be summarised as follows:

1. **Raise awareness** of water management issues among the student community and **Fundraising** for the hydrogeological study

2. **Sustain** already existent community partnerships with ASC.

3. **Establish** new partnerships to be conducted and extended to future master's promotions, fostering ongoing connections and cooperation.

4. **Provide** a platform for professional growth by allowing project members to develop skills in project engineering, association management, and gain practical experience that prepares them for the professional world.

5. **Develop soft skills**: Managing and implementing our social and ecological service-learning project has allowed me to develop valuable soft skills beyond academic knowledge. I had the opportunity to work and supervise the budget of not only our project but also other ASC' initiatives. This experience enhanced my financial management skills, including budget planning, tracking expenses, and ensuring effective resource allocation. I have enhanced my leadership abilities by making important decisions and motivating our team. Collaboration and teamwork have been crucial in working with diverse individuals and resolving conflicts. Effective communication skills have helped me articulate ideas and adapt to different audiences. Problem-solving and adaptability have been honed through finding creative solutions to unexpected challenges. Time management and organisation have been essential for meeting project milestones. Resilience and perseverance have helped me overcome setbacks and stay committed to our goals. These soft skills will greatly benefit me personally and professionally.

8-CURRICULAR SUBJECTS INVOLVED

(Subjects, specific SL course, programmes, etc.)

The implementation of this project took place within our project engineering module. As a result, we had to leverage our knowledge and skills in project management acquired since our Master's degree program last year. We also applied our expertise in humanitarian project evaluation techniques and the econometric tools we studied towards the end of the semester. These competencies enabled us to effectively plan, execute, and evaluate the project, combining technical know-how with project management principles to ensure its success.

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

To achieve the proposed service and learning objectives of our project, we conducted a variety of activities both inside and outside the classroom. One of our key strategies was organising the team into different work poles, including a partnership pole, logistics pole, cash pole, and communication pole. This distribution of roles allowed us to leverage the skills and abilities of each team member and ensure a clear division of tasks and responsibilities.

We initiated the project with a self-financing phase where we implemented various fundraising initiatives. These efforts helped us secure funds to cover essential expenses such as partner transportation, catering, and necessary materials for the preparation of our final project.

Furthermore, we dedicated considerable time to searching for partnerships that aligned with the values upheld by our association and aligned with our ultimate objectives. This involved reaching out to potential collaborators, establishing relationships, and assessing the compatibility of their goals with ours. By forging these partnerships, we were able to enhance the impact and reach of our project while fostering collaboration among like-minded organisations.

Throughout the project, we also engaged in preparatory activities such as project planning, organising logistics, and coordinating communication efforts. We ensured effective coordination among team members, regular progress updates, and proper documentation to streamline project implementation.

As we approached the closing phase, we assessed the outcomes of our activities, evaluated the impact achieved, and documented lessons learned for future reference. This reflection and closure stage allowed us to consolidate our experiences and contribute to ongoing learning and improvement.

By carrying out these activities, both inside and outside the classroom, we were able to make significant progress towards achieving our project objectives and create a meaningful service-learning experience for all involved.

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

As an act of reflection, participants in our project question and engage in thoughtful discussions on various topics related to water management, sustainable development and social impact and are challenged to think about the importance of effective water resource management and its importance as a Sustainable Development Goal (SDG). Through our activities and engagement, participants will gain a better understanding of the importance of student-led initiatives to address the needs of disadvantaged communities.

We encourage and sensitise the participants, students as well as administrative staff and civil society organisations, to examine the different perspectives of the objectives and values that our project promotes and the importance of its sustainability, considering the social, economic and environmental dimensions of water management.

By contributing to student engagement projects, stakeholders give visibility to responsible student initiatives and by involving various stakeholders, we aim to foster a comprehensive understanding of the effects of our project at different levels. Participants reflect on the benefits of participating in such projects, including the development of practical skills, the acquisition of knowledge and the strengthening of students' sense of social responsibility. Repeated partnerships with our association over the years are thus the fruit of the trust of our partners and the proof of effective results of our student involvement.

Through our projects, we seek to promote empathy, compassion and a deeper appreciation of the interconnectedness of global issues. Participants will reflect on how their actions contribute to positive change and the potential long-term effects on the well-being of communities in need.

11-EVALUATION

(Description of who evaluates / what is evaluated / when / through what means?)

We are evaluated following the completion of our project through a defence presentation corresponding to the main module of our master's programme, Project Engineering. The evaluation is conducted by our programme director, who is also the client and project owner, as well as a project management teacher who serves as the project manager. Throughout the project's implementation over an initial period of six months, we are assessed through deliverables that showcase our project's design, planning, and progress. These deliverables include an activity report, a business plan, and a lessons learned report.

We have regular exchange sessions with our assigned teacher, approximately two to three times per month, to evaluate and discuss the project's guidelines and its alignment with the client's needs. These sessions take place from October to the end of November. Additionally, we organise three oral presentations with PowerPoint slides per project team to provide updates on the project's progress and activities within each specific area (communication, partnerships, logistics, and finance). These presentations offer an opportunity to seek advice and address any challenges we may be facing.

Finally, after project delivery, we undergo a one-hour defense presentation with the client and project owner. Our evaluation is based on several criteria: 50% on project management, 20% on the lessons learned report, 20% on the defense presentation, and 10% on the project owner's assessment.

Through this comprehensive evaluation process, we are assessed on our project management skills, the effectiveness of our lessons learned report, the quality of our defense presentation, and the overall satisfaction of the project owner. This evaluation structure ensures a thorough assessment of our performance and provides valuable feedback for our future endeavors.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES

(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

In terms of communication, an editorial calendar was implemented, categorising the actions to be taken across various platforms such as Instagram, Facebook, the ASC website, posters, and outreach efforts. A schedule was established with specific dates and frequencies for these communication actions. Considering our target audience of young people and students, Instagram was prioritised as the primary platform. We aimed to post once or twice a week, use Reels to reach a broader audience just before events, and share multiple stories throughout the week. It was agreed that different groups within the promotion would reshare each other's posts to enhance visibility, as the ASC was conducting three projects that year. Facebook was used but not emphasised as much; announcements were made in Facebook groups, and event pages were created for parties, albeit somewhat late, limiting the extent of communication in that regard. Utilising local press or radio in Aix-en-Provence did not seem relevant since our target demographic might not actively engage with those media channels. However, we did share event details in the AMU (Aix-Marseille University) agenda, which was sent via email to all University students, providing highly effective publicity for our project. We also sent emails to our professors to inform them about our events.

13-TIMELINE OF THE PROJECT

(Time distribution of activities)

The project was implemented over a period of 5 months within one semester following the academic calendar (from October to February). We had 4 months for planning and 1 month for project delivery.

14-BUDGET OF THE PROJECT

We had a budget of 3714,6 euros for the implementation of the project. This budget included the proceeds from self-financing actions (1860,10 euros from other fundraising activities such as solidarity cafes at the University, a partnership with Emmaus for a clothing sale with a percent of profit share, an online donation fund) and public grants (999 euros). Our balance at the end of the project was a profit of 1900.70 euros.

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

Action Solidarity Communication, Association carrying the project: http://asc-aix.fr
ASC IG Webpage: https://www.instagram.com/asc_lea/
ASC FB Webpage: https://www.facebook.com/profile.php?id=100088893812449
Eau'rizon IG Webpage: https://www.instagram.com/eaurizon_asc/

Case study 2 (AMU)

1-PROJECT TITLE
Humanistic Leadership

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

All 1st year Master's students in Management Sciences are required to carry out an assignment in an association or organisation with a societal aim (humanitarian, social or environmental). This module is compulsory and leads to the ECTS credits needed to obtain the Master 1.

Service Learning is a teaching method that combines management learning objectives with civic involvement in associations or NGOs. It encourages initiative-taking and civic engagement, and emphasises critical thinking and personal reflection.

This Service Learning experience also enables students to develop cross-disciplinary skills in addition to their academic training, which can be put to good use throughout the course, particularly when looking for an internship or a job.

3-BASIC INFORMATION

Higher Education Institution or responsible entity	IAE
Person in charge of the project in the Higher Education Institution	Florence DANO
Number of teachers involved	3
Number of students participating	200
Number of administrative staff involved	0
Course of the students participating (BA/MA? and year)	MSc1
Number of final beneficiaries of the service offered	?
Entities participating in the project (social entities, etc)	
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	Local
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes.

4-BACKGROUND

(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

Throughout their studies at IAE, we work to make students aware of the economic, social and environmental role they will play in society, so that they can contribute to a sustainable society and become tomorrow's ambassadors of our values: diversity, courage, integrity, excellence and respect for the general interest.

By offering them the opportunity to carry out this field mission, we are enabling our students to begin to put into practice the social contract, implicit between young managers and society, which they will have to sign when they graduate from their 2nd year Masters.

The manager's sermon:

"As a manager, I have a role in society.

My objective is to lead people and manage resources in order to create value that no individual can create alone.

– My decisions affect the present and future well-being of people inside and outside my company.

Therefore, I promise that:

– I will manage my business with loyalty and thoughtfulness and will not put my personal interests ahead of those of my business or the company,

– I will comply with and enforce all laws and contracts (not only to the letter but in spirit) personally and on behalf of my business,

– I will refrain from corruption, unfair competition and other practices detrimental to the company,

– I will protect the human rights and dignity of all people affected by my business, and I will oppose discrimination and exploitation,

– I will protect the right of future generations to improve their standard of living and enjoy a healthy planet,

– I will report my company's performance and risks accurately and honestly,

– I will strive to improve myself and my colleagues, to help the profession improve and create sustainable wealth for all.

In carrying out the duties of my profession in accordance with these principles, I recognise that my behaviour must serve as an example of integrity, earning the trust and esteem of those I serve. I will be accountable to my peers and to society for my actions and the application of these principles.

I take this oath freely and on my honour".

5-GENERAL SOCIAL NEED FOR THE PROJECT

(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

Cf. listes des associations et des missions 22-23

6-SERVICE OBJECTIVES

(What service will be provided to meet the indicated need)

TYPE OF MISSION:

Humanistic Leadership assignments can be very varied. They depend on the needs of the association and the skills of the student. They must be approved by the IAE teaching team. They may involve :

An operational assignment

● social work: outreach work, help for migrants, etc.

● operational work: food collection, sorting clothes, repairing objects for resale, office work such as filing, beach cleaning, etc.

● personal services: tutoring, visiting isolated people, etc.

A "skills" mission.

● This type of assignment involves making know-how available to a community organisation free of charge for the duration of the assignment (administrative, legal, communication, management, IT, etc.).

Or the **development of a project with a strong social or environmental impact and a link with an existing association or organisation**. Examples: helping young people in difficulty into social and professional life, setting up a fund-raising operation for an association, etc.

EXCLUDED:

● Assignments in AMU student associations

● Cultural or sports activities (except where the activity has a social purpose, enabling certain groups to break out of their isolation and re-establish social links).

7-LEARNING OBJECTIVES

(Contents and specific competences of the subject/s or of the degree and transversal competences)

1. Reflect on the notion of commitment (both personal and collective)
2. Develop associative skills that can later be put to good use in the professional world
3. Reflect on the societal values they stand for and their commitment to being an "ethical" future manager.

8-CURRICULAR SUBJECTS INVOLVED

(Subjects, specific SL course, programmes, etc.)

–

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

A VIDEO: To be produced as a group if several people are working on the same project / association or individually if you are working alone.

– Presentation in 1mn30 (max) of the mission and achievements.

– Portrait format.

– Using their smartphones

– **Due no later than 02/12/2022**

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

FORMAL REPORT (due by the end of the module)

PART 1. PRESENTATION OF THE EXPERIENCE (PDF format: flip book, diary, drawings, file....) to be completed as a group if there were several of you on the same assignment / association or individually if you were on your own.

Presentation of the association, its mission and your position within it

– Raison d'être, values, governance, organisational structure, department to which you report, etc.

– Objectives set at the outset, any changes in the mission.

Achievements

– What was done / achieved / produced to carry out the assignment.

– Results obtained at the end of the 3 months with the association, any spin-offs from the actions carried out.

Form of the report

– The form is free, which does not mean that there is no form!

PART 2. INDIVIDUAL FEEDBACK - (PDF format: file, diary, etc.) To be completed individually.

– **Choice of the association**: motivations, expectations, concerns and why?

– **Involvement in the mission and ability to make proposals** for the association

– **Skills** used and acquired (academic, social, personal, etc.)

– **Main "surprises"** at the end of these 3 months with the association

– **What next?**

11-EVALUATION

(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):

Who: Assessment by the referent teachers

What: Individual student feedback (see Part 2 above)

When: January 2023

Individual mark out of 10

Indicators of social impact (evidence of the social impact):

Who: Association manager or project manager in the association

What: Student project feedback form (see feedback document)

When : January 2023

12-COMMUNICATION AND DISSEMINATION ACTIVITIES

(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

No

13-TIMELINE OF THE PROJECT

(Time distribution of activities)

Early June 2022: definition of missions by partner organisations

Mid-December 2022: project presented by the students

14-BUDGET OF THE PROJECT

None

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

Case study 3 (NKUA)

1-PROJECT TITLE
WP3 – Improving the life of seniors

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

The programme "WP3 - Improving the life of seniors" aims at improving the overall quality of life of senior citizens living in non-profit care homes for the elderly (NPCHE). This was a collaboration between the PGP "Physiology of Aging and Geriatric Syndromes" of the Medical School of the NKUA and the NGO Mission "ANTHROPOS", as part of the CIVIS Open Labs. Students who participated did so as part of their practicum.

Seniors residing permanently in non-profit care homes (NPCHE) experience loneliness and isolation due to their confinement, often resulting in a lack of desire for life. In addition, they suffer from the usual geriatric syndromes, however, their caregivers often lack the resources or training to provide them with the best care.

The objectives of the project:

● the mobilization of seniors and their participation in various activities, through regular digital meetings with high school students, in order to support their emotional needs and to enhance their skills. This was implemented primarily by the partner organisation, the NGO Mission «Anthropos», with the help of postgraduate students, who offered advice to the high-school students.

● the improvement of their physical condition, through the empowerment of the staff of the NPCHE's, achieved by updating their knowledge and further training them on the prevention and treatment of well-defined geriatric syndromes, as well as strengthening their emotional resilience. The training was provided by the teachers and students of the Postgraduate Programme "Physiology of Aging and Geriatric Syndromes", via online seminars. By the end of the programme, a Good Geriatric Practices Guideline was created by the students with the supervision of the teaching staff. In addition, the NPCHE received special equipment for the seniors that would help the caregivers to maintain the results of the project.

The service objective was to assist the caregivers gain knowledge on geriatric subjects, in the form of seminars as well as in written form (by creating the Good Practices Guideline).

The learning objective was to study and understand in depth the field of geriatrics, in order to pass the knowledge to people with little or no academic background, and familiarise themselves with the conditions that the seniors live in and the realities and restrictions of a NPCHE.

In order to fill these objectives, the students had to utilise the knowledge they have gained from all the courses of their curriculum. The Service-Learning project was part of their practicum and/or their dissertation topic.

Reflective sessions were be conducted regularly throughout the project, primarily in reflective groups. The evaluation of the seminars provided to the caregivers was done through an in-depth analysis of the questionnaires the participants filled before and after each session. The evaluation of the impact of the programme for all stakeholders (including the students) was conducted using SROI (Social Return on Investment) methodology by an external party. The dissemination of the programme was done through the webpage of the PGP and the partner NGO, as well as the CIVIS channels.

In total we conducted 50 meetings between high-school students and seniors from 4 NPCHE, and 8 seminars for the caregivers and staff of 5 NPCHE. A Good Practices Guideline was created and distributed and uploaded online for free, and the NPCHE received specialised equipment and NFIs to retain the results of the programme. In total, we kept company to more than 50 seniors, we trained 70 caregivers, therefore improving the life of 200 seniors they collectively have in their care, and we mobilised 29 high-school students, 4 volunteers and 4 postgraduate students.

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University of Athens
EST. 1837

3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Postgraduate Studies Programme "Physiology of Aging and Geriatric Syndromes", Medical School, NKUA
Person in charge of the project in the Higher Education Institution	Petros Sfikakis, Medical School, NKUA
Number of teachers involved	2
Number of students participating	4
Number of administrative staff involved	1 (CIVIS office) 2 (from the NGO Mission "ATHROPOS")
Course of the students participating (BA/MA? and year)	MSc "Physiology of Aging and Geriatric Syndromes", 2nd year
Number of final beneficiaries of the service offered	70 caregivers and about 200 seniors
Entities participating in the project (social entities, etc)	1 partner NGO (Mission "ANTHROPOS") 5 Non-Profit Care Home for the Elderly (NPCHE) Students from 4 secondary schools
Project type (online, physical, hybrid.)	Online
Geographical territory (national, transnational)	Regional-national
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Contact through social entities (NGO Mission "ANTHROPOS")

4-BACKGROUND

(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The programme, "WP3-Improving the life of the Seniors" is a collaboration between the Medical School of the National and Kapodistrian University of Athens (NKUA) and the NGO Mission "ANTHROPOS", as part of the CIVIS Open Labs. It is based on the experience from previous programmes implemented by the NGO Mission "ANTHROPOS" as well as the desire of the PGP "Physiology of Aging and Geriatric Syndromes" to transfer their knowledge to a wider part of the society.

In 2018, the NGO Mission "ANTHROPOS" designed and implemented the 12-month programme of primary health care "We care for the elderly" in collaboration with 4 non-profit care homes for the elders (NPCHE) in Attica. The programme covered the specialised medical needs of 112 older people residing in these homes, as well as the cost of necessary medical equipment and consumables for their smooth operation. Noticing the isolation and loneliness that the seniors experienced, the NGO created the initiative "Together with Grandma and Grandpa", where high-school students visited seniors and kept them company, by offering entertaining activities. Since 2020 the meetings have been taking place online.

The programme "WP3-Improving the life of the Seniors" is built on these experiences and addressed both the need to counter the isolation of seniors, by including in the programme the meetings between seniors and high-school students, and the need to train their caregivers.

5-GENERAL SOCIAL NEED FOR THE PROJECT

(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

This project is relevant and meaningful in an increasingly ageing society, where more and more people are moving to care homes for the last years of their life, and it addresses the real issue of being able to spend the remaining years of their lives as independent as possible.

In general, the seniors residing permanently in care homes experience isolation and loneliness, often accompanied with clinical symptoms of depression and lack of desire to live. These feeling were further exacerbated due to the COVID-19 health protocols, thus further alienating them from their connections outside the care home.

In addition, the seniors suffer from the usual geriatric syndromes (ex. frailty, sarcopenia, dysphagia, falls, urinary incontinence, depression, mild cognitive impairment, dementia, delirium, multi-morbidity, polypharmacy, inappropriate prescribing) to such an extent, that their autonomy and finally, their quality of life are severely deteriorating. The knowledge of the staff in handling these cases is often suboptimal, as constant training is required. The staff at NPCHE are not necessarily well trained, as they do the best they can with limited resources.

6-SERVICE OBJECTIVES

(What service will be provided to meet the indicated need)

Students participate at the seminars offered at the caregivers of the NPCHE, they present alongside their professors and present cases that they have come across in their field of work, offering professional advice, helping the caregivers gain knowledge in the field of geriatrics and to understand how to handle different incidents following the latest health protocols.

They transfer their knowledge into non-academic words, creating with their professors a Good Practices Guideline that will help caregivers everywhere provide better care for the seniors. They also assist the intergenerational meetings between seniors and teenagers by offering tips and suggestions that could benefit the seniors.

7-LEARNING OBJECTIVES

(Contents and specific competences of the subject/s or of the degree and transversal competences)

Students study in depth the theory of the field of Geriatrics and familiarise themselves with the vocabulary used for people without an academic background, in order to transfer their knowledge. They come into direct contact with the caregivers and staff of the NPCHE, understanding their position and their concerns, as well as the reality and the living conditions of seniors in NPCHEs. They develop empathy along with their professional, academic and social skills.

8-CURRICULAR SUBJECTS INVOLVED

(Subjects, specific SL course, programmes, etc.)

Students make use of all the subject they have addressed in their curriculum, and utilising their knowledge to help the caregivers and, by extension, the seniors.

The Service-Learning project was intergraded as part of their practicum and/or their dissertation topic.

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

- Presentation of the programme to students of the PGP. List of those interested in contributing on voluntary basis, outside the classroom.
- Preparation of the materials for the seminars that will be conducted to the caregivers (topics, theory, presentation of case studies, preparation of questionnaires before and after each seminar) by the students and the teaching staff.
- Implementation of seminars to the caregivers by the teaching staff and the students.
- Analysing the answers from the questionnaires that the caregivers fill before and after each seminar, to assess their effectiveness
- Meeting with the secondary students who prepare activities for the seniors, offering them advice and suggesting activities.
- Participate in a meeting between seniors and secondary students to see their reaction to the activities suggested.
- Participate in the social impact measurement study, conducted by an external party using SROI methodology, to assess the overall social impact of the programme
- Based on the conclusions of all the above, design and write a Good Practices Guideline, alongside the teaching staff, for the caregivers in non-profit care homes.
- Disseminate the results of the programme

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

After the first seminar session, the students reflected on the structure and content of the lectures, based on the reactions and the level of participation from the caregivers, leading to some changes in the future seminars. At the conclusion of all the seminars, they reflected on their general impact on the knowledge as well as the work confidence of the caregivers, by evaluating the questionnaires that the caregivers and staff of each NPCHE fill right before and after each session. The Good Practices Guideline, created by the students with the help of their teaching staff, is a product of those reflective sessions.

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EST. 1837

11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):

The students were be evaluated throughout the project on their learning by the teaching staff that worked alongside them in order to produce the materials for the seminars and the Good Practices Guideline. The evaluation included the absorption of the course curriculum as well as their ability to select the most important and basic information and put it into simpler words for the caregivers to understand.

Indicators of social impact (evidence of the social impact):

Part of the social impact was be assessed by the questionnaires that the caregivers filled before and after each seminar.

The overall social impact was measured by an external party, through a study using SROI methodology, taking into account the experience of all stakeholders. The programme showed an index of 5,22:1, meaning that for each 1€ that was invested in the programme, created 5,22 € of social value.

The PGP students who participated in the programme noted a raised awareness on the problems that the senior citizens face, especially in NPCHE.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

The updates of the programme were posted regularly on social media, website and other outlets of both the PGP and the NGO Mission "ANTHROPOS". The programme was presented also as part of the CIVIS Open Labs, and uploaded on the CIVIS website.

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

October 2021:	Launching of the programme, initial meetings and presentations.
November 2021 – April 2022:	Meetings between Seniors and high-school students
January – May 2022:	Seminars for Caregivers and staff from the PGP
May – July 2022:	Social Impact Measurement Study
May – October 2022:	Writing of Good Geriatric Practices Guideline
July – September 2022:	Evaluation of the questionnaires filled by caregivers
July – October 2022:	Sustainability equipment and NFIs to the NPCHE
October – December 2022:	Editing, revision and graphic illustration and printing of the Good Geriatric Practices Guideline.

14-BUDGET OF THE PROJECT

Linguistic Editing of Good Practices Guideline: 300€

Graphic design for Good Practices Guideline: 550€

Sustainability Equipment and NFIs: 4000€

Social Impact Measurement Study (SROI): 4000€

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

3. Good Health and Wellbeing

4. Quality Education

10. Reducing inequalities

Case study 4 (UAM)

1-PROJECT TITLE
Promoting school success

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

Intervening with vulnerable children and families in promoting school success is a social necessity. Through a comprehensive community-based approach, this project addresses the social and educational factors that affect families' access and adherence to the schooling process of children, allowing for the prevention of academic failure.

The "Promoting school success" service-learning project was launched to help children at risk of school and social exclusion due to poverty, legal status of migrant caretakers and other exclusion situations, which directly impact their development and schooling process. School success not only involves academic achievement, but also ultimately results in the inclusion and participation of children in the educational process and the community to which they belong.

This project has been designed not only to meet the needs of the beneficiaries of the service, but also those of the service providers, with a balanced learning approach.

Each academic year, 30-40 first-year students from the School of Teacher Training and Education of the Autonomous University of Madrid, taking the course "Theory and Politics of Education" attend the Beata María Ana de Jesús Diocesal School twice a week during one hour in the afternoon, after their classes, for helping 60-80 pre-school and primary education children with multiple needs and at risk of school failure and social exclusion doing their homework and other educational activities. Students are divided into two groups: Monday-Wednesday, and Tuesday-Thursday, thus covering four days per week.

As a result, school children improve their academic, social and emotional competences. University students learn academic contents related to the subject, develop professional competencies, evaluate their vocation as future teachers, and develop moral values and civic competencies. 2 ECTS credits, out of the 6 that the subject requires, are assigned to the SL practice.

University students carry out two reflection activities. Evaluation activities are conducted by different stakeholders. A celebration activity is organised in the school at the end of the academic year. Also, dissemination is conducted through class presentations and participation in service-learning meetings/seminars / conferences.

Universidad Autónoma de Madrid

UAM Universidad Autónoma de Madrid

3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Autonomous University of Madrid
Person in charge of the project in the Higher Education Institution	Pilar Aramburuzabala
Number of teachers involved	2
Number of students participating	30-40
Number of administrative staff involved	
Course of the students participating (BA/MA? and year)	Bachelor students; 1st year
Number of final beneficiaries of the service offered	60-80
Entities participating in the project (social entities, etc)	Beata María Ana de Jesús Diocesan School, Madrid City Council, and Autonomous University of Madrid.
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	Regional-national
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes

4-BACKGROUND

(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The Autonomous University of Madrid has a long history implementing service-learning, offering students the opportunity to practice this methodology by working directly with real-life problems. Students have the chance to carry out a solidarity action with the community, in order to learn curricular content while developing social, civic, and academic competences. Additionally, these projects promote the development of attitudes and values that focus on cooperation, solidarity, and social justice.

"Promoting school success" arises in 2016-2017 within the framework of the collaboration agreement between the public Universities of Madrid and the Madrid City Council, that supports many different service-learning projects in various areas and academic fields, covering multiple needs of priority groups and the natural environment. "Promoting School Success" at the Beata María Ana de Jesús Diocesan School started in 2017 and has been implemented every year since then. In 2016, the Head of the school asked the City Hall for support for children in the school. The response was at hand as the agreement between the City Hall and the Universities for developing service-learning projects that faced social and environmental challenges of the city was being managed at the time. Therefore, the District of Arganzuela, where the school is located contacted UAM and proposed the project.

5-GENERAL SOCIAL NEED FOR THE PROJECT

(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

In the context of the economic crisis that Spain is experiencing, we find a considerable number of families that suffer from situations of poverty and social exclusion, which directly affect the children of the poorest and most vulnerable families. Situations of poverty and social exclusion are accompanied by numerous difficulties in the development of children and have direct consequences on their schooling process.

The Beata María Ana de Jesús school is a private centre that belongs to the Catholic Church and is funded by the state. It has one class per grade.

Since 1986, it is the only subsidised school in the neighbourhood that offers education to students with special needs in all educational levels, responding to a social demand for attention to children with educational needs due to various causes: immigration, severe family problems, with the intervention of social services, late entry into the education system and coming from abroad, situations of social disadvantage due to socioeconomic and family, geographical reasons...

The school is located in the Chopera neighbourhood of the Arganzuela district. The sociocultural and demographic context of the Chopera neighbourhood is characterised by the following:

- Immigrant population: 13,0 %
- Population between 0-15 years: 10,8 %
- Population with a low education level (incomplete Primary school, no studies, no Reading / writing skills): 15,6 %
- Unemployment rate: 15,6 %

The following are some characteristics of the student body:

- Out of the 340 children in the school (pre-school, primary and secondary education), 50% are immigrants, and 16% are diagnosed as children with special needs.
- A significant percentage of the student body comes from low-income immigrant families.
- These students have school gaps and have difficulties accessing support services in other parts of the District, so it is important that they get support in their own centre.
- Their socio-familiar environment and the space in which they live does not favour the completion of school tasks.
- Consequently, they have problems doing their homework, which puts their educational level at risk.

Needs identified by teachers:

- Low motivation for learning
- low self-concept as learners
- Poor social relationship skills
- Significant academic delays
- School gaps
- No Pre-school
- Language difficulties
- Lack of monitoring in carrying out homework
- Lack of school support at home
- Limited use of study strategies Oral and/or written expression difficulties
- Reading comprehension difficulties...

UAM Universidad Autónoma de Madrid

6-SERVICE OBJECTIVES

(What service will be provided to meet the indicated need)

School success implies not only achieving academic objectives, but also the inclusion and participation of boys and girls in the educational process and in the community to which they belong.

This project aims to provide successful experiences that give children security and self-esteem. It provides attention to boys and girls in a situation of risk or social difficulty due to their socio-family and cultural environment, or due to late incorporation into the educational system.

The service objectives are:

- To improve the academic performance of children and young people at risk of social exclusion.
- To facilitate the inclusion and participation of children and young people in the educational process and in the community to which they belong.
- To improve the motivation and self-esteem as learners of the participating children in the project.

The actions are aimed at providing educational support and accompaniment with boys and girls from the age of 3 (beginning of Pre-school) to the age of 11-12 (6th of Primary school): Learning strategies, academic follow-up, homework, reinforcement of specific subjects and support to overcome language difficulties.

The service implies an intervention with vulnerable students, understanding the promotion of school success as a social need, and a comprehensive action focusing on the emotional, social and educational factors that condition the access and adherence to the school process of boys and girls, to help overcome school failure.

7-LEARNING OBJECTIVES

(Contents and specific competences of the subject/s or of the degree and transversal competences)

The service is linked to the following contents and competences of the subject "Theory and Politics of Education", that is a compulsory matter for first-year students in the Bachelor´s degrees of Primary Education and/or Pre-school education:

- To understand the educational and learning processes during the periods of 3-5 and 6-12 in the family, social or school context.
- To recognise the cognitive, communicative, social, and affective characteristics of childhood.
- To know the pedagogical dimension of children's interaction with peers and adults, and to promote participation in collective activities, cooperative work, and individual effort.
- To critically analyse different perspectives and approaches in teaching models.
- To critically analyse essential elements and aspects of educational and school reality taking into account different pedagogical currents.
- To critically reflect on contents such as: the human being as an educable being, the necessity of education, the human being as a subject of education, dimensions and components of teaching action, the teacher, educational paradigms.
- To conceptualise education. Education versus manipulation, instruction, teaching, and training. Formal, non-formal, and informal education. Education, Pedagogy, and Educational Sciences. Basic competencies. The right to education. Compulsory schooling. The Regulated School System. Critical theories with the school and de-schooling theories.
- To reflect on educational theoretical foundations of the concrete school practice and construct one's own criteria for it.
- To analyse the educational practice of the institution and reflect on its links with the current political, social, and educational framework.
- To experience personal responsibility in the activities that are assumed, and to initiate and test one's own communication and methodological style.
- To know methodological resources from practice and experiment with their application.
- To reflect and experiment in practice with the complexities of education: freedom-discipline, spontaneity-control, affectivity-assertiveness, etc.
- To experience teamwork and collaboration in solving situations of coexistence and achieving common goals.
- To identify the foundations and models that support the educational practice carried out.
- To identify the general principles of the entity where the service is carried out, and reflect critically on educational practice and its orientation towards social justice.
- To reflect on the differential factors of the institution where the service has been carried out (inclusion, freedom, interculturality, etc.) and relate them to the social rights recognised in our country and in the European Union.
- To know and experience the value of the group as an educational resource in the transmission and experience of positive values for coexistence and as a motivator of learning.•To know the value of non-formal and informal education contexts, as well as family, friends, etc., as learning opportunities for children aged 3-5 and 6-12, and to discover their contribution to their training and development.

Universidad Autónoma de Madrid

8-CURRICULAR SUBJECTS INVOLVED

(Subjects, specific SL course, programmes, etc.)

Theory and politics of Education. Compulsory subject in the first year of the Bachelor´s degrees of Primary Education and/or Pre-school education

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

- The activities are aimed at supporting and accompanying education for children and their families, and focus on educational support for children and young people, such as learning strategies, academic monitoring, completion of school tasks, and reinforcement of specific subjects.
- The Autonomous University of Madrid students will look for methodologies that help children understand the concepts that they are struggling with or that their teachers have told them they are struggling with.
- The following activities are carried out for the design, implementation and evaluation of the project:
- Planning of the programme by the Head of Studies from the school and the coordinator of the project in the University
- Presentation of the project to the team of teachers and tutors
- Carrying out diagnostic evaluations and tutorial reports to identify students, the origin of their learning difficulties and plan intervention and personalised support
- Information to families and request for their authorization
- Training of university students on service-learning.
- Talk of the Head of Studies of the school with UAM students
- Process of selection of the university students who volunteer
- The Head of Studies assigns school children to the University students.
- The Head of Studies and the teachers meet in the school with participating students
- Ongoing communication between the Head of Studies from the school and the coordinator of the project in the University.
- Comprehensive coordination between all parties involved
- Monitoring of collaboration and attendance of both students and alumni
- Reflection activities
- Evaluation activities by university students, primary school students, teachers and parents
- Celebration activity in the school the last day of the service
- Dissemination of the project by the university students through class presentations, news in the web of the School of Teacher Training and Education, and Service-Learning conferences / Meetings / Seminars
- Evaluation of the project by the Head of Studies from the school and the coordinator of the project in the University

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

The challenge is to train future teachers to work effectively in disadvantaged environments with limited resources. Teachers who, in addition to developing a strong knowledge and mastery of their subjects and a wide repertoire of pedagogical and classroom management skills, learn to learn about their students and the communities in which they teach, that is, they can get involved in changing the causes of the problems they encounter in the development of their future work. This is undoubtedly fundamental for them to build a culturally sensitive practice that capitalises on students' strengths and promotes social justice (Banks et al., 2005).

Students will be provided with readings with questions for reflection, which they will do individually first and in groups in class afterwards:

- Initial reflection: Motivations and expectations of the ApS experience.
- Intermediate reflection: Education and Social Justice.
- Final reflection: The impact of your service on others. How has your service impacted you? To what degree have the service objectives been achieved?. What have you learned related to the subject? What other learnings have you done? Give concrete examples of situations that you have observed, or in which you have participated, that illustrate the concepts studied in this course (Fundamentals and basic concepts of education, Educational theories, Education policy). Describe an experience that made you feel good and explain why do you think it made you feel good?. Describe an experience that made you feel bad, and explain why do you think it made you feel bad? How has your service contributed to advancing social and educational justice? What aspects of your SL experience would you highlight? What could have been improved so that your SL experience would have been more satisfactory?

Universidad Autónoma de Madrid

11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Evaluation to be carried out by university students:

- Evaluation of the learning objectives and service objectives achieved; evaluation of the SL experience, through a questionnaire
- Evaluation of the project: tasks performed, coordination, schedules, and improvement proposals.

Evaluation to be carried out by the school students:

- Satisfaction questionnaire

Evaluation to be carried out by families:

- Satisfaction questionnaire

Evaluation to be carried out by the school:

- Evaluation of the impact of the service on students and their families, relative to academic success, socio-emotional well-being, and participation in the environment. For this, the teachers of the children participating in the project conduct a pre and post evaluation through a scale.
- Evaluation of the project in relation to the organisation and dynamics of operation in its implementation and development. Questionnaire
- Evaluation of the collaboration and coordination of the institutional relationship between the participating entities)

Evaluation to be carried out by the University:

- Evaluation of the application and development of the project
- Self-evaluation of the responsible parties
- Evaluation of the collaboration and coordination of the institutional relationship between the participating entities.

Evaluation to be carried out by the City Council:

- Evaluation of the collaboration and coordination of the institutional relationship between the participating entities) through a meeting of representatives from UAM, City Council, and the school.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

The project information will be made available on the school website and the University will organise informative sessions, participate in conferences, seminars and publications, etc.

The students from UAM and teachers from the school, as well as the coordinating teacher of the project in the school, will be awarded a diploma by the Madrid City Council. This will be announced on the municipality's website and press will be invited. The diploma ceremony will be a part of a larger event, including all the municipality's projects, with the Mayor in attendance.

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

- Project design (September)
- Promotion and awareness of project participation (September)
- Preparation for training (September)
- Implementation of training course, where the responsible teachers will reflect on education, service-learning, and social justice issues (September)
- Introduction of students to the school to meet with the Head of the school and the Head of studies (who coordinates the project in the school), gather information on students' needs and available educational and social resources, and prepare materials; followed by a meeting with tutors (October)
- Start of the project at the school (October)
- Mentoring and monitoring of the project (ongoing)
- Project evaluation (May)
- Celebration and closure with students at the school (April)
- Dissemination of project through verbal and audiovisual testimonials, student presentations at class, conferences, and exhibition of activities at the University, followed by a celebration with all participants (May)

14-BUDGET OF THE PROJECT

The project has the following human resources:

- University students
- University teachers
- School Principal
- Head of Studies at the school
- School teachers

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

Aligned with the SDG 1, 4, 10 and 16

Case study 5 (UB)

1-PROJECT TITLE
Chemistry Festival

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)
This activity refers to a festival where the children of community can learn about chemistry via experiments and workshops lead by students and tutors of Faculty of Chemistry and other partner institutes. The purpose of this project is to help school or high school students to deepen in a different way the concepts learned in class, because each experiment is linked to a specific notion and is adapted to the age of each student. In the end, each student has to complete a feedback form where is asked to say what concept they learned, which experiment was their favourite and why and what would they improve. For disseminating this project we use social media platforms and local media channels like TV, radio and newspapers.

3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Faculty of Chemistry, University of Bucharest
Person in charge of the project in the Higher Education Institution	Dr. Marilena Cimpoesu
Number of teachers involved	20
Number of students participating	50
Number of administrative staff involved	–
Course of the students participating (BA/MA? and year)	BA, MA
Number of final beneficiaries of the service offered	500
Entities participating in the project (social entities, etc)	Faculty of Chemistry, University of Bucharest Faculty of Chemical Engineering and Biotechnologies, University POLITEHNICA Bucharest National Institute for Research & Development in Chemistry- ICECHIM
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	National
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes

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4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The project already exists, this year would be the fifth edition.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

This project addresses many problems linked to the environment like pollution, usage of different chemicals and it's a very pleasant way for children to learn about science. It's important to mention the fact that this project is open to all student, there are no age limit or participation fee.

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

Each activity is led by a student so they can interact directly with children. Kids can address question and will learn concepts by doing.

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

Students will learn how to determine densities of liquids, what is pH and what are the pH indicators and how they work. In the end of this project students will be capable to understand how pollutants work and what activities we can do day by day to reduce pollution.

8-CURRICULAR SUBJECTS INVOLVED
(Subjects, specific SL course, programmes, etc.)

Chemistry, Chemical Engineering, Biotechnology, Environmental chemistry.

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES
(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

All activities are outdoor activities so students will change the environment and will be more engaged and relaxed.

10-REFLECTION ACTIVITIES
(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

Participants will be asked to reflect about the impact of chemistry in their life and how they can apply the concepts learned.

11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):

Participants are asked to make their favourite experiment at home and send us a video where they play the role of the teacher so they have to explain the concepts, interpret the results and highlight the important observation of the experiment.

Indicators of social impact (evidence of the social impact):

Number of participants is increasing every year.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

This project is present on social media, local tv and radio station.

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

Each experiment has its own place and kids will be asked to pass by every activity station.

14-BUDGET OF THE PROJECT

–

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

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Case study 6 (UB)

1-PROJECT TITLE
European Researchers' Night

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)
The European Researchers' Night is a Europe-wide public event, which displays the diversity of science and its impact on citizens' daily lives in fun, inspiring ways. Children, young people and families will have the chance to meet researchers and discover research, science and innovation through a wide range of science shows, hands-on experiments, games, quizzes, competitions, exhibitions and digital activities. The European Researchers' Night targets the general public, addressing and attracting people regardless of the level of their scientific background, with a special focus on families, pupils and students, and notably those who do not have easy access to, and thus are less inclined to engage in STEAM fields (science, technology, engineering, arts and mathematics) or research activities. For disseminating this project we use social media platforms and local media channels like TV, radio and newspapers.

3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Faculty of Chemistry, University of Bucharest
Person in charge of the project in the Higher Education Institution	Dr. Delia Popescu
Number of teachers involved	15-20 every year
Number of students participating	around 50 every year
Number of administrative staff involved	1-3 lab technicians
Course of the students participating (BA/MA? and year)	BA, MA, PhD – any year
Number of final beneficiaries of the service offered	2000
Entities participating in the project (social entities, etc)	Science Faculties in University of Bucharest Faculty of Chemical Engineering and Biotechnologies, University POLITEHNICA Bucharest National Institutes for Research Pre-university schools
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	National
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The project already exists.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

The European Researchers' Night is a unique opportunity to engage with citizens of all ages to raise awareness about your research and its impact on society and to put your outreach skills to practice.

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

The European Researchers' Night aims to bring research and researchers closer to the public, promote excellent research projects across Europe and beyond, increase the interest of young people in science and research careers, showcase the impact of researchers' work on people's daily lives. Increasing awareness of the impact of science on everyday life, boosting public recognition of researchers' work and sparking interests of young people in science & research.

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

Participant will learn concrete ways how European research is vital for our future and welfare and its role notably in combating climate change, achieving the sustainable development goals and promoting healthier environment and lifestyles for European citizens.

8-CURRICULAR SUBJECTS INVOLVED
(Subjects, specific SL course, programmes, etc.)

Chemistry, Chemical Engineering, Biotechnology, Environmental chemistry, Biology, Physics, Geography, Arts, Mathematics.

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES
(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

All activities are outdoor activities so students will change the environment and will be more engaged and relaxed.

10-REFLECTION ACTIVITIES
(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

Participants will be asked to reflect about the impact of science and research in their life and how they can apply the concepts learned.

11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):
Participants have to collect stickers from every learning station by giving the correct answer to one specific question of the topic that was discussed previously.

Indicators of social impact (evidence of the social impact):
Number of participants is increasing every year.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

This project is present on social media, local and national TV stations, and radio stations.

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

Each experiment has its own place and kids will be asked to pass by every activity station

14-BUDGET OF THE PROJECT

–

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

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Case study 7 (UB)

1-PROJECT TITLE
Developing ST(R)E(A)M teaching competencies through innovative pedagogies in Chemistry and Geography Didactics Master Programmes

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

This service-learning project aimed to make science more accessible and engaging for pupils aged 7-15 years old through outdoor, nonformal, trans- and inter-disciplinary ST(R)E(A)M activities, prepared and delivered by students following a Master in Didactics of Chemistry or Didactics of Geography at the University of Bucharest. The need for such activities is given by the low test scores of Romanian students at standardised international tests, as well as low levels of motivation and well-being in school. The project aimed to increase pupils' scientific literacy, motivation, well-being, and environmental awareness.

The project also sought to fill in some gaps in the psycho-pedagogical training of future teachers, who are not currently perform practice hours for nonformal, extracurricular activities, though they are part of the Romanian curriculum (through *A Different Kind of School Week* and this year new addition *The Green Week*). Through service-learning, Master students in Didactics were expected to familiarise themselves with ST(R)E(A)M education, to develop, implement, and evaluate PBL and IBL learning activities, to develop competencies for co-designing teaching content and creating open educational resources, and to develop soft skills such as non-routine problem solving, critical thinking, emotional intelligence, empathy, scientific and artistic creativity, time management, and effective teamwork skills.

The project had three main components:

1. **The preparatory online part**, in which Didactics students were instructed on various topics, such as designing ST(R)E(A)M workshops, adapting activities to students' age, knowledge, and needs, as well as examples of successful ST(R)E(A)M workshops.

2. **On-site ST(R)E(A)M workshops and field trip:**

   Interactive ST(R)E(A)M workshops were carried out in the Botanical Garden of the University of Bucharest and included experiments, interactive games, and outdoor activities. The activities continued with a field trip to the Mostiștei Valley protected area in Călărași County, where pupils learned more about the Natura 2000 Network through practical, hands-on activities.

3. **A reflection part**, which included online discussions of the two project coordinators with the Didactics students involved in the activities and a reflection report.

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3-BASIC INFORMATION

Higher Education Institution or responsible entity	Faculty of Chemistry, University of Bucharest Faculty of Geography, University of Bucharest
Person in charge of the project in the Higher Education Institution	Faculty of Chemistry: Delia-Laura POPESCU, PhD Faculty of Geography: Mioara CLIUS, PhD
Number of teachers involved	2
Number of students participating	30
Number of administrative staff involved	–
Course of the students participating (BA/MA? and year)	MA, 1st and 2nd year
Number of final beneficiaries of the service offered	More than 100
Entities participating in the project (social entities, etc)	Different schools from Bucharest and Ilfov region, Lehliu-Gara School
Project type (online, physical, hybrid.)	Hybrid
Geographical territory (national, transnational)	Local
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes, students work directly with pupils from the schools involved in the project.

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

This is the first initiative of service-learning within the Master in Didactics at the University of Bucharest, a Master programme introduced in 2020. The Faculty of Chemistry has a vast experience with extracurricular activities for pre-university students, being involved in or (co-)organising science workshops for *European Researchers Night*, *Unico-Children's University*, science summer schools: *Măgurele Science and Technology Summer School (MSciTech)*, school visits within different departments of the faculty, science contests: *Chemistry - Friend or Enemy?!* etc. Students can take part in these activities as volunteers and can receive ECTS.

The pilot edition of this project was organised in summer 2021 in the Botanical Garden, when Didactics students from different faculties organised inter- and trans-disciplinary workshops for pupils of different ages. The project was a success and was continued in 2022 as a service-learning project.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

First of all, the project sought to supply some of the educational needs of children from different schools in our community. According to the last *Education and Training Monitor* report (2021) of the European Commission, Romanian students are less motivated at school than their EU peers and report lower test scores at PISA science items. When it comes to science classes, their low motivation levels could be attributed to factors such as: lack of access to a (well-equipped) science lab, which limits their ability to explore scientific concepts in a practical and meaningful way; focus on memorisation and algorithmization rather than critical thinking and a learning-by-doing approach; (lack of) relevance of science subjects in students' everyday lives.

By introducing nonformal educational activities, such as experiments, interactive games, and outdoor activities, our project aims to make science more accessible and engaging for pupils of different ages. The activities are meant to ignite students' curiosity and fascination about various science topics (in particular environmental ones), as well as to help them understand better concepts taught at school, through a hands-on approach. By doing so, it aims to increase pupils' scientific literacy, motivation and well-being, as well as their environmental awareness.

Secondly, the project aims to supply some gaps in the psycho-pedagogical training of future teachers. Although the Romanian school year includes two weeks dedicated to extracurricular activities (*A Different Kind of School Week* and *The Green Week*), students' practice hours are limited to classroom activities. In addition, the number of effective teaching hours is very small (around 10 hours in a 2-year MSc programme). This project helps didactics students become more confident in their teaching abilities, by enabling them to work with students from different schools, with different socio-economic backgrounds and varying levels of interest and knowledge in scientific topics.

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

Students from Master in Didactics developed and delivered outdoor ST(R)E(A)M activities and workshops for pupils with ages ranging between 7 and 16 years old, in order to increase their scientific literacy, motivation, well-being and environmental awareness, through a hands-on, interactive approach.

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

a. Familiarising students from Master in Didactics with ST(R)E(A)M education (an integrated approach to disciplines such as Science, Technology, Reading, Engineering, Arts, and Mathematics). Conceptual understanding of ST(R)E(A)M education.

b. Designing, developing, implementing, and evaluating PBL and IBL learning activities for pre-university students that focus on scientific literacy in Chemistry and Geography through systematic scientific investigation.

c. Developing competencies for co-designing teaching content, co-creation activities for ST(R)E(A)M type integrated teaching and outdoor activities for pre-university students, as well as creating open educational resources (OER).

d. Developing soft skills such as non-routine problem solving, critical thinking, emotional intelligence and empathy, scientific and artistic creativity, time management, and effective teamwork skills.

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8-CURRICULAR SUBJECTS INVOLVED

(Subjects, specific SL course, programmes, etc.)

Teaching practice module within the Didactics Master Programme in Chemistry and the Didactics Master Programme in Geography

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

Preparatory stage: *online training meetings* – the Master coordinators held different training sessions on topics such as: what STREAM activities are, how to design a STREAM workshop, how to adapt workshops to students' age, knowledge and needs, successful examples of STREAM workshops, while also providing feedback on students' activity plans and materials. Secondary school teachers were also invited to share some of the STREAM activities they have designed and tested out with their students.

ST(R)E(A)M workshops in the Botanical Garden: different workshops and activities were organised outdoor, on the premises of the Botanical Garden of the University of Bucharest: 1) *Biogeographic Treasure Hunt*, 2) *Determining Soil pH*, 3) *Liquid or Solid?*, 4) *Leaf Chromatography*, 5) *Rainbow in a Glass*, 6) *Identifying Cardinal Points using Simple Means*, 7) *How to Form a Cloud in a Jar?*, 8) *How do Ocean Currents Form?*, 9) *Floating Egg* and many others. All these activities were designed, prepared and delivered by the Didactics students from the two faculties (Chemistry and Geography).

Field trip – Natura 2000 Site, ROSPA0105 – Valea Mostiștei, Călărași: the project ended with a field trip in Valea Mostiștei, a Natura 2000 protected area in Călărași county. Through observation and interactive, hands-on activities, pupils learned about the *Natura 2000 Network*, a network of protected areas which aims to ensure the long-term survival of Europe's most valuable and threatened species and habitats. Pupils completed observation sheets, tracked birds, learned how to orientate themselves by paying attention to clues in nature, how to read topographical maps and so on. The trip ended with a visit to a local school, where the participants could perform different chemistry experiments.

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

In a close-up online meeting, Master students discussed with their teachers about their overall experience in the project. Some of the discussion points were:

- Highlights of the project;
- Tips and tricks for a successful ST(R)E(A)M workshop;
- What skills students have developed or improved;
- Challenges and how they overcame them;
- Project improvement suggestions for future editions;
- How they can apply what they have learned in their future teaching careers;
- Project sustainability: students have discussed about the possibility to publish a brochure / book with all the activities they have developed.

Students were also asked to write a reflection report, in which they would emphasise the impact the service-learning project had had on their personal and professional development and they would make suggestions for self-improvement.

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11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Evaluation was continuous throughout the entire project and it was done by the two project coordinators. They have assessed students' initial level of knowledge about ST(R)E(A)M activities, through discussions and oral interrogations. For students in their 2nd year of teaching practice, the two coordinators were already aware of their strengths and weaknesses regarding teaching. The coordinators acted as mentors, not only evaluating, but providing feedback and improvement suggestions regarding the proposed ST(R)E(A)M activities, teaching materials and the quality of the activity plans. They accompanied students during activities and closely observed their behaviour. The service-learning project was part of the teaching practice module and contributed to the final mark of the module.

Indicators of impact on learning (evidence of the learning):

- Improved quality of students' activity plans;
- Improved teaching skills and self-confidence, which resulted in higher grades at teaching practice activities;
- Insightful reflection reports.

Indicators of social impact (evidence of the social impact):

- Number of participants;
- Number of students / teachers signing up for future editions of the project;
- Students / teachers willing to participate in other STREAM activities organised by the University staff.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

https://unibuc.ro/activitati-in-cadrul-proiectului-dezvoltarea-competentelor-pentru-predarea-stream-prin-pedagogii-inovative-la-programele-de-master-didactic-de-chimie-si-geografie-implementat-la/

https://www.chimie.unibuc.ro/index.php/practica/2649-dezvoltarea-competentelor-pentru-predarea-st-r-e-a-m-prin-pedagogii-inovative-la-programele-de-master-didactic-de-chimie-si-geografie-proiect-implementat-in-facultatile-de-geografie-si-chimie?highlight=WyJtYXN0ZXIiLCJkaWRhYWRhY3RpYyJd

https://geo.unibuc.ro/wp-content/uploads/2022/11/practica_pedagogica_master_chimie_geografie.pdf

https://www.facebook.com/FacultateadeGeografieUB

https://www.facebook.com/chimie.unibuc.ro

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

Preparatory activities: 3rd October – 18th November 2022

Outdoor workshops: Botanical Garden – 19th November 2022

Field trip: 23rd of November 2022

Reflection activities: 24th November – 1st of December 2022

14-BUDGET OF THE PROJECT

7500 lei (~1500 EURO)

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

SDG 4. Quality education

SDG 10. Reduced inequalities

SDG 15. Life on the land

SDG 17. Partnerships for the goals

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Case study 8 (UB)

1-PROJECT TITLE
Therapeutic gardens and community

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

- A 'green' answer to the challenges that the COVID 19 pandemic has brought to Romanian schools regarding educational and social inclusion
- An experimental, innovative peri- and post-pandemic educational model that promotes the values of inclusion and social diversity
- The developed curriculum design models (based on the universal design curriculum concept) offer to the beneficiaries (students with and without special needs) skills necessary for everyday life through outdoor education and valorisation of pluri-, inter- and transdisciplinary learning.

Project vision

- Many good practices (unfortunately not from our country) proved successful inclusion models of peers with special needs through agriculture.
- But more than agriculture, permaculture is not only a way to cultivate a land, but a sustainable and eco-resilient approach to the relationship between man and nature.
- Bringing this vision into education from the youngest age of the child has a beneficial impact on the future by reporting with respect and maximum value to the environment as a living environment and in harmony with our being.

6 meetings (approx. 2/week), the curricular models designed according to the educational requirements of the participating students, having a common theme, but different tasks were applied. So:

- We managed to plant all the seedlings received as a gift from the Buzau research-development station for vegetables CULTURE BUZAU, but we also sowed to obtain the proper plants whose growth was observed through adapted plans;
- We discovered new secrets of nature by observing, analysing, comparing plants and their life contexts,
- We explored the earth as a living environment through several senses, we made wind chimes to learn more about the air, we learned about the sun and water and their value for human and plant life;
- We transferred the experience of the trip to Buzau through the first cognitive map, filled the gardener's journal and recorded the growth of the sown plants in the first observation sheet

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3-BASIC INFORMATION	
Higher Education Institution or responsible entity	University of Bucharest, Faculty of Psychology and Educational Sciences, department of Special Education was partner in this project Special secondary school for students with intellectual disabilities Sf. Nicolae Bucharest
Person in charge of the project in the Higher Education Institution	Assistant PhD Loredana Patrascoiu
Number of teachers involved	5 teachers from Special Secondary School for students with intellectual disabilities "Sf. Nicolae", Bucharest
Number of students participating	5 students from Special Education Department
Number of administrative staff involved	–
Course of the students participating (BA/MA? and year)	BA Second and third year
Number of final beneficiaries of the service offered	20 students with intellectual disabilities
Entities participating in the project (social entities, etc)	Special Secondary School Sf. Nicolae
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	National
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes. They helped in deployment of therapeutic gardens summer school

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The idea of the project was that the agriculture, permaculture is not only a way to cultivate a land, but a sustainable and eco-resilient approach to the relationship between man and nature.

Bringing this vision into education from the youngest age of the child has a beneficial impact on the future by reporting with respect and maximum value to the environment as a living environment and in harmony with our being.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

The project is relevant both for higher education students and community.

The involvement of students in creating gardens increases, on the one hand, the degree of awareness of the need for a clean environment and the usefulness of plant culture for human life, and on the other hand, it contributes to maintaining a clean learning environment

Also comes to meet the need to find new ways to teach new knowledge to students with intellectual disabilities, accessible and, above all, useful

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

- Supporting all the activities within the therapeutic gardens
- Supporting teaching staff from Sf. Nicolae school to deploy the project by preparing the materials needed in project activities
- Direct participating in activities with the students with special needs by explaining and demonstrating the activities through which the new information is transmitted to students

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

- Learn about psychological profile of students with intellectual disabilities
- Learning about most adequate methods in teaching students with intellectual disabilities

8-CURRICULAR SUBJECTS INVOLVED
(Subjects, specific SL course, programmes, etc.)

- Psycho-pedagogy of students with intellectual disabilities
- Methodology of educating and teaching student with Intellectual disabilities

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9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

- Discussion: The garden as a living environment Plants are beings that live together with humans
- Talk about sun and light – our condition of life, our life rithm, our health
- Talk about the earth – standing barefoot and feeling the earth, microorganisms
- Talk about de wind – wind chimes and energy
- Talk about the water – Rain and the role of water for life
- Talk About The plants – The birth of the plant from the seed
- Seed exploration – sizes, shapes,
- Description of seeds, similarities, differences
- Preparation of the substrate for seeding
- Decorating the egg moulds

In the garden, the basic and specific notions of mathematics, communication, orientation in space, knowledge of botany and geography can be applied with ease and interest, the sphere becoming more and more vast as the involvement and interest of the children increases.

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

- What is the specific of students with intellectual psychological development?
- Which is the best way to teach mathematics, botany and geography students with intellectual disabilities

11-EVALUATION

(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):
- Students can identify the main characteristics of students with intellectual disabilities psychological profile
- Students can select the most appropriate teaching method

12-COMMUNICATION AND DISSEMINATION ACTIVITIES

(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

https://www.bursabinelui.ro/BursaBinelui/Proiecte/GRADINI-TERAPEUTICE-COMUNITARIA

13-TIMELINE OF THE PROJECT

(Time distribution of activities)

2020-202

14-BUDGET OF THE PROJECT

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

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Case study 9 (UB)

1-PROJECT TITLE

Networked labs for training in sciences and technologies (NEWTON)- EU HORIZON 2020 Project

2-PROJECT SUMMARY

(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

Horizon 2020 NEWTON Project was developed by integrating and disseminating innovative technology-enhanced learning (TEL) methods and tools for STEM subjects, to create or inter-connect existing state-of-the art teaching labs and to build a Pan-European learning network platform that supports fast dissemination of learning content to a wide audience in a ubiquitous manner. NEWTON Project focusses on employing novel technologies in order to enhance the learning experience, improve the learning process and maintain or increase learning outcomes.

Project goals

- Develop and deploy a set of new technology-enhanced learning (TEL) mechanisms involving multi-modal and multisensorial media distribution.
- Develop, integrate, deploy and disseminate state of the art technology-enhanced teaching methodologies including Virtual Reality, Augmented Reality, Virtual Labs and Fabrication Labs, gamification and self-directed learning addressed to users from primary schools, secondary and vocational schools, third level and further education, including students with special educational needs.
- Build a large platform, NEWTON Technology-Enhanced Learning Platform (NEWTELP).
- Deliver STEM content to students with special educational needs to support their cognitive development and communication ability.
- Adapt the STEM content and delivery method to each type of educational needs, and to each one's individual traits.
- Reduce the numbers of students with special educational needs who drop out of STEM education.

Link with the academic curriculum:

Students from the Special Education Department participated in the project. The curriculum of this specialization includes subjects such as the specifics of the development of students with special needs, learning methods for children with special needs, the assessment of children with special needs

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3-BASIC INFORMATION	
Higher Education Institution or responsible entity	Project coordinator was professor Gabriel Miro-Muntean from Dublin City University
	University of Bucharest, Faculty of Psychology and Educational Sciences, department of Special Education was partner in this project
Person in charge of the project in the Higher Education Institution	Associate professor Marilena Bratu
Number of teachers involved	7 teachers from Faculty of Psychology and Educational Sciences
	5 teachers from Special Vocational School for students with hearing impairment "Sf. Maria", Bucharest
Number of students participating	10 students from Special Education Department
Number of administrative staff involved	–
Course of the students participating (BA/MA? and year)	BA
	Second and third year
Number of final beneficiaries of the service offered	40 students with hearing impairment
Entities participating in the project (social entities, etc)	Special Vocational School Sf. Maria
	School Inspectorate of Bucharest
Project type (online, physical, hybrid.)	Physical
Geographical territory (national, transnational)	International
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Yes. They helped in deployment of 2 pilots in Sf. Maria school for testing the efficiency of new technologies involved in NEWTON platform

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The idea of the project came against the backdrop of a general decline in student interest in the STEM curricular area at the international level. The same decline of interest was identified also in the activity with students with special educational needs.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

The project is relevant both for higher education students and community.

To develop a new strategy to teach sciences, technologies, engineering and maths for students with special needs and to practically testing them help, in one hand the students from FPSE to learn more about the psychological development in students with hearing impairment and about how we can motivate them to learn more about STEM subjects, and on the other hand help students with special educational needs and their teachers to find new, modern and more entertaining teaching methods

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

- Evaluating psychological development of students with hearing impairment in terms of motivation, cognitive abilities, creativity, learning satisfaction etc.
- Testing new pedagogical approaches in teaching STEM lessons
- Evaluating the impact of using NEWTON technologies in terms of knowledge acquisition, affective state of students during NEWTON lessons, learners' satisfaction and usability of modern technologies

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

- Learn about psychological profile of students with hearing impairment
- Learning about assessment process and its specific in students with hearing impairment
- Learning about most adequate methods in teaching students with hearing impairment

8-CURRICULAR SUBJECTS INVOLVED
(Subjects, specific SL course, programmes, etc.)

- Psycho-pedagogy of students with hearing impairment
- Psychological diagnosis
- Methodology of educating and teaching student with hearing impairment

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES

(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

University of Bucharest in collaboration with Special Vocational School Sf. Maria deployed 2 large scale pilots in order to test the efficiency of proposed NEWTON technologies.

In this pilots were carried out activities such as:

Pedagogical Assessment using questionnaires for employing during NEWTON Technology-Enhanced Learning pilots:

- Demographics
- Knowledge Pre-Test
- Motivation / Affective State Pre-Pilot
- Motivation / Affective State Post-Pilot
- Usability
- Knowledge Post-Test
- Interviews and Focus Groups with students and teachers

10-REFLECTION ACTIVITIES

(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

- What is the specific of students with hearing impairment psychological development?
- What is the impact of using technologies in teaching students with hearing impairment?
- Which is the best way to teach STEM subjects to students with hearing impairment?
- What are the challenges of assessment process in activity with students with hearing impairment?

11-EVALUATION

(Description of who evaluates / what is evaluated / when / through what means?)

Indicators of impact on learning (evidence of the learning):

- Students can identify the main characteristics of students with hearing impairment psychological profile
- Students can select the most appropriate method to teach STEM subjects
- Students can do a correct evaluation of students with hearing impairment

Indicators of social impact (evidence of the social impact):

Assessment process carried out during the pilots' deployment showed the following:

- NEWTON content and technologies have **improved significantly Learners' Motivation, Satisfaction** and **Knowledge** levels.
- **Learner Motivation**: positive results in terms of aspects such as increased interest, confidence and engagement.
- **Learner Satisfaction**: positive results show an increase in perceiving learning as being interesting, having a higher preference towards learning with NEWTON.
- **Knowledge and skills acquisition**: only positive changes were observed as NEWTON content and technology enabled students to improve their knowledge.
- **Teachers** expressed that NEWTON technologies can surely **help motivate students in learning STEM.**

12-COMMUNICATION AND DISSEMINATION ACTIVITIES

(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

A list of the articles published as a results of this project can be found by accessing the following link:

https://www.newtonproject.eu/publications/

13-TIMELINE OF THE PROJECT

(Time distribution of activities)

2016-2019

14-BUDGET OF THE PROJECT

As a partner, University of Bucharest had a budget of 280.000 euro

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

www.newtonproject.eu

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Case study 10 (SUR)

1-PROJECT TITLE
Mentorship – Youth-to-youth support for the integration of students with different backgrounds. II edition

2-PROJECT SUMMARY
(including the social or environmental need that is going to be faced, the service and the learning objectives, the link with the curriculum and some central aspect of the reflection, evaluation and dissemination of the project)

The project was implemented in 2019-21, with the aim of fostering the integration of third countries' nationals (TCNs) into more inclusive higher education. In the context of higher education, students with migratory backgrounds often face concrete challenges that affect TCNs integration and successful participation in the academic community from admission until graduation. One of the most common difficulties is related to communication barriers: linguistic barriers are among the key obstacles affecting different aspects of their participation, ranging from understanding and complying with administrative processes (e.g. filling in enrolment forms, applications for housing, registering for a specific course), to following the courses, studying and taking exams in what if for many a second or even third foreign language, to socialising with their peers. Another recurrent difficulty is related to rapidly adjusting to a different environment, comprising a different academic culture compared to other educational cultures of reference, different administrative processes, teaching, studying and learning methods, not to mention different ways of socialising with personnel, faculty and peers; all of which affect TCNs capacity to rebuild a social network within and outside the University.

In this context, the project was aimed to establish student committees, set up on a voluntary basis, with the purpose of actively supporting refugee students and students with a migratory background in their academic career and in the process of social inclusion within the Italian context. The initiative also allowed students to develop their capacity as mentors and key players in promoting positive messages on social inclusion and anti-prejudice. Mentors and mentees meet regularly and undertake activities together. Mentors come from different courses, notably Bachelor's courses in Intercultural and Linguistic Mediation; International cooperation and development; and Oriental languages and civilizations. They benefit from the project by learning about different cultures and ways of living and by developing communication skills and autonomous judgment in the social inclusion process.

Informal monitoring has been carried out during the project, based on self-reflection by mentors and mentees on their relationships and activities. A written self-evaluation report was carried out by mentors at the end of the project and submitted to the focal point for evaluation and issue of university credits.

Dissemination has been carried out by IOM and the Committee through different channels.

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3-BASIC INFORMATION

Higher Education Institution or responsible entity	Sapienza University of Rome
Person in charge of the project in the Higher Education Institution	Cristina Giudici
Number of teachers involved	4
Number of students participating	40
Number of administrative staff involved	4
Course of the students participating (BA/MA? and year)	BA 2dn and 3rd years
Number of final beneficiaries of the service offered	100 TCNs
Entities participating in the project (social entities, etc)	International Organisation for Migration - IOM
Project type (online, physical, hybrid.)	Hybrid
Geographical territory (national, transnational)	National
Do the students work with social entities or in direct contact with the final beneficiaries of the service?	Students worked in direct contact with the beneficiaries of the services

4-BACKGROUND
(Context in which the project arises; if it has been done before, if it is part of a project that already exists or from the previous experience of one of those involved, etc.)

The project arises from a previous project named "TandEM – Towards Empowered Migrant Youth in Southern Europe" coordinated by IOM and offering a youth-led approach to fostering inclusion and social cohesion.

TandEM was a regional initiative co-funded by the Asylum, Migration and Integration Fund (AMIF) of the European Commission (DG Home) implemented from January 2018 to December 2019 by IOM in partnership with the European University Association (EUA) and the Comunità Religiosa Islamica Italiana (CO.RE.IS.) in six European Countries, including Italy.

5-GENERAL SOCIAL NEED FOR THE PROJECT
(The project addresses real community challenges?; it is meaningful and relevant to community partners and students?. It explores issues relevant to civic, cultural, economic, and political society or to the environment?)

Multiculturalism and diversity are inherent features of contemporary Southern European societies, which have been progressively shaped in the past few decades by immigration experiences. Recently, misconceptions and negative attitudes towards migration and diversity – based on, inter alia, fear and misinformation – have become common in the media and public discourse. Pre-conceptions, ideas, sentiments, representations, discourses, etc. concerning migrations have significant implications in the construction of this phenomenon, its representation in the pubic imaginary and governance, as well as on social, cultural and political dynamics surrounding it, with strong impact on people's lives, including migrants' participation in society and on the society as a whole. The project addresses the social challenge of TCNs social inclusion by enabling youth to unleash their potential to become active members of the society as adults. The educational community plays a pivotal role in facilitating the integration of newcomers, as well as the engagement of European youth in building more inclusive societies and in building more accurate and balanced discourses about migration.

6-SERVICE OBJECTIVES
(What service will be provided to meet the indicated need)

– Reducing social and academic isolation
– Avoiding or preventing marginalization
– Fulfilling academic requirements enabling the completion of studies of TCNs

7-LEARNING OBJECTIVES
(Contents and specific competences of the subject/s or of the degree and transversal competences)

– Coping with a different cultural environment
– Developing communication skills
– Developing autonomous judgment in social inclusion process

8-CURRICULAR SUBJECTS INVOLVED
(Subjects, specific SL course, programmes, etc.)

Students enrolled in the Bachelor's courses of Intercultural and Linguistic Mediation; International cooperation and development, Oriental languages and civilizations.

9-ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES
(What activities are going to be carried out inside and outside of the classroom to achieve the proposed service and learning objectives. Activities for preparing, organising, carrying out and closing the project)

The key phases underlying the setup and implementation of the project can be summarised in the following:

1. Inception phase: setting up the student committees and focal point; raising awareness; understanding the context
2. Designing the mentorship scheme: identifying priorities, roles and responsibilities
3. Implementing the mentorship scheme: providing support, communicating and taking stock of progress
4. Distilling lessons learned, preparing for the next cycle and handing over the next committee

During the first step a professor is tasked to act as focal point to provide overall guidance to the Students Committees and to liaise between IOM, University offices, students. During the project IOM trained mentors and carried out communication, evaluation and dissemination activities.

10-REFLECTION ACTIVITIES
(Describe what topic(s) the participants will reflect on; when and how the reflection will be done; who will participate in the reflection activities. Analysis of different perspectives related to the challenges faced. Reflection on the effects of the service on the participants - at the curricular level and emotional / social / moral levels- and in society)

Committees have been provided with several opportunities to share their experience including by participating in debates, conferences or documentaries, encouraging their contribution to the discussion and to the overall institutional effort to address diversity and foster inclusion. Through the project website platform and social media, the committees communicated and exchanged experiences with other committees and provide mutual advice. During the final event, participants have been encouraged to reflect on the strengths and weaknesses of the project. With this aim, a Focus Group has been carried out with the participation of both mentors and mentees.

All these occasions of reflection and exchange were essential to take stock of the achievements, challenges, and opportunities related to the project.

Overall, the mentorship schemes demonstrated to constitute an efficient complementary measure to facilitate the inclusion of TCNs in the academic communities. The added values of the peer-to-peer approach also allowed for tackling the social sphere directly by recognising the potential of students and youth in general to influence their realities and drive social change with long-lasting impacts.

11-EVALUATION
(Description of who evaluates / what is evaluated / when / through what means?)

Mentors have been evaluated by the focal point on the bases of an activities and lessons learned report that the mentors carried out at the end of their participation in the project.

Indicators of impact on learning (evidence of the learning): quality of the final report; number of supported students; complexity of the support activities.

Indicators of social impact (evidence of the social impact):

Overall satisfaction of the mentees, number of social activities carried out by the committees; number of TCNs participating in the project.

12-COMMUNICATION AND DISSEMINATION ACTIVITIES
(Presence in social networks, web, YouTube, publications, participation in conferences, etc.)

Communication was a cross-cutting factor driving the success of the mentorship schemes. The communication of the objectives and achievements of the project to the academic community was carried out through social media, newsletters, posters and "viva voce". Collection of stories and positive experiences of inclusion have been posted in the project website, highlighting the student committees' work. A promotional video was also produced based on students contributions, who filed with their cell phones their daily life in the University, the numerous events organised and their support activities.

13-TIMELINE OF THE PROJECT
(Time distribution of activities)

The project was implemented during a period of 15 months, from November 2019 to January 2021. Two months were dedicated to planning and training, the rest of the period was dedicated to the project activities.

14-BUDGET OF THE PROJECT

We had a budget of 8.000 euros for the implementation of the project, financed by the Ministry of Interior.

15-LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS
(https://unfoundation.org/what-we-do/issues/sustainable-development-goals/)

IOM webpage https://italy.iom.int/it/mentorship-ii

Appendix 1: Questionnaire for students

KA 2 Erasmus+: Service-Learning. Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities-Questionnaire for students

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Hello! You have received this questionnaire because you are a registered student in one of the CIVIS Alliance Universities and your comments and experiences will be very useful in the context of the research project KA2 Erasmus+: *Service-Learning. Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities*, funded by the Erasmus+ Programme. The purpose of this research is to explore the students' involvement in courses and activities designed based on the Service-Learning (S-L) methodology.

Filling this questionnaire will take you approximately 10 minutes. Please dedicate this time, your contribution will be most valuable for this research.

Accessible in
https://forms.gle/gdWZY7o99mDQPm386

Appendix 2: Questionnaire for teachers

KA2 Erasmus+: Service-Learning. Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities-Questionnaire for teachers

Hello! You have received this questionnaire because your University is a member of the CIVIS Alliance. Your comments and experiences will be very useful in the context of the research project KA2 Erasmus+: *Service-Learning. Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities*, funded by the Erasmus+ Programme. The purpose of this research is to explore the presence and impact of courses and activities designed based on the Service-Learning (S-L) methodology.

Filling this questionnaire will take you approximately 10 minutes. Please dedicate this time, your contribution will be most valuable for this research.

Appendix 3: Interview guide

INTERVIEW GUIDE
(proposed by Amel Benamara)

Guidelines:

- Introduce yourself and explain the purpose of the interview:
- – SL-ICP global goals, context, global objectives
- – Work package 2 objectives
- Explain how the data will be used:
- – Inform the interviewee that her/his responses will be kept confidential and will only be used for the purpose of the study
- – Obtain verbal consent from the interviewee before proceeding with the interview:
- Inform the interviewee that, if agreed, their name and photography (or object) can be included in public domain such as: the project's reports, publications and website after their transcription.
- Encourage the interviewee to share their honest opinions and experiences.
- Explain that there are no right or wrong answers and their input will be valuable in implementing and improving future SL projects.
- Thank the interviewee for her/his participation and for sharing her/his experiences.

Questions:

General questions:

1. Can you tell me your name, age, year of study and in which faculty/department you are currently enrolled in?
2. Can you briefly describe your field of study?
3. What are your career aspirations after completing this degree?

Experience / SL projects questions:

4. How did you become involved in service learning activities? What motivated you to participate?
5. Do you have any experience in civic engagement and social work as a volunteer outside the academic environment?
6. How do you assess/evaluate/measure the balance between practical and theoretical work in your studies?
7. How have you become familiar with SL? How can you simply define it?
8. Did you know that your studies combine theory and practice through service learning before you applied?
9. Can you briefly describe the project in which you were involved, its context, objectives and timeline?
10. What specific skills did you gain or develop through this project and service learning experience?
11. How has this project contributed to your personal and professional growth?
12. How has your SL experience influenced your career goals or aspirations?
13. Can you describe a time during your SL experience when you had to demonstrate leadership or team-work skills?
14. What was the most challenging aspect of your service learning experience? How did you overcome it? (Can be related to time management, budget, HR conflicts...)
15. How did you work with the local community or civil society organisations during your service learning experience?
16. What impact did you make on the community or organisation you served?
17. How did your service learning experience differ from your traditional academic coursework? What were some of the key takeaways from your service learning experience?
18. How do you plan to apply the knowledge and skills you gained from your service learning experience in your future career?
19. How did your service learning experience help you develop your communication skills?
20. Can you describe a specific moment when you felt particularly proud or accomplished during your service learning experience?
21. What suggestions do you have for improving future service learning projects?
22. How would you describe the overall impact of your service learning experience on your personal and professional growth?

23. Is there anything else you would like to share about your service learning experience that we haven't discussed yet?

24. How was the evaluation process of your project organised in the framework of your course?

25. To what extent did the CSOs participate in the evaluation process? In case there was no CSOs' involvement in the evaluation process, would you have liked them to be involved and, if so, why?

26. 26. Finally, do you have any feedback or suggestions for improving the interview process or the service learning programme in general?

Additional remarks:

27. Conclude by thanking the participant for sharing its time, experience and reflexion about SL activities

28. Informing that it will help to better understand the impact of service learning on students' professional development.

29. After the transcription, informing the participants that we will provide him a summary and synthesis of its interview with testimony extracted from her/his responses.

Appendix 4:
Focus Group Meetings:
Dates & Participants per
University

AMU

AMU organised three meetings on 13 April, 9 May and 15 May 2023. The following persons participated in the meetings (presented in alphabetical order): Adeline Auffert (Aix Global Justice), Meryem Aydin (Eurasia Net-Student from AMU), Amel Benamara (Eurasia Net-Student from AMU), Baptiste Beulque (student IUT), Indira Boutier (Aix Global Justice), Marco Cappellini (ALLSH), Valérie Caraguel (CIVIS OpenLab, AMU), Rémy Casanova (FSS), Florence Dano (IAE), Marielle Dupont (Eurasia Net), Marthe Fatin (ILF), Orane Gauthier (AFEV), Laurance Gay (ILF), Auri Kostama Goerger (Institute SOMUM, AMU), Benjamin Goislard de Monsabert (FSS), Lila Houssin (AMIDEX-AMU), Pauline Langevin (IDéAL, AMU), Pauline Renoux (Citizens Campus), Anne-Laure Richard (AMIDEX-AMU), Antonin Ricard (IAE), Sarah Sawyer (Institute SOMUM, AMU), Elena Tarvis Tampar (Institute SOMUM, AMU)

NKUA

NKUA organised three meetings on 2 May, 5 May and 12 May 2023. The following persons participated in the meetings (in alphabetical order): Alexandra Androussou (NKUA), Ypatia Doussi-Anagnostopoulou (NKUA), Sigurd Goth (Solidarity Now), Maria Iakovou (NKUA), Vasiliki Kaioglou (Postdoctoral researcher, NKUA), Gerasimina Koi (MA student, NKUA), Antigoni Leonti (Day Centres for Altzheimer), Iliana Martinez-Makri (MA student, NKUA), Eva Mellou (Solidarity Now), Sofia Messini (Researcher, admin staff, NKUA), Marlen Mouliou (NKUA), Yiannis Papanikolaou (MA students, NKUA), Vicky-Xara Pappa (MA student, NKUA), Charitini Petrodaskalaki (Mission Anthropos), Eleni Rethymniotaki (NKUA), Apostolos Tympas (NKUA), Foteini Venetsanou (NKUA).

UAM

UAM organised three meetings on 13 April, 14 April and 17 April 2023. The following persons participated in the meetings (in alphabetical order): Raquel Aguado (UAM), María José Álvarez (UAM), Pilar Aramburuzabala (UAM), Silvia Arias (UAM), Ignacio Bravo (student UAM), Mayte Calle (Civil society representative), Nuria Carranza (Civil society representative), Enrique Casas (student UAM), Charo Cerrillo (UAM), Nuria Cuenca (student UAM), Santiago Elvias (UAM), Claudia Guiral (UAM), Elena López de Arana (UAM), Pamela López (Civil society representative), Elena Magano (Civil society representative), Jesus Manso (UAM, academic authority), Mayte

Montero (UAM), Rosa Rubio (UAM), Marisa Santos (UAM), Jorge Simancas (student UAM).

UB

UB organised three meetings on 9 March, 30 March and 6 April 2023. The following persons participated in the meetings (in alphabetical order): Viorel Agheana (UB), Nicolae Crina Ancuța (student UB), Raluca Amza (UB – financial responsible), Elena-Andreea Anisia (student UB), Mariana Badea (C.N. "Iulia Hasdeu"), Sorin Badragan (UB), Maria Laura Bâlu (student UB), Marilena Bratu (UB), Cristian Buică Belciu (UB), Paula-Nicoleta Bucur (student UB), Otniel Bunaciu (UB), Anamaria-Georgiana Cătănoiu (student UB), Mihail Ciopasiu (Fundatia Providenta), Ștefania Cosmina Petrea (student UB), Daria-Maria Cotună (student UB), Etelka Czondi (SENSE International), Irina Maria Dediu (student UB), Gerogiana Dragan (Fundatia Teen Challenge), Diana Nicoleta Dumitru (Psichology and Educational Sciences), Ion (Orbișor) Ionela (student UB), Magdalena Iordache Platis (UB), Doina Lăcătuș (Asociația Universitatea copiilor), Andreia Luca (student UB), Liviu Mihaileanu (Alianta Romania fara orfani), Anda Mogos (Soul Care Psychotherapy), Alina Munteanu (student UB), Loredana Patrascoiu (UB), Delia Laura Popescu (UB), Adrian Sarbu (Direcția Generală de Asistență Socială a Muncipiului Bucuresti), Costin Savulescu (Special Secondary School for students with cognitive disabilities Constantin Paunescu), Diana Stăncuț (student UB), Florica Stoica (Special Vocational School for students with hearing impairment Sf, Maria Bucharest), Ana-Maria-Ștefania Stoica (student UB), Sorin George Toma (UB), Ana Vasile (Fundația Providența), Irina Zarafu (UB).

SUR

SUR organised three meetings on 4 May, 11 May and 17 May 2023. The following persons participated in the meetings (in alphabetical order): Alessia Bracci, Adriana Conti Puorger, Valerio Di Tommaso, Alessia D' Innocanzo, Chiara Gabrielli, Graziella Gaglione, Francesca Gargiulo, Cristina Giudici, Giuseppina Guagnano, Eleonora Miaci, Elisa Nicolaci, Giuliana Polo, Chiara Quadarella, Emiliane Rubat du Mérac, Laura Norton, Maria Rita Sebastiani, Rosalba Taddeini, Stefano Tedeschi, Francesco Toni, Eleonora Trappolini, Costanza Zagone, Adelina Zulyarova.