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ServiceLearning

SL-ICP University Empowering Society

Guidebook on Service-Learning

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Guidebook on Service-Learning

Work Package 5 deliverable

Erasmus+ Project

**Service-Learning: Intersectoral Collaboration Practices for the
development of students' soft skills and socially engaged
universities**

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Acronyms

AMU- Aix-Marseille University

CS- case-study

CSOs- Civil Society Organization(s)

ECTS- European Credit Transfer and Accumulation System

EU- European Union

HEIs- Higher education institution(s)

NKUA- National and Kapodistrian University of Athens

SL- Service-Learning

SUR- Sapienza University of Rome

TM – Third Mission

UAM - Universidad Autónoma de Madrid

UB- University of Bucharest

Introduction

This Guide is the final outcome of the ERASMUS+ KA 2 project entitled [Service-Learning: Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities](#) (SL-ICP), project's Coordinator: [Eurasia Net](#) – France. The project is implemented in the framework of the programme: Erasmus+, action type: *KA220-HED - Cooperation partnerships in higher education*, more precisely of the work package (WP) n°5 - Guide to implement Service-Learning (SL) in universities (inside and outside consortium) & promote SL practices in European universities. Project's partners include five universities from the 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.

The higher education system should enable students to engage in social and environmental issues; universities should also promote the engagement and empowerment of students and strengthen their cooperation with civil society organizations (CSOs) and institutions within their territory. The current Guide is a practical tool meant to inspire, support, and facilitate multilateral cooperation between students, teachers, academic and administrative staff of higher education institutions and CSOs for effective implementation of impactful SL projects. The objectives of this Guide are (1) to facilitate the understanding of SL pedagogical approach and its positive impacts, (2) to facilitate the implementation and promotion of SL, (3) to provide examples of actions for students' empowerment, and (4) to ensure the SL approach sustainability. This Guide includes outcomes from previous SL-ICP project work packages and the partners' institutional practices. It includes text, tables and figures, tapes and appendices. Best practices are integrated into the chapters' content, and several experiences of the universities are shared in different tapes; in addition, whenever possible, appendices are also provided as concrete practices used by the partners of the SL-ICP project; in tapes, several documents are mentioned and then more detailed evidenced in appendices.

The structure of the Guide is based on the collaborative work of all partners under the UB guidance. Coordinating team of the current Guide is: Magdalena IORDACHE-PLATIS (UB), Marielle DUPONT (Eurasia Net), Valérie CARAGUEL (AMU), Marlen MOULIOU (NKUA), Pilar ARAMBURUZABALA (UAM), Cristina GIUDICI (SUR). Although the current *Guidebook on Service-Learning* has been coordinated and edited in the framework of the WP5 by UB, **all partners have contributed to other content topics of the Guide.**¹ During the [European Forum on Service-Learning](#) (25-28 June 2024), the Guide ([online versions](#)) was improved by all SL stakeholders (university students, university teachers and CSOs).

Use and share this Guide and promote impactful SL projects!

¹ The chapters and subchapters allocation includes the following coordination: AMU – III.1, III.3 ; Appendix 5; UAM – I.1, III.2, III.5; V.1; Appendix 10; NKUA – I.2, II.1, IV.1 ; UB – II.3, III.4, IV.2, IV.3, V.2, V.3, Appendices 1 - 4, 6-11; Terms: 2-4, 6, 8-10, 12-15; SUR – III.3; EURASIA – II.2, V.1, V3, V.4, Terms: 1, 5, 7, 11, 16- 19.

I. Service-Learning Definition and Positive Impact

I.1. Understanding Service-Learning and Linked Concepts

SL is an experiential educational method in which students engage in activities that address genuine human, social and environmental needs and challenges from a social justice perspective. By integrating community service with the academic curriculum, SL enriches learning while fostering civic engagement among students ([EASLHE, 2021](#)).²

Within **higher education**, SL embodies the institutional commitment to the EU Agenda for Higher Education (2017; art. 2.2), which urges universities to “not be ivory towers, but civic-minded learning communities connected to their communities”. This claim emphasizes the importance of universities actively engaging with and contributing to fairer and more democratic societies.

This method can be used in any undergraduate or postgraduate degree to teach civic responsibility, improve the learning experience, and strengthen communities through action and critical reflection. Its integration into the curriculum can take different forms; it can be integrated into the teaching syllabus of regular courses, internships, and final bachelor and master thesis programs, but it can also be a specific service-learning course. SL is always recognized with ECTS ([EASLHE, 2021](#)).²

The following examples serve to illustrate the “service” and the “learning” component of service-learning projects (see **Table 1**):

Table 1: Practical examples of the “service” and the “learning” components of service-learning

The service component	The learning component
<p>Medical school students improve seniors' lives in non-profit care homes, focusing on psychological and physical well-being. They contribute to crafting and executing activities to foster recreation, socialization, and training in various cognitive, kinetic, and memory skills among elderly residents.</p> <p>They monitor and assess the implementation process of personalized interventions.</p>	<p>Students immerse themselves in a professional, non-academic setting to glean insights into the geriatric assessment process. Students refine their ability to disseminate academically-acquired knowledge effectively to caregivers, utilizing accessible language.</p> <p>Additionally, direct interaction with seniors, caregivers, and healthcare providers cultivates critical thinking, empathy, and professional, academic, and social development.</p>

² **EASLHE. (2021).** *A European Framework for the Institutionalization of Service-Learning in Higher Education.* Retrieved from https://www.easlhe.eu/wp-content/uploads/2022/07/EASHLE-Policy-brief_SL-in-European-Higher-Education_web.pdf.

<p>Biology students undertake the restoration of a forest area ravaged by wildfires, encompassing various tasks such as assessing soil and biodiversity damage, planning renaturalization and fire prevention strategies, raising awareness about forest fire prevention, and aiding in the economic and cultural recovery of the affected community.</p>	<p>Students acquire knowledge of fire ecology, practical sample extraction and laboratory analysis skills, and techniques for conducting biodiversity studies. They develop the ability to design renaturalization and prevention plans while gaining insight into the global environmental challenges exacerbated by climate change.</p> <p>Furthermore, students deepen their understanding of forest fires' ecological, social, and economic impacts, fostering critical thinking and environmental stewardship.</p>
<p>Education students provide support to children with diverse needs and at risk of academic failure and social exclusion, aiming to facilitate their academic success by enhancing self-confidence and improving academic performance in pre-school and primary education.</p> <p>Students actively participate in a comprehensive intervention addressing emotional, social, and educational factors that impact children's success to mitigate school failure.</p>	<p>Students gain practical insights into educational processes, fostering an understanding of childhood's cognitive, psychomotor, communicative, social, and affective characteristics.</p> <p>They critically analyse various pedagogical perspectives and educational models, applying their knowledge in real-world settings. Additionally, students reflect on the theoretical foundations of educational practice and its alignment with contemporary social, political, and educational frameworks.</p>

Source: author's own contribution based on the SL-ICP project's activities

According to the National Youth Leadership Council ³, a SL project should follow the following structure (see **Figure 1**):

³ **National Youth Leadership Council. (2020).** *Service-Learning K-12 Standards*. Retrieved from <https://nylc.org/k-12-standards/>.

Figure 1: Activities of service-learning projects



Source: author's own elaboration based on National Youth Leadership Council (2020)

1. **Investigation:** This step involves identifying the needs and problems within the community that the SL project aims to address. Research, discussions, and visits are required to understand the issues at hand thoroughly.
2. **Preparation:** Based on the needs identified in the investigation phase, preparation involves planning and organizing the actions to be taken. This step ensures that students are equipped with the necessary resources and knowledge to address the identified needs effectively.
3. **Action:** Action is taken in collaboration with social entities. The type of action can vary, including direct or indirect approaches, temporary or continuous efforts, and sometimes aiming for long-term sustainability of the initiatives.
4. **Reflection:** It is an integral part of SL. Students are encouraged to continuously reflect on their practices, experiences, and the impact of their actions. This reflection can take the form of writing, group discussions, or self-assessment.
5. **Dissemination:** It is essential to synthesize and share the SL experiences. This involves compiling the insights, lessons learned, and outcomes achieved and sharing them with the broader community.
6. **Evaluation:** Evaluation involves assessing the effectiveness of the SL project in addressing the identified needs and analysing complex situations. Students must critically evaluate their actions and outcomes to understand what worked well and what could be improved. The learning outcomes need to be evaluated.
7. **Celebration:** Recognizing and celebrating the achievements of the SL project is essential. It helps reinforce the impact of students' efforts, encourages further engagement, and inspires others to get involved in similar initiatives.

Five core SL elements can be distinguished (see **Figure 2**).

Figure 2: Core service-learning elements



Source: authors' own elaboration

Learning and service objectives serve as the guiding principles for both educational and community goals within the project. Reflection enables students to process and derive insights from their practical experiences. Active participation emphasizes the involvement of all participants throughout every stage of the project. Reciprocity recognizes the significance of mutual collaboration and knowledge exchange between the community and the educational institution, acknowledging the expertise of communities which become active partners in the learning process. Together, these elements form the basis of SL and promote a comprehensive approach to experiential learning and civic engagement.

The [Europe Engage](#) Erasmus+ project ⁴, developed between 2015-2017, also highlights specific criteria that SL projects must meet to ensure their quality. According to these criteria, SL activities must:

1. be meaningful and relevant to all participants, including students, faculty, and community partners;
2. define goals that are reachable and measurable;
3. meet needs and goals defined by community partners;
4. be designed and planned by students actively collaborating with community partners;
5. ensure support for students both from academic staff and from community partners;
6. be linked to the curriculum/study programme explicitly;
7. offer adequate time frames to make experiences;
8. enhance voice and active participation of students and community partners;
9. encourage systematic reflection on learning processes and outcomes;
10. include evaluation and documentation as integral parts;
11. assess the overall impact of the SL project on all participants.

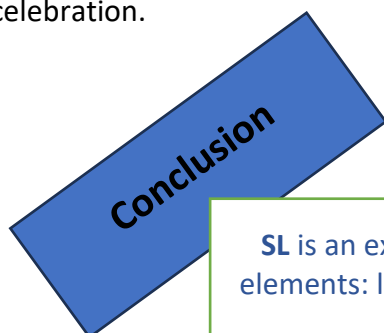
⁴ **Wolfgang Stark.** (n.d.). Quality Standards for Service Learning Activities. *Europe Engage*. Retrieved from <https://blogs.helsinki.fi/europe-engage/files/2016/03/Quality-Standards-Service-Learning.pdf>.

These quality criteria clearly exemplify how SL involves global action through a commitment to local communities. It is strongly linked to the notions of **sustainable development** and **global citizenship**. SL facilitates a comprehensive understanding of societal challenges and fosters cross-cultural empathy. Consequently, the Sustainable Development Goals serve as an invaluable framework for contextualizing SL projects and guiding efforts towards tangible and sustainable impact.

SL is linked with and promotes **civic engagement**. Civic engagement involves various initiatives to foster collaboration among communities, organizations, and governmental bodies to improve cities and communities. By directly engaging with communities, SL in higher education contributes to civic engagement by promoting social responsibility and redefining the role of universities in contributing to both individual development and societal progress.

SL is also inherently connected to the concept of **social justice**. As students actively engage with community members, addressing local needs and gaining valuable real-world experience beyond traditional classroom settings, this approach allows them to understand the interconnectedness of global issues and reflect on the social and cultural dynamics at play. By doing so, they develop an awareness of their actions' impact on society and connect with broader movements advocating for social justice and democratic change.

Therefore, not any project based on student engagement is a SL project, as SL project must comply with specific definy criteria from the need for investigation to reflection and celebration.



SL is an experiential educational approach with five core elements: learning objectives, service objectives, reflection, active participation, and reciprocity.

By integrating community service with the academic curriculum, this method enriches learning and fosters civic engagement among students, while contributing to improve their community.

I.2. Impact of Service-Learning Projects: Testimony of Teachers, Students and Civil Society Organisations (CSOs)

As previously noted, in the SL-ICP project, meticulous research and data collection have been developed to answer this fundamental question: what is the impact of SL projects on different stakeholders (teachers, students and CSOs)? In this section, we will harvest some of the most meaningful and relevant findings of this extensive research, which have already been made available online through two publications, both in an [Extended](#) and a [Brief Version](#) (Mouliou 2023a ⁵; Mouliou 2023b ⁶). Together with references to the key findings, readers will be directed to the original source of the data analysis, where they can access more information about this multi-layered study (see **Table 2**).

Table 2: List of key-takeaways

For teachers	
<p>Takeaway 1 Learning how to build bridges between the academic world and society is the most crucial benefit of SL activities. Becoming more informed and engaged as citizens is also important.</p>	<p><u>Survey Source:</u> Mouliou 2023a, pp.85-89, Figs. 44a, 44b (Extended version) and Mouliou 2023b, p. 17 (Brief version)</p>
<p>Takeaway 2 SL projects equip students with “Adaptability” and “Communication” skills.</p>	<p><u>Survey Source:</u> Mouliou 2023a, pp.100-103, Fig. 50 (Extended version) and Mouliou 2023b, p. 19 (Brief version)</p>
<p>Takeaway 3 SL experiences can be highly impactful for the students.</p>	<p><u>Survey Source:</u> Mouliou 2023a, p. 99, Fig. 49 (Extended version) and Mouliou 2023b, pp.22-23 (Brief version)</p>

⁵ **Mouliou, M. (Ed.). (2023a).** *Work package No. 2: Mapping, data design, and analysis of current service-learning and civic engagement implementation practices existing in each partner university - Extended version.* Service-Learning: Intersectoral Collaboration Practices for the Development of Students’ Soft Skills and Socially Engaged Universities (SL-ICP), KA2 Erasmus+ Project. Retrieved from https://web.uniroma1.it/memotef/sites/default/files/allegati/SL_Mapping%26DataDesign_Extended%20Version.pdf.

⁶ **Mouliou, M. (Ed.). (2023b).** *Work package No. 2: Mapping, data design, and analysis of current service-learning and civic engagement implementation practices existing in each partner university - Short version.* Service-Learning: Intersectoral Collaboration Practices for the Development of Students’ Soft Skills and Socially Engaged Universities (SL-ICP), KA2 Erasmus+ Project Retrieved from https://web.uniroma1.it/memotef/sites/default/files/allegati/SL_Mapping%26DataDesign_Brief%20Version.pdf.

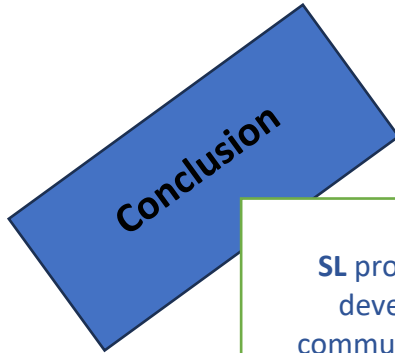
For students	
<p>Takeaway 1 SL Projects are: “Inspiring”, “Engaging”, and “Interesting” (NKUA * AMU students) They can also be “Enriching, Inspiring, Learning” (UAM students), “Community-based, Useful and Challenging” (SUR students), and “Inspiring, Engaging, Community-based” (UB students).</p>	<p><u>Survey Source:</u> Mouliou 2023a, p. 57, Fig. 26 (Extended version) and Mouliou 2023b, p. 16 (Brief version)</p>
<p>Takeaway 2 SL teaches how to build bridges between the academic world and society and develops several hard and soft skills in a rounded way.</p>	<p><u>Survey Source:</u> Mouliou 2023a, pp. 60-63, Figs. 29, 30a, 30b (Extended version) and Mouliou 2023b, p. 17 (Brief version)</p>
<p>Takeaway 3 SL offers mainly “Communication skills” and “Adaptability”, whereas “Critical Thinking” is not as important.</p>	<p><u>Survey Source:</u> Mouliou 2023a, pp. 64-65, Fig. 31a, 31b (Extended version) and Mouliou 2023b, p. 19 (Brief version)</p>
<p>Takeaway 4 SL holistically trains students and enhances their rounded formation. The skills acquired are diverse. Interviews with students provided exciting insights about their benefits, such as practising team building, team management and coordination, learning about conflict resolution within a team, improving time management skills, and much more.</p>	<p><u>Interviews Source:</u> Mouliou 2023a, pp. 154-165, Fig. 26 (Extended version) and Mouliou 2023b, pp. 20-21 (Brief version)</p>
<p>Takeaway 5 SL experiences transform students and help them access the job market.</p>	<p><u>Survey Source:</u> Mouliou 2023a, p. 66, Fig. 32 (Extended version) and Mouliou 2023b, pp.22-23 (Brief version)</p>
For civil society organizations	
<p>For this more diverse category of stakeholders, it is more difficult to single out some key takeaways. Several stakeholders participated in long Focus Group discussions organized within the SL-ICP Mapping Study. These discussions are summarized in the Extended version of the Mapping Publication.</p>	<p><u>Focus Groups Source:</u> Mouliou 2023a, pp. 118-152</p>

Source: author’s own contribution

In the aforementioned Mapping Study, those interested can also access personal testimonies of students who benefited from participating in SL projects. It is impossible to replicate these testimonies here due to the length of the data. However, they are available in Mouliou 2023a:154-175; Mouliou 2023b:29-34.

Therefore, the SL approach has a huge impact on all participants in a different way and has been proven to be a successful applied method of teaching and learning that generates concrete benefits.

Video testimonies of teachers, students and CSO who have been engaged in SL projects have been produced during KA2 SL - ICP project on the [youtube channel of the project](#).



SL projects generate a lot of positive effects on the development of each individual from improving communication skills, to professional development. In addition, from an institutional perspective, networks are established or scaled-up.

II. Cooperation on Service-Learning Initiatives

II. 1. Best Practices to Promote Service-Learning among Civil Society Organisations

Increasingly since the turn of the 21st century, there has been a vigorous discussion and a new understanding regarding the social role of universities. The pressure on academic institutions has been substantial, not only to focus on research and teaching but also to incorporate meaningful engagement strategies and actions with society at large. This debate has become known as the “Third Mission” (TM) of the universities and demands a more direct contribution from universities to society and their multidisciplinary engagement with different civic stakeholders. Lots of ink has been spilt on this matter, and rightly so. A more recent article authored by Italian academics has attempted to briefly outline the “TM” impact through a systematic literature review of its potential and constraints. This synthetic study aimed to correct the, until recently, missing holistic exploration of the dynamics developed through the engagement of the Universities with non-academic stakeholders (Compagnuccia & Spigarelli 2020)⁷. The pool from which this study drew data and insights was a long list of 134 peer-reviewed articles on the subject published in the course of 15 years (between 2004 and 2019).

It is worth noting that similar debates have progressively affected the ways other public knowledge-based institutions, such as museums, libraries and archives, have perceived and performed their social roles since the beginning of the 21st century, balancing between excellence in research and learning objectives on one hand and distribution of equity to society. This new perspective eventually led to a significant change in the museum definition in 2022 by incorporating into the already essential functions of museums their obligation to address matters of social inclusion, social justice, community engagement and civic participation. Thus, what is now discussed within the context of new academic visions and operation strategies must be perceived within a broader social perspective that gives new authority to civic stakeholders and their potential role in knowledge production. Equally significant and vigorous is the ever-expanding field of Citizens Science, both in terms of its theory and its practice. The breadth of this subject and the size of the related research produced is such that it requires a separate monograph. Here, we can only note its importance and contribution and highlight some resources to discover more information about the background history and recent developments in this field. For instance, *Citizen Science: Theory and Practice*⁸ is an online, open-access, peer-reviewed publication which “focuses on the global field of citizen science and other participatory sciences and provides

⁷ Compagnucci, L., & Spigarelli, F. (2020). The third mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change*, 161, 120284. <https://doi.org/10.1016/j.techfore.2020.120284>.

⁸European Citizen Science Association. (n.d.). *Theory and practice*. Retrieved from <https://theoryandpractice.citizenscienceassociation.org>.

a venue to share and advance related theories and practices. It serves those interested in and contributing to citizen science across all disciplines”. Its digital resources are extremely rich and worth using.

CIVIS Consortium of Universities, within which all five partner universities of this project operate, is Europe’s Civic University Alliance, whose vision is totally embedded in the need for strong and transformative engagement with citizens and civil society. This vision is at the very heart of CIVIS in all its domains of work. CIVIS’s vision is forcefully stated in its public statements. We read on the official website of the Alliance: “CIVIS aim is to forge richer interactions and co-creation of knowledge and skills with citizens, schools, enterprises as well as social and cultural associations. Let us collaborate in strengthening the connection between higher education, public institutions and the private sector to support the European strategy for smart, sustainable and inclusive growth”⁹. Several references along this line of commitment to engage with civil society and connect higher education between cities, societies, and businesses emphasized the importance of promoting in the Universities the European values of inclusiveness, gender equality, non-discrimination and social equity and enhancing further and more impactful interactions with citizens, schools, enterprises as well as social and cultural associations. In this direction, CIVIS’s commitment to “give back to society” and thus fulfil CIVIS’s Universities’ “TM” led to the establishment of CIVIS Open Labs and Hubs centred around five (5) key themes of challenge-driven research, which are also aligned with some of the most significant of UN’s Sustainable Development Goals (SDGs): i) Climate, environment and energy, ii) Health, iii) Cities, territories and mobilities, iv) Digital and technological transformation, v) Society, culture and heritage (see <https://civis.eu/en/engage/open-labs>). Integral to the Open Lab methodology of work is the application of SL. Some of the CIVIS universities were already very experienced in using SL, others were familiar with the methodology, although they were not using the term as such, and others were introduced to the principles of SL for the first time through CIVIS Open Labs. After completion of CIVIS I, a short but very useful Report on Open Lab establishment methodology and activities was made available, incorporating in its 33 pages all the knowledge acquired by CIVIS Open Labs within a short period (2019-2022)¹⁰.

Among different CIVIS Universities, the University of Tübingen is worth mentioning separately as it has developed a handy online platform on SL, with multiple layers of information and in-depth analysis of SL courses, SL case studies and strategies of work¹¹. What is also very useful is how the data is structured, providing separate guidance for the different players of a SL action (teachers, students, and community partners).

⁹ **CIVIS**. (n.d.). *CIVIS and civil society*. Retrieved from <https://civis.eu/en/civil-society>.

¹⁰ **CIVIS**. (n.d.). *Report on Open Lab establishment methodology and activities* (Report). Retrieved from <https://civis.eu/storage/files/report-open-lab-establishment-methodology-and-activities.pdf>.

¹¹ **University of Tübingen**. (n.d.). *Integrate civic engagement into academia: Service learning courses*. Retrieved from <https://uni-tuebingen.de/en/study/finding-a-course/transdisciplinary-competencies/integrate-civic-engagement-into-academia/service-learning-courses/>.

The RIS4CIVIS project¹², implemented between 2019-2022 under the Horizon 2020 EU funding scheme for “Science with and for Society”, was a very ambitious undertaking that supported the research and innovation dimension of CIVIS and created a very resourceful backlog of information for the CIVIS Alliance in matters of research and innovation strategies within cooperative frameworks. These strategies would be anchored in society and a network of diverse civic partners that could transform how CIVIS Universities would operate from now on. The project had multiple strands and deliverables, which all together build a very rich ecosystem of players and actions regarding civic engagement at the universities or, in other words, how citizens and society can be embedded in the universities’ work¹³. These resources can be regarded as a reservoir of good practices to promote SL or at least to start reflecting on how SL can be best employed and applied to the university's teaching and research agenda.

Undoubtedly, at this moment, there is a fast-growing body of new knowledge and action research on SL, which has been built in all CIVIS universities through several initiatives. Mapping best practices to promote the SL pedagogy approach among CSOs is not easy. It is also an open-ended exercise, as the societal challenges that constantly arise and feed possible new projects based on SL are endless. Recently, within the SL-ICP project, a special effort was made to map and analyze current SL and Civic Engagement implementation practices in each of the five (5) partner universities. Those interested in accessing a series of good case-studies of SL projects developed in these Universities can consult this resourceful study, especially Section 6, whereby ten (10) projects are thoroughly described based on a template developed for a holistic description of SL projects (Mouliou 2023a, 176-243)¹⁴. Moreover, during the European Forum of the SL-ICP project that took place in Bucharest between 25-28 June 2024, civic stakeholders provided some more hints and suggestions as to how information resources could be enriched to get involved with more SL projects. Expressly, CSO representatives indicated the following key steps: i) CSOs must be able to look for relevant SL projects implemented by other CSOs; ii) CSOs must trace more easily academic faculties (and their contact details) which implement SL projects; iii) relevant information must be disseminated in large events that are attended by diverse stakeholders (i.e. students’ assemblies/forum, career events, municipal meetings, open days within the Universities, etc.); iv) enhance different ways to develop close collaborations between different CSOs and university faculties in order to keep everyone updated with the latest

¹² CIVIS. (n.d.). *RIS4CIVIS project*. Retrieved from <https://civis.eu/en/discover-civis/civis-alliance-projects/recent-projects/ris4civis>.

¹³ CIVIS. (n.d.). *RIS4CIVIS project*. Retrieved from <https://civis.eu/en/discover-civis/civis-alliance-projects/recent-projects/ris4civis>.

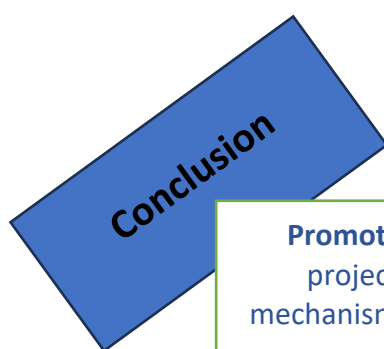
¹⁴ Mouliou, M. (Ed.). (2023a). *Work package No. 2: Mapping, data design, and analysis of current service-learning and civic engagement implementation practices existing in each partner university - Extended version*. Service-Learning: Intersectoral Collaboration Practices for the Development of Students’ Soft Skills and Socially Engaged Universities (SL-ICP), KA2 Erasmus+ Project. Retrieved from https://web.uniroma1.it/memotef/sites/default/files/allegati/SL_Mapping%26DataDesign_Extended%20Version.pdf.

developments regarding social initiatives; v) use advertising channels and social media in order to disseminate information about SL projects.

After briefly outlining these core issues, it is worth returning to the aforementioned study on “TM” (Compagnuccia & Spigarelli 2020) and, more specifically, its concluding remarks, which stress that *“despite the fact that there is widespread recognition, in universities, governments, industries and in society, that the TM is becoming increasingly important, the concept of TM remains nebulous and ambiguous. The TM is currently both the most crucial mission and that which most requires innovation in the organization of universities”* (Compagnuccia & Spigarelli 2020:18). The conclusions of that study purport that several aspects concerning TM must be explored such the vast array of rationales driving the shift towards the TM; the synergies between the various functions of the TM; the incorporation of the TM within the traditional university missions of teaching and research; and the perceived legitimacy and contribution of all three missions by both university staff and external stakeholders.

Can we perhaps claim the same for the SL methodology and everything related to this? Indeed, a lot of more focused resources are needed to start understanding better the potential of SL in academia and the incentives behind the choice of applying SL more widely or not in Universities’ Syllabi, be them pedagogical, entrepreneurial, social or general epistemological regarding knowledge building in the 21st century within a society that believes in equity and does its best for its proper distribution across all social strata.

Therefore, cooperation on SL initiatives starts with best practices in promoting SL among CSOs. National contexts allow different stakeholders to operate according to the local rules from a legislative and social-economic perspective.



Promoting SL among CSOs is an important step of the SL projects development, sharing best practices being a mechanism of action replication in territories facing the same or similar needs.

Moreover, the practice proves that the links created between universities and civil society organisations during the SL projects implementation are long lasting ones, the projects themselves having the capacity to be replicated or to generate new SL projects.

II. 2. Best Practices on How to Integrate Civil Society Organisations' Expertise and Needs in Service-Learning Projects

“A SL project cannot exist without CSOs. A SL project results from co-construction and knowledge sharing.” These sentences were reported from a local event of our ERASMUS+ SL-ICP project, which was gathering CSOs and the university community (students, teachers, and administrative staff). The integration of CSOs' expertise and needs should be considered at all SL project stages/activities (see Fig. 1 of the Guide p.8).

For each stage/activity, we list some practices to 'inspire' and be duplicated or adapted depending on local constraints. Some practices are taken from a 'case-study' (CS) of a SL project implemented in France and involving a French CSO ([Eurasia Net](#)), a French territorial authority ([DRAJES](#)) and AMU students entitled: '[Study on the obstacles to international mobility for young people with fewer opportunities in Southern France Region](#)'.

The principal phases of interacting with CSOs include:

1. Investigation

- ✓ a specific socio-environmental need is analysed and proposed either by students, teachers or a CSO
 - CS: *Eurasia Net proposes international mobility opportunities to young people with fewer opportunities to develop their competencies. Eurasia Net has identified a need to analyse and lift specific obstacles for French Southern Region youngsters with fewer opportunities;*
 - *Students may propose a need they have identified due to their personal engagement in their territory, identify and approach CSOs working on a related field and thus having relevant expertise;*
 - *Calendar constraints are always a key issue in implementing SL projects with significant socio-environmental impact. If possible, try to consider a 2-year SL project (e.g. Master 1 and Master 2 with similar students).*
 - *Project participants (final beneficiaries, CSOs' staff & volunteers) may have to be identified. To do so, an extensive range of parameters may be considered depending on the scope of the project (medical history, societal needs, etc.)*
- ✓ An online platform/database for all partners in the project is an efficient meeting point for community needs and university research/learning interests (academics and students/programmes)
 - CS: *As such a platform did not exist @ AMU, Eurasia Net has identified and established contact with one AMU Master Degree with corresponding learning interests.*

2. Preparation

- ✓ Collect CSOs' expertise, 'know-how' and competencies
 - CS: *This collection has been done at the project description co-designing stage by Eurasia Net and DRAJES. Both have been describing their field of expertise and*

collecting the existing material to facilitate students' implementation of the SL project.

- ✓ SL project data sheet may be 'co-designed' by the CSO, the pedagogical team and the

**Example of AMU SL Project
DATA SHEET
(see Appendix 1)**

Study on
the obstacles to
international mobility
for young people with
fewer opportunities
in Southern France
Region

Tape 1

students to detail the need tackled, project steps planning, deliverables, learning outcomes, evaluation steps and 'advancement' meetings with CSOs, teachers and students.

→ CS: *The calendar has not allowed to involve students in co-designing the project. A Project data sheet has been co-designed by Eurasia net/DRAJES and the pedagogical team (see **Tape 1**).*

→ Tip: *be careful about finding a suitable space and a good time to plan the sessions or meetings. Making an introductory session with all the stakeholders may be helpful.*

- ✓ The CSO's beneficiaries may be associated to the co-design stage of the project in order to ensure that the SL project objectives

correspond to the identified community needs.

→ *Should the calendar allow taking into account the beneficiaries' point of view; it may be carried out either by the CSO or be part of the SL project activities carried out by students.*

- ✓ an additional document estimating the % of the time to be dedicated by students, CSO tutors, and the pedagogical team is useful to make sure the project can be implemented smoothly with quality results
→ CS: *such estimation had not been done. The SL project has been quite demanding both for students and CSO tutors. A time estimation could have helped all stakeholders manage the project implementation.*
- ✓ Based on the project description, a budget is established, considering the CSO, pedagogical team and field expenses. Human resources should be considered from the CSO and the pedagogical team perspective.
→ CS: *no field expenses. Only staff costs were necessary for tutoring the students.*
- ✓ Once the budget has been established, funds may be looked at to cover the expenses, if any.
→ CS: *Eurasia Net expenses have been covered by DRAJES, which was interested in the results of the research-action project in terms of policy recommendations.*
→ *Most of the time, SL projects are carried out without financial support, though in Chapter V of this Guide, we detail some possible funding alternatives.*
- ✓ Insurance covering students' activities outside the university
→ *It is important to make sure that the student is covered when carrying out SL project activities so that the CSO will not have to assume compensation for the victims financially. If they are not covered by the higher education institution,*

sometimes they can get insured by taking the CSO membership, thus becoming covered.

- ✓ CSO and university agreement
→ *Signing an agreement between the university and the CSO allows (1) to cover all CSO's needs and constraints, (2) to define the role of students in the SL project and (3) to clarify the responsibilities between the university and the CSO.*

3. Action

- ✓ Students and CSO's unpaid volunteers
→ *To ensure smooth and fruitful cooperation between students and CSO's unpaid volunteers, personal encounters may help to get to know each other and understand the mutual benefits of the SL project.*
- ✓ Students' roles
→ *Students' roles may be clearer for all stakeholders if their missions are detailed in the form of a table of competencies.*
- ✓ Route points
→ *Regular meetings gathering the pedagogical team, the CSO's team and the students will allow to ensure smooth communication and mutual support and expertise sharing for SL project implementation.*

4. Reflection

- ✓ Role of CSOs in students' reflection
→ *CS: Eurasia Net has organized a 'feedback' meeting with the pedagogical team and the students to participate in the reflection process and express a CSO point of view.*
→ *Other tools possible: reflection journal.*
- ✓ Impact of SL projects
→ *Positive and negative impact should be taken into consideration in the reflection phase. The impact, from the CSO perspective, is on the CSO structure, on the persons involved in implementing the activities (employed and volunteer teams) and on the final beneficiaries of the CSO, as well as on the generated benefits; CSO beneficiaries can also participate in the reflection stage.*
→ *Whenever possible, considering a pluri-annual cooperation plan between CSO and the university may allow a deeper long-term reflection process on all aspects (practices, experiences and impact).*

5. Dissemination

- ✓ Disseminate SL project outcomes achieved
→ *Use CSO channels to disseminate project achievements should be considered (partners, beneficiaries, networks, etc.).*
→ *CS: Eurasia Net has proposed that its regional and national networks take into account SL project results in their practices. + Eurasia Net will incorporate some suggestions for the association's beneficiaries.*

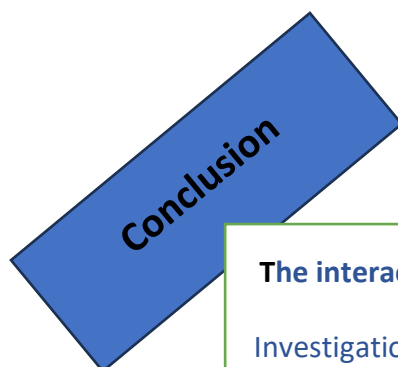
6. Evaluation

- ✓ Role of CSOs in SL project evaluation
 - *CSO participation in the evaluation is essential as they tutor the students. Sharing an evaluation grid with the CSO may be a good cooperation tool. Evaluation may be during the project life and/or at the end.*
- ✓ Feedback session
 - *A feedback session allows all stakeholders to make a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the SL project implementation. Students should be associated with this feedback session to associate them with this evaluation process.*

7. Celebration

- ✓ Role of CSOs in different types of celebration
 - *CSO and, when applicable, Beneficiaries' participation in a diploma award ceremony.*
 - *The celebration event may be carried out on CSO premises whenever possible.*
 - *Other CSOs working in the same area may be invited to the celebration time.*

Therefore, SL projects reflect a shared will to cooperate between university communities and CSO actors engaged in local challenges, which results from a common desire to engage in local challenges collectively. Cooperation with CSOs is possible and beneficial at all project stages, especially if they have previous experience in SL projects.



The interaction with a CSO refer to all the following stages:
Investigation; Preparation; Action; Reflection; Dissemination;
Evaluation; Celebration.

II. 3. Supporting Documents for Cooperation between Universities and Civil Society Organisations; Examples

Universities cooperate with CSOs when the community of teachers, academic staff, and students get involved in community services with the support of one or several CSOs. If any individual is personally engaged in a CSO project, the action is of good citizenship but cannot be considered a formal university SL engagement.

To foster the university-CSOs cooperation, universities should create internal-use documents, such as models/ templates either used as formal documents or as internal best practices (see **Tape 2**):

- ✓ Create a formal framework of a Memorandum of Understanding (partnership agreements) between the university and a CSO, with at least the following issues: objectives, duties and responsibility of the signatory parties, actions to be taken for mutual benefit, period of implementation and resources allocated for the scope of the agreement. Copyrights may be added if applicable.
- ✓ Create an internal methodology to set up rules on how to proceed in partnering with the CSO; this methodology should incorporate aspects, such as who initiates the partnership, which is the process of internal approval, who monitors the implementation and the outcome of the partnership. A methodological toolkit for SL shows that SL is one of other practical teaching approaches, such as community-based research, project-based learning, (participatory) action research, internships, volunteering, action-reflection, and social entrepreneurship¹⁵. Moreover, the SL methodology has been proven to facilitate education for sustainable development (ESD)¹⁶.
- ✓ Create supporting documents to support the formal engagement of the university staff and students as volunteers in CSO projects.

Case of UB

SL is integrated in specific partnership agreements (see **Appendix 2**)

SL projects are managed within teaching; syllabi integrate SL projects and students get ECTS (see **Appendix 3**)

Volunteering process is based on national regulation (see **Appendix 4**)

Tape 2

¹⁵ **Dima, G., et al. (2020).** *Service learning methodology toolkit: Comparing practical teaching methods in higher education*. Project: ENGAGE STUDENTS – Promoting social responsibility of students by embedding service learning within HEIs curricula (Grant Agreement No. 2018-1-RO01-KA203-049309). <https://doi.org/10.13140/RG.2.2.35346.99520>.

¹⁶ **González-Sánchez, R., et al. (2022).** The service-learning methodology as a facilitating tool for education for sustainable development (ESD). *REIRE Revista d'Innovació i Recerca en Educació*, 15(2), 1–9. <https://doi.org/10.1344/reire.38357>.

- ✓ Create calls for students to engage in SL courses/projects, either a general call for students at an institutional level or a curriculum-based call on a subject taught in the study programme.

Essential aspects in developing the partnership between university-CSO:

- ✓ Identify the relevant types of SL projects that the staff and students of the university could have an interest in;
- ✓ Invite the CSO representative.s to a first dialogue to understand their needs and the community for which the project is designed and to explore the university resources in addressing these needs;
- ✓ Decide in the first meeting or a future one the type of the partnership – see **Table 3**;
- ✓ Explore the possibility of inviting a CSO representative to a class to meet the students and explain directly their tasks when engaging in the SL project.

Table 3: Types of university-CSOs partnerships

No.	General partnership	Specific partnership
1.	It covers several projects.	It covers one specific project.
2.	It is easier to continue.	It ends when the project is over.
3.	Duties and responsibilities are general.	Duties and responsibilities are specific.
4.	The outcomes are difficult to monitor.	The outcomes are easier to monitor.
5.	The partnership is based on trusted partners.	The partnership is signed at the beginning of the collaboration.

Source: author's own contribution

Therefore, the decision to cooperate between universities and CSOs is based on the relevance to the field of study and the interest in generating specific or additional skills for volunteers, whether they are students or university staff. Cooperation with the CSOs is based on mutual interest and formalized by clear supporting documents.

Conclusion

Supporting documents:

Memorandum of understanding;
Syllabi descriptors of SL;
Volunteering documents: contracts and national requirements.

III. Implementation of Service-Learning Projects

III.1. Best practices of Institutional Support in Promoting Service-Learning

One way for universities to meet their “3rd mission” is to educate students for life as responsible citizens and, therefore, do whatever is possible to value community involvement and voluntary community service.

SL projects offer experiential learning opportunities to students to enrich their knowledge and competencies while meeting challenging social and environmental problems.

Promoting and supporting these projects can be done at two levels: institutional or faculty governance level and curricular level.

Below, we provide a list of persons and structures that can be contacted in our universities:

✓ **Institutional/faculty governance level:** *it is often much easier to set up projects when you have the support of your governance. So, any support from the institution's governance representatives must be considered.*

1. For the political aspects:

- President or vice-presidents in charge of students' life on campuses or in charge of students' engagement can be of help
- Deans or vice-deans of faculties are outstanding support for implementing SL

2. For the operational aspects:

- Centres for Civic Engagement: they are key structures to help implement and support SL projects.
- When existing, Centres for Pedagogy and Pedagogical Innovation or networks of Pedagogical Services in universities can be of good help.
- In some universities, there are central SL units (i.e., Tübingen University and the UAM) that facilitate the design, implementation and evaluation of SL projects.
- Within the CIVIS alliance, Open Labs are a perfect structure for designing these kinds of projects and supporting teams (students, teachers, and social entities).

3. For concerned stakeholders:

- Students' associations might be contacted to be involved and valorize their actions. They could gladly and easily communicate with students.

For each aspect, we can consider best practices such as:

- ✓ Creating a charter or manifesto for SL, as a way for your institution to engage in the institutionalization of service-learning.
- ✓ Organizing events to show and promote what has been done so far (for example, AMU Weeks for Students' Engagement in the Fall).
- ✓ Organizing yearly SL awards (as we have done in this KA2 Erasmus+ project “SL-ICP”).
- ✓ In conferences, by adding SL as a topic or research topic.

	- Students' associations	- To easily reach students (social networks, etc.) [*]
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Source: author's own contribution

✓ **Curricular level:** At this level, some actions can be carried out. It is essential to find where the best “entry point” is for achieving support for the development of SL projects. Here are some proposals:


- Being represented on the commission for faculty pedagogical improvement is a good way to work on the institutionalization of SL.
- Meeting teachers and academic authorities responsible for curricula is essential and invaluable for implementing SL projects.
- Identifying courses (and degrees/academic fields) which easily fit with SL and contacting the teachers responsible for them to collaborate is a leverage for action: Courses like “project management” or “tutored projects” (run on a semester basis) seem pertinent. This “entry” can be an easy way of implementing SL before other courses and degrees/academic fields are reached. We should remember that SL is not just for the Humanities and helping professions but for all academic fields. Moreover, degrees that are “far” from the service perspective are the ones that need SL the most.
 - The students will face a real society challenge and will present their projects/prototypes in front of a jury of professionals/experts.
 - It can even be a good way to find internships or jobs.
- Identifying curricular subjects in which only (or mostly) theory is taught will undoubtedly be an excellent entry to propose a practical activity (SL). They can be run as a compulsory activity, a “bonus¹⁷”, or get a specific extra diploma, if available (see, for example, the Diploma of AMU for Civic Engagement).
- Organizing events for the promotion of SL. For example, in each faculty every year, welcome days could be organized where students, teachers and staff will be informed about SL, or a project fair or project auction as a way to sensitize every actor of the university (see **Table 5**).

Even if some actions are pretty easy to initialize and carry out, especially in the bottom-up direction, that does not mean that SL will be implemented. Recognition and legitimacy are necessary, and this will only happen with the support of institutional management/governance.

This is why it is important to proceed both ways: from “bottom-up” and “top-down”, in order to increase the chances of success.

¹⁷ Additional points that directly contribute to a student's overall university average but not ECTS.

Table 5: Actions at institutional and faculty governance level

Curricular level		<p>UP</p>  <p>BOTTOM</p>
Faculty Welcome Days	Deans / Vice-Deans [***]	
Presentation in faculty pedagogical improvement commissions	Deans / Vice-Deans [***]	
Teachers and academic authorities responsible for curricula	Educational Managers / Heads of programmes or degrees / Department Directors [**]	
Courses that could easily fit with SL	Teachers in charge of the courses [*]	
Curricular courses lacking practical activities	Teachers in charge of the courses [*]	

Source: author's own contribution

Furthermore, for each SL project and each institutional action related to SL, self-assessment is recommended to ensure quality and advancement in the process of institutionalization:

- Analyse at which stage your department/faculty/institution is regarding SL.
- Analyse from where you start and where you want to go regarding culture/climate/values within your department/faculty/university.
- At each stage, identify resources and obstacles for developing SL (see **Figure 3**).

Figure 3: Different bodies involved in SL aspects



Source: author's own contribution

Therefore, institutional support in promoting SL is paramount in the current academic context. University leadership, being more or less aware of the opportunities of SL

initiatives, creates internal mechanisms for teachers and students to get involved and contribute to the right decisions in resource allocation, including SL support for the long term. However, there are different approaches, bottom-up or up-bottom, according to particular governance characteristics and SL initiatives.

Conclusion

Institutional support for SL projects is a crucial aspect for its sustainability and future success within your institution. As previously discussed, this support should be multi-directional, with both top-down and bottom-up approaches. Each step must be continuously reiterated, ensuring that no stakeholder is overlooked, in order for institutionalization to be successful.

III.2. Resources for the Design of Service-Learning Projects

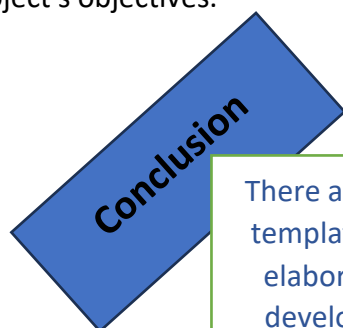
In this section, we compile valuable resources for guiding the design and development of SL projects. From comprehensive templates to practical guides, these resources offer a wealth of knowledge to educators, practitioners, and entities involved in SL projects. Each resource serves a distinct purpose, contributing to the meticulous planning, execution, and evaluation of these initiatives.

1. The [Template for the Design of a SL Project](#) is valuable for creating, organizing, and structuring SL projects. Designed by Pilar Aramburuzabala and Rosario Cerrillo and reviewed by the Subcommittee of the Technical Commission of SL in the Public Universities and the City Council of Madrid, this template includes 19 points that guide the project's planning. From technical project details to alignment with Sustainable Development Goals, incorporation of gender perspectives, and evaluation criteria, this template ensures that SL initiatives are well-structured, inclusive, and impactful. By providing a roadmap for project planning and outcome assessment, this resource helps create meaningful SL experiences that benefit students, communities, and broader societal goals.
2. [Practical guide on e-SL](#). This guide, developed in response to the challenges posed by the COVID-19 pandemic, is an excellent resource for educators seeking to adapt SL courses to virtual environments. Collaboratively designed by the European Association of Service-Learning in Higher Education (EASLHE), PALECH, the European Observatory of Service-Learning in Higher Education, and UNED, this Guide offers comprehensive support for the design and implementation of e-SL initiatives. Across various chapters, the document provides practical insights into the learning and social challenges of distance learning, the pedagogical principles of SL, and the transition to e-SL.
3. [Practical guide to design and intervention of SL programmes in Physical Activity and Sport](#). The guide, developed by the research network RIADIS (Spain), aims to provide guidance for developing SL projects in Physical Activity and Sports, but it is also helpful for projects in other areas. The document is structured according to the phases involved in project development: preparation, planning, execution, and evaluation-recognition. Each phase delineates specific actions that require well-organized procedures, managed and agreed upon by all involved parties (students, teachers, recipient groups, and entities)
4. [Matrix for the quality assessment of university SL projects](#). This resource, developed by RIADIS, aims to guide university SL project development and identify areas for improvement, acknowledging the dynamic nature of such projects and the need for flexible assessment.
5. Critical and structured reflection is pivotal in SL. Through reflection activities, students can connect course content and their service experiences, fostering self-

evaluation. Some helpful free-access resources for designing reflection activities in SL projects include:

- a. The article [Reflection in SL: Making Meaning or Experience](#) by Bringle y Hatcher (1999).
 - b. The [Reflection Toolkit](#) developed by Northwest Service Academy.
 - c. The document [Reflection in Higher Education SL](#) published by Learn and Serve America's National Service-Learning Clearinghouse.
 - d. The [SL Reflection Handbook](#) of Oklahoma State University.
6. [The SL Resource Library](#). This tool, created by the European Observatory of Service-Learning in Higher Education, offers a repository of over 700 entries, including SL experiences, exemplary practices, projects, research reports, tools, and bibliographic resources. Accessible via their website, the library provides an array of filters—including country, language, institution type, and academic discipline—to facilitate precise searches. This repository is valuable for those looking to implement or improve SL projects.

Therefore, exploring the existing available resources is the easiest way to begin to work on the design of the SL project. The coordinators of the SL projects should also consider that during the implementation phase of an SL project, some aspects decided and considered in the design phase can be changed and should operate the change if that better satisfies the project's objectives.



There are many useful **resources** when designing a SL course. From templates and guides, to comprehensive assessment matrices and elaborated reflection activities, these tools support the effective development and implementation of service-learning initiatives.

By using these resources, educators and practitioners can create well-structured, impactful SL projects that foster meaningful experiences for students and contribute positively to communities and broader societal goals.

III.3. Examples of Service-Learning Projects

Each year, various SL projects are conducted, and this section provides a summary of the exemplary projects from the 2023-2024 academic year, representing each partner of this project. SL projects are listed in **Tape 3**.

1. Example by AMU: “Shepard and Islan Project”

The “Shepard and Islan” Project, operating under the initiative "Illuminate to Engage," is a collaborative endeavour led by students and faculty from the AMU. With a focus on combating LGBTQIA+ discrimination, the project integrates academic knowledge with community engagement to illuminate societal issues and inspire action.

The service objectives of the “Shepard and Islan Project - Illuminate to Engage” revolve around actively engaging with the community to address LGBTQIA+ discrimination and promote awareness and inclusion. Through collaborative efforts with various stakeholders, including media outlets like Têtu, governmental bodies like the French Ministry of Culture, and esteemed organizations like Amnesty International, the project aims to amplify its impact and advocate for social change.

Case of AMU

Shepard and Islan Project

Case of NKUA

Improving the life of seniors II

Case of SUR

Cultivating Knowledge and Care

Case of UAM

Seniors in Green

Case of UB

Chemistry Goes Outdoors

Case of Eurasia net

Obstacles to international mobility

The detailed version of the projects is provided in
Appendix 5.

Tape 3

On the other hand, the learning objectives focus on the academic and personal growth of the participating students. Through their involvement in the project, Master 1 students in Digital Law, Master 2 students in Law of Artistic and Digital Creation, and students in DEUST (French National Diploma) in Drama formation and other students in Art History and Fine Arts gain practical experience in applying theoretical knowledge to real-world scenarios. They develop essential communication, collaboration, and problem-solving skills while also deepening their understanding of social justice issues and community engagement. Additionally, the project serves as a platform for students to explore interdisciplinary approaches and foster a sense of responsibility towards creating a more equitable society.

Commencing in July 2023, the project's journey began with drafting initial texts, followed by rigorous auditions and rehearsals involving students from various departments, including Law, Theatre, and Art. These activities, held

on Fridays and supplemented by weekend sessions, have been pivotal in shaping a thought-provoking theatrical performance and immersive exhibition experience.

Under the guidance of law professor Philippe Mouron, students delve into legal frameworks, artistic expression, and social activism, merging theoretical insights with practical application. This holistic approach not only enriches their academic journey but also fosters a deeper understanding of social justice and community engagement.

With exhibitions scheduled at prominent venues like "Le Cube" in Aix-en-Provence (France) and "La Turbulence" in Marseille (France) in April and May 2024, the "Shepard and Islan Project - Illuminate to Engage" stands as a beacon of advocacy, empowerment, and inclusivity. Through collaborative efforts and meaningful dialogue, the project seeks to ignite positive change and create a more equitable society for all.

2. Example by NKUA: "Improving the life of seniors II"

This project focuses on improving the overall quality of life of seniors residing permanently in Non-Profit Care Homes (NPCH). It is an extension of a previous SL programme that was implemented successfully as part of the CIVIS Open labs.

The main partners are the MSc "Physiology of Aging and Geriatric Syndromes" of the NKUA's Medical School, the NGO Mission "ANTHROPOS", and the Henry Dunant Hospital Centre, as part of their Corporate Social Responsibility Program. In an increasingly ageing society, where more and more people are moving to care homes to spend the last years of their lives, this project is addressing the real issues the seniors face: isolation, loneliness and suffering from usual geriatric syndromes. While aiming at psychologically and physically improve their life, the objective is achieved in 3 ways:

- 1) Mobilising seniors: Seniors in NPCH had regular intergenerational online meetings with high school student volunteers for six months, who mobilised them through various activities. SL Participants attended the meetings and proposed activities that benefitted the seniors, evaluating their implementation and re-designing activities along with the students.
- 2) Offering Comprehensive Geriatric Assessment: A selected number of seniors that qualified, according to well-defined medical criteria (score of the Clinical Frailty Scale), went through the Comprehensive Geriatric Assessment, a multidisciplinary clinical exam aiming at reducing their state of frailty, by proposing interventions to improve their wellbeing. SL participants attended the assessment and conducted follow-ups on the implementation of the instructions by visiting the NPCHs regularly, offering suggestions based on their findings, discussing with both seniors and caregivers and tackling various issues that emerged. They will also attend the second examination, conducted 8-12 months after the first one, where the results of the interventions will be medically evaluated.
- 3) Training the caregivers: A series of online seminars on the prevention and treatment of geriatric syndromes was designed for caregivers of NPCH, aiming at offering state-of-the-art knowledge on how to take care of seniors and prolong their level of

independence. It was also helpful for caregivers to understand the reasoning behind specific interventions and improve their professional skills overall. SL participants designed questionnaires to identify better the specific areas the caregivers were more interested in, assisted the organization, participated in the presentation of the seminars and reported on their overall outcome, helping with their professional and academic knowledge.

The SL participants are second-year MSc students in the “Physiology of Aging and Geriatric Syndromes” programme from multidisciplinary backgrounds (medicine, physiotherapy, nursing, nutrition) and different age groups. They have enrolled in this project on a voluntary basis as part of their practicum, and their participation lasts two semesters.

3. Example by SUR: “Cultivating Knowledge and Care”

The SL project, titled "Cultivating Knowledge and Care," was conducted at SUR with 20 first-year students from the Educational Sciences programme and six individuals with visual disabilities and led by prof. Emiliane Rubat du Mérac, the project ran from November 2023 to June 2024, aiming to develop environmental sustainability skills through gardening and plant care while providing an inclusive educational experience.

The project encompassed several phases: 1. Preparation, which involved designing the curriculum, developing accessible materials, and training educators; 2. Planning; 3. Conducting sessions, evaluation, and reflection; and 4. Celebration and dissemination.

Throughout the project, university students designed and led practical sessions focused on gardening fundamentals, sustainable cultivation practices, and cooking with garden produce. These sessions, held for three hours per lesson, engaged participants in hands-on activities, enhancing their sensory skills, knowledge, and abilities. Notably, the project facilitated meaningful exchanges between students and participants, fostering mutual learning and personal growth.

Continuous evaluation was integral to the project, utilising the online tool Padlet for participants to share reflections on their experiences. Those asking to delve deeper provided supplementary reports at the course's conclusion.

As a culmination, a group project involved exploring edible plants in Villa Mirafiori Park. A banner featuring plant pictures, recipes, sensory descriptions, locations, and harvest seasons was created, with QR codes providing accessibility features for the visually impaired. This banner was prominently displayed in the Science Education and Philosophy building, serving both educational and dissemination purposes.

The project's impact extended beyond educational boundaries, exemplified by community engagement initiatives. For instance, students passionate about visual impairment organised inclusive games during the Day on Sport and Disability, enriching their understanding through supplementary courses on media, supports, games, and adaptive sports. Visually impaired participants attended university events, fostering a sense of belonging and community integration.

A significant achievement was the project's recognition at the “SL AWARD” competition, where a student and a peer with disabilities presented it. The project was honoured as the best SL initiative at SUR, affirming its success in promoting inclusivity, practical learning, and community engagement.

This course not only enhanced environmental sustainability skills but also nurtured empathy, collaboration, and a more equitable and interconnected community.

4. Example by UAM: “Seniors in Green”

This SL project, called “Seniors in Green”, is conducted at the UAM with second-year students from the bachelor’s degree in Physical Activity and Sports Sciences (Faculty of Teacher Training and Education) and senior residents of the Dr. González Bueno Senior Residence, managed by the regional government of Madrid. It was implemented during the academic years 2022/23 and 2023/24. The goal is to enhance the quality of life of the elderly through physical activity in natural settings.

This project includes several phases: 1. Preparation (assessing needs and possibilities, managing agreements and permits); 2. Planning; 3. Conducting sessions, evaluation and reflection; 4. Celebration and dissemination.

University students design and conduct various practical sessions (nature walks, hiking, orienteering, Nordic walking, forest bathing, etc.) tailored to the needs and abilities of the elderly for an hour and a half, one day per week, from February to May. This improves the quality of life of this group by increasing their weekly physical activity, strengthening their connection with nature, and boosting their physical and mental well-being. The relationships between both generations also provide significant value, allowing students and the elderly to exchange knowledge and life experiences. Students gain real-world professional experience, consolidate their knowledge and skills, and develop a stronger sense of civic responsibility. They participate in real-life practical experiences, analyse challenges, reflect on improving their skills, and break stereotypes about the elderly.

The elderly become aware of the importance of staying active, discovering new activities, connecting with nature, and developing a greater awareness and appreciation for nature care and improvement. Most importantly, they highly value the relationships formed with the youth and the emotional bonds established with the students. They seek greater continuity of the project and the possibility of more frequent interaction with university students.

5. Example by UB: “Chemistry Goes Outdoors”

Chemistry Goes Outdoors (acronym: ChemGO) is a SL project conducted within the course “Design of Didactic Materials”, offered to 2nd-year students at the Master in Didactics of Chemistry of the Faculty of Chemistry, UB. The 2023-2024 academic year was the first time in the Faculty of Chemistry when an SL project was included in a course syllabus, and students from a programme of study received ECTS for implementing it, paving the way to more initiatives of this kind in our faculty. This SL project aims to provide a service to children - secondary school and high school pupils from under-resourced schools -while

simultaneously allowing the involved MSc students to acquire specific and transversal competencies through practical activities.

By bringing chemistry outside the confines of a traditional classroom, pupils are exposed to real-world applications and gain a deeper understanding of the subject through hands-on experiences. This approach fosters a sense of curiosity and engagement as pupils witness the practical relevance of chemistry in their surroundings. Additionally, taking chemistry outdoors promotes environmental awareness and encourages pupils to develop a sense of responsibility towards the natural world.

Throughout this SL project, MSc students are expected to fulfil multiple responsibilities, such as creating the project timeline (together with the coordinator), designing the chemistry workshops (documenting and creating experiments), designing and creating the didactical materials to be used during activities, promoting the results of the project, and reflecting on the outcomes. By connecting scientific concepts to the environment, this SL project not only enhances MSc students' academic knowledge and their professional and personal development but also cultivates a sense of social responsibility and environmental stewardship.

To ensure the project's success, we collaborated with under-resourced schools and high schools whose students participated in our workshops and formed the target group of the project. Additionally, the "Dimitrie Brandza " Botanical Garden of the University of Bucharest provided a venue for our outdoor workshops, while an NGO with extensive experience in non-formal education projects for children supported the initiative through good practice exchanges.

The project was well received by all parties involved — secondary school and high school students from under-resourced schools, their teachers, and MSc students in Didactics of Chemistry — and we plan to continue and refine it in the coming years.

6. Example by Eurasia Net: "Study on the obstacles to international mobility for young people with fewer opportunities in the Southern France Region"

This study aims to identify the obstacles that prevent young people with fewer opportunities from the Southern region of France from participating in international mobility projects such as volunteering, internships or other types of individual or group mobility.

The main objectives of the project are (1) to take stock of surveys already carried out on the obstacles to young people's engagement in international mobility (via other surveys/projects), (2) to develop and implement a new survey protocol for the target geographical area, and (3) to make recommendations for adapting and/or developing existing public policies schemes, taking into account the obstacles and levers identified. As can be seen, this study is at the crossroads of applied research, public policy, and survey methodology.

The research was conducted in Provence Alpes Côte d'Azur, the Southern region of France, and its target audience was young people (aged 15 to 30) from priority neighbourhoods of the region, a large part of which are youth with fewer opportunities, meaning "young

people who are at a disadvantage compared to their peers due to one or more factors of exclusion or obstacles they face, which may be socio-economic, geographical, due to disability or linked to discrimination".

The project was carried out by three students from AMU Master in 'Sustainable Development and Territorial Governance of Mediterranean and International Projects' with the support of Eurasia Net, the Regional Academic Delegations for Youth, Civic engagement, and Sport (DRAJES) and their Master's teaching staff. Throughout the process, the students developed their competencies in project management, social research, synthesis capacity and teamwork.

The implementation of the project was divided into two phases. During the first one, a literature review and an analysis of the existing public policies were carried out with the objective of drawing up an initial list of already detected obstacles and identifying the measures implemented in the region in order to reduce them. In addition, two survey protocols were developed, one for prescribers accompanying young people in the area and a second for the young people.

During the second phase, the field survey was carried out both among prescribers and young people, and the data was analysed in order to identify the existing obstacles. Finally, a white paper was written with public policy recommendations to support the participation of young people with fewer opportunities in international mobility projects.

Therefore, the examples provided show the diversity of the SL projects, not only in the design process but also in the implementation phase. The target audience is always different, even in the case of a project replication, and as a consequence, the project always has a new and more or less challenging part.

Conclusion

Examples reflect different institutional and national contexts, with specific needs and resources. Similarities with other territories in other countries or with the involvement of other institutions can be identified.

The implementation of SL projects demonstrates the coordination body capacity and the participants' openness towards service to community.

III.4. University Mechanisms for the Implementation of Service-Learning Projects

Universities in Europe have an essential role in shaping the future. European Universities Association has developed a strategic plan with the mission of supporting the institutional members to excel in the service of society, being a call for collective action, and a mechanism for understanding the practices in the process of addressing societal needs; this mechanism is focused on optimizing this capacity through collaboration and sharing of good policies, practices, expertise and resources.¹⁸

Universities have the capacity to identify the most efficient mechanisms to implement SL projects with their partners, considering the resources that are either internally available or attracted from external sources.

Universities should (see **Tape 4**):

- ✓ Provide training to teachers who would consider the SL as an innovative pedagogy to integrate into current teaching;
- ✓ Create a university networking group or facilitate the teachers' interaction to support each other;
- ✓ Create a template for the design of a SL project;
- ✓ Set a collaborative group to identify social needs to be addressed through SL projects.

In developing the SL mechanism, the university community should become an active actor in supporting the objectives of the Sustainable Development Goals (SDGs). In fact, environmental challenges and green transitions are the main directions in creating responsible actors in the public and private sectors.

Case of all partner universities

- Training on SL methodology (**Appendix 6**)
- Template for the design of a SL project (see **Appendix 7**)
- Examples of SL projects (see **Appendix 8**)
- Examples of areas of SL actions:
 - 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
 - Heritage & Museums

Tape 4

¹⁸ **European University Association (EUA)**. (2020). *EUA strategic plan* [PDF document]. Retrieved from <https://eua.eu/downloads/content/eua%20strategic%20plan%20final.pdf>.

Moreover, at a European and global level, sustainability is considered the most significant global challenge, focusing on balancing economic, social and environmental needs. Universities are committed to supporting civic values through active engagement.¹⁹

In the process of integrating SL in the teaching and learning process, several forms can be considered:

- in the teaching syllabus of any subject;
- in internships;
- in final bachelor or/and master thesis;
- in specific SL courses that recognize student participation in SL projects with ECTS²⁰.

Moreover, in the training session, teachers should have explained the multiple benefits for the students when engaging in SL projects, for example:

- More solid learning input thanks to the use of innovative pedagogy;
- Learn how to build bridges between the academic;
- Become more informed and engaged as a citizen;
- Become better equipped, academically and practically, to enter the job market;
- Participate in a more extrovert and democratic academic process that is engaged with civic society;
- Develop several key hard and soft skills in a rounded way.²¹

In the process of implementing SL projects, several phases should be followed, as considered in **Table 6**; in this context, general civic engagement initiatives should not be considered SL projects. Most importantly, in the process of SL projects' implementation, at least the following aspects should be considered:

- To integrate SL projects in the syllabus;
- To consider SL as an innovative pedagogy which is not mandatory for all subjects, for some of the subjects and topics, this pedagogy being more applicable than for others;
- To understand SL as an innovative pedagogy, which, once incorporated into the subject syllabus, should not force large groups of students to work on SL projects but describe this as a learning process where teachers should provide an alternative for the students which will not be part of the SL project;
- Decide on the ECTS number for the SL projects (for example, a minimum of 1 ECTS).

¹⁹ **European University Association (EUA).** (2021). *Universities without walls: A vision for 2030* [PDF document]. Retrieved from <https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf>.

²⁰ WP2 deliverable: 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)

²¹ Idem.

Table 6: Phases in the SL projects implementation process

No.	Basic stages	Specific phases
Preparation		
1.	Sketch of the idea	<p>Define where to start.</p> <p>Detect the social needs of the environment and determine which ones could be attended by the students.</p> <p>Determine the specific service that they could do.</p> <p>Define the learning facilitated by the service.</p> <p>Analyse how the group and each participant.</p>
2.	Relationship with social entities	See the internal processes.
3.	Planning of the project	<p>Define in detail the service to be performed by students.</p> <p>Define in detail the pedagogical aspects.</p> <p>Define the management and organization of the entire project.</p>
Execution		
4.	Preparation with the group	<p>Motivate the group.</p> <p>Analyse the social need and define the service.</p> <p>Organize the work.</p> <p>Reflect on the learning of the planning.</p>
5.	Carrying out with the group	<p>Carrying on the service.</p> <p>Register, communicate and disseminate the project.</p> <p>Reflecting on the lessons learned from the implementation.</p>
6.	Closing with the group	<p>Reflect and evaluate the results of the service.</p> <p>Reflect and evaluate the learning achieved.</p> <p>Projecting future prospects.</p> <p>Celebrate with all the experience.</p>
Evaluation		
7.	Evaluation with the group	<p>Evaluate the results of the service.</p> <p>Reflect on the whole learning process.</p> <p>Project future actions.</p> <p>Celebrate the finished project (and, if possible, present it publicly).</p>

	Evaluation with the educator	<p>Evaluate the group and its members. Evaluate networking with entities. Evaluate the experience as an SL project. Self-evaluation as a coordinator.</p>
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Source: author's own contribution (based on the SL-ICP project results)

The SL-ICP work reveals that institutional support is needed to implement SL projects effectively. To increase the institutional support in the implementation process of the SL projects, the following aspects can be considered:

- Ensure support from university leaders;
- Secure funds to pay for extra work, as SL projects are energy-drive and very intense to implement;
- Simplify administrative procedures within the university;
- Compile a list of potential community / civic society organisations to cooperate with;
- Secure support funding for the community/organisation to compensate for extra time, staff and resources;
- Compile a detailed guideline document to describe the implementation step-by-step.

Universities should be aware of the challenges they face in implementing SL projects. A risk can occur anytime, and the project manager should be aware of this. Of course, if several risks are estimated, then prioritizing them would help their management (see **Table 7**).

Table 7: Challenges/weaknesses in different universities

University	Challenges/Weaknesses
1. AMU	<ul style="list-style-type: none"> - the project is not completed at the same time as the student's 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.

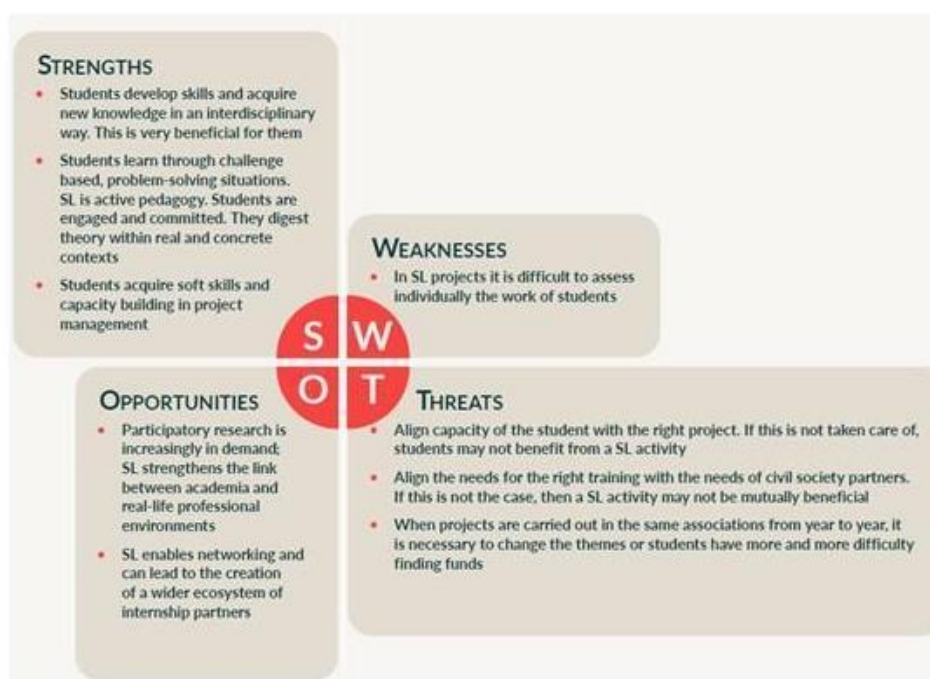
<p>2. NKUA</p>	<ul style="list-style-type: none"> - absence of a SL culture of work across the faculties; - absence of a specific framework and infrastructure for the implementation of SL activities in a systematic way; - lack of human resources, the university is understaffed; - time pressure, in conjunction with the lack of resources, deprives teachers of 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 in experimenting with SL activities from actually going ahead and trying out some projects.
<p>3. UAM</p>	<ul style="list-style-type: none"> - more institutional-level discussions are needed; - the institution should develop a central programme or plan; - 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; - working on projects with universities from other countries and online projects; - Communication and coordination between different areas are crucial to achieving project success and working for the common good and social justice. - establishing synergies between vice-rectorates can be very beneficial; - manage an updated list with all the entities that have already signed collaboration agreements; - 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;
<p>4. UB</p>	<ul style="list-style-type: none"> - Sometimes, a lack of student engagement; - Sometimes, a lack of motivation; - some withdraw of volunteers; - not enough promotion of the project; - the need for proper logistics (just a good idea is not enough); - clear and effective recognition of the student work (curricular recognition).

5. SUR	- develop a minor pathway for language training for migrant women in collaboration with associations working in the area.
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Source: author's own contribution (SL-ICP project)

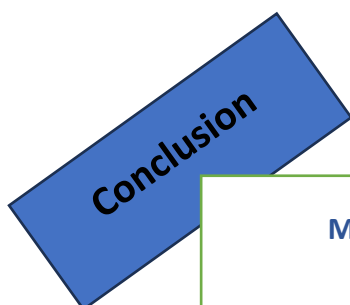
Moreover, the strengths, weaknesses, opportunities and threats should be communicated to professors interested in developing SL projects (see **Figure 4**).

Figure 4: SWOT analysis on SL activities



Source: SWOT analysis (SL-ICP project)

Therefore, the mechanism for implementing SL projects is an institutional initiative based on a proper understanding of the SL concept, approach and benefits.



Mechanisms for implementation of SL projects:

- Training session/sessions for teachers/staff;
- SL projects designed on a clear structure;
- Challenges in the SL project implementation are identified.

III.5. Communication and Dissemination Channels of Service-Learning Projects

Effective dissemination of SL initiatives is fundamental to expanding their impact. Through dissemination, the rich experiences and the extensive knowledge acquired from service-learning project development are shared, fostering a broader understanding and appreciation for the transformative impact they can have. However, dissemination also contributes to developing students' communication and collaborative skills. Furthermore, when dissemination involves the use of technological and digital means, it also promotes significant learning in these areas.

In the subsequent section, we will explore a variety of channels that can be employed to disseminate service-learning initiatives. Ranging from conferences and papers to strategic social media platforms and stories in local TV news, each serves as a platform for disseminating the invaluable knowledge and outcomes derived from service-learning projects.

1. Primarily, SL projects must be widely disseminated **within the institutions** where they are implemented. This internal dissemination serves as a catalyst, inspiring other educators and students and fostering a collective commitment to integrating SL within higher education. The objective is to make SL an integral part of the institution's culture, which involves incorporating it into strategic plans, allocating resources, and providing training to support its effective implementation. By institutionalizing SL, universities can actively cultivate social engagement, facilitate experiential learning, and strengthen community partnerships, thereby fulfilling their broader mission of education, research, and societal impact. Dissemination within the institutions might include their general web page as well as the web page of the SL unit (if there is one), posters, brochures, blog posts, etc.
2. The **European Observatory of Service-Learning in Higher Education (EOSLHE)** plays a central role in documenting and disseminating service-learning projects. Actively mapping service-learning experiences across Europe's higher education landscape, the Observatory has collected over 154 experiences from more than 20 countries. It provides a platform for individuals to share their projects using the Basic Questionnaire for Mapping SL Experiences. By fostering a culture of sharing best practices and promoting innovation in community-engaged learning, EOSLHE provides an invaluable space for disseminating experiences and learning from others.
3. **YouTube and social media** can amplify the reach and impact of service-learning initiatives by engaging broader audiences. Through multimedia content, these platforms effectively showcase the essence of service-learning projects, integrating visual elements and participant testimonials. They are not only powerful channels capable of inspiring others to participate in similar experiences but also raise

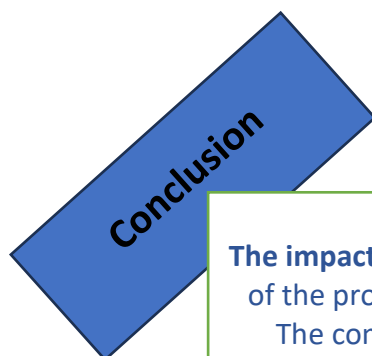
awareness about the profound significance of SL and its potential to foster positive transformations in both individual lives and communities at large.

4. **Conferences** are essential forums for dissemination. These events offer practitioners, educators, students and civil society organizations valuable opportunities to come together, exchange knowledge, and foster collaboration and innovation. Noteworthy annual conferences focused on SL include:
 - **European Conference on SL in Higher Education (ECSLHE)**. Organized by the [European Association for SL in Higher Education](https://www.easlhe.eu/conference/) (EASLHE), this conference fosters critical reflection and knowledge exchange on service-learning in the European higher education landscape. Link to the 2024 edition webpage: <https://www.easlhe.eu/conference/>
 - The [International Association for Research on SL and Community Engagement](https://event.fourwaves.com/iarslce/pages) (IARSLCE) organizes an annual conference to promote the development and dissemination of research on SL and community engagement across all educational levels. Link to the 2024 edition webpage: <https://event.fourwaves.com/iarslce/pages>
 - The annual **Conference that the Spanish Association of SL in Higher Education** (ApS-U) is organizing since 2010. Link to the 2024 edition webpage: <https://agenda.uib.es/110597/detail/xii-congreso-nacional-y-vi-internacional-de-aprendizaje-servicio-universitario.html>
 - The **National SL Conference**, in the United States. Organized by the [National Youth Leadership Council](https://nylc.org/slc/), this annual event is the largest global gathering for SL educators, leaders, and students, celebrating its 35th edition in 2024. Link to the 2024 edition webpage: <https://nylc.org/slc/>
 - **The SEA-EU SL International Conference**. Organized by the [SEA-EU Alliance](https://sea-eu.org/sl-conference/), this conference brings together stakeholders to discuss opportunities and challenges in SL, promoting interdisciplinary dialogue and collaboration. Link to the 2024 edition webpage: <https://sea-eu.org/sl-conference/>
5. **Academic papers** are another platform of communication. Disseminating SL through academic papers ensures rigor and peer-reviewed validation of the experiences. Through scholarly articles, SL practitioners can meticulously document the outcomes, student learning experiences, competencies development, participants' satisfaction, and other pertinent aspects of service-learning initiatives, contributing to the academic discourse and informing future practices. Some academic journals in the area are:
 - International Journal of Research on SL and Community Engagement. <https://ijrslce.scholasticahq.com/>

- International Journal for SL in Engineering
<https://ojs.library.queensu.ca/index.php/ijsle/index>
- Michigan Journal of Community SL
<https://journals.publishing.umich.edu/mjcs/>
- The International Undergraduate Journal for SL, and Social Change.
<https://opus.govst.edu/iujsl/>
- RIDAS. Revista Iberoamericana de Aprendizaje-Servicio (Ibero-American Journal of SL). <https://revistes.ub.edu/index.php/RIDAS/about>

6. **Awards**, such as those organized by the [International Association for Research on SL and Community Engagement](#), or the ones by the [Spanish Network of SL](#) in collaboration with the Spanish Ministry of Education, play a crucial role in recognizing and promoting SL projects. These awards are valuable platforms not only to disseminate SL initiatives but also to celebrate their accomplishments and societal impact. By acknowledging excellence in SL practices, these awards serve as a source of motivation for participants and organizations involved. They encourage continuous improvement and innovation in the field, inspiring others to adopt SL as a powerful tool for driving social change.

Therefore, the mechanisms for communication and dissemination of the SL projects can be integrated into the current communication strategy of the university or can be a separate strategy, if needed, based on the characteristics of the decision taken towards this aspect. In addition, other entities, such as civil society organisations, have and use their own communication and dissemination channels for the SL projects.



The impact of a SL project increases based on the efficiency of the project communication and dissemination actions. The communication and dissemination of SL projects explores all the internal and external channels in order to support the information reaches to all stakeholders.

IV. Empowering Students in Service-Learning Projects

IV.1. Practices to Empower Students in the Design of a Service-Learning Project

For teachers, the empowerment of their students can be the most challenging but also the most noble facet of their professional growth. It greatly relies on the teachers' skills to understand, empathize and coach their students as individuals with their own unique and multiple intelligences, as well as foresee and wisely sculpt the dynamics of the students' group involved in a SL activity. Moreover, this challenge gets even more complex as relationships are not only formulated between the teacher and the students but also between the academic players (teacher and students) and civil society partners with their own mindsets, cultures of work, time and human resources management challenges, etc.

As a university teacher, I often start my collaboration and teaching with a new class of students by using the following quotation, which reflects on the complex dynamics of any pedagogical ecosystem entails:

“A school (or university) class is a process, an independent organization with its own dynamic and objectives. It is always something bigger that one can predict even in the most imaginative predefined plan of any given course” (Thomas Kasulis, as quoted in Brailas 2017, 62)²².

This quotation holds its principal ideas in Systems Theory and within this in understanding the important role each individual system plays in society and in any given community, in our case, in communities of learners. What it suggests is that the final result of any course and SL activity is something much bigger than the sum of the parts of the course (curriculum, tools and methods, teacher, students, sub-groups, civil society partners, contexts of operation, incentives and built experiences, etc.). The dynamics of the whole group will eventually define the identity of every course result, and this is of paramount importance.

Thus, we can consider the empowerment of students in the design phase of a new SL project as a stepping stone for the transformative learning process that will develop along the way. Moreover, we can see this empowerment being relevant in i) *the level of every individual student*, ii) *the level of every sub-group of students* that are formulated for the needs of any SL activity and iii) *the level of the entire group* (the overall ecosystem of class). The graph below is a simple visualization of this dynamic relationship.

The ideas we will briefly outline for the empowerment needed in the design phase of a SL project draw from the following:

²² **Brailas, A. (2017).** *Polyploka systimata kai chaos (Complex systems and chaos)*. Athens: Grigoris Publications.

- a) the data we collected for the needs of the Mapping data analysis and synthesis (Work Package 2 of SL-ICP project). The data provide ample evidence for the usefulness of SL as a pedagogical approach. They particularly focus on the multiple benefits and skills the students can acquire and build through SL projects and, most importantly, contain testimonies and assessments from students themselves. Students' voices can be particularly impactful when other students decide whether they will join a SL-driven course or not (mouth-to-mouth information). For instance, students highlighted in focus group discussions and interviews undertaken in the context of SL-ICP (Work Package 2) that their participation in SL projects equipped them with many different skills, i.e. practising team building and learning team management, learning conflict resolution within a team, improving time management skills and developing communication skills for public debate/speech and much more (see Mouliou 2023b:17, 19-20). These findings can be further supplemented by data collected during an interactive workshop with students in the European Forum in Bucharest, whose purpose was to exactly collect from the participating students' insights about how they could be motivated in order to participate in SL projects (see some ideas further below);
- b) Our understanding of how we can empower students in the design phase of a SL project derived from our experiences as academic teachers. In my case, my own experiences as an academic teacher in a field of studies (Museology) that is the crossroads of Humanities and Social Sciences draws its principles, values and practices both from epistemological work on the social role of museums as well as action-based research and activism in rendering museums and heritage sites more socially relevant in the contemporary world. It is important to note/observe how a disciplinary stance can be grounded on the need to activate synergies between different stakeholders in the field of museums. This stance is equally replicated in our academic work. It is also grounded in the science-based knowledge that every individual has multiple intelligences and different styles of learning; thus, any learning process must be informed by the diversity of learning styles the players taking part in the learning "game" can hold;
- c) Basic training in developing SL activities indicates that any SL-based project's design/preparation phase is developed around the key steps depicted in **Table 8**.

Table 8: Steps in developing a SL project

Sketch of the idea of the SL project	Define where to start and involve students in every decision-making by both explaining to them every detail and by reaching out to them for creative ideas.
	Choose a SL activity that is feasible and realistic within the timeframe of any given course.
	Choose a SL activity that can be exciting for the students and meets their educational, professional and social aspirations (i.e. projects that promote team building, prepare students for the real world and job market, inspire them and cultivate their curiosity, etc.).
	Detect the social needs any given context holds and determine which needs could be attended to by the students.
	Determine the specific service students can serve.
	Define what kind of learning is facilitated by the service provided by the students.
	Analyse the synthesis of every sub-group (or entire group) and the profile of each participant.
Develop relationships with social entities	Identify the partners, their roles and their positioning in the real world.
	Define the framework within which the partnership between academic and civil society gets shaped.
Plan the project	Define in detail the service to be performed by students. (For example, who is responsible for what part of the SL project in connection with the social entity? How will the sub-groups get organized? What guidance will the teacher provide? What kind of guidance will be offered by the social entity? What are the specific requirements for the service and learning process, and how these will be assessed within the course? etc.).
	Define in detail all the pedagogical aspects. (For example, explain clearly what a SL pedagogy is and how a SL project is related to the Study Curriculum? Which skills are required by the students, and which skills will be developed and enhanced through this SL activity and will be invaluable for the student's

	<p>future professional development? How is the training the students already have related to this specific SL activity? How is the social entity related to the further enhancement of the student's skills? etc.)</p>
	<p>Define the management and organization of the entire project. (For example, explain the work schedule for the SL activity. How much time is required, and can students commit equally to the time required for the project? What are the overall logistics of the project? Are there any health and safety issues at stake? How will the student groups get organized, and how much work is required for different roles within the groups? How will the SL activity materialize in action? How will the SL activity get disseminated? How will it get recorded and evaluated? Will this SL activity benefit from an allocation of funds?).</p>

Source: SL-ICP project

Based on all the above, we can briefly conclude that, in the design phase of a SL project, the empowerment the students need is based on:

- Providing clarity of purpose and approach and agreeing on a “contract of collaboration” that is well-defined and accepted by all partners involved;
- Satisfying the key principle of Lev Vygotsky’s theory of the zone of proximal development, which represents the space between what a learner is capable of doing without any specific support and what the learner cannot do even with certain support;
- Triggering students a positive curiosity and desire to learn by doing to gain robust experiential professional knowledge in their field of studies;
- Building enthusiasm and trust between the students, the teacher and the civil partners;
- Creating open communication channels and cooperation between all partners involved and keeping them well-tuned.

Students in the European Forum in Bucharest offered more clues regarding reasons for their empowerment. Some of the most prominent ones for getting involved with SL projects are:

- Projects must resonate with them, must have a personal meaning and significance for the students as well as great social value (i.e. LGBTQIA+ issues, gender-based violence, discrimination against migrant populations, popularisation of science to younger generations and/or parents who face struggles with their children, help people with reduced mobility etc.);
- Projects must help students grow as individuals and citizens;
- Projects must be well-rounded in their design and should promote a multi-sensorial understanding of the world;

- Projects must hold inter-generational or/and intercultural challenges and approaches to understanding life;
- Promoting empathy and social connection.

Therefore, the practice of SL projects demonstrates that there are multiple ways to empower students in the design of the projects. In all cases, students must be motivated to accept the challenge of being active in a SL project, whether the engagement relates to the design or the implementation of the SL project.



Conclusion

The **design/preparation phases of any given SL project:**

- Sketch of the idea of SL project;
- Develop relationships with social entities;
- Plan the project.

IV.2. Practices to Empower Students in the Reflection Activities of a Service-Learning Project

The student's engagement in the university and campus life has always been considered

important for effective solutions to change management at all levels – study programmes, faculties, and university. Concrete suggestions for curriculum design and delivery include, for example, focus groups, surveys, and interviews to generate proper feedback on their expectations for developing flexible learning; students' advisory boards, which meet regularly to provide input on curriculum design and improvement; students' sharing their experience on what worked better for them in the contextual learning environment.²³ In order to empower students in the implementation of SL project' activities, different actions could be taken, for example:

Case of UB

sharing the reflection on the SL projects in front of their colleagues not engaged in the projects;
extending/promoting the SL projects in the next semester if possible, engaging new students, in a similar or identical manner (see **Appendix 9**)

Case of UAM

Individual: Induce students to reflect on their own learning process, not only on the technical knowledge acquired, but also on the human and social impact of technology on human behaviour.
Team: Exchange the different learning experiences with the work teams.
General group: Share, discuss and integrate the different learning experiences both with the general group and with the other partners involved in the project
(Appendix 10)

Tape 5

- Integrate SL projects in the syllabus;
- continuous reminders, feedback and networking among their peers;
- ✓ use students as ambassadors to disseminate the goals of the research continuously;
- ✓ involve actively students in SL activities in courses and encourage other colleagues to do the same (*SL-ICP project*);
- ✓ Working closely with students and especially taking their opinions about implementing activities, regular feedback sessions, and inclusive decision-making will ensure their meaningful involvement and contribute to continuous improvement (*SL-ICP project*).

Furthermore, one of the standards of the SL activities which must be fulfilled is to encourage

²³ **European University Association (EUA).** (2024). *Learning & teaching paper #21: Flexible learning and teaching thematic peer group report.*

systematic reflection on learning processes and outcomes for all participants (see **Tape 5**); for students, it is important to link their experiences to the theoretical and methodological background of the subject²⁴.

The importance of the reflection phase is briefly described as follows:

- ✓ Reflection prompted participants to think deeply about complex community problems and alternative solutions;
- ✓ Reflection encourages participants to examine their preconceptions and assumptions/stereotypes in order to explore and understand their roles and responsibilities as citizens;
- ✓ SL helps participants identify and analyse different points of view to gain understanding of multiple perspectives;
- ✓ Reflection encouraged students to think about the effects of the service (*SL-ICP project*).

There are several reflective activities which can be integrated into the process:

- ✓ Verbal, written, artistic, and/or nonverbal activities to demonstrate understanding and changes in participants' (students, faculty, and community partners) knowledge, skills, and/or attitudes;
- ✓ Sharing opinions before, during, and after the service experience (*SL-ICP project*).

Students have the possibility to self-evaluate the SL they were involved in and define it as a successful or less successful manner. At the beginning, participants in a SL project assume that it will be successful in some key elements. Students involved in SL action have identified different factors of success from an individual perspective and a group/team perspective.

The main factors generating the success of a SL project from an individual perspective include, for example, passion, motivation, creativity, engagement, great ideas, budget, tenacity, satisfaction, enthusiasm, inspiration, and determination, while from a team perspective, includes effective communication, unity, popularization, impact, transformation, enthusiastic team, collaboration, solidarity (see **Figure 5**).

In a reflective session, students are capable of evaluating at least four aspects:

- How their SL experience influenced their career goals and aspirations?
- What were the most challenging aspects of SL experience?
- What impact did they make on the community or organisation they served?
- What aspect was most appreciated by them?

²⁴ **WP2 deliverable, based on Europe Engage project (2017).** *Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe.* Retrieved from <https://ec.europa.eu/programmes/erasmus-plus/project-result-content/4676aec5-7f74-4a0c-bdff-cda07beb4892/guidelines-euengage-2.pdf>.

- 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 deciding to get actively involved;
- Establish an administrator office for SL within the University to liaise students with a stable net of CSOs beyond the specific arrangements of any given course;
- Devise a Protocol to describe a SL project (SL-ICP project).

Therefore, the reflection phase is a must in an effective SL project, helping all stakeholders better understand what went well and what is needed for further development in similar projects in the future.



Conclusion

SL project reflection phase:

Different communication methods;
Process of self-evaluation;
Process of sharing opinions;
Process of developing solutions for future
SL project implementation.

IV.3. Practices to Empower Students in the Dissemination of a Service-Learning Project

SL in European universities face an increasing role in addressing the current institutional missions from the educational / teaching and research perspective to the economic and social mission (third mission) and its impact to communities and territories; in this context, the university-industry new collaborative mechanisms, such as labs provide solutions to the gap between university and society at large, where policymakers and academic leadership have an increasing role, as well.²⁵ A review of SL in European higher education institutions shows that in the current context, society demands social responsibility and civic commitment from tertiary education institutions, and SL can strengthen teaching and research towards this approach.²⁶ Therefore, there is a common understanding that in Europe, SL approach has much room for further development starting with promoting the SL projects.

An important objective of the European Association of Service-Learning in Higher Education ([EASLHE](https://www.easlhe.eu/)) is to advocate SL development in higher education institutions in Europe; as a SL network, its vision is to support the SL institutionalization in universities and to contribute to the development of a fairer society.²⁷ Moreover, several European alliances have been established to promote the SL approach as an integrative approach (see **Table 9**).

Table 9: Examples of European alliances promoting the SL approach

European alliance	Short description	SL approach
CIVIS Europe's Civic University Alliance (since 2019)	<ul style="list-style-type: none"> - Contribute to their ecosystem's social, cultural and economic dynamism and promote European values such as inclusiveness, gender equality, non-discrimination and social equity. 	<ul style="list-style-type: none"> - Open Labs projects and actions (addressing the social challenges: health; urban environment, territories and mobility; climate, environment, energy; digital and technological transformations; society, culture and heritage. - Civic engagement materials and actions. - Service-learning groups and courses

²⁵ **Compagnucci, L., & Spigarelli, F. (2020).** The third mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change*, 161, 120284. <https://doi.org/10.1016/j.techfore.2020.120284>.

²⁶ **Cayuela, A., Aramburuzabala, P., & Ballesteros, C. (2020).** *A review of service-learning in European higher education* (Research Report). European Observatory of Service-Learning in Higher Education. Retrieved from <https://www.eoslhe.eu/>.

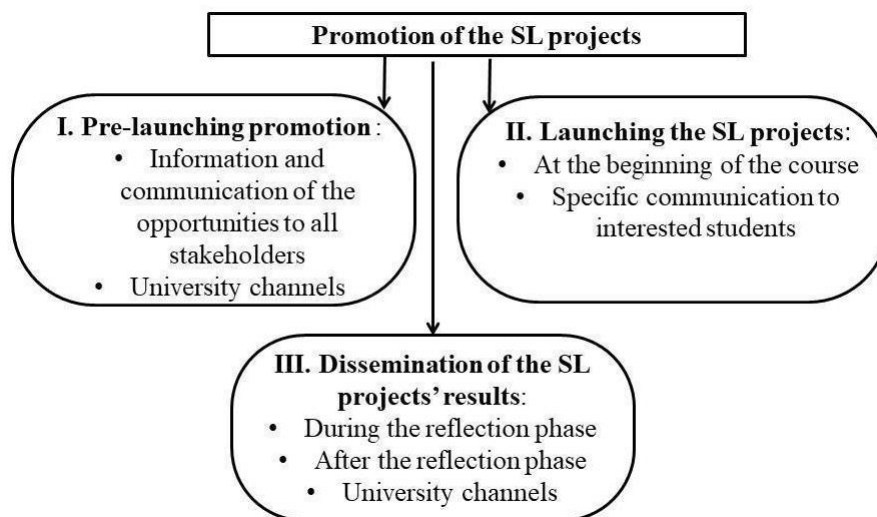
²⁷ **European Association of Service-Learning in Higher Education (EASLHE).** (n.d.). *About us*. Retrieved from <https://www.easlhe.eu/about-us/>.

<p>CIVICA The European University of Social Sciences (since 2019)</p>	<ul style="list-style-type: none"> - Create a physical and digital inter-university campus that links teaching and learning, research and innovation, and civil society; defend the core European values of justice, tolerance, and solidarity. 	<ul style="list-style-type: none"> - Service to society working groups - Thematic priorities: Data-Driven Technologies for the Social Sciences; Democracy in the 21st Century; Europe Revisited; Societies in Transition, Crises of Earth.
<p>EU CONNEXUS European Universities for Smart Urban Coastal Sustainability</p>	<ul style="list-style-type: none"> - Address the smart urban sustainable coastal development from a global point of view. 	<ul style="list-style-type: none"> - Cross-disciplinary based approaches, vocational training, innovative and professionalizing educational and research methods and extensive service provision in the field of blue growth.

Source: author's own contribution (based on the alliances' webpages: [CIVIS](#); [CIVICA](#); [EU CONNEXUS](#))

SL projects must be promoted in several forms (see **Figure 6**): before launching all for students, in the launching phase of the SL projects and when the projects are completed.

Figure 6: SL projects promotional phases



Source: authors' own contribution

The communication and dissemination phase are considered mandatory in all SL projects. The benefits of an effective promotion prove not only the visibility of the SL approach but also create awareness and increase future development of the SL projects. In other words, when the promotional objectives are clearly specified, multiple benefits of the SL project are generated. The SL project promotional activity has at least three objectives:

- information and communication: this objective alerts the academic community and the external stakeholders that an existing or a new product is about to be launched; it refers to the process of providing sufficient information for students to get engaged in the SL design and/or implementation;
- persuasion and team-creation: students are, therefore, encouraged to get

Case of UAM

Website of all stakeholders
Ceremony and diploma awarded

Case of AMU

Editorial calendar using Facebook, Instagram and other platforms
Students' e-mails

Case of NKUA

social media, website
CIVIS Open Labs, CIVIS website

Case of UB

social media,
local and national TV stations, and radio stations

Case of SUR

social media
newsletters
posters
"viva voce"
stories and positive experiences of inclusion have on website
promotional video

Tape 6

themselves involved in SL projects; new stakeholders might want to be part of the same or express their interest in future similar actions;

- communication and dissemination: stakeholders' awareness is again increased, students might be retained for future SL projects, and visibility of the results is generated.

From an institutional point of view, there are multiple solutions for promoting SL projects and empowering students (see **Tape 6 adapted from SL-ICP project outcomes**). In marketing, to develop a growth strategy, the Ansoff Strategy Model / Matrix is used to consider two approaches - product growth and market growth- and four strategic options from the combination of the product and the market being both existing or new.²⁸ Similarly, considering the SL projects as a regular product that can be promoted to existing staff and students or a new group of staff and students, the SL projects themselves can be existing ones that can be replicated or new ones to be launched.

Therefore, the SL project promotion includes several strategic alternatives, as considered in **Figure 7:**

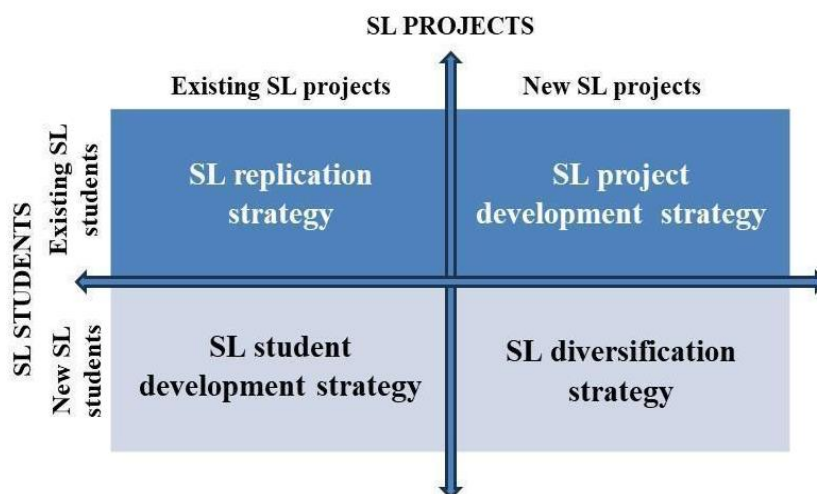
- ✓ SL replication strategy is the simplest promotion strategy when, based on previous experience, former SL students want to continue their experience and repeat the SL projects (already known) next year/semester;
- ✓ Involve students actively in SL activities in my courses and encourage other NKUA

²⁸ Ansoff, H. I. (1957). Strategies for diversification. *Harvard Business Review*, 35(5), 113-124.

colleagues to do the same. So far, it seems to work well (*SL-ICP project*);

- ✓ SL project development strategy focuses on empowering the experienced students who have already been involved in SL projects to continue to get engaged in new SL projects; these students are motivated and have had the reflection on the outcome and impact of the existing projects;
- ✓ SL student development strategy is the promotion strategy when, based on previous SL implementation of other students, new students want to explore the experience and engage in SL projects; the newcomers become interested in the SL projects due to their colleagues' practices sharing and to the promotional/dissemination actions of the SL projects at the university level;
- ✓ SL diversification strategy is the most complex promotion strategy. When new SL projects are implemented by new students who must have had a level of awareness of the benefits of SL projects and become willing to engage in such experience, these students are open to new opportunities and have the openness to develop their skills and work together with the SL project team.

Figure 7: SL projects dissemination/promotion phases



Source: authors' own contribution (based on the Ansoff Matrix)²⁹

Therefore, the promotional activity of SL projects is based on the university's objectives and its capacity to extend student engagement.

²⁹ **Oxford College of Marketing Blog.** (2016, August 1). *Using the Ansoff Matrix to develop marketing strategy.* Retrieved from <https://blog.oxfordcollegeofmarketing.com/2016/08/01/using-ansoff-matrix-develop-marketing-strategy/>

Conclusion

Empowering students – SL projects' promotion:

Different communication channels;

Different strategies based on 2 criteria:

- SL projects (existing / new);
- Students (existing / new);

Three periods of promotional activities:

before, during and after the SL project implementation.

V. Financial Support for the Institutionalisation of Service-Learning

V.1. Definition of Institutionalisation of Service-Learning

The European Association of Service-Learning in Higher Education defines the institutionalization of service-learning as : *“a multifaceted process that integrates civic engagement values into higher education curriculum of an institution so that SL becomes part of the institution's culture. It implies the inclusion of SL in the institution's strategic plans to provide resources needed to support the use of this methodology, including a SL office, staff, funding and space, training, faculty rewards, credit recognition for student participation, and a programme evaluation”*³⁰.

There are several funding opportunities to support the SL institutionalization process.

Therefore, SL can be institutionalized, and the process of integrating SL into current initiatives as a regular approach is complex. Academic leadership has an essential responsibility in the decision-making process of institutionalizing the SL.

Conclusion

Institutionalization of SL in universities:

- Part of the university culture;
- Included in the strategic plans;
- Integrated in the curriculum;
- Supported through internal resources;
- Considered for the continuous improvement process.

³⁰ **European Association of Service-Learning in Higher Education (EASLHE).** (2022). *Institutionalisation of service learning in higher education [Standard Policy Brief Template]*. Retrieved from <https://whec2022.net/resources/Institutionalisation%20of%20service%20learning%20in%20HE%20-Aramburuzabala.pdf>.

V.2. Institutional Service-Learning Financial Support in Universities

Universities, whether public or private institutions, have funding priorities and preoccupations. Funding opportunities and challenges at a European level show that changes in funding mechanisms will occur, inflation is expected to increase, and tuition for international students is also estimated to increase.³¹

The Executive Unit for the Financing of Higher Education, Research, Development and Innovation (UEFISCDI) in Romania states that public funding includes three main directions³²:

- ✓ Basic funding - refers to the main expenses generated from the didactic process and consists of study grants;
- ✓ Additional funding – has the objective of investment in the excellence of universities and study programs, whether they are public or private;
- ✓ Institutional development funding is a competitive-based mechanism to support best-performing universities in different fields, such as entrepreneurship, inclusion and diversity, and quality in education.

SL approach has different funding opportunities (see **Tape 7**); in Romania, at the UB to support the development and the implementation of the SL projects, some funding opportunities are promoted:

- ✓ Institutional development fund; an example of actions that could be taken in the framework of the funding domain:

*“Increasing social equity, with a view to social inclusion and increasing access to higher education”.*³³

Case of UB

Institutional fund;
Internal projects and calls;
Donations and sponsorships;
Peer learning on SL pedagogy;
Open Labs calls.
(Appendix 11).

Tape 7

³¹ **Bunescu, L., Estermann, Th., & Bennetot Pruvot, E. (2022).** *Public funding observatory 2021/2022 part 1: Sector perspectives on funding.* European University Association (EUA) Publication. Retrieved from https://eua.eu/downloads/publications/2022%20public%20funding%20observatory_part%201%20final.pdf.

³² **Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI).** (n.d.). *Financing higher education.* Retrieved from <https://uefiscdi.gov.ro/finantare-invatamant-superior#s>.

³³ **National Council of Financing Higher Education (CNFIS).** (n.d.). *FDI competition 2024.* Retrieved from <https://www.cnfis.ro/finantare/dezvoltare-institutionala/competitia-fdi-2024/#>.

- ✓ Internal projects, such as extracurricular activities submitted by the students' groups or associations;
- ✓ Internal call for research, such as at the Research Institute of the University of Bucharest (ICUB); ICUB stimulates and promotes excellence in the research activity at the university through the following three research programs: *Fellowship for Young Researchers, Young Researchers Grants, Fellowships for Visiting Professors*; The ICUB scholarships address to both young researchers (up to five years from the PhD) and established scholars, working on different fields of research;³⁴
- ✓ donations of the academic community; willing members of the community (both staff and students) donate yearly through an official request for an amount of money (Application regarding the destination of the amount representing up to 3.5% of the annual tax due, regulated by the National Agency of Fiscal Administration - ANAF).³⁵ At the University of Bucharest, these donations go institutionally to the programmes of the *Virtute et Sapientia Foundation of the University of Bucharest* called *Educational Support for Pupils from Disadvantaged Areas*.³⁶
- ✓ Sponsorships for the benefit of students, such as scholarships and educational resources;
- ✓ International funds, such as for Open Lab projects (for example, managed in CIVIS). In these projects, societal challenges are addressed, universities and citizens meet to develop solutions; activities generate real impact for people outside the university at local, regional and international levels.³⁷

In addition, for training purposes of the academic staff on SL approach, other opportunities are promoted; at the UB, these are:

- Peer learning at the UB on SL innovative pedagogy: Training sessions / collegial learning;³⁸
- CIVIS webinar on SL approach: Webinar on service-learning: methodology basis & implementation guidelines (a free online event opened to all CIVIS partners which was dedicated to the methodology and the key guidelines of the SL approach, how to design and implement SL activities in the Open Lab projects as well as other educational programmes. ³⁹

³⁴ **ICUB – University of Bucharest Research Institute.** (n.d.). *ICUB research programs*. Retrieved from <https://icub.unibuc.ro/research/icub-research-programs/>.

³⁵ ANAF: https://static.anaf.ro/static/10/Anaf/Declaratii_R/230.html

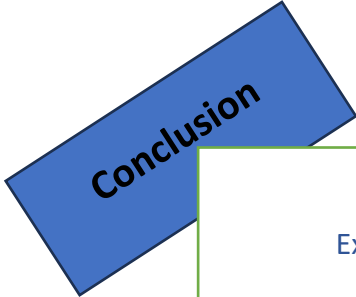
³⁶ **Virtute et Sapientia of the University of Bucharest.** (n.d.). Retrieved from <https://fundatia.unibuc.ro/>.

³⁷ **CIVIS.** (n.d.). *Open Labs*. Retrieved from <https://civis.eu/en/engage/open-labs>.

³⁸ **University of Bucharest.** (2023). *Unibuc Peer Learning 2023*. Retrieved from <https://unibuc.ro/unibuc-peer-learning-2023/>.

³⁹ **CIVIS.** (2020). *Webinar on service-learning methodology: Basis and implementation guidelines*. Retrieved from <https://civis.eu/en/get-informed/news/webinar-on-service-learning-methodology-basis-and-implementation-guidelines>.

Therefore, SL funding approaches differentiate from one national context to another, from one institution to another and admit institutional opportunities in a specific national context and individual opportunities generated from the internal motivation of people.



Conclusion

SL financial support in universities:

Extracurricular activities for students' projects;
Academic community donations;
Sponsorships;
Private companies involved in corporate social responsibility actions;
Open labs calls.

V.3. Calls for Proposals for Service-Learning Projects

The development of flexible learning pathways and the implementation of innovative pedagogies can be supported by several funding programs.

- ✓ At the European level, the key instrument for supporting innovative approaches in higher education is the EU Programme in the fields of education, training, youth and sport - Erasmus+.

The program, among other things, fosters the development of social and intercultural competencies, prioritising projects that offer opportunities for social and civic engagement through formal and non-formal learning activities. In particular, the development of new SL projects may benefit from the opportunities given by Key Action 2 - partnership for cooperation, which includes both cooperation partnership and small-scale partnership actions. This last action is particularly adapted to less experienced organisations. Indeed, shorter duration, simpler administrative requirements, and lower grant amounts awarded to organisations compared to cooperation partnerships, are intended to reduce entry barriers to the Programme for newcomers.

The key action 2, particularly the cooperation partnership action, not only encourages the cooperation between CSOs and higher education institutions but also aims to stimulate innovative learning and teaching practices. It also rewards those projects that are likely to have a positive impact on the persons directly or indirectly involved in the activities, such as an increased sense of initiative and entrepreneurship, a greater understanding and responsiveness, and improved levels of skills for employability, to mention a few examples of direct or indirect benefits of the SL approach.

Within the context of this action, Capacity-building projects are also funded to support cooperation and exchange in the field of youth between organizations in EU Member States, third countries associated with the programme and third countries not associated with the Programme, covering non-formal learning activities, with a focus on raising the capacity of organisations working with young people outside formal learning, while ensuring the active participation of young people.

- ✓ At national levels, calls for proposals may also exist to support innovative pedagogical approaches in higher education.

Example of France

France has launched a major investment plan called France 2030 in response to the major challenges of our time, be they ecological, demographic, economic, technological, industrial or social. At the heart of this ambitious plan initiated by the French government is innovation in pedagogy to prepare society for the jobs of tomorrow.

Example of Romania

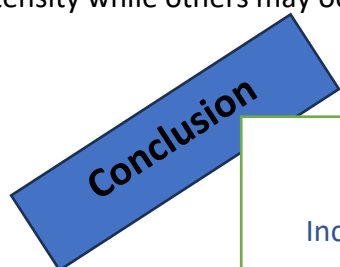
In Romania, national funding is multiple. One current programme is called the *Sustainable Development Programme* and covers the period of 2021-2027. Latest calls included:

- Applicant's Guide "Conditions for Accessing Funding to Support Actions for Preliminary and Detailed Investigation of Contaminated Sites" (Non-competitive call of 40.000.000 EUR);
- Applicant's Guide "Conditions for accessing funding to support projects dedicated to biodiversity conservation to meet the requirements of environmental directives - new projects" (Non-competitive, Non-competitive, with continuous submission, with the submission deadline of 111.764.706 EUR);
- Applicant Guide – Action 4.4. Promotion of energy from renewable sources in accordance with the Renewable Energy Directive (EU) 2018/2001[1], including the sustainability criteria set out therein (Non-competitive call of 350.399.100 RON).

This programme in Romania is coordinated by The Ministry of European Investments and Projects through the Management Authority for the Sustainable Development Programme 2021-2027⁴⁰, with the following main objectives:

- To preserve, protect and improve the quality of the environment;
- To address the challenges of "A greener Europe";
- To contribute to the transformation of the EU economy into a modern, competitive and efficient economy;
- To contribute to adapting to climate change by increasing energy efficiency and developing smart energy systems, storage solutions, and the energy system, as well as improving water and wastewater infrastructure, circular economy, conservation of biodiversity, air quality, and decontamination of polluted sites⁴¹.

Therefore, calls for action related to service to the community are changing over time. Objectives may differ, as well as the financial support or the type of the partnership. As in relationships with communities, needs also change, as some are addressed or may decrease in intensity while others may occur due to the current context.



SL initiatives:

Include international and national funding opportunities;
Are based on institutional cooperation;
Refer to public calls to provide wider access of stakeholders.

⁴⁰ **Ministry of European Funds.** (n.d.). *Programul de Dezvoltare Durabilă 2021-2027* [Sustainable Development Program 2021-2027]. Retrieved from <https://mfe.gov.ro/pdd-21-27/>.

⁴¹ **Government of Romania.** (n.d.). *Programul de Dezvoltare Durabilă* [Sustainable Development Program]. Retrieved from <https://oportunitati-ue.gov.ro/en/program/programul-dezvoltare-durabila/>.

V.4. Funds from the Private Sector and Foundations

✓ Funds from foundations

Philanthropy networks with donor-advised funds operate in the nonprofit sector at international, national and regional levels.

In France, Fondation de France supports more than 10,000 projects in all nonprofit sectors each year and actively contributes to the Sustainable Development Goals (SDGs). Combating poverty, reducing inequalities, and protecting the environment are some of the interdependent areas for which Fondation de France has chosen to measure its contribution and that of its donor-advised funds.

✓ Funds from the private sector

Why would the private sector be interested in sponsoring a service-learning pedagogical approach?

Students' skills developed through service-learning innovation echo the need for innovation in companies' recruitment practices, as service-learning enables students to develop professional and cross-disciplinary skills sought by businesses through hands-on involvement with local players (civil society).

As a consequence, the private sector may be interested in sponsoring the implementation of the service-learning project. Some companies even develop Corporate Social Responsibility (CSR) policies, allowing them to position themselves as responsible, sustainable and ethical actors in a rapidly changing world.

Please consult this [online guide](#) to find out how to get sponsorships to secure funding.

Conclusion

Main organisations with strong interest in CSR:

Banking and financial companies;
Multinational companies;
Small and medium enterprises.

Glossary of Terms

Crt. No.	Concept	Explanation
1.	Beneficiary Group	The final group is people who directly benefit or profit (gaining advantages) from something else, such as a service, an intervention, an activity, etc. SL projects involve CSOs implementing various services and humanitarian functions that profit beneficiary groups and are developed or carried out with the support of students. Students participating in a SL project are also a beneficiary group as they directly benefit from the knowledge, soft and hard skills, etc, that SL provides.
2.	Campus-Community Partner	A community group or an organization promotes support for the local community in meaningful ways through partnering with higher education institutions; a community group is a case of people having a common purpose of social interest providing mutual support, while an organization is a CSO. ^{42 43 44}
3.	Civic Learning	An element of service-learning refers to the process of generating knowledge, skills and attitudes, values and behaviours towards social commitment and effective engagement with local community members; it is a process supporting the design, implementation, and assessment of the learning and includes preparing for effective civic engagement. ^{45 46}
4.	Civic Learning Goals	Goals revealing how students develop their commitment to the local community throughout their student experience and beyond are identified from two component perspectives: civic competencies (knowledge and skills related to a local community and a social need) and civic engagement (disposition and participation related to the personal, civic responsibility and

⁴² **Bringle, R. G., & Hatcher, J. A. (2002).** *Campus-community partnerships: The terms of engagement.* University of Nebraska. Retrieved from <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1018&context=slcepartnerships>.

⁴³ **Campus Engage. (2018).** *How to partner your organization with a higher education institution.* Retrieved from <https://www.campusengage.ie/wp-content/uploads/2018/12/Campus-Community-Partnerships-WEB.pdf>.

⁴⁴ **Anderson, P. (n.d.).** *A local community group.* Retrieved from <http://www.psawa.com/ALocalCommunityGroup.html>.

⁴⁵ **Bringle, R. G., & Clayton, P. H. (2021).** Civic learning: A sine qua non of service learning. Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2021.606443/full>.

⁴⁶ **Center X. (n.d.).** *What is civic learning?* Retrieved from <https://centerx.gseis.ucla.edu/leade/civic-learning/>

		concrete involvement). These goals should be refined before beginning a SL project. ^{25 47}
5.	Civil Society Organisation (CSO)	CSO is any non-profit, voluntary citizens' group that is organized on a local, national, or international level. A CSO operates in a community in a way that is distinct from both government and business. It performs a variety of services and humanitarian functions that profit beneficiary groups. CSOs are fundamental stakeholders within the SL projects.
6.	Community-Based Learning (CBL)	CBL is a pedagogical method where teachers connect the teaching content to different communities and their history, cultural heritage, natural environments etc, sometimes used with terms, such as: community-based education, place-based learning, service-learning. ^{48 49}
7.	Community Engagement	It refers to the active, voluntary participation of individuals in a community or group with the aim of making a positive contribution. This often involves action taken to improve collective well-being, solve local problems or support initiatives that benefit the community. For a student, it takes the form of voluntary participation in activities outside the strictly academic framework, with the aim of making a positive contribution to the local community or to social causes. Within the academic framework, this can take the form of an option or a bonus rewarded by ECTS credits in their curriculum.
8.	Community Engaged Department	An institutional structure established within an institution (including universities) to support SL cooperation through connecting resources with community challenges and actions, attracting more engaged staff and students; such a structure would strongly enhance the university's civic mission and contribute to the SL institutionalization; in some cases, an

⁴⁷ **Illinois State University.** (n.d.). *Civically engaged learning goals*. Retrieved from <https://civicengagement.illinoisstate.edu/faculty-staff/learning-goals/>.

⁴⁸ **Community-Based Learning.** (2014). *The Glossary of Education Reform*. Retrieved from <https://www.edglossary.org/community-based-learning/>.

⁴⁹ **Community-Based Learning: Service Learning.** (n.d.). *Center for Innovation in Teaching & Learning*. Retrieved from <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/community-based-learning-service-learning>.

		institutional structure has the form of a centre, for example, Centre for Community Engagement. ^{50 51 52}
9.	Community Partner	All kinds of institutions/organizations can get engaged in civic engagement projects/initiatives and SL partnerships, for example, local businesses, nonprofits, and government agencies; these partners provide real-life experiences to students and are willing to allocate their resources in their committed action. ^{53 54}
10.	Community Service	The work of students in volunteer activities, when the focus is to improve the quality of life for local citizens, is about doing a service for someone else with no expected compensation in return. ^{55 56}
11.	Critical Thinking	This is the ability to effectively analyse and evaluate information or an issue in order to form a judgment. To think critically, you must be aware of your biases and assumptions when encountering information and apply consistent standards when evaluating sources. In order to complete an SL project, critical thinking is necessary.
12.	Curriculum Development	This is a plan for either a course or a study programme that enhances teaching and learning; an effective curriculum development process refers to planning, developing,

⁵⁰ **Ball State University, Office of Community Engagement.** (n.d.). Retrieved from <https://www.bsu.edu/about/administrativeoffices/community-engagement>.

⁵¹ **California State University, Center for Community Engagement.** (n.d.). Retrieved from <https://www.calstate.edu/impact-of-the-csu/community/center-for-community-engagement>.

⁵² **University of Rochester, Center for Community Engagement.** (n.d.). Retrieved from <https://www.rochester.edu/college/cce/>.

⁵³ **Sudderth, A.** (n.d.). *How schools can engage community partners.* Retrieved from <https://xqsuperschool.org/high-school-community/how-to-engage-community-partners/>.

⁵⁴ **Texas A&M University.** (n.d.). *Texas Target Communities: Become a community partner.* Retrieved from <https://www.arch.tamu.edu/impact/centers-institutes-outreach/txtc/old-get-involved/become-a-community-partner/>

⁵⁵ **Western Connecticut State University.** (n.d.). *Community engagement definitions.* Retrieved from <https://www.wcsu.edu/community-engagement/definitions/>

⁵⁶ **Baldwin County Board of Education.** (2012). *The true meaning of community service.* Retrieved from https://www.bcbe.org/site/handlers/filedownload.ashx?moduleinstanceid=25136&dataid=28732&FileName=NHS-What%20is%20Community%20Service_.pdf.

		implementing, and evaluating the programme. SL can be a curriculum model. ^{57 58 59}
13.	Experiential Learning	This is learning from experience or learning by doing, considering the cycle of experience, reflection, thinking, and action. It is a process where students get engaged in real-world cases, connecting theories and knowledge to effective situations. Forms of experiential learning include community service, service-learning, students' research, studying abroad, internships, and capstone/case-study projects. ^{60 61}
14.	Professional Network	This is a relationship in the field of expertise based on mutual interests and exchanges for all parties' benefit; in the field of SL networks, there are formal, non-formal and informal SL national and international networks; they contribute to the continuity of collaboration and generate sustainability in the field of SL. ⁶²
15.	Reflection	This is to critically think and analyse responses to the SL actions and initiatives in the context of the course content and the learning objectives based on personal experience, sharing the lessons learned from the engagement; it refers to new interpretations of events and actions and can take place before, during or/and after the service project. Reflection can be a group/team discussion, a paper or a presentation, a portfolio, etc. ^{63 64}

⁵⁷ **William & Mary School of Education.** (n.d.). *The importance of curriculum development in enhancing teaching and learning.* Retrieved from <https://counseling.education.wm.edu/blog/the-importance-of-curriculum-development-in-enhancing-teaching-and-learning>.

⁵⁸ **Connecticut State Department of Education.** (n.d.). *A guide to curriculum development: Purposes, practices, procedures.* Retrieved from https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf.

⁵⁹ **SAGE Publications.** (n.d.). *The fundamentals of service learning as a curriculum model.* Retrieved from https://uk.sagepub.com/sites/default/files/upm-assets/9320_book_item_9320.pdf.

⁶⁰ **Experiential Learning Institute.** (n.d.). *What is experiential learning?* Retrieved from <https://experientiallearninginstitute.org/what-is-experiential-learning/>.

⁶¹ **Kent State University.** (n.d.). *What is experiential learning and why is it important?* Retrieved from <https://www.kent.edu/community/what-experiential-learning-and-why-it-important>.

⁶² **European Association of Service-Learning in Higher Education (EASLHE).** (n.d.). Retrieved from <https://www.easlhe.eu/>.

⁶³ **Centre for Innovative Teaching and Learning at Indiana University.** (n.d.). *Reflection in service learning.* Retrieved from <https://citl.indiana.edu/teaching-resources/teaching-strategies/reflection-service-learning/index.html>

⁶⁴ **California State University Channel Islands, Centre for Community Engagement.** (n.d.). *Reflection.* Retrieved from <https://www.csuci.edu/communityengagement/servicelearning/Reflection.htm>

16.	Service-Learning (SL)	In higher education, this 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 recognized with ECTS (EASLHE, 2021).
17.	Service-Learning Training Course	This training programme is organized to learn the fundamentals of service-learning, including its definition, objectives, methodology, and benefits, to have a better understanding and knowledge about SL and implement the practice from the theory.
18.	Service-Learning Evaluation	This is the process of evaluating the success of a SL project during its whole duration, including different possible evaluations through deliverables, returns of experiences, and a final presentation to provide the students the final credits, ECTS, of the SL project that are considered in their degrees.
19.	Service-Learning Project	This is a SL project is a project that students carry out as part of their university degree, which is rewarded with ECTS credits after completing a service-learning training course with the aim of having a social impact. It implies the collaboration between three mandatory stakeholders: students, teaching staff and CSOs.

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Appendices

Appendix 1. Project Data Sheet

Master 2 Sustainable development and territorial governance of Mediterranean and international projects – (Marseille - Classic rhythm - Ms. Emmanuelle Moustier)

(Institute of Public Management and Territorial Governance)

Study on the obstacles to international mobility for young people with fewer opportunities in the Southern France Region

Presentation of the CSO partners

Regional Academic Delegation for Youth, Commitment and Sports

In each French region, the Regional Academic Delegation for Youth, Commitment and Sports (DRAJES) is a decentralized department of the French government responsible for implementing public policy in the fields of youth, commitment, sport and community life.

Among other missions, the DRAJES works to open up the region internationally through a wide range of partnerships (with local authorities, associations, public establishments, etc.). One of the objectives of its international outreach strategy is to develop information and support for young people in their commitment and international mobility projects, to encourage global citizenship and the acquisition of skills for a better understanding of the globalized world around us. One of the objectives of its international outreach strategy is to develop the information and support available to young people in their engagement and international mobility projects, to encourage global citizenship and the acquisition of skills for a better understanding of the globalized world around us.

Eurasia Net Association

The Marseille-based association Eurasia Net has been working to promote interculturality, boost young people's skills and support citizen projects since 2013. In particular, it works on projects to accompany young people without diploma requirements on international mobility projects (Europe and Asia) as part of the Civic Service volunteer programme and other European programs. The association accompanies young people before and after their mobility to help them develop their educational path and commitment to local development. The association uses non-formal education methods to help young people gain self-confidence and dare to think, create and improve ideas and projects while integrating a perspective that addresses social and environmental issues. Eurasia Net's experience in supporting young people since 2013 has enabled us to gain a better

understanding of their obstacles, modes of communication and levers while developing a solid knowledge of the Aix-Marseille area.

Context

We are already aware of the added value of international mobility (autonomy, curiosity, adaptability, interpersonal skills, networking, learning a foreign language, working methods, etc.). However, there are still many objective and subjective barriers (language barriers, communication skills, personal emotional barriers, lack of access to information, financial difficulties, family barriers, etc.). Our analysis of these barriers in the Provence Alpes Côte d'Azur territory will allow us to propose new strategies to remove them. The ultimate goal is to enable more young people to live an international experience that brings new perspectives, especially among those most remote from mobility.

As part of their work with young people, Eurasia Net and DRAJES cooperate with local prescribers. Prescribers are local political and associative actors (e.g. local missions, local associations, employment Centres, socio-cultural Centres, etc.) whose aim is to provide socio-cultural support and to ensure the integration of young people through employment and training and who are therefore in contact with local young people on these issues.

Suggested study

The proposed study is at the crossroads of applied research, public policy and survey methodology.

This project is a regional study aimed at investigating the **obstacles to young people's involvement** in international mobility projects (such as volunteering/internships or other types of individual or group mobility).

Target audience: young people (aged 15 to 30) from priority neighbourhoods, at least in the city of Marseille and possibly in other cities, depending on the feedback from the prescribers. A large proportion of the young people living in these neighbourhoods are young people with fewer opportunities, i.e. *« young people who are at a disadvantage compared to their peers due to one or more factors of exclusion or obstacles they face, which may be socio-economic, geographical, due to disability or linked to discrimination⁶⁵ »*.

The aim of the study is to (1) review existing surveys and projects on the obstacles to youth involvement and mobility, (2) develop and implement a new survey protocol for the target geographical area, and (3) compare it with the public policies proposed by the DRAJES, with a view to making recommendations for adapting and/or developing existing measures, taking into account the obstacles and levers identified.

⁶⁵ **European Commission.** (2023). *European Solidarity Corps guide 2023*. Retrieved from https://youth.europa.eu/d8/sites/default/files/inline-files/european_solidarity_corps_guide_2023_en.pdf.

Request

The DRAJES and Eurasia Net propose Master 2 students a 2-phase intervention:

Phase 1 - Literature review and survey methodology

- Analysis of the existing literature on surveys and projects already carried out on the obstacles/opportunities to engagement and international mobility at a national and regional level to draw up an initial list of existing obstacles already identified, which will serve as a working basis for the survey methodology.
- Learn about the public policies in place for young people in the region
- Development of a survey protocol with (1) prescribers and (2) young beneficiaries.

Two interview guides can be proposed: a first guide aimed at prescribers accompanying local young people and a second aimed at local young people. A qualitative survey (directive, semi-directive or non-directive interviews) can be proposed, and it can be conducted face-to-face, by videoconference, or by telephone. It is important to remember to transcribe any extracts that may provide examples for reflection and complete the bibliographical sources in writing.

Deliverables Phase 1:

- Deliverable 1.1: Existing situation analysis file: summary report on the obstacles/opportunities to international mobility identified through the literature review.
- Deliverable 1.2: Survey protocol (questionnaires/interview guides) explaining the choice of methodology and its potential limitations

Phase 2 - Additional survey and recommendations for new public policies

- Carry out the field survey among the prescribers accompanying the young people and identify times for meetings between prescribers and young people in order to carry out the survey among the young people. A database of prescribers to contact in order to meet them is available in the information provided by Eurasia Net
- Participate in meetings between prescribers and young people
- Carry out an analysis of the obstacles and opportunities applied to the defined geographical area
- Recommend ways of developing public policy to meet the specific needs of the area.

Deliverables Phase 2:

- Deliverable 2.1: Analysis of survey data to identify existing obstacles yet to be overcome.
- Deliverable 2.2: White paper with public policy recommendations to support participation in community involvement and international mobility projects for young people who are often far away from existing international mobility programs.

Project steps (indicative and subject to change)

Initial framing	
Presentation of the study - 1st session Teaching Unit Project management	October 19th 2023
Introductory session with selected students	Week of October 23rd, 2023
Phase 1: literature review & proposal for an additional survey	
Deliverables 1.1 and 1.2	November 2023
Phase 2: Additional survey and new public policy recommendations	
Conducting the field survey	Dec 2023/January 2024
Deliverable 2.1	February 2024
Deliverable 2.2	Before March 12th 2024
Writing and feedback	
Pedagogical report with E. MOUSTIER and Solange - 11th March	
Presentation of the expected pedagogical deliverables & Restitution in plenary session (Master's supervisor and referent teacher at the University + DRAJES + Eurasia Net + prescribers if available)	March 19th 2024
The final version of the deliverables	Before April 5th 2024

Pedagogical supervision

Students will be supervised by Marielle DUPONT at Eurasia Net and Nicole SUAREZ at DRAJES to monitor the deliverables. They will be guided by their Master's teaching staff for methodological support.

Information provided by Eurasia Net and DRAJES

CSO partners have shared documents with the students to facilitate their work:

- Information about existing engagement and international mobility programs
- Surveys and projects already carried out on the obstacles/opportunities to international mobility at a national and regional level to draw up an initial list of existing obstacles already identified, which will serve as a working basis for the survey methodology,

- A 'preliminary' analysis of existing surveys that can serve as a basis for Deliverable 1.1
- Public policies in place for young people in the region
- Database of local prescribers to contact for surveys

Appendix 2. Partnership Agreements / Memorandum of Understanding

Examples of Embedding SL Aspects in Partnership Agreements – Case of UB

Taking into account the requirements of the Higher Education Law no. 199/2023, ARACIS Standards for Quality Assurance and Standards and the Guidelines for Quality Assurance in the European Higher Education Area [...] and the Sustainable Development Goals adopted in 2015 by the United Nations General Assembly, which generate the need to establish conditions designed to ensure:

- [...]
- The ability of students/graduates to become more civic engaged for the benefit of local communities;
- Increasing the students' and graduates' engagement towards the sustainable development goals requirements;
- Increasing the level of information and knowledge development for the whole academic community;

This collaboration agreement has been concluded between: [...].

The purpose of the collaboration agreement is the inter-university partnership, or between the university and the business representatives, in order to [...] as well as to strengthen the means of implementation and revitalization of the Global Partnership for Sustainable Development, through the development of knowledge and the promotion of examples of good practice, by stimulating civic initiatives in line with the objectives of sustainable development, by [...].

To achieve the object and purpose they have undertaken, the Parties may carry out the following activities:

- [...];
- The promotion of different forms of equitable inter-sectoral and cross-sectoral collaboration to achieve the objectives of sustainable development until 2030 by common agreement and in line with the institutional mission of each party;
- Involvement in the organization and implementation of “Open Lab” events/projects responding to social needs;
- Initiating and promoting responsible and innovative education, research, cultural exchanges, and civic action, generating civic competencies through involvement in sustainable activities, carried out in line with sustainable development objectives, which will address essential and practical societal challenges.

[...]

Appendix 3. Syllabi Integrating SL Projects and ECTS

Examples of Embedding SL Projects in the Syllabi – Case of UB

Subject: Marketing

Distribution of time (hours):

- [...];
- Other activities: Theoretical and/or applied analysis (service-learning type) of the subject area at the level of an identified community [25]

ECTS for the SL activity: 1

Evaluation:

- Course: Final exam consisting of the combination and appropriate use of integrated, coherent and dynamic knowledge (for example, grids, true/false, essay, etc.).
- Seminar: the answers to the practical work, including involvement in the community (service-learning type), periodic testing through control works, and continued testing throughout the semester.

Subject: Creation of Teaching Materials for the Discipline of Chemistry

Distribution of time (hours):

- [...];
- Other activities: service-learning project "Chemistry Goes Outdoors" [50].

Task: Identifying a community need and implementing a SL project. Objectives of the SL project:

The objectives of the service-learning project are:

- O1. Application of academic knowledge and skills for meaningful community service.
- O2. The acquisition of specific transversal skills.
- O3. Adapting the service to the specific needs of children, middle school and high school students.
- O4. Achieving academic, civic and emotional engagement of students and pupils and educating them in both content and values.
- O5. Enhancing student learning and recognizing community needs and social responsibility by participating in the broader contexts of the service-learning program.

ECTS for the SL activity: 2

Evaluation:

Competencies evaluated	Unsatisfactory (0 points)	Satisfactory (1 point)	Good (2 points)	Excellent (3 points)
The actual individual work.	The student did not get involved in the project.	The student partially answered the requirements but did not respect the teaching deadlines.	The student fully answered the requirements but did not respect the teaching deadlines.	The student partially answered the requirements and respected the teaching deadlines.
Collaborative work. Adaptation to group dynamics and teamwork.	The student did not integrate into the group and did not follow the instructions.	The student did not integrate into the group but followed the instructions.	The student integrated into the group but did not follow the instructions.	The student joined the group and followed the instructions.
The ability to design and prepare experiments adapted to the needs of the beneficiaries.	The student did not design or prepare original experiments for the project.	The students designed and prepared original experiments for the project, but they made numerous content mistakes and were not adapted to the project's objectives or the needs of the beneficiaries.	The students designed and prepared original experiments for the project, and they had no content mistakes, but they should have been better adapted to the project's objectives or the needs of the beneficiaries.	The students designed and prepared original experiments for the project; they had no content mistakes, were of high quality, and were adapted to the project's objectives and the needs of the beneficiaries.
The ability to design and create didactic materials adapted to the proposed	The student did not design or create original teaching materials for the project.	The student designed and created original didactic materials for the project, but	The student designed and created original didactic materials for the project,	The student designed and created original didactic materials for the project, they had no

experiments.		they had numerous content mistakes, they were not adapted to the proposed experiments.	they had no content mistakes, but they should be better adapted to the proposed experiments.	content errors, were of high quality and were adapted to the proposed experiments.
The ability to deliver a practical workshop and to communicate effectively	The student does not effectively communicate the necessary concepts, and the beneficiaries do not understand.	The student does not communicate the necessary concepts effectively, but the beneficiaries understand.	The student effectively communicates the necessary concepts, but the beneficiaries do not fully understand.	The student effectively communicates the necessary concepts, and the beneficiaries fully understand.

Subject: Perspectives in psycho-pedagogical recovery

Distribution of time (hours):

- [...];
- Other activities: theoretical/applicative service-learning analysis of the educational-remedial intervention at the level of a community with special educational requirements [25]

ECTS for the SL activity: 1

Task: Service-Learning: practical applications (e.g. "Therapeutic gardens")

Evaluation: Active participation in teaching activities (including community involvement in service-learning projects).

Appendix 4. Volunteering Process based on National Regulation

Selection of Romanian Rules – Case of UB

Law no. 78/2014 on the regulation of volunteer activity in Romania

The volunteer contract must contain the following clauses:

- identification data of the contracting parties;
- description of the activities to be performed by the volunteer;
- the time and period of volunteer activity;
- the rights and obligations of the parties;
- establishment of professional requirements, social skills, development interests, health requirements, confirmed by health certificates or other documents;
- conditions for termination of the contract.

Regulation on Volunteering ECTS at the University of Bucharest (Adopted in 2020);

- This regulation describes how ECTS for volunteering can be awarded for students' activities: A semester non-transferable study credit, awarded in the ECTS system, specified in the Diploma Supplement and following the regime of elective subjects;
- Volunteering Committee at the University level – a committee appointed by the rector's decision, consisting of the vice-rector responsible for student activities, who exercises the capacity of chairman of the committee, two teaching staff nominated by him and a student nominated by the Student Affairs Council; its role is to monitor volunteering activity in the university and to provide support to faculty committees;
- Volunteering Committee at Faculty level - committee appointed by the dean's decision, formed by the vice-dean responsible for student activities, who exercises the capacity of chairman of the committee, two teaching staff nominated by him and two students, one nominated by the student representatives in the Faculty Council and one nominated by the legally constituted student organizations, recognized by the university, which carry out their activity of representation at the faculty level. A similar committee will be set up at the faculty level to resolve appeals to the grade awarded, if necessary - the Voluntary Commission for the Resolution of Appeals at the Faculty level.
- Evaluation: Admitted/Rejected.

Appendix 5. Service-Learning Project Catalogue

Summary

1. Reminder: What is Service-Learning?
2. About our project: KA2 SL-ICP Project
3. Service-Learning Initiatives: Summary of Service-Learning Projects from 5 Partner Universities
4. Detailed Overview of Service-Learning Projects
 - i. Shepard and Island Project by AMU
 - ii. Improving the life of seniors II by NKUA
 - iii. Cultivating Knowledge and Care by SUR
 - iv. Seniors in Green by UAM
 - v. Chemistry Goes Outdoors by UB
 - vi. Study on the obstacles to international mobility for young people with fewer opportunities in the Southern France Region by Eurasianet
5. Bibliography

1. Reminder: What is Service-Learning?

Service-learning is an experiential educational method in which students engage in activities that address genuine human, social and environmental needs and challenges from a social justice perspective. By integrating community service with the academic curriculum, service-learning enriches learning and, at the same time, fosters civic engagement among students. ([EASLHE, 2021](#))

Within **higher education**, service-learning embodies the institutional commitment to the EU Agenda for Higher Education (2017; art. 2.2), which urges universities to “not be ivory towers, but civic-minded learning communities connected to their communities”. This claim emphasises the importance of universities actively engaging with and contributing to fairer and more democratic societies.

This method can be used in any undergraduate or postgraduate degree to teach civic responsibility, improve the learning experience, and strengthen communities through action and critical reflection. Its integration into the curriculum can take different forms; it can be integrated into the teaching syllabus of regular courses, internships, and final bachelor and master thesis programs, but it can also be a specific service-learning course. Service-learning is always recognized with ECTS ([EASLHE, 2021](#)).

2. About our project: KA2 SL-ICP Project “Service-Learning: Intersectoral Collaboration Practices for the Development of Students’ soft Skills and socially engaged universities (SL-ICP)”

Service-Learning (SL) is an innovative pedagogical approach that integrates meaningful community service into the curriculum and offers academic credit to students for the learning that derives from active engagement within the community and work on a real-

world problem. Reflection and experiential learning strategies underpin the process, and the service is linked to the academic disciplines under study.

“Service-Learning: Intersectoral Collaboration Practices for the Development of Students’ Soft Skills and Socially Engaged Universities” (SL-ICP) is a two-year project (15/11/2022-14/11/2024) funded by Key Action 2 Cooperation Partnership - Higher Education. It aims to bring awareness about SL as a pedagogical methodology at European universities and support all involved stakeholders (academics, students, and civil society organisations) in establishing and cementing systematic collaborations in the higher education system with civil society organisations. The innovative learning and teaching practices implemented through SL are ideal for students who wish to gain diverse soft and hard skills as well as field experiences necessary for the work market.

There are six partners in this project, five universities (all of them members of CIVIS Alliance) and one coordinating NGO, the following:

- Eurasia Net (French NGO): In charge of the management and global coordination of the project;
- National and Kapodistrian University of Athens (NKUA), Greece: Responsible for the mapping and analysis of current SL practices in partner universities;
- Autonomous University of Madrid (UAM), Spain: Responsible for the training of the academic staff of the partner universities in SL methodology and implementation;
- University of Aix-Marseille (AMU), France: Assigned to promote SL projects at local and European level through events involving the stakeholders;
- University of Bucharest (UB), Romania: Responsible for creating a guide on the implementation of SL projects and organising a European Forum on SL in June 2024;
- Sapienza University of Rome (SUR), Italy: In charge of the communication, dissemination and promotion of SL teaching.

3. Service-Learning Initiatives: Summary of Service-Learning Projects from 5 Partner Universities

The Service-Learning Projects Catalogue aims to showcase a variety of SL initiatives undertaken by each partner. Its primary goal is to inspire academic staff across universities, both within and beyond the consortium. For further information on specific projects, please feel free to reach out to the relevant partner involved in the project.

AMU

- Contact person for KA2-SL-ICP project: **Valerie Caraguel** (CIVIS Open Lab Coordinator) / valerie.caraguel@univ-amu.fr
- Project’s responsible teacher: **Philippe Mouron** (Master Digital Law) / philippe.mouron@univ-amu.fr

NKUA

- Contact person for KA2-SL-ICP project: **Dr Marlen Mouliou** (NKUA Open Lab Coordinator / Assistant Professor of Museology) / mmouliou@arch.uoa.gr
- Project’s responsible teacher: Prof. Ipatia Doussis-Anagnostopoulou (NKUA Medical School)/ ipatiada@med.uoa.gr

SUR

- Contact person for KA2-SL-ICP project: **Cristina Giudici** (Coordinator of the doctoral curriculum in Demography) / cristina.giudici@uniroma1.it
- Project's responsible teacher: **Emiliane Rubat du Mérac** (Experimental Pedagogy at the Department of Social and Developmental Psychology) / emiliane.rubatdumerac@uniroma1.it

UAM

- Contact person: María Luisa Santos Pastor (Universidad Autónoma de Madrid) / marisa.santos@uam.es

UB

- Contact person for KA2-SL-ICP project: **Prof. Magdalena Platis** (Vice-Rector) / magdalena.platis@unibuc.ro
- Project's responsible teacher: **Delia Laura-Popescu** (Faculty of Chemistry) / delia.popescu@chimie.unibuc.ro

Eurasia Net

- Contact person for KA2-SL-ICP project: **Marielle DUPONT** (KA2_SL-ICP Project manager) / cooperation@eurasianet.eu
- Project's responsible teacher: **Emmanuelle MOUSTIER** (Economic Development And Evaluation Of International Public Aid (Mediterranean)) / emmanuelle.moustier@univ-amu.fr

Shepard and Islan Project by AMU

The Shepard and Islan Project, operating under the initiative "Illuminate to Engage," is a collaborative endeavour led by students and faculty from the University of Aix-Marseille. With a focus on combating LGBTQIA+ discrimination, the project integrates academic knowledge with community engagement to illuminate societal issues and inspire action.

The service objectives of the Shepard and Islan Project - Illuminate to Engage revolve around actively engaging with the community to address LGBTQIA+ discrimination and promote awareness and inclusion. Through collaborative efforts with various stakeholders, including media outlets like Têtu, governmental bodies like the French Ministry of Culture, and esteemed organisations like Amnesty International, the project aims to amplify its impact and advocate for social change.

On the other hand, the learning objectives focus on the academic and personal growth of the participating students. Through their involvement in the project, Master 1 students in Digital Law, Master 2 students in Law of Artistic and Digital Creation, as well as students in DEUST (theatrical training), Art History, and Fine Arts gain practical experience in applying theoretical knowledge to real-world scenarios. They develop essential skills in communication, collaboration, and problem-solving while also deepening their

understanding of social justice issues and community engagement. Additionally, the project serves as a platform for students to explore interdisciplinary approaches and foster a sense of responsibility towards creating a more equitable society.

Commencing in July 2023, the project's journey began with drafting initial texts, followed by rigorous auditions and rehearsals involving students from various departments, including Law, Theatre, and Art. These activities, held on Fridays and supplemented by weekend sessions, have been pivotal in shaping a thought-provoking theatrical performance and immersive exhibition experience.

Under the guidance of law professor Philippe Mouron, students delve into legal frameworks, artistic expression, and social activism, merging theoretical insights with practical application. This holistic approach not only enriches their academic journey but also fosters a deeper understanding of social justice and community engagement.

With exhibitions scheduled at prominent venues like "Le Cube" in Aix-en-Provence and "La Turbulence" in Marseille in April and May 2024, the Shepard and Islan Project - Illuminate to Engage stands as a beacon of advocacy, empowerment, and inclusivity. Through collaborative efforts and meaningful dialogue, the project seeks to ignite positive change and create a more equitable society for all.

[Improving the life of seniors II by NKUA](#)

This project focuses on improving the overall quality of life of seniors residing permanently in Non-Profit Care Homes (NPCH). It is an extension of a previous SL programme that was implemented successfully as part of the CIVIS Open Labs.

The main partners are the MSc "Physiology of Aging and Geriatric Syndromes" of the NKUA's Medical School, the NGO Mission "ANTHROPOS", and the Henry Dunant Hospital Center, as part of their Corporate Social Responsibility Program. In an increasingly ageing society, where more and more people are moving to care homes to spend the last years of their lives, this project is addressing the real issues the seniors face: isolation, loneliness and suffering from usual geriatric syndromes. While aiming at psychologically and physically improving their life, the objective is achieved in three ways:

- 1) Mobilising seniors: Seniors in NPCH had regular intergenerational online meetings with high school student volunteers for a period of six months, who mobilised them through various activities. SL Participants attended the meetings and proposed activities that benefitted the seniors, evaluating their implementation and re-designing activities along with the students.
- 2) Offering Comprehensive Geriatric Assessment: A selected number of seniors that qualified, according to well-defined medical criteria (score of the Clinical Frailty Scale), went through the Comprehensive Geriatric Assessment, a multidisciplinary clinical exam aiming at reducing their state of frailty, by proposing interventions to improve their wellbeing. SL Participants attended the assessment and conducted follow-ups on the implementation of the instructions by visiting the NPCHs regularly, offering suggestions based on their findings, discussing with both seniors and caregivers and tackling various issues that emerged. They will also attend the second

examination, conducted 8-12 months after the first one, where the results of the interventions will be medically evaluated.

- 3) Training the caregivers: A series of online seminars on the prevention and treatment of geriatric syndromes was designed for caregivers of NPCH, aiming at offering state-of-the-art knowledge on how to take care of seniors and prolong their level of independence. It was also helpful for caregivers to understand the reasoning behind certain interventions and improve their professional skills overall. SL participants designed questionnaires to better identify the specific areas the caregivers were more interested in, assisted the organization, participated in the presentation of the seminars, and reported on their overall outcome, helping with their professional and academic knowledge.

The SL participants are second-year MSc students in the “Physiology of Aging and Geriatric Syndromes” programme from multidisciplinary backgrounds (medicine, physiotherapy, nursing, nutrition) and different age groups. They have enrolled in this project voluntarily as part of their practicum, and their participation lasts two semesters.

Cultivating Knowledge and Care by SUR

The service-learning project, titled "Cultivating Knowledge and Care," was conducted at Sapienza University with 20 first-year students from the Educational Sciences programme and six individuals with visual disabilities. The project was led by Prof. Emiliane Rubat du Mérac, running from November 2023 to June 2024, and aiming to develop environmental sustainability skills through gardening and plant care while providing an inclusive educational experience.

The project encompassed several phases: 1. Preparation, which involved designing the curriculum, developing accessible materials, and training educators; 2. Planning; 3. Conducting sessions, evaluation, and reflection; and 4. Celebration and dissemination.

Throughout the project, university students designed and led practical sessions focused on gardening fundamentals, sustainable cultivation practices, and cooking with garden produce. These sessions, held for three hours per lesson, engaged participants in hands-on activities, enhancing their sensory skills, knowledge, and abilities. Notably, the project facilitated meaningful exchanges between students and participants, fostering mutual learning and personal growth.

Continuous evaluation was integral to the project, utilising the online tool Padlet for participants to share reflections on their experiences. Those asking to delve deeper provided supplementary reports at the course's conclusion.

As a culmination, a group project involved exploring edible plants in Villa Mirafiori Park. A banner featuring plant pictures, recipes, sensory descriptions, locations, and harvest seasons was created, with QR codes providing accessibility features for the visually impaired. This banner was prominently displayed in the Science Education and Philosophy building, serving both educational and dissemination purposes.

The project's impact extended beyond educational boundaries, exemplified by community engagement initiatives. For instance, students passionate about visual impairment organised inclusive games during the Day on Sport and Disability, enriching their understanding through supplementary courses on media, supports, games, and adaptive sports. Visually impaired participants attended university events, fostering a sense of belonging and community integration.

A significant achievement was the project's recognition at the "SERVICE-LEARNING AWARD" competition, where a student and a peer with disabilities presented it. The project was honoured as the best service-learning initiative at Sapienza University, affirming its success in promoting inclusivity, practical learning, and community engagement.

This course not only enhanced environmental sustainability skills but also nurtured empathy, collaboration, and a more equitable and interconnected community.

Seniors in Green by UAM

This service-learning project, called "Seniors in Green", is conducted at the Autonomous University of Madrid with second-year students from the bachelor's degree in Physical Activity and Sports Sciences (Faculty of Teacher Training and Education) and senior residents of the Dr. González Bueno Senior Residence, managed by the regional government of Madrid. It was implemented during the academic years 2022/23 and 2023/24. The goal is to enhance the quality of life of the elderly through physical activity in natural settings.

This project includes several phases: 1. Preparation (assessing needs and possibilities, managing agreements and permits); 2. Planning; 3. Conducting sessions, evaluation and reflection; 4. Celebration and dissemination.

University students design and conduct various practical sessions (nature walks, hiking, orienteering, Nordic walking, forest bathing, etc.) tailored to the needs and abilities of the elderly for an hour and a half, one day per week, from February to May. This improves the quality of life of this group by increasing their weekly physical activity, strengthening their connection with nature, and boosting their physical and mental well-being. Additionally, the relationships between both generations provide significant value, allowing students and the elderly to exchange knowledge and life experiences. Students gain real-world professional experience, consolidate their knowledge and skills, and develop a stronger sense of civic responsibility. They participate in real-life practical experiences, analyse challenges, reflect on improving their skills, and break stereotypes about the elderly.

The elderly become aware of the importance of staying active, discovering new activities, connecting with nature, and developing a greater awareness and appreciation for nature care and improvement. Most importantly, they highly value the relationships formed with the youth and the emotional bonds established with the students. They seek greater continuity of the project and the possibility of more frequent interaction with university students.

Chemistry Goes Outdoors by UB

Chemistry Goes Outdoors (acronym: ChemGO) is a Service-Learning (SL) project conducted within the course “Design of Didactic Materials”, offered to 2nd year students at the Master in Didactics of Chemistry of the Faculty of Chemistry, University of Bucharest. The 2023-2024 academic year was the first time in the Faculty of Chemistry when a SL project was included in a course syllabus, and students from a programme of study received ECTS for implementing it, paving the way to more initiatives of this kind in our faculty. This SL project aims to provide a service to children - secondary school and high school pupils from under-resourced schools -while simultaneously allowing the involved MSc students to acquire specific and transversal competencies through practical activities.

By bringing chemistry outside the confines of a traditional classroom, pupils are exposed to real-world applications and gain a deeper understanding of the subject through hands-on experiences. This approach fosters a sense of curiosity and engagement as pupils witness the practical relevance of chemistry in their surroundings. Additionally, taking chemistry outdoors promotes environmental awareness and encourages pupils to develop a sense of responsibility towards the natural world.

Throughout this SL project, MSc students are expected to fulfil multiple responsibilities, such as creating the project timeline (together with the coordinator), designing the chemistry workshops (documenting and creating experiments), designing and creating the didactical materials to be used during activities, promoting the results of the project, and reflecting on the outcomes. By connecting scientific concepts to the environment, this SL project not only enhances MSc students’ academic knowledge and their professional and personal development but also cultivates a sense of social responsibility and environmental stewardship.

To ensure the project's success, we collaborated with under-resourced schools and high schools whose students participated in our workshops and formed the project's target group. Additionally, the “Dimitrie Brandza ” Botanical Garden of the University of Bucharest provided a venue for our outdoor workshops, while an NGO with extensive experience in non-formal education projects for children supported the initiative through good practice exchanges.

The project was well received by all parties involved — secondary school and high school students from under-resourced schools, their teachers, and MSc students in Didactics of Chemistry — and we plan to continue and refine it in the coming years.

[Study on the obstacles to international mobility for young people with fewer opportunities in the Southern France Region by Eurasia Net](#)

This study aims to identify the obstacles that prevent young people with fewer opportunities from the Southern region of France from participating in international mobility projects such as volunteering, internships or other types of individual or group mobility.

The main objectives of the project are (1) to take stock of surveys already carried out on the obstacles to young people's engagement in international mobility (via other surveys/projects), (2) to develop and implement a new survey protocol for the target geographical area, and (3) to make recommendations for adapting and/or developing existing public policies schemes, taking into account the obstacles and levers identified. As can be seen, this study is at the crossroads of applied research, public policy, and survey methodology.

The research was conducted in Provence Alpes Côte d'Azur, the southern region of France, and its target audience was young people (aged 15 to 30) from priority neighbourhoods of the region, a large part of which are youth with fewer opportunities, meaning "young people who are at a disadvantage compared to their peers due to one or more factors of exclusion or obstacles they face, which may be socio-economic, geographical, due to disability or linked to discrimination".

The project was carried out by three students from Aix-Marseille University Master in 'Sustainable Development and Territorial Governance of Mediterranean and International Projects' with the support of Eurasia Net, the Regional Academic Delegations for Youth, Civic Engagement, and Sport (DRAJES) and their Master's teaching staff. Throughout the process, the students were able to develop their competencies in project management, social research, synthesis capacity and teamwork.

The implementation of the project was divided into two phases. During the first one, a literature review and an analysis of the existing public policies were carried out with the objective of drawing up an initial list of already detected obstacles and identifying the measures implemented in the region in order to reduce them. In addition, two survey protocols were developed, one for prescribers accompanying young people in the area and a second for the young people.

During the second phase, the field survey was carried out both among prescribers and young people, and the data was analysed in order to identify the existing obstacles. Finally, a white paper was written with public policy recommendations to support the participation of young people with fewer opportunities in international mobility projects.

4. Detailed Overview of Service-Learning Projects

✓ Shepard and Island Project by AMU

<p>BACKGROUND OF THE PROJECT</p>	<p>The initiative known as "Illuminate to Engage" began three years ago after winning a competition sponsored by the United States Embassy in France to combat discrimination. Initially composed of Master 1 students in Digital Law from Aix-Marseille University, the collective has since expanded its scope to address various forms of discrimination affecting the artistic community. The project has received prestigious awards in recognition of its impactful work, including the prize for the best discrimination-</p>
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	<p>fighting project from the United States Embassy and the Citizen Patent from the Camp des Milles Foundation.</p> <p>For its third campaign, the initiative has organised a memorial and performative photographic exhibition focusing on the fight against LGBTQIA+ discrimination. Leveraging the power of art to raise awareness and effect change, the exhibition aims to provoke reflection on the injustices faced by the LGBTQIA+ community. Through the tragic stories of Matthew Shepard and Islan Nettles, the exhibition seeks to foster solidarity and legal awareness regarding LGBTQIA+ rights in France and globally. Benefitting from diverse expertise and perspectives, this year's exhibition combines photography, stage performance, and legal discourse to convey its message effectively. The exhibition's scenography features 12 doors, each showcasing a photograph of a French LGBTQ+ student engaged in activities reflecting their individuality. Accompanied by theatrical performances highlighting various forms of discrimination and legal notices denouncing discrimination, the exhibition aims to resonate with audiences on regional, national, and international levels. The project's multidisciplinary approach is reflected in its team composition, which includes Master 1 students in Digital Law, Master 2 students in Law of Artistic and Digital Creation, as well as students in DEUST (theatrical training), Art History, and Fine Arts. This diversity of backgrounds enriches the project by providing different perspectives and approaches essential for addressing the complex challenges of discrimination in society. Ultimately, "Illuminate to Engage" aspires to spark meaningful dialogue on LGBTQIA+ rights, promote respect, and foster inclusion through the transformative power of art.</p>
<p>SOCIAL NEED</p>	<p>The social need addressed by this project is primarily the combating of discrimination against the LGBTQIA+ community. By creating an exhibition that showcases the cultural, memorial, and performative aspects of LGBTQIA+ experiences, the project aims to raise awareness about the discrimination faced by this community. Additionally, it seeks to promote social inclusion and acceptance by demonstrating the importance of accessibility to art and culture for individuals of all backgrounds, including those with disabilities. Furthermore, the project aims to foster collaboration and partnership with various organisations and media outlets to amplify its message and reach a wider audience, both nationally and internationally. Ultimately, the goal is to inspire action and promote societal change towards greater equality and justice for LGBTQIA+ individuals.</p>
<p>SERVICE OBJECTIVES</p>	<p>The service objectives of this project, in terms of serving society, include:</p>

	<ol style="list-style-type: none"> 1. <u>Raising Awareness</u>: The project aims to educate society about LGBTQIA+ issues, debunk misinformation, and promote understanding and acceptance of diversity. 2. <u>Denouncing Inequalities and Injustices</u>: Through the exhibition, the project seeks to shed light on societal inequalities and injustices faced by LGBTQIA+ individuals, thereby advocating for social change and equality. 3. <u>Paying Tribute</u>: The project honours the memory of individuals like Matthew Shepard and Islan Nettles, who lost their lives due to discrimination based on sexual orientation or gender identity, thus highlighting the consequences of discrimination and the need for societal change. 4. <u>Challenging Stigmatisation</u>: By showcasing photographs of LGBTQIA+ students and emphasising their individuality, the project aims to challenge stereotypes and stigmatisation, advocating for respect and acceptance. 5. <u>Promoting Rights and Freedoms</u>: The project underscores the importance of respecting the rights and freedoms of all individuals, particularly LGBTQIA+ individuals, contributing to a more inclusive and equitable society. <p>Overall, the service objectives of the project focus on promoting awareness, advocating for equality and justice, challenging stigma, and fostering respect and acceptance within society towards LGBTQIA+ individuals.</p>
<p>LEARNING OBJECTIVES</p>	<p>The learning objectives of this project encompass both specific contents and competencies of academic subjects or academic degrees, as well as transversal (generic) competencies. These include:</p> <ol style="list-style-type: none"> 1. <u>Legal Skills Development</u>: The project provides students with the opportunity to apply their legal knowledge and skills in a practical setting. They participate in drafting contracts and legal notes for the exhibition, enhancing their understanding of legal concepts and procedures. 2. <u>Interdisciplinary Collaboration</u>: Students from different academic backgrounds, including law, arts, and literature, collaborate on the project. This fosters interdisciplinary learning, allowing students to gain insights from diverse perspectives and develop skills in teamwork and communication. 3. <u>Professional Preparation</u>: Engaging in the project gives students a taste of real-world professional environments in the fields of arts, culture, and law. They learn to navigate professional settings, interact with partners and collaborators, and manage project tasks and responsibilities. 4. <u>Rigour and Attention to Detail</u>: The project requires students to maintain a high level of rigour and attention to detail in their

	<p>work. This helps them develop a critical eye for quality and thoroughness, essential skills for success in both academic and professional contexts.</p> <p>5. <u>Initiative and Leadership</u>: Students involved in the project demonstrate initiative and leadership by taking ownership of tasks, organising meetings with partners, and driving the project forward. This cultivates qualities of initiative, proactivity, and leadership, which are valuable in various professional settings. Overall, the project serves as a platform for students to develop specific academic competencies related to their field of study and transversal competencies such as interdisciplinary collaboration, professional readiness, attention to detail, and leadership.</p>
<p>LINK TO THE CURRICULUM</p>	<p>The subjects/curricular areas involved in this project include:</p> <ol style="list-style-type: none"> 1. <u>Human Rights and Fundamental Freedoms</u>: This encompasses the study of human rights law, focusing on the defence of individual liberties and the fight against discrimination. 2. <u>Property Law</u>: This subject deals with the legal rights and obligations related to property, including intellectual property rights such as copyright law. 3. <u>Contract Law</u>: Students engage with the principles and regulations governing contracts, which are essential for drafting agreements with project partners. 4. <u>Arts and Performance</u>: This includes subjects such as directing, staging, artistic direction, and scenography, which are integral to the creative aspects of the project. 5. <u>Practical Experience</u>: The project provides students with hands-on experience in applying legal knowledge and artistic skills in a real-world context, bridging theoretical learning with practical application. <p>Overall, the project draws upon a multidisciplinary approach, incorporating legal studies, artistic disciplines, and practical experience to address societal issues and promote social change.</p>
<p>ACTIVITIES</p>	<p>The activities carried out to achieve the project objectives include:</p> <ol style="list-style-type: none"> 1. <u>Finding Collaborators</u>: The team searched for a photographer to collaborate with, which is essential for capturing visual elements of the exhibition and conveying its message effectively. 2. <u>Conceptualization and Design</u>: The project manager, along with collaborators, conceived and designed the entire exhibition, ensuring that it effectively conveyed the intended message and themes.

	<p>3. <u>Scenography Development</u>: The project manager and a student specialising in scenography conceptualised how the exhibition would be presented physically, considering layout, aesthetics, and thematic coherence.</p> <p>4. <u>Artistic Direction</u>: The project manager took on the role of directing the scenic performance, working with collaborators to script and choreograph performances aimed at raising awareness of LGBTQIA+ discrimination.</p> <p>5. <u>Auditions and Rehearsals</u>: Regular auditions and rehearsals were conducted with students to prepare for the scenic performance, ensuring high-quality presentations during exhibition openings.</p> <p>6. <u>Communication and Outreach</u>: The team engaged in extensive communication efforts, reaching out to various stakeholders such as media outlets, museums, theatres, and associations to collaborate, secure exhibition venues, and raise awareness of the exhibition's themes.</p> <p>7. <u>Follow-up and Collaboration</u>: The team implemented a systematic follow-up process with associations and media contacts, aiming to secure collaboration opportunities and ensure active participation from partners.</p> <p>Overall, these activities were essential for realising the project's objectives of creating an impactful exhibition that raises awareness of LGBTQIA+ discrimination, promotes social change, and fosters collaboration and inclusivity within the community.</p>
<p>PARTNERSHIP</p>	<p>The partners of this project include:</p> <ol style="list-style-type: none"> 1. <u>Institute of Research and Studies in Information Law and Culture</u>: This institute, affiliated with the Faculty of Law and Political Science at Aix-Marseille University, has supported the project's financing needs. 2. <u>Faculty of Law and Political Science</u>: The faculty has allocated a grant under the Contribution to Student Life and Campus (CVEC) to support the project's activities. 3. <u>United States Embassy in France</u>: The embassy, along with several of its partners, including the McCain Institute for Combatting Discrimination and the Public University of Arizona, has provided support for the project. 4. <u>Camp des Milles Foundation</u>: This foundation supports the project as part of the UNESCO Chair "Education for Citizenship, Humanities, and Convergence of Memories." 5. <u>"Le Refuge " Foundation</u>: This foundation has partnered with the project, allowing the display of its logo on project materials and collaborating on events to combat LGBTQIA+ discrimination.

	<p>6. <u>Amnesty International</u>: Although still in preparation, a partnership with Amnesty International is planned for the project.</p>
<p>SYSTEMIC REFLECTION ACTIVITIES</p>	<p>1. <u>Reflection on Project Origin</u>: The project traces its roots back to an English class discussion about Matthew Shepard, indicating reflection on how his story relates to the broader issue of LGBTQIA+ rights.</p> <p>2. <u>Reflection on International Perspectives</u>: The project aims to showcase both French and American LGBTQIA+ experiences, prompting reflection on the global nature of LGBTQIA+ discrimination and the importance of addressing it from an international standpoint.</p> <p>3. <u>Reflection on Audience Engagement and Language</u>: Actors in the scenic performance had to adapt to audience reactions and carefully choose language to ensure inclusivity and avoid harm, leading to reflection on effective communication strategies and the impact of language on audience perception.</p> <p>4. <u>Reflection on Teamwork and Professional Development</u>: The project provided opportunities for participants to learn about teamwork during rehearsals and experience professional growth, particularly for those involved in exhibition development. This involved reflecting on interpersonal dynamics, skill development, and the application of theoretical knowledge in a practical setting.</p> <p>5. <u>Reflection on Legal and Ethical Considerations</u>: The drafting of contracts to protect the rights of actors and creators prompted reflection on legal and ethical responsibilities in project management. This aspect of the project linked service-learning experiences to the theoretical and methodological framework of legal studies, demonstrating an understanding of legal principles in practice.</p>
<p>EVALUATION</p>	<p>The project evaluation was overseen by instructors or supervisors from the Digital Law master's program, with each department within the project undergoing assessment. The communication department, associated with a course assimilated to the internship or research report, was evaluated based on its punctuality in publishing content on social networks and other web platforms, as well as its ability to simplify and disseminate the research conducted by the research department. This research department, affiliated with the Institute of Research and Studies in Information Law and Culture, was assessed on the relevance of its research and its connections with current events. The podcast department, part of another course, was judged on the quality of its outputs. Lastly, the</p>

	<p>artistic department, linked with the Faculty of Arts and specialised in exhibition curation, underwent evaluation based on the coherence of the exhibition with the campaign and its involvement in exhibition communication conducted by development officers. Evaluations likely occurred periodically throughout the project, conducted through observation, output review, and feedback sessions.</p>
<p>CELEBRATION</p>	<p>The project and its results will be celebrated during significant moments at the University, such as weeks dedicated to action against discrimination and graduation ceremonies. Additionally, key dates in the fight against LGBTQIA+ discrimination, including October for the potential signing of an AMU Charter (currently under discussion), will also mark the celebration. Currently, the exhibition is scheduled to be showcased from April 30th to May 3rd, 2024, at Le Cube in Aix-en-Provence and from May 14th to 17th in Marseille at La Turbulence.</p>
<p>DISSEMINATION</p>	<p>Communication and dissemination activities for the project include its promotion by the media outlet Têtu, which recommended it, and its participation in the Illuminate to Engage collective. This collective operates accounts on various social media platforms such as Instagram, X, Spotify, and TikTok to raise awareness about LGBTQIA+ discrimination. Têtu, a quarterly magazine and online platform focusing on LGBT+ issues played a significant role in endorsing the project. With a history of 25 years in combating LGBTQIA+ discrimination, Têtu is influential and often chosen by individuals for coming out stories. Their support is seen as an honour for the project.</p>
<p>CALENDAR/RESOURCES</p>	<p>The project timeline began in July 2023 with initial text writing, followed by actor auditions in September. Rehearsals have been held every Friday since the start of the academic year, with some weekends dedicated to creative residencies for optimal performance preparation. Photography sessions occurred from January to February, and exhibition purchases were made in February. Scenography construction took place in March, involving door base building and painting. Email communication and partner meetings commenced in September and continue to date. Exhibition dates were set for April 30th to May 2nd at "Le Cube" in Aix-en-Provence and May 14th to 16th at "La Turbulence" in Marseille. The Illuminate to Engage collective, guided by law professor Philippe Mouron, involves a diverse range of student participants, including those in law, theatre, and art. Additionally, a volunteer scenographer contributes to the project. Legal aspects of the exhibition are developed using various educational resources, including the university library's online tools.</p>

	<ul style="list-style-type: none"> - Technical Budget: 1,406.98 euros - Costume Budget: 218.98 euros - Set Budget: 1,405.00 euros - Communication Budget: 360.00 euros - Contingency Budget: 200.00 euros
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✓ Improving the life of seniors II by NKUA

BACKGROUND OF THE PROJECT	<p>The project is an extension of the programme “Improving the Life of Seniors” implemented in 2021-2022, a collaboration of the MSc “Physiology of Aging and Geriatric Syndromes” of the NKUA’s Medical School with the NGO Mission “ANTHROPOS” and was included in the CIVIS Open Labs. It combined the mobilisation and socialisation of seniors through online meetings with groups of high school students, as well as the training and empowerment of their caregivers by the PA GE teaching staff and students of the MSc. At the end of the seminars, the MSc students compiled a Best Practice Geriatric Guideline for Caregivers in Care Homes, uploaded on the websites of both the MSc and the NGO. As was evident from the Social Impact Measurement Study that was conducted, the programme was very successful and presented an index of 5.22:1, meaning that for every 1€ that was invested, the programme produced 5.22€ in social value. This inspired the partners to take the project one step further, taking into account the feedback of everyone involved. The programme “Improving the Life of Seniors II” has retained the main elements of the previous one, with the addition of the Comprehensive Geriatric Assessment, a multidisciplinary medical examination for a selected number of qualifying seniors conducted by the Geriatric Assessment Unit of the Henry Dunant Hospital Center, as part of their Corporate Social Responsibility. The experience gained from implementing the previous programme helped carve a way for the SL participants to be more involved at all stages and make the programme more impactful for the beneficiaries.</p>
SOCIAL NEED	<p>In the Western ageing societies, where more and more people are moving to care homes to spend the last years of their lives, this project is addressing real issues the seniors face there, such as isolation, loneliness, lack of socialisation and symptoms of depression. Health protocol restrictions due to COVID-19 have further exacerbated these feelings and alienated them from the</p>

	<p>outside world. Furthermore, the common geriatric syndromes that they experience (such as frailty, sarcopenia, dysphagia, falls, urinary incontinence, depression, mild cognitive impairment, dementia, polypharmacy, inappropriate prescribing) deteriorate their autonomy and severely impact their quality of life. The staff's knowledge in handling these cases is often suboptimal, as constant training is required. The staff at NPCHE, although doing their best, are often on the verge of burnout due to limited resources. Therefore, individualised care is often unavailable to the extent the seniors need it. The project is very relevant for the SL participants, who were able to interact directly with the seniors and see first-hand some of the geriatric symptoms they are exhibiting while experiencing the realities of non-profit care homes. Furthermore, they become accustomed to daily problems the caregivers face, providing them with relevant, up-to-date knowledge while developing good working practice relationships and empathy for this very important group of collaborators.</p>
<p>SERVICE OBJECTIVES</p>	<p>SL participants contribute to designing and implementing activities for seniors, such as recreation, socialising, and practising different skills (cognitive, kinetic, memory, etc.) in collaboration with high school students. They follow up and report on the process of implementing the personalised interventions, as they were proposed during the Geriatric Assessment Test. During visits to the NPCHE and conversations with both the seniors and the staff, they identify problems in the implementation, propose solutions to issues that might arise based on the realities of each NPCHE, and, with practical suggestions, actively help the seniors and staff to improve their quality of life. Furthermore, they contribute to the preparation and implementation of the seminars for the caregivers by the Geriatric Team and Academics. Sharing their professional and academic experience with the caregivers, they assist them in evaluating and addressing difficult cases and formulating ways to tackle them.</p>
<p>LEARNING OBJECTIVES</p>	<p>SL participants learn from observing the examination of the Comprehensive Geriatric Assessment in a professional, hands-on environment. They study the field of geriatrics in depth in order to understand the proposed interventions for each senior and the impact on their quality of life. They develop their critical thinking skills during the visits to the NPCHE, identify the implementation problems, and propose scientific yet practical solutions. They learn to transfer their academically-acquired knowledge into the wider society, utilising appropriate vocabulary to explain these to caregivers without an academic</p>

	<p>background. They also learn from being in direct contact with seniors, caregivers and health care providers, as they can observe closely the living conditions of seniors and the daily problems they face, as well as discuss in depth with the caregivers and understand their problems and the realities and challenges they face, that can be different on each NPCE. All of the above help them exercise their critical thinking for creative implementation of the interventions and activities. Moreover, they develop empathy, flexibility, and understanding, which are important social skills for multidisciplinary teams that work closely together for the best possible outcome for the quality of life of seniors.</p>
<p>LINK TO THE CURRICULUM</p>	<p>This is counted as part of their practicum/internship (40 hours), spread across two semesters. Students are utilising subjects from all their curricula in the implementation of this project.</p>
<p>ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Participating in meetings with all partners. 2. Attend geriatric assessment appointments and participate by sharing their points of view, taking notes of the procedures, and, at times, performing the exams on their own under the supervision of the geriatric team. 3. Attending follow-up meetings at the NPCE, where seniors reside. Discussion with seniors and staff members about changes in their everyday lives and proposal of creative solutions to prolong their functionality. 4. Organising meetings between the SL participants and the Geriatric Team to discuss the problems of seniors and possible ways to improve them. 5. Attending the second Geriatric Assessment appointments to assess overall improvement. 6. Creation of a questionnaire to identify the needs of the caregivers and analysing the data received. 7. Participating in the seminars for the caregivers and contributing to the presentations alongside the main presenters. 8. Participating in the meetings between high-school student volunteers and seniors, co-designing activities. 9. Written reports with their point of view and suggestions are to be filled at all stages of the program.
<p>PARTNERSHIP</p>	<p>NGO Mission “ANTHROPOS” Four (4) Non-profit care homes for the elderly collaborating with the NGO Mission “ANTHROPOS” (“Panagia I Eleousa”, N. Ionia, “Kalos Samareitis” N. Philadelphia, “Oikos Galinis” N. Smyrni, “Koinoniki Merimna Moschatou”, Moschato) Geriatric Assessment Center of the Henry Dunant Hospital Center, as the health care provider offering the Geriatric Assessments Three (3) Secondary schools collaborating with the NGO Mission “ANTHROPOS”</p>

<p>SYSTEMIC REFLECTION ACTIVITIES</p>	<p>SL participants, during the course of the Geriatric Assessment, took notes regarding the procedure and gave ideas about the problems identified and the solutions suggested by the geriatric team while they identified points that were helpful for them in order to understand certain medical issues better. After each session, they filled out a report, providing their reflections and suggestions that were discussed with all partners. In the follow-up sessions, they filled out similar forms identifying the implementation problems and providing possible solutions that were discussed with the geriatric team before going back and suggesting them to the NPCHE. A reunion was held with all partners (SL participants, members of the Geriatric Assessment Unit, and NGO members) following the conclusion of the follow-up sessions, and improvements to the whole procedure were suggested. Active participation of the SL participants in the caregivers' seminars included a written report evaluating the content and the quality of the seminar with respect to responding to the caregivers' identified needs (through the questionnaires already prepared by the SL participants) and reflection/suggestions about its improvement. Based on the knowledge acquired during the MSc Program, SL participants were able to suggest appropriate activities to the high-school students that would improve the functional status of the seniors.</p>
<p>EVALUATION</p>	<p>SL participants were involved in a large number of different tasks: discussions about current medical issues of the seniors during the geriatric evaluation, critical reflections about solutions proposed and overcoming obstacles in their implementation, written reports about both initial geriatric assessment and follow-up, questionnaire formulation about practical caregiver's needs, active participation in seminar presentation to caregivers, critical observation about achieving this goal and co-organization of creative activities offered by high-school students to the seniors. Each SL participant was evaluated by the Geriatric Unit for his/her participation in the geriatric assessment, by their professors for their seminar involvement, and by the partner organisation NGO Mission ANTHROPOS for the overall involvement and commitment to the project. Both their oral comments/suggestions and their written reports of all the above aspects were taken into account by their professors and are part of their final evaluation. All beneficiaries (seniors, caregivers and NPCHE administrative personnel) are providing an evaluation form about the service-learning and the overall quality/satisfaction from the program).</p>

<p>CELEBRATION</p>	<p>At the end of the program, a get-together of all participants will take place to celebrate the achievements of the Postgraduate Programme SL students and to honour the caregivers. In this event, certificates will be awarded to the SL participants, and there will be a chance for everyone to communicate informally, exchange ideas, and enjoy themselves in a relaxed way.</p>																																																																																																																																															
<p>DISSEMINATION</p>	<p>The programme events have been posted regularly on the websites and social media of the MSc “Physiology of Aging and Geriatric Syndromes” and the NGO Mission “ANTHROPOS”.</p>																																																																																																																																															
<p>CALENDAR/ RESOURCES</p>	<table border="1" data-bbox="603 629 1461 1182"> <thead> <tr> <th></th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>Jun</th> <th>Jul</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td>Signing MoUs with all parties</td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Geriatric Assessments</td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S-L participants visits at NPCHE</td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Survey for Caregivers by S-L participants</td> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminars for Caregivers</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> <tr> <td>Meetings with Seniors and Teens</td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Suggestions/redesign of projects</td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Second Geriatric Assessments</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> <tr> <td>Evaluation of program</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> <td>■</td> </tr> <tr> <td>Dissemination of results</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> </tr> </tbody> </table> <p>HUMAN RESOURCES:</p> <ul style="list-style-type: none"> - A teaching staff from the MSc programme assigned for the students for the practicum 4 MSc students Geriatric Team by private Healthcare provider (2 Geriatrics, Physiotherapist, Nutritionist) 6-7 Speakers (academics and medical professionals) for the seminars 1 Administrative staff (from the NGO Mission “ANTHROPOS”) <p>OTHER RESOURCES</p> <p>Laptop – internet connection Online platform for seminars Teaching materials Rapid tests and masks for entrance in NPCHE</p>		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Signing MoUs with all parties	■	■											Geriatric Assessments		■	■	■	■								S-L participants visits at NPCHE			■	■	■	■	■	■	■				Survey for Caregivers by S-L participants					■	■							Seminars for Caregivers						■	■	■	■	■	■		Meetings with Seniors and Teens			■	■	■	■	■	■					Suggestions/redesign of projects			■	■	■	■	■	■	■				Second Geriatric Assessments									■	■	■		Evaluation of program										■	■	■	Dissemination of results											■	■
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✓ Cultivating Knowledge and Care by SUR

<p>BACKGROUND OF THE PROJECT</p>	<p>The "Cultivating Knowledge and Care" project at Sapienza University is an integrated educational initiative conducted from November 2023 to June 2024. Led by Emiliane Rubat du Mérac, the project aims to develop environmental</p>
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	sustainability skills among first-year students in the Educational Sciences programme and individuals with visual and cognitive disabilities. This project marks the first integration of service-learning into this curriculum, emphasising practical learning and community engagement through gardening and plant care activities.
SOCIAL NEED	<p><i>Inclusive Education:</i> Providing accessible and tailored learning experiences for students with disabilities.</p> <p><i>Environmental Awareness:</i> Fostering sustainability practices through hands-on gardening activities.</p> <p><i>Community Integration:</i> Promoting social inclusion and job placement opportunities for participants.</p>
SERVICE OBJECTIVES	<p>The primary objectives include:</p> <ul style="list-style-type: none"> - Skill Development: Enhancing gardening and sustainable cultivation skills. - Inclusive Education: Providing future educators with practical experience in inclusive teaching strategies. - Community Engagement: Creating a supportive and inclusive learning environment.
LEARNING OBJECTIVES	<p>Aligned with the Dublin Descriptors, the project focuses on:</p> <ul style="list-style-type: none"> - Knowledge and Understanding: Grasping biodiversity concepts and sustainable cultivation practices. - Skills Development: Planning and managing gardens, cultivating diverse plants, and constructing insect shelters. - Personal Development: Enhancing teamwork, communication, and problem-solving abilities. - Community Impact: Evaluating the project's influence on community well-being and sustainability.
LINK TO THE CURRICULUM	Integrated into the curriculum for first-year Educational Sciences students, the project enriches theoretical learning with practical application in inclusive education and environmental sustainability. It provides opportunities for students to engage deeply with course material and develop essential teaching skills. Specifically, future educators learn to transfer learning using sensory channels other than sight by developing teaching strategies and interacting with others in environments that require considerable sensory development. This hands-on approach enhances their ability to create inclusive educational experiences that cater to diverse sensory needs and promote holistic learning.
ACTIVITIES	<i>Preparation Phase:</i>

	<ul style="list-style-type: none"> - Collaboration with experts to design an inclusive curriculum integrating gardening skills and sustainability. - Development of accessible learning materials for participants with diverse abilities. <p><i>Implementation Phase:</i></p> <ul style="list-style-type: none"> - Practical sessions on gardening fundamentals and sustainable cultivation practices. - Theoretical sessions on biodiversity conservation and ecosystem interactions. - Formative assessments to monitor participant progress and adapt activities as needed. <p><i>Community Engagement:</i></p> <ul style="list-style-type: none"> - Organization of events such as the Day on Sport and Disability, including games for children with visual impairments. - Collaboration with local entities like ASP Sant'Alessio MdS for inclusive community projects. <p><i>Project-Based Learning:</i></p> <ul style="list-style-type: none"> - Group project on identifying edible plants in Villa Mirafiori Park and creating an educational banner with QR codes for sensory descriptions. - Preparation of dishes using garden produce, emphasising nutritional values and sustainability. <p><i>Reflection and Evaluation:</i></p> <ul style="list-style-type: none"> - Regular reflection sessions using platforms like Moodle to analyse experiences and learning outcomes. - Continuous evaluation of project impact on participants' skills, community engagement, and environmental sustainability. <p><i>Celebration and Dissemination:</i></p> <ul style="list-style-type: none"> - Closing event to showcase projects and achievements, fostering community involvement and recognition. - Dissemination of project outcomes through reports, presentations, and social media to inspire others and raise awareness.
<p>PARTNERSHIP</p>	<p>The project is conducted in partnership with ASP <i>Sant'Alessio MdS – Azienda di servizi alla persona disabile visiva</i>, ensuring tailored support and resources for participants with visual impairments. This collaboration</p>

	enhances accessibility and inclusivity within project activities.
SYSTEMIC REFLECTION ACTIVITIES	<p>Reflection is integrated into:</p> <ul style="list-style-type: none"> - Continuous reflection and sharing through Padlet to document and discuss ongoing experiences and insights. - Group discussions and peer feedback sessions. - Analysis of project impacts on participants and community.
EVALUATION	<p>Continuous assessment using reflective journals on Padlet, capturing ongoing participant reflections and insights. Final assessments evaluating learning outcomes in sustainable gardening, inclusive teaching, and community engagement.</p> <p>Feedback was gathered from participants, educators, and community stakeholders to gauge the project's impact and effectiveness.</p>
CELEBRATION	<p>Award ceremonies and certificate presentations: “Service-Learning Award” at Sapienza University on 25 March 2024. Showcasing project outcomes at community events: “Ognuno a modo suo: Sport senza barriere” at Schuster Park in Rome on 25-26 June 2024</p> <p>Recognition of participants' contributions and successes: “Engage, Learn and Connect”- Local Event at Sapienza University on 29 November 2023; “Dare corpo alla conoscenza e voci alle diversità” In Sapienza University on 31 June 2024.</p>
DISSEMINATION	<p>Sharing project outcomes through social media and institutional platforms.</p> <p>Presenting findings at conferences and local events.</p> <p>Displaying educational materials, like the banner featuring edible plants and accessibility features.</p>
CALENDAR/RESOURCES	<p><i>Classroom Sessions and Practical Workshops:</i> Structured sessions held at Sapienza University and Villa Mirafiori Park, integrating theoretical learning with hands-on gardening activities.</p> <p><i>Access to Resources:</i> Utilisation of gardening tools, adaptive technologies, and educational materials to support diverse learning needs and practical sessions.</p> <p><i>Community Engagement:</i> Collaboration with local communities and stakeholders to secure venue access and foster joint initiatives, enhancing project outcomes and community integration.</p>

✓ Seniors in Green by UAM

<p>BACKGROUND OF THE PROJECT</p>	<p>The 'Seniors in Green' project has been ongoing since the 2016/2017 academic year as part of the subject 'Physical-Sport Activities in Natural Environments' of the Autonomous University of Madrid (Spain). Since this academic year, projects have been developed for various groups, such as youth with intellectual disabilities, homeless women, young migrants, people with Parkinson's, children with autism, youth with mental health issues, and underprivileged children. These projects were carried out in collaboration with local organisations such as Fundación Tomillo, Fundación Prodis, AMAS, Faciam, etc. Since the 2022/2023 academic year, the project has extended its activities to include elderly residents of the Dr. González Bueno Senior Residence.</p>
<p>SOCIAL NEED</p>	<p>The elderly participating in the project are, on average, 80 years old. They have good health and a high degree of independence, allowing them to perform most daily activities on their own. Most live alone in the residence, although some live with their partners. Generally, they have regular contact with their families, who visit weekly or biweekly. However, many residents experience daily loneliness (existential void), leading them to isolate themselves from others and be more reluctant to participate in group leisure activities offered at the residence. Additionally, despite frequent physiotherapy or rehabilitation activities that help maintain or improve their health and well-being, these have a therapeutic or medical nature. Even though their mobility is good, and they often walk around the residence, they hesitate to venture into the nearby Valdelatas Park area due to fear of something happening. Therefore, without support, their contact with nature is very limited. They also mainly interact with other residents and lack affectionate relationships with other generations, which makes them feel "alive" and "loved".</p>
<p>SERVICE OBJECTIVES</p>	<p>The service objectives are to:</p> <ul style="list-style-type: none"> - Improve the quality of life of the elderly through physical activities in natural environments adapted to their abilities and needs; - Provide the elderly with a socialisation space through physical activities in nature; - Foster intergenerational relationships between university students and the elderly; - Promote healthy lifestyle habits linked to daily outdoor physical activity in natural settings; - Enjoy physical activities with other residents and university students.

<p>LEARNING OBJECTIVES</p>	<p>The learning objectives include the following:</p> <ul style="list-style-type: none"> - Encourage students to develop a commitment to their community, involving themselves in transforming and addressing existing challenges; - Provide an intergenerational encounter in a natural environment to enrich their academic and personal development; - Acquire specific skills related to their future profession with a sense of social justice; - Raise awareness among university students about inequality and the loneliness of the elderly; - Apply subject knowledge of Physical-Sport Activities in Natural Environments in a real-world context.
<p>LINK TO THE CURRICULUM</p>	<p>The project is conducted within the framework of the subject "Physical-Sport Activities in Natural Environments" (2nd year of the Bachelor's Degree in Physical Activity and Sports Sciences, Autonomous University of Madrid).</p>
<p>ACTIVITIES</p>	<p>The project's actions are grounded on three core pillars that underpin the activities undertaken: inclusion, environmental sustainability, and gender perspective.</p> <p>The project unfolds through various phases and actions:</p> <ul style="list-style-type: none"> ✓ PHASE 1: Preparation of the Project <ul style="list-style-type: none"> - Presentation of the project (Date: 02/01/24). - Formation of groups, allocation of roles and responsibilities, consent for participation and confidentiality (Date: 02/15/24). - Assessment of needs and contact with organisation/group (Date: 03/01/24). - Preparation meetings and mentoring with faculty members. ✓ PHASE 2: Intervention Design <ul style="list-style-type: none"> - Intervention design (objectives, actions-timeline-planning-resources, celebration, and evaluation), organisation, timing... - Dissemination. - Preparation meetings and mentoring with faculty members. ✓ PHASE 3: Intervention Development <ul style="list-style-type: none"> - Implementation of the action plan according to the project collection of evidence in reality (Dates until 05/10/24). - Preparation meetings and mentoring with faculty members. ✓ *PHASE 4: Evaluation-Celebration-Promotion** <ul style="list-style-type: none"> - Celebration (4). (Until 05/10/24). - Final project evaluation report. - Dissemination. - Preparation meetings and mentoring with faculty members. - Final interview.

	<p>- Pecha-Kucha Video. Presentation of the work.</p>
<p>PARTNERSHIP</p>	<p>The participating entity is the Dr. González Bueno Senior Residence, managed by the Madrid Social Care Agency of the regional government of Madrid. It is one of the centres within the Network of Senior Residences that provides residential care, stable housing, living arrangements, sustenance, and comprehensive continuous care to elderly individuals. These services are aimed at those who, due to various circumstances (such as functional or cognitive decline or their social and economic situation), cannot stay in their homes or lack a place to live. This residential care is a crucial resource for meeting the vital needs of elderly people, especially those facing issues of loneliness, insufficient financial resources, or lack of personal autonomy due to health problems, which prevent them from living independently at home.</p>

**SYSTEMIC
REFLECTION
ACTIVITIES**

Reflection is a crucial, ongoing part of the process, incorporated at various project phases through different methods and tools.

EVALUATION TOOLS (Type and Timing)

- Reflective Questionnaires: Individual and Group-Intermediate reflection.
- Diary: Individual-Intermediate reflection.
- Final Evaluation Interview: Group final reflection.

As part of the learning assessment, students, individually and in groups, keep a Field Diary or Logbook with individual or collective entries structured and ordered by dates. These entries include:

- Narration of actions and decisions made during the project's preparation, development, and evaluation phases.
- Reflections on learnings, feelings, thoughts, encountered difficulties, and solutions provided.
- Responses to questions such as: What is the starting point at different moments? What are the personal and group implications for the project's development and the group? What does this contribute to my/our education, the community, and social change?

Additionally, there are various opportunities to enhance student reflection, such as during tutorials or spontaneously throughout the project's development with the group. Continuous reflection is encouraged through forms used at different project phases, allowing information on the actions and experiences of the students to be gathered.

Examples of project reflection questions are:

- ✓ Preliminary ideas (Initial)
 - Why did you choose to do a SL project?
 - What personal commitments do you make to the project?
 - What are your expectations for the project?
 - What do you think you can contribute?
- ✓ Needs and possibilities of the elderly group (Diagnosis)
 - What are the main characteristics of the elderly group?
 - What possibilities does the group have in participating in the project?
 - What needs does the group present?
 - Which needs could be prioritised?
 - What are the service objectives you aim to address in the project?
 - What actions could you develop in the project?
 - What is the title of your SL project?
 - What do you need to put into practice?
 - What difficulties arise in developing the project?
- ✓ Session preparation (Design)
 - Have you considered the group's needs in designing the SL project?

	<ul style="list-style-type: none"> - How did you do it? - What did you consider? - What did preparing the intervention mean to you? - What difficulties did you encounter in this phase? - How did you solve them? - What have you learned from this reflection? <p>✓ Session implementation (Implementation)</p> <ul style="list-style-type: none"> - What is the intervention number of the project? - What role did you assume? - To what extent do you think you achieved the proposed objectives? - What individual difficulties did you face? - What difficulties arose in the group? - What have you learned? - What changes would you make? - What do you think you contributed to the group? - How would you rate the quality of the service provided? (1 to 5) - How would you rate your involvement in this session? (1 to 5) <p>✓ Session evaluation (Evaluation)</p> <ul style="list-style-type: none"> - How many interventions did you conduct? - Did you find the number of sessions dedicated to the project's development adequate? Justify your answer. - What has helped you the most in developing the project? What have you learned? What difficulties did you encounter? - What benefits does it bring to your professional and personal education? - What do you think you contributed to the programme participants? - What was the most valuable aspect of this project? - How do you rate the contribution of the SL project to your professional education? (1 to 5) - How do you rate the contribution of the SL project to your personal education? (1 to 5) <p>✓ Tutorials (Follow-up)</p> <ul style="list-style-type: none"> - What is the purpose of the tutorial? How long did it take? - What topics were discussed in the tutorial? - What did you contribute to improving the project? - What have you learned? What would you improve? - At the end of the project, a group interview with the students is conducted to share the developed process and evaluate its impact on their education.
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<p>EVALUATION</p>	<p>Project assessment follows a formative and collaborative approach. Formative evaluation tracks students' progress throughout, fostering awareness of their learning journey. It prompts reflection on strengths and weaknesses, pinpointing areas for improvement, providing feedback on their advancement, and assessing specific and overarching competencies. Collaborative evaluation fosters engagement and commitment from all stakeholders, including self-assessment, peer assessment, and external evaluation. Additionally, an evaluation rubric is provided to define the project's assessment criteria and grading indicators.</p> <p>Tools used for evaluating are:</p> <ul style="list-style-type: none"> ✓ Learning contract (https://dauam.sharepoint.com/:w:/s/Section_2023_0_201_16819_203_1-MATERIALDOCENTEAFDMN/Efq1zcvuTwhFhen2hUiZauQBT09xxT3YGDHQG3haJc9xiA?e=X5H8fX) ✓ Work guidelines https://dauam.sharepoint.com/:w:/s/Section_2023_0_201_16819_203_1-MATERIALDOCENTEAFDMN/Ef3a2Zm85tdDmK8bTEU4lsBj8Y4y84cqVa5Ja-ZNeTurg?e=6nxxgd ✓ Assessment rubric: https://n9.cl/jiil5 ✓ Exemplification of final videos elaborated by students: https://drive.google.com/file/d/121eo-pMTl4pFkl4URr4hkWXnAOCBHWNW/view https://drive.google.com/file/d/1u0ymC9ROjETacywaRnKITVaJ62fzLdcr/view https://n9.cl/8607wq
<p>CELEBRATION</p>	<p>At the conclusion of the project, a celebratory event gathers all stakeholders, including organisation leaders, faculty, students, and participants. Typically held at the senior's residence, the celebration includes light refreshments. Elderly participants often gift students with handcrafted items from their workshops, such as paper flowers, and entertain them with music and dances from their era. In return, students present cardboard medals as tokens of appreciation for the participants' engagement. This occasion serves as an opportunity for relaxed interaction and collective reflection on the project's outcomes.</p>
<p>DISSEMINATION</p>	<p>Project outreach efforts are integral to the initiative. Each group is tasked with creating at least three posts on Twitter @AFDMNUAM to share project highlights. Additionally, project videos produced by each group are showcased during a final course session. Moreover, projects are presented at conferences, workshops, and training sessions to amplify their visibility. Occasionally, physical exhibitions are organised to showcase completed projects. Other dissemination channels include</p>

	<p>social media platforms (Facebook, Twitter, Instagram, YouTube), the UAM website, and the RIADIS website (www.riadis.es). For instance, students create videos and craft tweets to spotlight key moments from their project involvement. The project is integrated into research and often featured in scholarly articles like those on Dialnet. (https://dialnet.unirioja.es/servlet/articulo?codigo=8122334).</p>
<p>CALENDAR/ RESOURCES</p>	<p>Project activities unfold every Wednesday from February to May (second semester), spanning from 12:00 PM to 1:30 PM. Sessions take place in a natural setting that is to the residence. Physical activities encompass both general (physical conditioning) and specific undertakings (strolls, hiking, Nordic walking, among others). Forest immersion serves as a crosscutting activity, fostering a sensory connection with nature. https://www.lavanguardia.com/natural/20210520/7445454/que-son-banos-bosque-alargan-vida-brl.html https://www.rtve.es/play/videos/la-aventura-del-saber/aventura-del-saber-banos-bosque/6861179/</p> <p>The resources for the project include the course's teaching staff and personnel from the organisation, such as physiotherapists, who are actively engaged. Material resources encompass those available at the residence and the University. No funding is available.</p>

✓ [Chemistry Goes Outdoors by UB](#)

<p>BACKGROUND OF THE PROJECT</p>	<p>The CHEMISTRY GOES OUTDOORS project is based on my previous experience in organising outdoor educational activities, such as extracurricular activities, for children, secondary school and high school pupils. The project aims to extend these benefits to underprivileged youth.</p> <p>It is recognized that:</p> <ul style="list-style-type: none"> - Recycling plastic packaging waste is SERVICE. - Investigating the properties of elements and compounds to understand their role in chemical reactions is LEARNING. - When college students collaborate with local communities to help children from under-resourced schools design and implement activities that aim to understand the beauty of chemistry and promote sustainable practices ... that is SERVICE-LEARNING. <p>Therefore, we decided to design and implement a Service-Learning (SL) Project as part of the optional course: “Realizarea de materiale didactice” (Design of Didactic Materials) from the curriculum of the Master in Didactics of Chemistry study program. It is the first time in the Faculty of</p>
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	<p>Chemistry, University of Bucharest when a SL project is included in a course syllabus, and students from a programme of study receive ECTS for implementing it. This SL course connects graduate students from Master in Didactics of Chemistry to their surrounding communities by anchoring the course in community service and providing an opportunity for students to recognize its potential impact on the formation and development of scientific inquiries, abilities and knowledge of pupils from under-resourced schools.</p>
<p>SOCIAL NEED</p>	<p>The project seeks to empower children from disadvantaged backgrounds, particularly those facing economic challenges and those who are enrolled in under-resourced schools. Through this initiative, the goal is to provide these children with enriching educational opportunities that can potentially break the cycle of poverty and social exclusion they may face. Furthermore, by targeting children at risk of educational disadvantages and school dropout, the project not only addresses immediate challenges but also contributes to long-term societal benefits. By offering tailored educational experiences and support, the project strives to create a more inclusive and equitable educational landscape for vulnerable groups. By fostering a supportive environment that encourages learning and skill development, the project aims to open doors to education and vocational training for children and young people who may otherwise lack access to such opportunities.</p>
<p>SERVICE OBJECTIVES</p>	<p>The objectives of this service-learning project are to:</p> <ul style="list-style-type: none"> O1. Apply academic knowledge and skills to meaningful community service. O2. Acquire specific transversal competencies. O3. Adapt the service to the specific needs of children - secondary school and high school pupils. O4. Achieve academic, civic, and emotional engagement among students and pupils and educate them in both content and values. O5. Enhance students' learning, as well as recognition of community needs and social responsibility by participating in the broader contexts of the service-learning program.
<p>LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> O1. Learn abilities to combine theoretical knowledge with practical activities when they teach chemistry. O2. Develop a deep understanding of the principles of chemistry and how to effectively communicate these

	<p>concepts to diverse audiences through the design of didactic materials.</p> <p>O3. Acquire practical skills in designing engaging and interactive educational resources tailored to the needs and interests of learners in the field of chemistry.</p> <p>O4. Explore innovative approaches to incorporating experimental outdoor activities into chemistry education, fostering hands-on learning experiences that enhance student engagement and comprehension.</p> <p>O5. Demonstrate proficiency in applying pedagogical strategies that promote active learning and critical thinking in the context of designing didactic materials for chemistry.</p> <p>O6. Engage in a Service-Learning project that involves collaborating with community partners to implement experimental outdoor activities, emphasising the importance of social responsibility and community engagement in education.</p> <p>O7. Reflect on the impact of Service-Learning experiences on personal and professional development, recognizing the value of experiential learning in enhancing teaching practices and fostering a sense of civic responsibility.</p>
<p>LINK TO THE CURRICULUM</p>	<p>The project is part of the “Design of Didactic Materials” course (“Realizarea de materiale didactice”), an optional course in the 2nd year (4th semester) of studies from the Master in Didactics of Chemistry, offered by the Faculty of Chemistry.</p>
<p>ACTIVITIES</p>	<p>In the context of this SL project, where chemistry is taken outdoors, the integration of the subject with the natural environment serves both educational and societal needs. This SL project is carried out for an academic semester of 10 weeks. The work is carried out outside regular class hours.</p> <p>In order to fulfil the SL objectives, the following activities should be implemented:</p> <ol style="list-style-type: none"> Project management and organisation: presentation of project objectives and requirements to students. Presentation of the theoretical background of SL projects. Documentation and development of the experiments proposed by the students. Design and creation of the didactic materials that would be used during the activities. A series of outdoor workshops will be delivered in the botanical garden; if the weather is not favourable, the workshops will be organised inside. Each workshop involves 3-5 experiments developed by MSc students. All

	<p>experiments should involve green and sustainable reagents; experiments are hands-on. At the start and the end of each workshop, questionnaires are applied to children.</p> <ol style="list-style-type: none"> 5. Reflection activities of the outcomes. 6. Communication & dissemination of the project and its results. 7. Celebration of the project and its results. 8. Evaluation of students.
<p>PARTNERSHIP</p>	<p>To ensure the success of this SL project, we joined forces with:</p> <ul style="list-style-type: none"> - Under-resourced schools and high schools, whose students took part in our workshops and constituted the target group of the project; - The “Dimitrie Brandza” Botanical Garden of UB, where we organised the outdoor workshops; - The Association “Attitudes and Alternatives” (Asociația Atitudini și Alternative) is an experienced NGO implementing non-formal education projects for children from disadvantaged areas, ethnic groups or with fewer educational opportunities.
<p>SYSTEMIC REFLECTION ACTIVITIES</p>	<p>As reflection is the critical link between service and learning, we conduct reflective activities where:</p> <ol style="list-style-type: none"> 1. MSc students in Didactics of Chemistry are required to reflect on past learning, consider real-world implications, and let this reflection guide future actions and activities, as well as apply an assessment on the fulfilment of the objectives and implementing the activities. 2. Secondary school and high school pupils are required to participate in a reflection activity for prior knowledge (a survey used prior to engaging pupils in the workshop activities) and a reflection activity for cognition acquired after the workshop. <p>Reflection activities for assessing personal growth and change are performed on both categories of beneficiaries of this service-learning project.</p>
<p>EVALUATION</p>	<p>This SL project, like any other teaching activity, must be qualitatively and quantitatively analysed in order to identify possible improvements and recognize the results and performances that were achieved. The expected outcomes from the participation of students and pupils include improved academic performance, problem-solving skills, communication skills, group work skills, and positive changes in attitudes toward community involvement, leadership, and cultural diversity.</p>

	<p>To evaluate these outcomes, we elaborated several surveys trying to collect assessments of all the participants: pupils and their teachers, MSc students, and, of course, the course instructor and project coordinator. For the academic assessment of the MSc students, different rubrics were defined and adapted to the objectives of each particular component of the course. These rubrics (included in Table 1) consider items to evaluate the acquisition of several transversal competencies, and they are included in the course syllabus to guarantee that students know the evaluation criteria.</p>
<p>CELEBRATION</p>	<p>Recognizing and celebrating project achievements play an important role in project management. These not only boost team spirit and motivation but also reinforce a culture of accomplishment and excellence and improve collaboration and teamwork. Therefore, in order to acknowledge the contributions of individual team members highlighting their specific achievements, we hold a Celebration Event, a team luncheon or dinner, to mark the project's success, and we create certificates to honour exceptional contributions to the project, innovation in designing experiments and didactic materials, as well as teamwork.</p>
<p>DISSEMINATION</p>	<p>We used different means and platforms to popularise the SL project itself and the results we achieved at the end of the first edition (2023-2024), namely:</p> <ul style="list-style-type: none"> - Articles and posts on the Faculty of Chemistry and University of Bucharest social media channels (website, UB newsletter, Facebook, Instagram, YouTube); - Good practice exchange sessions, organised in collaboration with partners from civil society; - Invited Lectures and conferences; - Virtual dissemination events: "A different school week"; "ChimEcoFEST" etc. - Other F2F and virtual events to promote the results of the project and share good practices.
<p>CALENDAR/ RESOURCES</p>	<p>The timeline of the project can be summarised as follows:</p> <ul style="list-style-type: none"> - Project management and organisation: 10/2023-06/2024 (months 1 – 9); - Documentation and development of the experiments by the students: 10/2023-02/2024 (months 1-5); - Design and creation of didactic materials that would be used during the activities: 11/2023-04/2024 (months 2-7); - Delivery of a series of outdoor/indoor workshops: 11/2023-04/2024 (months 2-7);

	<ul style="list-style-type: none"> - Reflection activities of the outcomes: 12/2023-05/2024 (months 3-8); - Communication & dissemination: 10/2023-06/2024 (months 1-9); - Evaluation: 04-05/2024 (months 7-8); - Celebration of the project and its results: 06/2024 (month 9). <p>The resources for the 2023-2024 edition of the project included:</p> <p>HUMAN RESOURCES:</p> <ul style="list-style-type: none"> - 1 academic coordinator, Delia-Laura Popescu; - 10 students enrolled in the 2nd year of Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; - 12 students enrolled in the 1st year of Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; - 7 undergraduate student volunteers; - Teachers from under-resourced schools; - Children/Pupils from under-resourced schools; - Representatives of Botanical Garden UB (Grădina Botanică UB); - Representatives of NGO. <p>MATERIAL RESOURCES:</p> <ul style="list-style-type: none"> - Course syllabus for the optional course “Realizarea de materiale didactice” (Design of Didactic Materials), included in the 2nd year, 4th semester of the study program: Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; - Didactic materials designed and developed by MSc students; - Collection of experimental activities proposed, adapted/developed for the course; - Natural materials, chemical reagents, glassware, utensils, and instruments necessary for the experiments.
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✓ [Study on the obstacles to international mobility for young people with fewer opportunities in the Southern France Region by Eurasia net](#)

BACKGROUND OF THE PROJECT	We are already aware of the added value of international mobility (autonomy, curiosity, adaptability, interpersonal skills, networking, learning a foreign language, working
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	<p>methods, etc.). However, there are still many objective and subjective barriers (language barriers, communication skills, personal emotional barriers, lack of access to information, financial difficulties, family barriers, etc.)</p> <p>Our analysis of these barriers in the Provence Alpes Côte d'Azur territory will allow us to propose new strategies to remove them. The ultimate goal is to enable more young people to have an international experience that brings new perspectives, particularly young people furthest from mobility.</p>
<p>SOCIAL NEED</p>	<p>The project is relevant in the territory because it aims to closely know the opinions of young people and their personal situations. We surveyed young people living in priority neighbourhoods and having special situations, like young people with fewer opportunities and NEET young (not in education, employment, or training).</p> <p>It was significant for us to participate in this project because it allowed us to improve our communication skills and investigation methodology. It also allowed us to propose recommendations and imagine what strategies should be put in place so that young people can engage in these international mobility programs.</p> <p>It is a service-learning project because we, as students, for other young people like us, so that they can have the same chances; we have been able to serve young people, sponsors, and members of social support structures through this project. In addition, we were able to acquire new knowledge on the subject of international mobility, and we are now deeply interested in this subject.</p>
<p>SERVICE OBJECTIVES</p>	<p>The goal of the study was to make an inventory of the surveys already carried out on the obstacles to engagement and mobility for young people. Then, we developed and implemented a new survey protocol on the targeted geographical area (Southern region), and we made public policy recommendations to adapt and/or develop existing methods, taking into account the barriers and levers identified.</p>
<p>LEARNING OBJECTIVES</p>	<p>The project is part of a Project Management course. The project is being carried out by a group of students in response to a need identified by Eurasia Net and DRAJES.</p> <p>The Project Management course provides students with a complete hands-on experience of setting up and implementing a project. The students use the tools and practices acquired in other M2 courses.</p>

	<p>Here is the list of 'hard' competencies developed/consolidated:</p> <ul style="list-style-type: none"> - Techniques for analysis of existing literary journals. - Survey methodology, including RGDP regulations and consent forms requirements for interviews in the frame of research projects. - Synthesis capacity. - Teamwork.
<p>LINK TO THE CURRICULUM</p>	<p>Thus, the project is part of a SL course aimed at Project Management. Project Management is one of the main courses in the training programme (a great part of 13 ECTS). The project is evaluated thanks to step-by-step progress, a written report and an oral presentation in the presence of the whole class and the partners involved in the project.</p>
<p>ACTIVITIES</p>	<p>The initial step was a meeting with our sponsors and the presentation of the 'Project Management' course. The session began in the classroom with an explanation of the project, a meeting with Eurasia Net, and a discussion of the methodology that will be established at a later time; also, in the next week, we met a DRAJES member, who gave us their point of view on the project and shared their expectations with us.</p> <p>After revising the initial documents, we began conducting fieldwork at home and at the university. After that, we started contacting the young people we targeted for this study and went to meet them. The project can be resumed in two main phases:</p> <p><u>Phase 1 – Literature Review and Survey Methodology:</u></p> <ul style="list-style-type: none"> - Summary of previous surveys and analysis of barriers to mobility. - Writing of 2 survey protocols for youth (78 participants) and for social support structures (6 responses). - Concerning young people, it is important to note that this study concerns the category "JAMO" (young people with fewer opportunities) and NEET (not in education, employment, or training). <p><u>Phase 2 – Additional Survey and New Policy Recommendations:</u></p> <ul style="list-style-type: none"> - Interviews with 17 young individuals from the region, aged between 15 and 30 years old, primarily residing in priority neighbourhoods in the cities of Marseille, Avignon, and Bollène.

	<ul style="list-style-type: none"> - Interviews with three members of support structures. (Eurasia Net, Mission Locale, neighbourhood association) - Analysis of conducted surveys and interviews. Drafting of paper containing recommendations and suggestions for improving access for disadvantaged youth to these programs.
PARTNERSHIP	<p>The partners of this project include:</p> <ol style="list-style-type: none"> 1. IMPGT-AMU 2. Eurasia Net 3. DRAJES (Regional academic delegations to youth, engagement and sports)
SYSTEMIC REFLECTION ACTIVITIES	<p>As service-learning allows, the project creates interaction between the students, the organisation, EURASIA NET, and the target group - young people who could benefit from international mobility opportunities.</p> <p>The project, as envisaged and carried out, fits in perfectly with service-learning's modalities. Together, the organisation and the Management Institute defined a set of specifications and drew up a questionnaire and an interview guide for the young people to obtain their feedback on the factors promoting/constraining their mobility. The project had to be readjusted as it progressed thanks to constant reflection between students, partners and the teachers.</p> <p>The evaluation of this project was done in the context of the project management subject by revising a report and creating a presentation that explains why the project mobilises the service-learning targets (cf. 14).</p>
EVALUATION	<p>There are two evaluation phases:</p> <ul style="list-style-type: none"> - The more informal one is when the organisation and the partners involved in the project receives the various deliverables. - The training phase, during the Project Management presentation, was assessed by a jury composed of a set of partners of the training programme (Eurasia Net and the DRAJES) and the teachers Ms Hernandez Solange et Ms Emmanuelle Moustier. <p>A time is set aside for feedback and discussion on the work carried out. All the students attended the presentation and asked questions about the project. In addition, several Project Management sessions were held to assess the progress of the project. The evaluation covers not only project management but also the social benefits of such a project. It is useful for the students who took part, but it is also important for the impact of the project on the target audience.</p>

	<p>Recommendations were set out in the deliverable at the end of the survey protocol implemented. During the feedback session, the deliverable was presented to all the stakeholders. Then, in the second stage, we reviewed the project management to list the difficulties and constraints encountered.</p> <p>To clarify, these difficulties were the challenging work in the group, that it was also important to keep us updated on the subject of international mobility, and definitely, finding the targeted young people for the research was definitely the most difficult step, knowing that these people targeted for the study live in priority districts and are not reachable in educational or professional structures.</p>	
	<p><u>Indicators of impact on learning</u></p>	<p><u>Indicators of social impact</u></p>
	<p>How did the students manage the project?</p> <p>We defined the objectives of this work, and then established, with our teachers, the methodology to be used in order to carry out the survey and work according to our timetable and the division of tasks that was made.</p> <p>We used the survey methodology to analyse the data obtained and then wrote all the deliverables for our sponsors.</p>	<p>How did the project meet EURASIA NET's and DRAJES's expectations?</p> <p>This service-learning project is a first for both DRAJES and EURASIA NET. It has enabled them to reflect on new public policies and tools to (1) reach young people with fewer opportunities in the Southern Region, (2) inform them of international mobility opportunities, and (3) provide tailor-made accompaniments taking into consideration the specific socio-economic personal situations of each individual.</p>
	<p>What difficulties did they manage?</p> <ol style="list-style-type: none"> 1. Our main challenge was the time we had to devote to the project, the calendar was very tight because we ran the project at 	<p>How has the project helped the organisations advance their missions?</p> <p>DRAJES: This project and especially the final deliverable, "Recommendations for new public policies" will help DRAJES in its mission to provide adapted</p>

	<p>the same time as our courses.</p> <ol style="list-style-type: none"> 2. It was sometimes difficult to find young people in the target categories who wanted to participate in the surveys. 3. Finally, it's important to add that working in a group is not always easy; group members have different working rhythms, but it was a great learning experience. 	<p>information and support for young people with fewer opportunities.</p> <p>EURASIA NET: Promoting interculturality, empowering young people, and supporting civic projects are the activities Eurasia Net has been doing since 2013. The organisation supports the international mobility of young people, particularly those with fewer opportunities. As a result, this project permits the association to achieve its mission of international mobility of this youth. Provided an additional perspective, highlighting the difficulty young people have in accessing this profile. Based on the recommendations resulting from this project, this association finds ideas for new tools to improve access of young people with few opportunities in the Southern region, not only for international mobility but also for their professional integration.</p>
	<p>How did they overcome the difficulties?</p> <p>We improved our internal group communication, organised work sessions and kept abreast of international mobility news. We also had the support of Eurasia Net throughout the project.</p>	<p>How did the young people feel they were listened to?</p> <p>We met young people who were highly motivated and very interested in travelling abroad. As students, we're almost the same age, enabling us to establish a climate of trust with them, listen to them, and identify their difficulties and motivations.</p>

<p>CELEBRATION</p>	<p>The project will be presented in the presence of the organisation, its partners, the teaching team and the students involved. The deliverables were previously sent to all stakeholders for feedback.</p> <p>The organisation will be able to draw on the work done by the students to continue the project.</p>
<p>DISSEMINATION</p>	<p>The teaching team will communicate on the restitution, and a publication will be made on the IMPGT website and on social networks by the Institute's communication team concerning the young people who participated in the survey. They were invited to the presentation, and the results can also be shared with them.</p>
<p>CALENDAR/RESOURCES</p>	<p><u>Calendar:</u></p> <ol style="list-style-type: none"> 1. Presentation of the study during the first session of the Project Management UE on October 19, 2023. 0. Phase 1: <ul style="list-style-type: none"> - 1st Paper: Literature review & proposal of an additional survey: December 2023. 0. Phase 2: <ul style="list-style-type: none"> - 2nd Paper: 2 Additional surveys, one for the youth and one for the support structures: January 2024 0. Phase 3: <ul style="list-style-type: none"> - 2.1 Paper, Analysis of interviews and surveys: February 2024 - 2.2 Paper, recommendations, for new public policies: Before 12th March, 2024. 0. Plenary presentation (Master's programme coordinator and referring teacher at the University + DRAJES + Eurasia Net + available support structures): 19 March 0. Final version of papers: before April 5, 2024. <p><u>Resources:</u></p> <p>Human Resources: A group of 3 students, a team of 2 teachers in charge of project management, two people in charge of the project within the organisation, IMPGT communication team.</p> <p>Concerning the teaching resources, we received training in the project management course and learned and practised quantitative and qualitative research methods.</p>

Appendix 6. Training on Service-Learning Methodology

SL-ICP Project – Case of all Partners

Structure of the Course “Training on Service-Learning”

Formalities:

Format: Online course, synchronous and asynchronous methods

Languages: English only

Teaching units: 3 (2 teaching units of 180 min, one teaching unit of 240 min. Equivalent to 10 hours)

Number of participants: 50 (10 from each university)

Pre-requirement: Good command of English, equivalent to B2 CEFR level

Requirements: e. g. Attendance, active participation, homework, group work, short presentations, design of a service-learning project

Topics:

- Knowing each other (Claudia presents info about participants)
- Introducing the course
- What is SL
- Examples of SL projects
- Theoretical and practical issues
- Panorama of SL in Europe
- Debate with participants to collect feedback and adapt the training.
- Learn more
- How to design, implement and evaluate a SL project
- Practical exercise. Develop a draft of a SL project
- Presentation (upload PPT to Moodle before June 30th 10:00)
- Upload the final design of a SL project

Appendix 7. Template for the Design of a SL Project

SL-ICP Project – Case of all Partners

(Designed by Pilar Aramburuzabala and Rosario Cerrillo. Autonomous University of Madrid. Reviewed by the Subcommittee of the Technical Commission of SL in the Public Universities and the City Council of Madrid)

1. PROJECT TITLE	
2. PROJECT SUMMARY <i>(brief description of 300 to 500 words)</i>	
3. TECHNICAL DATA	
Higher Education Institution or responsible entity:	
Person in charge of the project in the HE Institution:	
Number of students participating in the project:	
Course/age/gender of the participating students:	
Number of final beneficiaries of the service:	
Project type: (face-to-face, virtual, mixed and/or international):	
Do the students work with social entities or with the final beneficiaries of the service?	
4. BACKGROUND (context in which it arises, if it has been carried out previously if it is part of a project that already exists or the previous experience from the people involved)	

5. GENERAL SOCIAL NEED FOR THE PROJECT (SL addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)

6. SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

7. LEARNING OBJECTIVES (Specific contents and competencies of academic subjects or academic degree, and/or transversal (generic) competencies.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses? a specific SL course? programme? etc.)

9. ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)

10. LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to:
<https://sdgs.un.org/goals>)

SDG	TARGETS
1.-	1.1. 1.2. ...

11. HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among men and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)	
12. ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational Centres, etc.)	
13. REFLECTION ACTIVITIES (Outline how reflection will be carried out with SL participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the SL experiences to the theoretical and methodological framework of the academic subject/curriculum)	
14. EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)	
Indicators of impact on learning	Indicators of social impact
15. CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)	

16. COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)

17. CALENDAR (timeline of the project activities)

18. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff, teaching resources, furniture, etc.)

19. BUDGET (income, expenses and co-financing)

Appendix 8. Examples of Service-Learning Projects

SL-ICP Project – Case of all partners (WP3 deliverable)

1. Sexual Education for Middle School / High-School Students (AMU)
2. Promoting Renewable Energy in les Bouches-du-Rhône (AMU)
3. For a Better Future (FbF): Recommendations and Solutions for Energy Saving on Academic Campuses (AMU)
4. Chemistry or Physics (AMU)
5. SDG Awareness and Behavioural Changes. Case of Sustainable Consumption (UB)
6. ABLE. We have the Power, the Skills, the Means and the Opportunity to do Something (UB)
7. Chemistry in the Garden (UB)
8. Adaptive Reuse of Industrial Heritage for the Community (UB)
9. Counselling of Parents (UB)
10. “Green Outing Experience”: Therapeutic Garden and Community (UB)
11. Improving the Life of Seniors II (NKUA)
12. Solidarity Tamam (Greek equivalent to Mothers’ classes with an existent meaning in the Greek language. It means “to the point, exactly”) (NKUA)
13. Transdisciplinary Project on Museums and Culture (NKUA)
14. Museums from Students to Students (NKUA)
15. Service-Learning Guided Tours with Ancient History Students (UAM)
16. Re-Naturalization of an Area Affected by a Forest Fire (UAM)
17. To Care the Taking in, to Take the Caring in (UAM)
18. Computer Sciences (UAM)
19. Economy and Environmental Services (UAM)
20. Biology (UAM)
21. Dodge the Bait (UAM)
22. Developing Collaborative Web Applications for Avoiding Compulsive Shopping Behaviors in Teens (UAM)
23. Digital Writing – Content Design for a Better Future for Children (UAM)
24. Exploring Environmental Sustainability: Cultivating Knowledge and Care (UAM)


Appendix 9. Reflection Phase in Service-Learning Students' Projects- Case 1

– The Case of UB

Project 1. SDG Awareness and Behavioural Changes. Case of Sustainable Consumption

- Energy consumption

SL-Energy



- The planning of the project was well established since the choice of the theme and the team, and the tasks were divided according to the knowledge of each team member.
- Communication was effective, chatting during breaks or outside of class hours.
- We held meetings on Google Meet where we presented the information we found for the project.
- Most of the team members worked for the project on time, the deadlines were not exceeded and we presented on the set date.
- The most important thing I learned from this project is the fact that we can save energy and implicitly save money.
- Things that could be improved or changed are: PowerPoint presentation graphics, videos....

- Sweets consumption

Analysis

WHAT we learned

- It was a special opportunity for us masters students to share our thoughts on this topic
- We learned how to synthesize information
- We managed to work as a team
- We learned a lot about our chosen subject
- I received good guidance from the coordinator

HOW to improve

- More cooperation also from the children of the foundation (discussions, questions and more from them) din partea lor)

Project 2. "Green Outing Experience": Therapeutic Garden and Community

Participating in the service learning project within the therapeutic garden alongside children with special needs was an immensely rewarding and heartwarming experience. As we immersed ourselves in the garden's nurturing environment, I witnessed the transformative impact it had on both the children and myself. Guiding them through planting, tending, and harvesting, I observed moments of sheer joy and wonder on their faces, as they connected with nature in ways that transcended their challenges. Together, we cultivated not only plants but also a sense of belonging and empowerment, fostering resilience and confidence in each child. Through this beautiful journey of service and inclusion, I found profound fulfillment and a newfound appreciation for the unique abilities and perspectives that each individual brings to the world. (Armasu Ioana-Alina)

Students' reflections:

Our service-learning project gave me the opportunity to connect theory about children in need with practical experience. I created augmentative communication boards on a specific topic – flower arrangements, after interactions with students and teachers from Saint Nicholas School. It was a challenging task, involving the ability to adapt my knowledge to the age level, mental and social characteristics of children. I find therapeutic gardening an inspired and productive method through which students can accomplish many learning goals in a pleasant way, doing things in nature, relaxing, relating with their peers, teachers, parents, volunteers, other members from the community they belong to – all these aspects having a positive influence both on their general development and on their social integration. (Tenciu Diana-Mihaela)

I noticed that all the children involved in the activity were happy because new people came to them in their school for gardening. My colleagues and I gave attention and patience to the children, and they were happy to notice that we enjoyed working with them and wanted to get to know them. Currently, I continue to carry out activities at their school, for my dissertation. I carry out the practical part of the research and do case studies on ten children from this school. (Tenie Nicoleta)

The proposal to participate in a gardening activity together with the children of the St. Nicholas Special School delighted me very much. I was happy that we had the opportunity to do an activity together with the children of the special school and regardless of the theme or subject of the proposed activity, I would have gladly participated in the activity. (another student)

All of the kids participating in the project were content because new individuals were visiting them at school to learn about gardening. The children were pleased to see that my coworkers and I enjoyed spending time with them and that we wanted to get to know them. We did this by showing them patience and attention. In my opinion, therapeutic gardening is a creative and effective way for students to meet a variety of learning objectives while having fun, being outside, de-stressing, and interacting with peers, teachers, parents, volunteers, and other community members. All of these benefits have a positive impact on the students' overall growth and social integration. (Popa Elena Rodica)

It was a wonderful experience both for us as students and for the children. When we each helped a child to plant it was the best way to connect with nature as well as with the children and to contribute to the beauty of the surrounding world. Plants provide us with clean air, beauty and even food! It is so satisfying to see how the seeds you plant turn into colorful flowers or tasty vegetables. (Martin Alexandra)

The whole activity was a departure from the normal activities of college, which helped us to relax and connect with both nature and the children. the communication board represented the exemplification of the activities carried out during the seminar, and its realization was both easy and pleasant. the fact that this seminar allowed us to work in a different way, made us understand how important it is to play, regardless of our age. the children taught us a wonderful lesson. (Neg Corina Jasmine)



Project 3. Support services for assessment of students with special educational needs

Service learning in Hateg Country UNESCO Global Geopark! Why?

Being part of this project in Hateg Country UNESCO Global Geopark is very important. On one hand, through the "service learning" component, we fulfill our purpose of being present in local communities and working together for this territory's sustainable development. On the other hand, "rewilding education" helps all of us, not just students, to remind ourselves that nature has always been our home and inspiration.

In addition, the presence of students and teachers from the University of Bucharest in the Hateg Country Geopark confirms our role as a real space for learning and research beyond the amphitheater.

Adina Popa, EduGeoparc Network coordinator

When writing a speech, the hardest thing to outline is the beginning, and not because you don't know what to say, but because the things you want to talk about are of such depth, emotion and value that they can't be put into words.

This has been for us the journey of the last few months on this project. We felt at first like a traveler thrown into the middle of nowhere without a map, with 1 million questions that seemed unanswerable.

And yet, here we are today, talking about all the beautiful things that have happened.

2nd year Special Psychopedagogy students

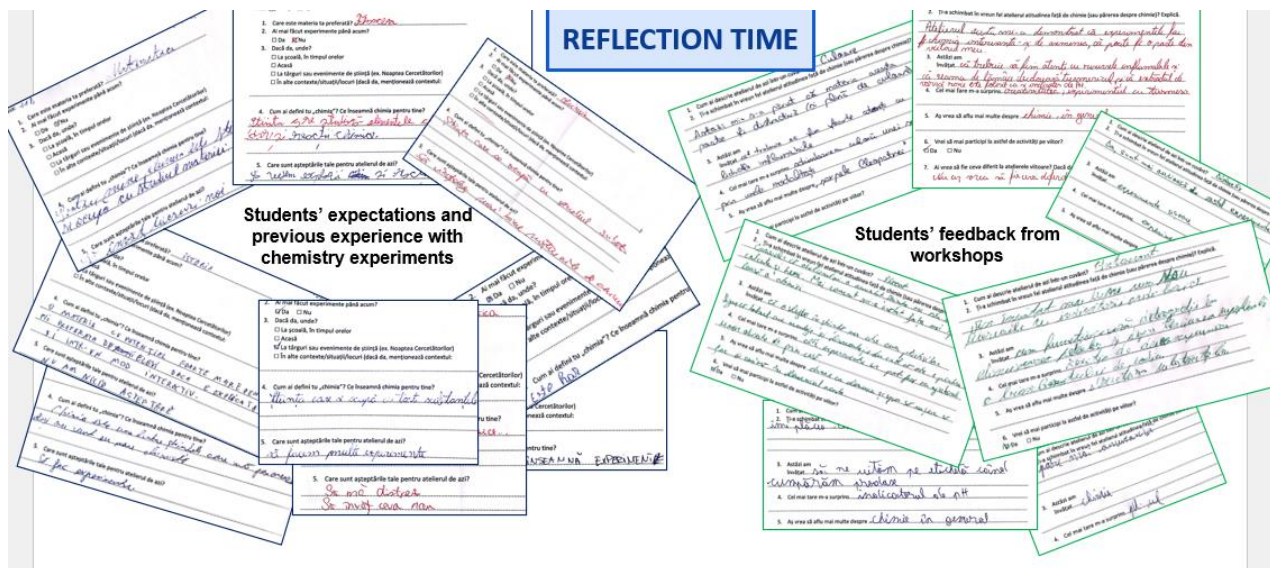
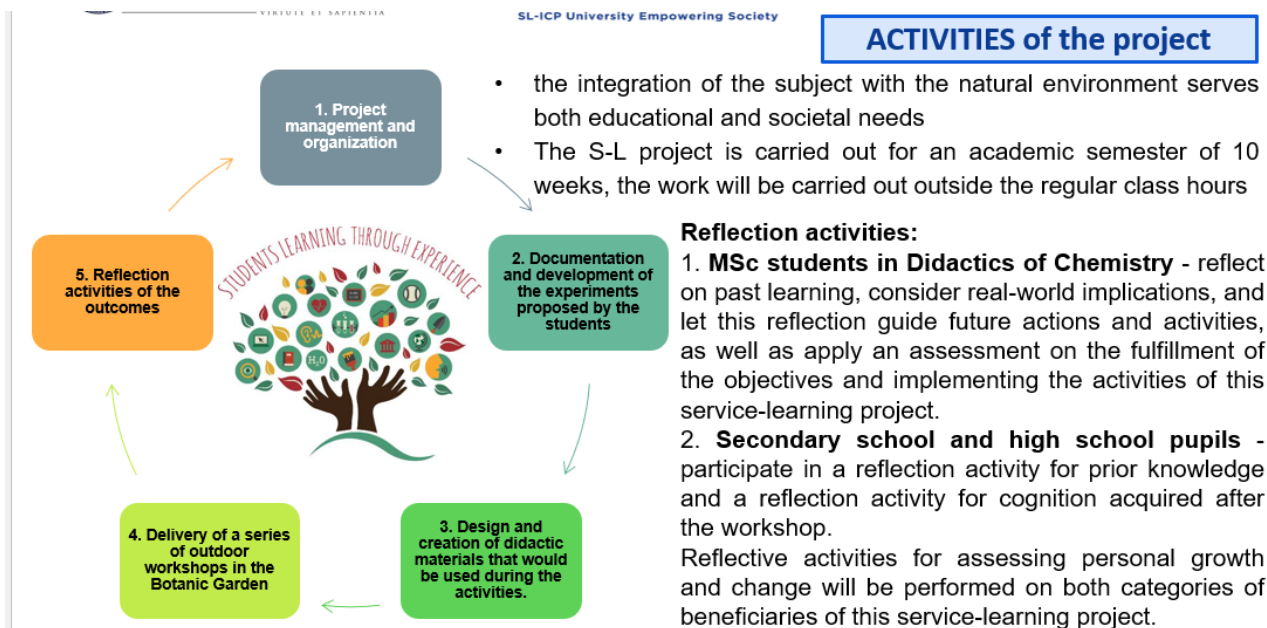
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2nd year Special Psychopedagogy students

Project 4. Chemistry Goes Outdoors



Appendix 10. Reflection Phase in Service-Learning Students' Projects- Case 2

- The Case of UAM

Project 1. Promoting school success

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?

Appendix 11. Open Lab Calls: the Case of the University of Bucharest

CIVIS Open Lab details at: <https://civis.eu/en/engage/open-labs/open-lab-bucharest>

The first Open Lab call for co-financed social responsibility projects was launched in December 2020. The proposed initiatives had to take into account social involvement and be oriented towards the identification and provision of solutions in the following three areas:

- ✓ Sustainability and Urban Resilience
- ✓ Education and Culture
- ✓ Research and Digital Transformation

A second call was opened in July 2021, accepting applications until 20 September 2021.

Projects:

1. People and Trees: Baneasa Forest management solutions for sustainable urban development and resilience
2. Learning Content Accessibility Centre: Learning content accessibility services and support for children/young people from vulnerable groups
3. Science for Resilience: Research for local sustainable development
4. Science for all: Promoting science communication for the general public
5. Travelling laboratory: courses and lectures for informational-instructive-educational purposes and experimental workshops
6. Urban lakes microscouts: Identification and quantification of microplastics in urban aquatic systems for sustainable development

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Neither the European Union nor EACEA can be held responsible for them.