

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING

WITHIN HIGHER EDUCATION IN EUROPE



2017



Funded by the
Erasmus+ Programme
of the European Union



Book written by Pilar Aramburuzabala, Lorraine McIlrath, Héctor Opazo, Reinhard Altenburger, Katrien De Bruyn, Henrietta Grönlund, Stephanie Maas, Natalija Mažeikiene, Lucas Meijs, Roman H. Mesicek, Juliet Millican, Aura Nortooma, Anne Birgitta Pessi, Nives Mikelic Preradovic, Wolfgang Stark, Guillaume Tuytschaever, Maria Vargas-Moniz and Bruna Zani

This book offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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WITHIN HIGHER EDUCATION IN EUROPE



Report
EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES
WITHIN THE PARTNER UNIVERSITIES

2016



Funded by the
Erasmus+ Programme
of the European Union



Report written by Lorraine McIlrath in partnership with Pilar Aramburuzabala, Héctor Opazo, Guillaume Tuytschaever, Wolfgang Stark, Nives Mikelic Preradovic, Lucas Meijs, Natalija Mažeikiene, Bruna Zani, Maria Vargas-Moniz, Juliet Millican, Simon Northmore; Reinhard Altenburger, Katrien De Bruyn, Anne Hopia, Anne Birgitta Pessi, Henrietta Grönlund and Stephanie Maas.

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INTRODUCTION

The Europe Engage project was established to promote and support service-learning within universities in Europe. The project is an Erasmus+ KA2 three-year funded project (2014-2017, Reference 2014-1-ES01-KA203-004798) and brings together twelve universities from twelve European countries. These include universities in Spain, Ireland, Germany, England, Finland, Italy, Portugal, Lithuania, Croatia, Belgium, Netherlands and Austria¹. As detailed in the project proposal the “overall aim of ‘Europe Engage’ will be to promote Service-Learning (S-L henceforth) as a pedagogical approach that embeds and develops civic engagement within higher education, students, staff and the wider community” (2014, p.28). The project aims to identify existing S-L practice, promote S-L as a pedagogical approach, and create a network in Europe, where much remains to be done in terms of civic engagement and S-L within higher education. To this end, one of the main tasks of the project was to map existing work in the area.

The proposal articulated the following:

Mapping and Evaluating Service-Learning as a Pedagogical Approach – from an institutional and national approach a mapping exercise will be undertaken to highlight policy, practice, funding and strategic vision for civic engagement and service-learning within each of the partners project countries. It is anticipated that this exercise will allow for the project to benchmark existing practice and track progress made over the lifecycle of the project. In addition, it will cast light on a repository of knowledge and data not now know in terms of S-L activity within Europe. Europe Engage will develop an appropriate on-line tool that project universities will be encouraged to complete and share with other universities in the country, the results will be analysed and a report developed that will be published and disseminated in each of the partner institutions and countries. (Results: Online survey tool and Europe Engage Mapping Report, 2014, p. 31)

EUROPE ENGAGE PARTNER DEFINITION, SURVEY TOOL AND PROCESS

To the end the Europe Engage Partner Survey was designed and administered in 2015 to map policy, practice, funding and strategic vision for civic engagement and S-L within each of the partner universities. The survey provided the partner universities with an opportunity to reflect, document and review the nature of their civic engagement and S-L activities within and across the university and to gauge national interest in these activities within each country from their institutional perspective, from strategy, policy, resource and practice domains. This ‘snapshot’ is useful to the Europe Engage Project and gives a baseline from which to set targets for future planning and growth of activities. It also acts as a point of information that will inform national debates in the area.

The project at the outset recognised the challenges associated with defining S-L collectively and acknowledged that it is a term open to interpretation and multiple definition, as also denoted in the scholarly literature. For the purposes of this survey, the Europe Engage

1. Europe Engage Project Website <http://www.europeengage.org>

partners in January-February 2015 individually defined S-L through an online survey, which was then analysed to develop a collective term that resonated with all partners. Following analysis the collective Europe Engage definition was crafted to include common aspects and characteristic as detailed in the data and is as follows:

Service-Learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the process and the service is link to the academic discipline. (Europe Engage, 2015)

This definition was adopted as the basis on which to assess institutional commitment, or otherwise, to civic engagement and S-L . This survey was conducted through an online questionnaire that was largely based on the Campus Engage Survey that was developed and undertaken among 24 institutions of higher education in Ireland in 2010 (Lyons and McIlrath, 2011)². The survey was significantly adapted by the Europe Engage Survey Sub-Committee that was formed in January 2015 to develop the tool³. The Sub-Committee took into consideration the aim and objectives of the Europe Engage project and information needed for the purpose of the project. In light of this, a shorter and more culturally appropriate version of the Irish survey was eventually to be adopted that focussed predominately on S-L as a pedagogical expression of civic engagement⁴. In addition, we have also included new elements in our survey to reflect new theoretical developments related with S-L. We included specific questions about the intersections of purpose and S-L⁵.

Using SurveyMonkey as the online platform, the twelve project partners were invited to submit the self-reflective surveys between May and December 2015. The survey design constituted an institutional self-assessment process with one survey returned for each of the partner institutions. The questions included open-ended questions looking for qualitative type data and scaled response-type questions of a more quantitative nature.

Guidelines on the survey data gathering process was offered by the Sub-Committee to each university. It was suggested to the partners that a working group be established in each institution to complete the survey for two reasons;

1. To make the task easier;
2. To generate more information than if it were completed by one person.

2. The Carnegie Foundation's Classification Framework was a particularly influential in terms of the Campus Engage Survey Tool and methodology. See the following website for further information. http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

3. The Survey Sub-Committee contained representatives from the National University of Ireland, Galway (lead), Erasmus University, Ghent University, Autonomous University Madrid, University of Zagreb and Vytautas Magnus University

4. The Irish survey also address other civic engagement expressions such as community based research, volunteering, outreach, access and widening participation

5. We appreciate the collaboration of Dr. Seana Moran (Clark University; MA, USA), PI of the project "How Service-Learning Influences Youth Purpose Around the World". Moran has shared with Europe Engage a survey of "University/Institution Commitment to Service-Learning Influences on Youth Purpose"(2015). See the following website for further information <http://learning4purpose.org>

It was advised that this working group should be representative of the range of people involved in or responsible for, civic engagement activities in the partner university. For example, it was recommended that the groups could include academic and administrative staff, senior management, and students.

The survey was divided into four sections with both qualitative and quantitative type questions in each section:

Section 1 - University Culture and Identity

Section 2 - Service-Learning Activities

Section 3 - National Context

Section 4 - Conclusion

12 institutions and partners of Europe Engage have participated and completed the survey. (See table 1)

Table 1. :
Partner Countries and Universities

Country	Partner University
Austria	IMC University of Applied Sciences Krems
Belgium	Ghent University
Croatia	University of Zagreb
Finland	University of Helsinki
Germany	University Duisburg-Essen
Ireland	National University of Ireland, Galway
Italy	Università di Bologna
Lithuania	Vytauto Didžiojo Universitetas (Vytautas Magnus University)
Netherlands	Erasmus University
Portugal	ISPA University Institute
Spain	Autonomous University of Madrid
UK	University of Brighton

Overall the picture of S-L within the project universities is optimistic but at a European level this may be the exception rather than the norm. As documented in the project proposal, the 12 selected partners had to; “demonstrate practice in the area of engaging student learning through S-L; have direct experience of facilitating and embedding S-L courses at their institutions; bring expertise to the project; highlight a willingness to share knowledge and practice with other universities.” (Europe Engage, 2014, p. 29) The following report structure mirrors the structure of the actual data and will be presented in terms of four sections.

Section 1 - University Culture and Identity

Section 2 - Service-Learning Activities

Section 3 - National Context Section

Section 4 - Conclusion

SECTION 1 - UNIVERSITY CULTURE AND IDENTITY

Formal Acknowledgement of S-L and Civic Engagement

9 university respondents indicate that S-L and civic engagement are included in the university's mission statement and university marketing materials. This acknowledgement moves from some to substantial with the remaining 3 institutions indicating that S-L is not formally acknowledged. There is also evidence of formal acknowledgement in terms of university strategic plans with 8 institutional responses highlighting a commitment through university strategic plans, university websites and university publications. In addition at the local level, 7 respondents indicate that programme or discipline specific strategic plans have formal acknowledgment of S-L and civic engagement. 10 indicate that S-L and civic engagement is acknowledged formally in public lectures. In addition, 8 respondents indicate that there is community member representation on university boards.

There are few institutions incentivising civic engagement and S-L activities to be embedded by faculty as just 4 provide training opportunities for faculty and 3 providing faculty awards. However, 6 report on dedicated civic engagement and S-L centralised offices.

In terms of student recognition, 3 institutional responses note that S-L is a graduation requirement for students, 4 note that it a requirement for some disciplines or programmes and 5 institutions reward students in some way for civic engagement or community service. (See Table 2 for a full overview)

Table 2.
Formal Acknowledgement of S-L and Civic Engagement

Activity	Number of Institutions
University Strategic Plans	8
Programme/Discipline Specific Strategic Plans	7
University Websites	8
University Publications	7
University Marketing Materials	9
Public Lectures	10
Community Member participations on university boards	8
Centralised university office for civic engagement and S-L	6
Training for Faculty	4
Specific Learning Activities Provided to Faculty to include in Modules	6
Awards to Faculty for inclusion of S-L or civic engagement components within modules	3
Graduation Requirement for Students	3
Requirements for some majors/disciplines/programmes	4
General academic awards to students include civic or service component	5
Awards to students	5

Mission Statements

Out of the 12 respondents, 6 institutions indicate that S-L and civic engagement is included in the university's overall mission statement. However, civic engagement as an explicit term is mentioned in just 2 of these institutional missions while S-L as a tool or method is not referenced within any mission statement provided in the data.

One university "profiles itself as a civic engaged and pluralist university" and another sees itself "boosting civic engagement and supporting local organisations". So this term (civic engagement or civically engaged) is the exception rather than the norm. Language adopted to evidence a mission's commitment to S-L and civic engagement varies greatly as an indicator of civic engagement and S-L. Language evidenced in the survey that indicates or nuances a commitment to civic engagement and S-L includes: "contributes to global cultural and academic development"; "is to be a community-based research, art and study institution"; "creation, development, transmission and criticism of science, technology, culture and art . . . toward freedom, sustainable human development, justice, peace, friendship and cooperation among communities"; "offer higher education that contributes critically to citizenship and the public good"; the university student as a "global citizen: socially aware, distinctive, highly skilled and well-rounded" to mention a few statements or terms typically adopted.

Formal Documents

In terms of formal documents, the respondents were asked to highlight a series of dimensions related to service learning that are emphasised, mentioned or otherwise within formal documents. 9 out of 11 respondents indicate that students academic development is mentioned, described, emphasises or promoted in formal documents and another 6 state that this is articulated in terms of specific service learning or civic engagement module activities within formal documents, while just 3 state this civic dimension is not addressed. 9 respondents out of 10 note that student engagement in university is described, emphasised or promoted with 1 respondent unable to assess. Also, student contribution to the university is contained within formal documents with 9 respondents indicated this contribution within formal documents.

Senior Management Support

Overall from the 12 responses gathered it seems that there is, in the majority, support from senior management for civic engagement and S-L moving from some to moderate to substantial support. With just 2 institutions indicating that there is no support to create a coordinating unit, no provision of posts or funding for civic engagement events. Another 3 institutions indicate there is no support to become members of advisory boards or steering committees related to civic engagement. While 9 institutions indicate that there is support for coordinating units and the provision of posts, and optimistically almost a half of these responses (4 of these responses) acknowledge that this support is substantial. (See Table 3)

However, there is some divergence within the data as two particular institutions, while acknowledging that there is a civic engagement coordinating unit or university-wide project,

evidences that the activities underway within are extra-curricular which fall outside the Europe Engage project definition of S-L, as well as scholarly definitions. Another institution acknowledges the existence of a centre for civic engagement but the work at this centre does not include a remit or responsibility for S-L. However, in marked contrast, 3 institutions indicate the existence of S-L as a core responsibility of a centralised coordinating unit with funds centrally provided and its work reflected in the university strategic plan.

Table 3.
Senior Management Support – Some to Moderate to Substantial Support

Activity	Number of Institutions
Creation of a Coordinating Unit	9
Provision of posts which include responsibility for civic engagement and S-L	9
Attendance at civic engagement and S-L events	11
Funding of civic engagement and S-L events	9
Memberships of advisory boards or steering committees related to civic engagement	7

Staff Awareness of Civic Engagement and S-L

Overall there seems to be support, from some to moderate to substantial, for efforts adopted to make staff aware of civic engagement and S-L activities. 10 institutions indicate that staff are made aware through conferences and public lectures but 6 institutions highlight that no efforts are made to fund staff to attend conferences on this theme with a further 4 stating that only some effort is made to fund participation in these events. One institution makes the point that staff are only funded to attend conferences abroad that directly relate to research activities, as is the case in general for most universities regarding participation at any conference. This institution also highlights that events organised by NGO's and students on civic engagement issues are only occasionally attended by university staff. A myriad of activities were highlighted by 5 institutions to support staff awareness of civic engagement and S-L and some of these include: dedicated websites and social media outlets, development of tools and best practice guides, seminars and keynote addresses, newsletters, professional development credit bearing courses, civic engagement college representatives, funding to attend events and conferences, mentoring – peer to peer on S-L, library resources and access to international databases on the topic, research and dissemination. (See Table 4)

Table 4.
Staff Awareness – Some to Moderate to Substantial Efforts

Activity	Number of Institutions
Conferences/Public Lectures	10
Training Events	9
Dissemination of Information (online/offline)	9
Funding for Attending Conferences	6
Dedicated Websites	8

Provision of Professional Development Opportunities

The provision of professional development opportunities from which to nurture, create and develop civic engagement and S-L activities is perhaps worrying. 7 institutions indicate that there are no training and funding opportunities to develop activities. 6 indicate that there is no peer-to-peer support through mentoring and another 3 indicate that libraries contain no resources related to the area. Unfortunately only a small number of institutions indicate significant opportunities, with one indicating substantial support for training and funding, another 2 highlight the library as a substantial resource and none indicate any form of substantial support for mentoring. While 1 university recognises that peer-to-peer mentoring in the area of S-L exist this is undertaken on the initiative and interest of the lecturer involved rather than from senior management or centrally organised and administered. Another university notes that the library takes advice and suggestions in terms of recommended resources to purchase but there is no guarantee that resources aligns with civic engagement and S-L within higher education will be purchased. Another institution notes that regular training sessions are offered to staff in the area with another planning to develop training opportunities based on a S-L tool developed by that institution. (See Table 5)

Table 5.
Professional Development from Some to Moderate to Substantial

Activity	Number of Institutions
Funding	5
Mentoring	6
Training	5
Library Resources	7

Career Promotional Policies

Only 4 institutions indicate that career promotion policies explicitly take civic engagement and S-L into account with 8 disagreeing. One institution indicates that these activities can enhance promotion and evidences one particular recent senior promotion to illustrate this point. Another university relates that this is a contentious issue at that university that is regularly discussed and debated but indicates positively that “there is a widespread sentiment in that they [civic engagement and S-L activities] are looked on favourably”. Another institution while indicating that civic engagement and S-L activities don’t count in terms of promotion but faculty can gain access to reduced lecturing time. However these responses do not represent the majority of responding institutions. (See Figure 1)

Explicit Promotion Policies for Civic Engagement and Service Learning

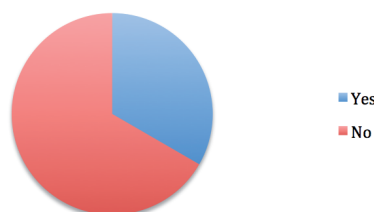


Figure 1. Promotion Policies for Civic Engagement and S-L

Organisations Structures for Coordination

In terms of dedicated organisational structures to coordinate civic engagement and S-L, 3 universities state that there are no organisational structures; 6 say there are some structures but not dedicated; and 3 institutions say they have dedicated structures. Where there are organisational structures the position or location and type of these structures vary greatly. Some indicate location within an academic discipline or department, another is located in a careers area with responsibility for employment and internships, another is a strategic project of the university and part of emergent university policy, with another located in student services responsible for extracurricular activities.

SECTION 2 – S-L ACTIVITIES

Incorporated into programmes – Master and Bachelors

One institution states that S-L is never incorporated into programmes with a further 9 stating that S-L is infrequently incorporated. One institution indicated that it is often incorporated with 1 highlighting that the approach is incorporated into all programmes of study. (See Table 6)

Table 6.
S-L within Programmes

Activity	Number of Institutions
Never incorporated into programmes	1
Infrequently incorporated into programmes	9
Often incorporated into programmes	1
Incorporated into all programmes	1

There is great diversity in terms of the disciplines that do incorporate S-L as a pedagogical approach into Masters and Bachelor programmes and these span the disciplines. These include; Education and Teacher Training, Theology, Community Development, Anthropology, Sociology, Social Work, Health Promotion, Science, Occupational Therapy, General Practice, Primary Health Care, Business Studies, Civil, Biomedical and Mechanical Engineering, Industrial Design, Communication, Marketing, Management, Philosophy, Law, Languages, Medicine, and Nursing.

Community Partners Collaboration in S-L

None of the responding institutions report on substantial collaboration with community partners with 7 indicating a small to moderate amount of collaboration in terms of design and delivery of the curriculum. 3 institutions indicate small to moderate collaboration in the area of assessment with community partners. Given the nature of S-L as a pedagogical approach that underpins community university partnership it is worrying when 4 institutions indicate that there is little or no collaboration by community partners in terms of design and delivery of the curriculum with a another 4 indicating little to no collaboration on assessment. (See Table 7)

Table 7.

Community Collaboration

Collaborative Activity	Number of Institutions
Design of curriculum	7
Delivery of curriculum	7
Assessment	8

However, other evidence provided by the respondents do indicate community partnerships but in a range of different areas. One respondent mentioned that community's partners role is to accept students into the community and decide on a service activity that aligns with the aims of the academic course and curriculum. Another collaborates with community partners in the area of evaluation of the community experience of students but this is dependent on the course. One respondent notes that a lack of human resources makes it difficult for collaboration to be central to S-L but that there is a willingness among the lecturing staff to become more collaborative with the community. Meanwhile another respondent highlights that community partners teach and guest lecture in many of the S-L modules. In one instance another respondent suggest that collaboration is typified when lecturers assess the community parents needs and levels of satisfaction with the student in a range of areas including communication skills and academic knowledge. Another respondent highlights that levels of collaboration varies from college to college within the university and from course to course moving from thin to thick levels. In some instances, according to this respondent, community partners are members of programme boards, delivery of content, training students for engagement (e.g. child protection training), consultation on student research projects, hosting students, assignment assessment and feedback to students, but this varies across the institution.

Service-Learning Courses

In terms of the number of S-L courses offered within the Europe Engage partner universities, 8 responses indicate the existence of 97 courses with 6 acknowledging that 3323 students engage in these S-L courses which is a average of 537 students in each of these 6 universities engaging with 364 community partners. 7 institutions acknowledge that over 263 university staff contributes to the courses. The lowest number of courses offered at any institution is 1 with highest being 40 S-L courses. (See Table 8 for a full breakdown)

Table 8.

Numbers of Courses, Students, Staff and Community

Activity	Valid Responses	Maximum	Mean
SL Courses (2013-14)	8	97	12.12
Students Enrolled	6	3223	537.16
Staff Contributing	7	263	37.57
Community Partners Involved	6	634	105.66

Service-Learning Courses that no longer offered

Out of 11 responses, 4 mention that S-L courses that were delivered in the past are no longer offered for a variety of reasons. In one instance the courses were piloted as a result of European funding and when the project funding expired the courses were no longer sustained or offered. One course offered while it has undergone serious changes over time it still is in principle a S-L course. In another institution a well-regarded service course is no

longer offered as it was part of a MA programme now not offered by the university due to reduced demand for this programme.

Community Partners

8 institutions acknowledge that community partners collaborate with the university in terms of delivering content, supervising students and act as teachers in the S-L process. There is a broad spread of community partner typology ranging from formal education centres, NGOs, government entities and health centres. (See Table 9 for a detailed breakdown)

Table 9.

Community Partners Typology

Type of organisations	Yes	No
Formal Education Centre	10	1
Informal Education Centre	11	2
Government Entities	7	2
Business and Enterprise	9	0
Foundations	8	1
NGOs	11	0
Health Centres	9	1
Associations	9	1

An additional range of organisations were evidence and presented in the data that related to other types of organisations that S-L modules collaborate with. These include: Political Parties; Religious Communities; Local community workers: health care- and welfare organisations: primary schools; mental healthcare organisations, youth welfare organisations, disability organisations, child care organisations, community health organisations, migrant support organisations, organisations for homeless, poverty organisations, charity organisations; social movements; libraries and museums.

In addition to the type of organisation, respondents were also asked to indicate the area of activity that their community partners work in. 10 responses indicated the area of health, 11 work in education type partnership, and 7 work on migrant rights, with the elderly and on international cooperation type partnerships. (See Table 10 for a detailed breakdown). Other collaborative areas evidenced in the data include: people with drug and alcohol abuse/rehabilitation; human rights, children's welfare, women's rights, religious education; child protection; adoptions; community development and organising.

Table 10.

Area of Activity

Area	Yes	No
Health	10	0
Education	11	0
Leisure	6	4
Sports	5	4
Homelessness	8	1
Scouting	5	4
Natural Environment	5	3
Diversity/Disability	9	1
Migrant Rights	7	2
Elderly	7	2
International Cooperation	7	2

SECTION 3 – NATIONAL CONTEXTS

The Europe Engage survey also tried to also capture country data related to higher education and its relationship with civic engagement and S-L. Out of ten respondents gained, an overwhelming 10 indicated that other universities in their country are involved in S-L. (See table 11)

Table 11.
Number of Universities in Each Country

Country	Number of Institutions
Belgium	5
Croatia	24
Finland	39
Germany	330
Ireland	7
Italy	96
Lithuania	23
Netherlands	54
Portugal	34
Spain	76
UK	109

When asked if other universities have practice in the area of civic engagement and S-L, 3 of the partners were unable to offer an answer as there is insufficient information on this area of work. However, in Lithuania Siauliai University has significant experience in S-L with several related projects implemented there. Within Spain, the Spanish University S-L Network has 41 members universities, with various levels of institutionalisation underway. In the Netherlands, only a small proportion of the Dutch universities are currently committed to civic engagement and S-L. For example, besides a S-L business course related to consultancy and social entrepreneurship at the Rotterdam School of Management, Erasmus University⁶ only Leiden University College has embedded S-L opportunities. At Leiden University College the S-L opportunities connect classroom knowledge to practical, hands-on experiences while developing skills in leadership, reciprocity, and intercultural sensitivity, and fostering the values of social justice and responsibility⁷. Nevertheless, various Dutch Universities of Applied Science have offered S-L programmes and activities in the past. Furthermore, several Dutch Universities are considering and working on providing S-L activities in the near future. In addition, several Universities of Applied Science have offered S-L programmes and activities in the past. In Portugal the Nova University of Lisbon hosts a programme of Civic Engagement. Within the context of Ireland, service or community based learning is seen nationally as a new and innovative approach towards engagement within the higher education curriculum. Many universities have S-L courses or units to support the creation of service/community based learning courses. Growth and expansion of these programmes is ongoing. Recently Campus Engage, the Irish network for civic engagement within higher education, rolled out a capacity building programme entitled the Participate Programme and over 175 academic staff have participated in the programme⁸. Within Germany there is a national university network and according to a survey undertaken in 2012, 56 higher education institutions adopt S-L as a pedagogical approach⁹. In Croatia, 4 universities are committed

6. <http://www.eur.nl/minor/minoren/faculteit/rsm/explear/>

7. <http://www.lucethehague.nl/academic-programme/global-citizenship/global-citizenship.html>

8. <http://www.campusengage.ie>

9. <http://www.bildung-durch-verantwortung.de/mitglieder>

and these include: University of Zagreb (several courses), University of Rijeka (several courses), University of Osijek (1 course), University of Zadar (diploma-based projects).

National Network

5 out of 12 respondents indicated the existence of a national network to support S-L and civic engagement in universities in their country. In Lithuania 2 universities Vytautas Magnus University and Šiauliai university have close cooperation on S-L and problem-based S-L. The Spanish Network was created in 2010 with the purpose of strengthening collaboration and exchange of S-L experiences, disseminating projects and promote research, and supporting institutionalization processes. Annually the network organises a conference hosted by a different university each year. In the UK the National Coordinating Centre for Public Engagement (NCCPE) offers advice and support to universities to engage with the public and hosts an annual conference in Bristol¹⁰. In Ireland, Campus Engage is a national network of Irish higher education institutions responding to and implementing national and institutional higher education policies on civic and community engagement and knowledge exchange. It was established by NUI Galway in 2007 and mainstreamed by the Irish Universities Association in 2014. The Campus Engage Steering Committee members are nominated by HEI Presidents. Since early 2013 the network has scaled up from 5 to 24 HEIs, to include all 7 Universities and all Institutes of Technology, DIT, RCSI and NCAD. Campus Engage strives to work collaboratively and cost effectively across the sector, providing shared services and products informed by the relevant expertise and experience at home and abroad.

National Policy

When asked if national university policy and legislation governing universities are supportive of civic engagement and S-L only 3 from 11 responses indicate support. In two of these cases, Ireland and Spain there is strong reference to engagement in a number of policy documents and legislation.

In Spain, the Royal Decree 1791/2010 of 30 December (Article 64.3) states that universities should promote practices of social and civic responsibility that combine academic learning with the provision of community service, aimed at improving the quality of life and social inclusion. In addition, the Royal Decree 1027/2011 of 15 July (amended by Royal Decree 96/2014 of 14 February) on the Spanish Qualifications Framework for Higher Education states that both Bachelor and Master studies should include as a learning outcome the ability of students to make ethical reflections of nature in their field of study. The Conference of Rectors of Spanish Universities (2001) has stated that the University must take a leading role in the processes of human development, by exploring and implementing new strategies to build a more just and participatory society. In addition, the working group on Curricular Sustainability of the Conference of Rectors in 2015 approved a declaration on support of the institutionalization of S-L as a strategy for attaining sustainability in the curriculum. The “University 2015 Strategy” (Ministry of Education, 2010) that frames the modernization of the Spanish university, urges universities to be prepared for contributing to the promotion

10. <http://www.publicengagement.ac.uk>

of a new social model, and to incorporate into its educational model, teaching and learning practices that adequately integrate preparation for professional practice and for the exercise of social responsibility of students and graduates. S-L is mentioned at the new Law on Volunteering that will be soon approved by the Parliament.

In Ireland, the National Strategy for Higher Education to 2030 (Section 5) names engagement with wider society as ‘the third of the three interconnected core roles of higher education’. It calls on higher education institutions to ‘engage with the communities they serve in a more connected manner—identifying community, regional and enterprise needs and proactively responding to them’. An ambition to be achieved through ‘greater inward and outward mobility of staff and students’ between institutions and organisations in the wider community; through flexible programme provision which meets continuing professional development (CPD) needs; through accreditation of students’ civic engagement activities; and through the establishment of mechanisms that foster external engagement in a range of activities, ‘including programme design and revision’ (2011, 77). The National Strategy argues that this enhanced engagement ‘will help [institutions] become more relevant and responsive, and will also enhance their diversity and distinctiveness’ (2011, 77). The National Strategy recommended that a steering and performance based framework for the system governance of higher education in Ireland be put in place. In 2013 the Department of Education and Skills published the Higher Education System Performance Framework. The HEA uses this framework as the context for conducting strategic dialogue with individual institutions and for setting and reviewing Performance Compacts, reflecting their contribution to overall higher education system objectives. Section 5.5 of the Higher Education Performance Compacts covers community and industry engagement and knowledge exchange. Compacts require higher education institutions themselves to propose the qualitative and quantitative indicators. The agreed indicators of success will be measured and will influence the allocation of funding. The Universities Act 1997 governs the university sector and while it doesn’t specifically make reference to service learning, however the language adopted underpins the concept. Under the Object and Functions Chapter 1, the Act references that universities exist ‘to promote the cultural and social life of society’, ‘foster a capacity for critical thinking amongst its students’, ‘contribute to the realisation of national economic and social development’, make ‘provision for adult and continuing education’ and to ‘promote gender balance and equality of opportunity among student and employees’ (1997).

In Lithuania national higher education policy supports civic engagement but makes no reference to S-L. In Italy there are no legislative restrictions or obstacles to organise studies with service learning and civic engagement and national policy supports the development of practical skills, experiential and problem-based learning.

SECTION 4 CONCLUSION

In terms of completing the survey 8 institutions state that they had the necessary resources of complete the survey with 3 indicating some difficulty or complexity.

In terms of answering the questions many encountered difficulty as information is not centralised in any one institutional repository and involved the evaluation of many resources (mission and strategic plan, websites, university documents etc.) and engagement activities

across the institution. In some instances where S-L is not institutionalised by the university it was very difficult to access information on number of staff and students participating. In terms of accessing national information, it was difficult to ascertain if policy and legislation are aligned to civic engagement and S-L and it was also difficult to ascertain if other institutions offer S-L. There is a lack of clarity in some institutions as to differences between internships, S-L and volunteering and this level of definitional confusion made data gathering difficult. Positively in another instance was report when it was indicated that they had both the time and space to gather data. Another indicated that new information on S-L across the universities was accessed through this process.

Significant Supports to establish Service-Learning

When asked what are the most significant support in establishing S-L in the university 6 respondents indicated a dedicated unit or group of designated individuals committed to S-L with an annual budget or funding was fundamental. 2 respondents indicated that an understanding of S-L and a commitment from senior management is key. Another mentioned the necessity of enthusiastic individuals. Another specified recognition in the form of national and international awards. A sense of endurance was mentioned as key. Another highlighted a multi-faceted set of supports and activities including a coordinating unit with funding, formal training and education opportunities, institutional and national policy and legislation development and alignment, the existence of a national network and support function, scholarly underpinning to civic engagement and S-L activities, and internal and external communication on activity.

Main barriers to establish Service-Learning

A large set of barriers to establishing S-L as an approach was documented by 11 respondents with many commonalities between all responses. The main barriers can be categorised into 6 groups namely; time; knowledge and expertise; funding, national and institutional prioritisation; coordinating unit; and, reward and recognition.

Time - Almost all respondents mention time as a major barrier towards the implementation of S-L. All acknowledge the need for time and energy to establish partnerships and coordinate logistics related to S-L. Release time from other duties was one possible solution offered towards the implementation of S-L.

Knowledge and expertise – in some responses a lack of knowledge and expertise in S-L was acknowledged as a barrier. It was also detailed that the name S-L is a barrier.

Funding - A deficit of funding, cuts in university funding and the recession are acknowledged as having a negative bearing on the adopting of S-L as an approach.

National and Institutional Prioritisation – it was noted in some responses that other areas such as research or key new national and institutional priorities such as employability overshadowed the importance given to SL. There was a concern that as a result S-L will remain on the periphery.

Coordinating Unit – it was acknowledged that the absence of a dedicated coordinating unit or team of people designated to S-L is a major barrier.

Reward and Recognition – a lack of internal and external rewards and recognition are seen as major barriers towards the embedding of S-L.

In terms of the use of the data 9 out of 11 respondents indicated that the institution data gathered would be shared with relevant contact on campus, 8 aim to use the data to inform strategic planning and 6 felt it could be used to work with current or prospective funders.

Concluding Remarks – Opportunities and Limitations

A diverse picture of civic engagement and S-L is presented here in terms of this 12-university sample of partners in the Europe Engage project. Some countries and residing universities have made strong headway in terms of growth and development, others are at nascent stages of development with a desire for deeper support and adoption of this pedagogical approach. All are at different stages of institutionalisation with some universities with dedicated centres, mainly in the minority, and others with no support infrastructure. This mapping exercise has allowed the project to map existing practice with a view towards benchmarking future growth and practice, or otherwise. Thus this mapping exercise has been an opportunity for the participating universities. However, this exercise in itself has had limitations, and given the nature of any survey, it has not allowed for deeper data to be mined as might be done through a qualitative approach using interviews or focus groups to attain deeper knowledge.

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



SPANISH NATIONAL REPORT



EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



Funded by the
Erasmus+ Programme
of the European Union



Report written by Pilar Aramburuzabala and Héctor Opazo

This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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Europe Engage logo designed by Miguel Ángel Tejedor.

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1. INTRODUCTION

The structure of official university education in Spain is established in Royal Decree 1393/2007, of October 29, in line with the general guidelines issued by the European Higher Education Area (EHEA). Doctorate studies are governed by the provisions of Royal Decree 99/2011, of January 28.

There are 76 universities in Spain, most of which are supported by state funding. 24 Spanish universities are private, of which 7 are affiliated with the Catholic Church.

The Spanish University System is made up of two types of universities: public and private.

According to the Organic Law 6/2001 of universities, public universities are institutions created by the Law of the Legislative Assembly of the Autonomous Community, established within its jurisdiction and also those institutions created by Law by the Spanish Parliament, proposed by the government and in accordance to the Autonomous Community where the institution is to be established.

In contrast, Private Universities are those institutions created by physical persons or legal bodies in virtue of section 6 of article 27 of the Spanish Constitution, with respect to the constitutional principles and subject to the Organic Law 6/2001 of universities.

That is to say that whether a university or not is public or private depends on ownership: on the one hand there are public universities created by a public entity; and on the other hand there are private universities created by physical persons or legal bodies.

There are also universities specialized in online studies that allow you to study and obtain Bachelor's, Master and Doctorate degrees. Additionally, more and more public and private universities include the possibility of taking part of their academic offer online.

Official degrees: the general guidelines for these degrees are established by the State and are valid throughout Spain. The official four-year degrees are being designed by the University following the general guidelines established by the State. These degrees must undergo a verification and accreditation process. The registration of a degree in the RUCT (Registry of Universities, Centres and Degrees) means that it is considered an official accredited degree.

Private degrees are designed by each university by virtue of its autonomy.

2. BACKGROUND TO SURVEY

In Spain, the survey was translated to Spanish from the English version that was developed for all Europe Engage partners. The translation was done by the Spanish team (see annex 1)

The survey was distributed through the University Service-Learning Network via email. The network has 342 members from 47 universities. The surveys were sent out on May 28th, 2015 with the request to complete it before July 17th. It was recommended that only one survey was completed at each university, and that, if possible, it was completed by a working group representing the variety of people involved or responsible for the civic

engagement activities in the university (i.e., teachers, administrative staff, academic leaders and students). The datasheet for collecting specific information on S-L experiences was also included in the email message.

15 surveys were completed, representing the following institutions:

1. Autonomous University of Madrid
2. Universitat Autònoma de Barcelona
3. Universidad de Valladolid
4. Universidad de Deusto
5. Mondragon Unibertsitatea
6. Universidad de Navarra
7. Universidad de Málaga
8. Universitat de València
9. Universidad de Las Palmas de Gran Canaria
10. Universidad de Cádiz
11. Universidad Pontificia Comillas de Madrid
12. Universidad Rovira i Virgili
13. Escola d'Art i Superior de Disseny de les Illes Balears
14. Universidad de Huelva
15. Universidad Ramon Llull

One survey was completed in English and 14 in Spanish.

Eleven of these universities are public and 4 are private (own by religious organizations).

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Distributed at the end of the academic year, which was considered an obstacle due to the large amount of work during that period. Some universities decided to postpone it for the beginning of the 2015-2016 year. In some universities it was difficult to put together a team for completing the survey. Given these facts, we consider that the level of responses (15) was high; even though S-L is being used in many more universities in Spain (47).

Four surveys were disregarded because they were substantially incomplete.

The survey was an opportunity for the universities to reflect about their civic engagement program in a collaborative way.

4. UNIVERSITY CULTURE AND IDENTITY

There is formal acknowledgement of civic engagement and service-learning in the mission statement of most universities of the study (figure 1). 33% of them reported substantial acknowledgment, while another 33% pointed out some or moderate formal acknowledgment. On the other hand, there are 4 institutions (26 %) where there is no formal acknowledgment at all in the mission statement.

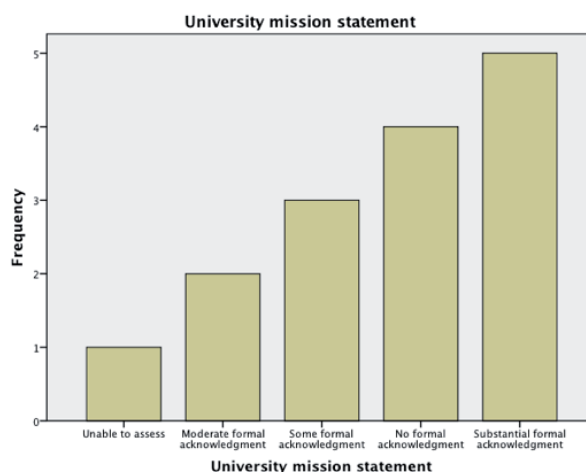


Figure 1. University mission statement

Eleven (73%) out of the 15 institutions include civic engagement and service-learning in their strategic plans (figure 2). This percentage was lower (66%) when asked about program or discipline specific strategic plans.

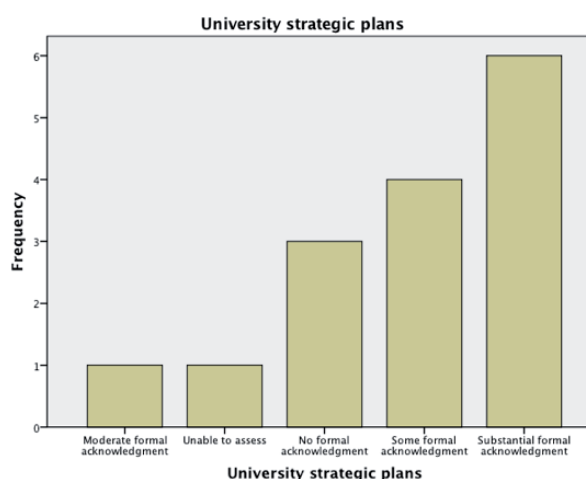


Figure 2. University strategic plans

Websites seem to be relevant for the dissemination of the university commitment with civic engagement and service-learning, as a large percentage (40%) of the institutions reported

that there is substantial formal acknowledgment. Regarding university publications (figure 3), there is moderate acknowledgment in 5 institutions (33,3%), and substantial formal acknowledgment in 3 (20%).

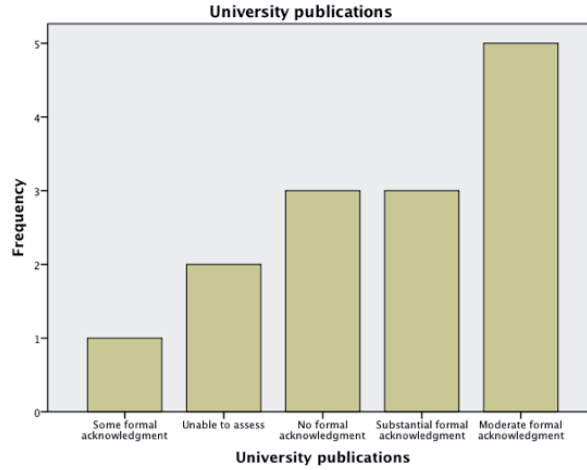


Figure 3. University publications

Marketing materials do not seem to be the preferred mean for disseminating the commitment of the universities to civic engagement and service-learning. There is no formal acknowledgment in 5 organizations (33,3%). Five universities refer to moderate and substantial acknowledgment through these means (67%). On the other hand, public lectures appear to be a common way of acknowledging civic engagement and service-learning, as 11 institutions (73%) selected the responses “moderate” or “substantial” formal acknowledgment.

In 9 cases (60%), there is a community member participating on University boards. This is a common practice in Foundations of Spanish universities.

In 8 Universities (53%) there is a centralized office for service-learning or civic engagement (figure 4), while 10 (66%) out of the 15 report having some training for faculty related to this issue.

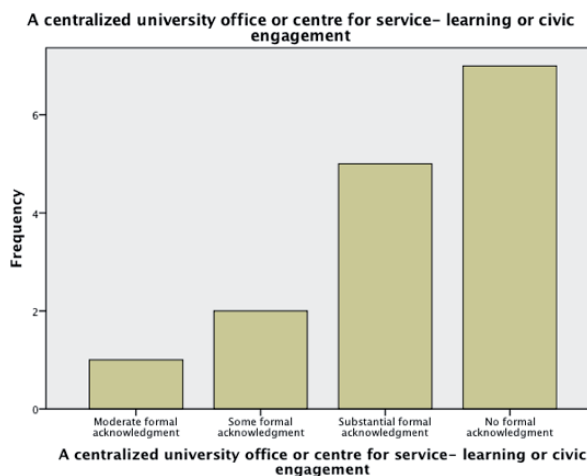


Figure 4. Centralized university office or centre for service- learning or civic engagement

The majority of the institutions do not use awards to faculty for inclusion of service-learning or civic engagement in their teaching practice (n=9; 60%), do not apply them to graduation requirements for students (n=9; 60%), and they are not requirements for some majors, disciplines or programs (n=7; 46%). Students are not awarded for their civic engagement or community service in 8 universities (60%), although they are in 5 of them (33,3%).

Participants in the survey express formal acknowledgment in different ways. The following are some examples:

“The current Rector mentioned service-learning as a challenge in its election programme”.

“The Department for Teacher Training and Educational Quality is in charge of the process of institutionalizing S-L through the ABCEFG¹ Project, which started in July 2015 and is currently being designed”

“University 12 recognizes participation in service-learning projects by faculty, students and community entities. Service-Learning is valued for the career development (teaching and research) and it is included in the Dedication Pact as teaching innovation projects, with the intention to include them in the third mission. Support is also provided to teachers using service-learning who want to apply for internal awards. The Vice President for Teaching, Student and College Community issues official certificates to students participating in service-learning projects. Participating community entities are included in the interactive map of associates that is available on the website of the university service-learning program, and they also have the possibility to enter the Program “Friends of the University 12”.

The following are examples of evidence of how civic engagement and service-learning is formally acknowledged in the universities:

“The first article of the preliminary chapter of the Statutes of the University states that the University 1 is characterized by innovation and social engagement; the statutes are published in the web page of University 1. The web page of the Office of Solidarity Action and Cooperation also mentions civic engagement as a pillar of University 1; same with the annual report of the Office of Solidarity Action and Cooperation. The team of teachers and administrative staff using S-L also writes an annual report”.

“Service-learning is reflected in the current Strategic Plan 2014-2018. There is a team of 6 people with diverse work commitment to promoting service-learning in the university”.

Most universities in the sample include civic engagement and service-learning in their overall mission statement (66%).

The following are examples of mission statements from the survey:

1 nombres cubiertos

“Nature of the University 1 .- 1. The University 1 is a public entity to which it corresponds, in the scope of its competences, the public service of higher education through research, teaching and study. It has legal personality and its own assets and considers autonomy the essential sign of its identity. It is defined by its commitment to innovation and social involvement, in coordination and collaboration with other universities and institutions. The following are functions of the University 1 in its service to society: a) The creation, development, transmission and criticism of science, technology, culture and art, always oriented toward freedom, sustainable human development, justice, peace, friendship and cooperation among communities and nations. c) The scientific and technical support to the cultural, social and economic development in all areas, both national and international. e) The development of an education model that is multidisciplinary and ethically oriented toward finding solutions concerning human rights, environment, gender relations, attention to people with disabilities, the eradication of poverty, and economic and social justice among peoples, through the promotion of knowledge, values, attitudes, skills and behavior patterns committed to sustainable human development”.

“University 5 is a cooperative university of public utility, integrated in our city, with social vocation. Its primary mission is the transformation of society through comprehensive education of people and the generation and transfer of knowledge”

is a cooperative university of public utility, integrated in Mondragón, with social vocation. Its primary mission is the transformation of society through comprehensive education of people and the generation and transfer of knowledge”

When asked about if specific objectives for service-learning or civic engagement are addressed in formal documents that do address service-learning or community engagement, responses were as it follows:

Students’ general academic achievement is emphasized or promoted in 33% of the institutions that do address service-learning or civic engagement in their formal documents, and 3 (20%) describe it in some detail. This situation varies when asked about the students’ academic achievement within the specific service-learning or civic engagement module or program. In this case, the percentage of universities is higher, as 53% indicated that the academic achievement is emphasized or promoted, and 20% described it in some detail.

Formal documents also seem to emphasize or describe in some detail students’ engagement in university in 72 % of the cases. It is not addressed or mentioned but not described in 26% of the institutions. Similar responses were given about students’ engagement in communities outside the university.

Interestingly, there are more universities in which formal documents promote connection/reflection related to students’ life goals outside career (46%) and future plans (46%) than connection/reflection related to students’ career goals (33%). Most universities also promote or describe in some detail the connection/reflection related to students’ future decisions

(66%), their past or current decisions (60%), past or current actions or behaviours (53%), general intentions for their own lives (53%).

Almost half of the universities indicate that formal documents clearly address how students personally understand the service or civic situation (46%), and the mention the students' contributions to the module or program (46%), to the university itself (46%), and to the beneficiaries of the service students provide (46%).

The situation defined by the Spanish surveys is positive regarding statements in formal documents about students' contributions to a more generalized "common good" and students' own life purpose (their own conception of their life's aims). In 73% of the cases students contributions and own life purpose are at least mentioned, if not described or emphasized.

When comparing responses about including skills in formal documents, it is noted that learning academic (66%), social (66%) and citizen skills (66%) is mentioned similarly at the universities.

The following is an excerpt from a open response:

"Internal regulation of the The School of Arts and Design of the Balears Islands states that the School participates actively in cooperation and solidary activities with the third sector through Service-Learning projects, which allow to develop specifically transversal competencies such as social and civic consciousness, Design Thinking, Theory in practice, Concern for quality, Responsibility and ethical commitment, Communication in a second language, Self management, Teamwork, and Research. The development of these activities allows students to achieve learning objectives such as the following: Show design as a key success factor for organization, Develop habits of coexistence, Integrate the student in a team, act in an autonomous, responsible and respectful way, Learn to make decisions, Identify good working practices, and Create school/community around a training project".

When asked about the extent to which the senior management of the university is supportive of civic engagement and service-learning activities, we found that this support is materialized in the creation of a coordinating unit (53%) and attendance at civic engagement and service-learning events (80%). The provision of posts which include responsibility for civic engagement and service-learning is limited (40%), as well as the funding provided for events; in that matter, the support is substantial in 40% of the universities and basic and moderate in 33% of the institutions. The same tendency seems to apply to membership of advisory boards or steering committees related to civic engagement, since in 33% of the universities there is substantial support by senior management, while in 20% of the cases the support is basic or moderate.

The following are examples of statements from the survey:

“We are in the process of implementing the institutionalization of S-L”

“Participation of members of the Governing Board (Rector, vice-rectors, deans) in service-learning activities”

“In 2013, the Social Council has established a line in its strategic plan aimed at promoting the Service-Learning Program through funding Social Projects, a transversal action for promoting S-L in the RVU and the territory. There have been two editions already”

The following are examples of evidences of the extent to which the senior management is supportive of civic engagement and service-learning activities

“Funds are provided for attending conferences, training events, etc. The Office of Solidarity Action and Cooperation is an active unit in civic engagement, although it does not cover Service-Learning. S-L has little support yet; there is not a unit devoted to it. Some funds have been provided for the organization of events related to S-L and for innovation projects dealing with S-L”.

“It is difficult to assess the degree of support of senior managers. It does not currently exist, but this is not necessarily due to an explicit negative but to the fact that S-L initiatives at the University are still in a phase of formulation and search for this supports at the institutional level”.

“It is one of the 10 objectives set out for the university in 2020. See <http://www.unav.edu/web/horizonte-2020/proyectos/docencia-innovadora>”

Among the efforts that are made to make staff aware of civic engagement and service-learning activities in the universities, the most prevalent are conferences and public lectures (80% of moderate and substantial efforts), training (60% of moderate and substantial efforts), providing funds for attending conferences (66% of moderate and substantial efforts), dedicated websites (53% of moderate and substantial efforts), and dissemination of information online/offline (e.g. email, minutes of meetings, etc) (46% of substantial efforts).

The following are examples of answers about other types of efforts:

“Although we do not have funding, we attend all events to which we are invited to attend in order to show the service-learning experiences that are developed in the center. In the web (<http://www.escoladisseny.com/aps/index.php?i=es>) there is a list of all the events we have attended”.

“Meetings with teachers who teach S-L to promote their involvement in institutionalizing the program. Creation of a S-L Technical Commission. The rectorate made the political commitment of creating a call for educational innovation that is connected to S-L. Students participation in S-L projects is recognized with ECTS”.

“The library has a specialized repository on S-L”.

Some evidences of efforts are made to make staff aware of civic engagement and service-learning activities in the universities are the following:

“Information on civic engagement -which does not include Service Learning- is made public through the web page of the Office of Solidarity Action and Cooperation; there are general public calls for funding for attending events and conferences, although they are not specific for civic engagement or S-L”.

“Lectures and public talks are announced through the intranet, and notes are uploaded later. University professors have participated in various seminars and conferences organized by the University Service-Learning Network. The University of Deusto was one of the universities who organized, financed and hosted the Fourth Conference of the Network in Bilbao (2013): <http://apsu4.blogspot.com.es/>”

When questioned about career promotion policies in the university, most universities state that they do not explicitly take into account civic engagement and service-learning activities (73%).

The following is an evidence of the career promotion policy of one university where civic engagement and service-learning activities are explicitly taken into account:

“Even though the criteria for employment promotion are not marked by the university, but by the State, service-learning in Roviri i Virgili University is an element that is valued for the assessment of five-year periods as teachers, which means recognition for internal evaluation of teachers”.

There are some organisational structures dedicated exclusively to civic engagement and service-learning in one university (6%). There are no organisational structures in place to co-ordinate civic engagement and service-learning activities in 2 universities (13%). In 5 cases (33%) there are some organisational structures but none dedicated exclusively to civic engagement and service-learning activities. A dedicated organisational structure which working across the university exists in 6 universities (40%).

The following are examples of evidences of organisational structures co-ordinate civic engagement and service-learning activities in the universities:

“There is an Office of Solidarity Action and Cooperation. It deals with volunteering and international cooperation, but not with S-L”.

“FAS is an organizational structure of the Autonomous University of Barcelona that is devoted exclusively to civic engagement, through promoting volunteer programs and activities for cooperation and education for development. Some of their actions respond to the structure and characteristics of S-L, although its formal formulation is still being defined”.

5. SERVICE-LEARNING ACTIVITIES

Regarding the extent in which service-learning is incorporated into Bachelor and Masters curricula offered by the universities, most institutions pointed out that it is often incorporated into programmes (53%). In 26% of the cases, service-learning is infrequently incorporated into the Bachelor and Master courses; and one university stated that service-learning is used in all programmes.

The following are examples of evidences of Bachelor and Masters curricula programmes that include service-learning:

“Bachelor studies in Teacher Training include S-L in 8 subjects; however, these are not S-L courses; but they include S-L as part of various subjects”.

“Bachelor degrees in Education, Social Education Philosophy, Law, Social Work, Biology, Pharmacy, Physics and Chemistry”.

Three universities (20%) reported that they offered service-learning courses in the past, that no longer exist, while in 10 (66%) other institutions there were no previous courses.

The universities that provided a number, mentioned 1, 1, 6, 20 and 49 subjects in which S-L was included. In all cases, except one School of Design, S-L is used in teacher training. Other areas/disciplines are: Psychology, Psychosocial Intervention, Educational Psychology, Social Education, Social Work, Communication, Modern Languages, Philosophy, Law, Chemistry, Biology, Nursing, Architecture, Community Activities and Volunteering.

The number of students enrolled in service-learning courses in the academic year 2013-2014 varied from 36 to 574. The total number adds 2909 students among the nine universities that provided data.

Nine institutions provided data about the number of teachers who contributed to service-learning courses in the academic year 2013-2014. Responses varied from 3 to 85. The total number of teachers was 164. It is interesting that in the university where 85 teachers were involved, 62 were female and 23 male.

One university reported that there were some service-learning courses offered in the past, that no longer exist.

6. ADDITIONAL INFORMATION PROVIDED

Additional information that was considered significant of the university's service-learning was also requested. The following are examples of responses:

"S-L projects are done within regular subjects, not as specific S-L courses. However, this current academic year (2015-2016) the university offered a specific S-L course for students from all Schools. Also there has been a training course for teachers from all Schools".

"In the last four years there have been three working groups on S-L, that have been active participants in the National University S-L Network –ApS(U). These groups are based in the School of Education, the School of Psychology and the Autonomous Solidary Foundation –EAS. Since last year, there is an effort to now is working in coordination among these groups, from the teaching and research experience of teachers in education and psychology and practice in coordination with the third sector and the social reality around the UAB, which has the EAS. We hope to promote in the future more ApS presence in the new cores UAB i work with this methodology.

"There are different activities around S-L: Intervention through S-L experiences, national and international research projects, organization of a national conference of the S-L University Network, training for staff, seminars with national and international speakers, collaboration with other universities in the region, etc..."

"We are in the process of designing the Ragalo project for the design of S-L courses creating a S-L technical committee, and consolidating a database of future learning guides, collaborating centers and teaching resources".

"We are working in networks. Some S-L projects are shared with other universities, and some are interdisciplinary and require collaboration among several degrees. Also, there is networking with social entities".

"There are three modalities of Service-learning projects: a) classroom projects, b) Bachelor or Master dissertation, c) center projects. It is complex to introduce Service-Learning in the classroom (especially if there is no commitment by the teacher); therefore, since 2013-2014 the School promotes center projects, and invites the entire educational community to participate".

7. CONCLUSION

Spanish legislation calls for universities to promote in all degrees social and civic practices that combine academic learning with the provision of community services aimed at improving the quality of life and social inclusion.

In this context, the Spanish University Network Service-Learning, ApS (U) was informally established in 2010, in order to strengthen collaboration and exchange of S-L experiences, disseminate educational and social projects based on this methodology, promote research. support the processes of institutionalization of S-L.

The growth of service-learning in the last years has been spectacular, not only in the number of teaching staff using S-L has grown, but on various aspects related to this methodology.

The data presented in this report shows that the universities are going through the process of institutionalization, although at a is achieved when the declaration of the university mission includes different pace. In most institutions participating in the study there is a commitment for promoting service-learning. This methodology is more and more integrated into teaching and collected in the teaching guides, S-L courses appear in the curriculum and in the published timetables, the University sponsors conferences and other events related to this methodology and funds are more often allocated to S-L activities.

In Spain, Service-learning follows a bottom-up process. That is, it is usually born of individual initiatives of professors who believe that University has to be committed to society. This has resulted in our country in a landscape of individual projects, -in many cases under the radar- in a considerable number of public and private universities, but with little institutional support.

This situation is changing in recent years, as they are increasingly universities that create stable structures to support ApS at central, school and/or department. Thus, according to the self-assessment section Furco (2010), the Spanish University has passed the stage of construction of Critical Mass, and is prepared to advance in the process of institutionalization.

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BELGIUM NATIONAL REPORT



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Funded by the
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Report written by Guillaume Tuytschaever and Katrien De Bruyn

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Europe Engage logo designed by Miguel Ángel Tejedor.

Report designed by Héctor Opazo.

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1. INTRODUCTION

Belgian institutes of higher education are divided into two groups: universities and university colleges. The former are more academic and research oriented, the latter more practically oriented, preparing students directly for professional and technical careers.

In Belgium, the Communities are responsible for the education. The Flemish Community is therefore responsible for education in the Dutch-speaking part of the country whilst the French Community is the competent authority for the French-speaking part of Belgium, and the German-speaking Community for education in German.

For this survey, we focussed on universities in the Flemish Community (University of Leuven, University of Antwerp, Ghent University, Universiteit Hasselt & Vrije Universiteit Brussel).

Vrije Universiteit Brussel

The Vrije Universiteit is a Dutch-speaking university located in Brussels, Belgium. It has three campuses referred to as Etterbeek, Jette and Kaai (Anderlecht).

The university's name is sometimes abbreviated by "VUB" or translated to "Free University of Brussels". However, it is an official policy of the university not to use abbreviations or translations of its name, because of possible confusion with another university that has the same translated name: the French-speaking Université Libre de Bruxelles.

In fact, the Vrije Universiteit Brussel was formed by the splitting in 1970 of the same Université Libre de Bruxelles, which was founded in 1834 by the Flemish-Brussels lawyer Pierre-Théodore Verhaegen. He wanted to establish a university independent from state and church, where academic freedom would be prevalent. This is today still reflected in the university's motto *Scientia vincere tenebras*, or Conquering darkness by science, and in its more recent slogan *Redelijk eigenzinnig* (Dutch), or Reasonably opinionated. Accordingly, the university is pluralistic — it is open to all students on the basis of equality regardless of their ideological, political, cultural or social background — and it is managed using democratic structures, which means that all members — from students to faculty — participate in the decision-making processes.

The university is organised into 8 faculties that accomplish the three central missions of the university: education, research, and service to the community. The faculties cover a broad range of fields of knowledge including the natural sciences, classics, life sciences, social sciences, humanities, and engineering. The university provides bachelor, master, and doctoral education to about 8,000 undergraduate and 1,000 graduate students. It is also a strongly research-oriented institute, which has led to its top-189th position among univer-

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11 faculties are composed of 117 faculty departments. These departments offer more than 230 high-quality courses in every one of their scientific disciplines, each inspired by innovative research.

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Civic engagement is formally acknowledged in the VUB through the mission statement and the vision that comprises 5 pillars, in which the first 3 are relevant considering civic engagement and Service-Learning.

Mission statement: The Vrije Universiteit Brussel is a competitive, high-quality, socially committed and internationally-oriented university located in Brussels.

Vision on education:

1. *Students should turn into reasonably steadfast individuals*
2. *Students are committed to a sustainable humanist society*
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In formal documents (e.g. mission statement, strategic plans, school or department program descriptions and requirements, websites, grading or evaluation criteria, course syllabi) some objectives related to Service-Learning or civic engagement are addressed, such as obtaining social skills, citizenship skills, connection of reflection related to goals, ...

Example 1:

Values Strategic Plan

1. *Critical thinking and free research*
2. *Equal opportunities and diversity*
3. *Openness and tolerance*
4. *Social commitment from a non-dogmatic humanistic perspective*

Example 2:

The Vrije Universiteit Brussel is a competitive, high-quality, socially committed and internationally-oriented university.

The senior management of the university is supportive of civic engagement and Service-Learning activities. Some acknowledgements that are mentioned in particular are: Executive Science Shop (WeCom), Executive Sustainable Development in Education, Working group sustainable development in education, Promotion of volunteering on My.VUB, studentshop University Centre for Development Cooperation.

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Efforts that are made to make staff aware of civic engagement and Service-Learning activities in the university where enable to assess.

The department of educational policy and the department of student policy were mentioned as potential organizational structures to co-ordinate civic engagement and Service-Learning activity. But they're not dedicated exclusively to civic engagement and Service-Learning activities

Ghent University

Civic engagement is formally acknowledged in Ghent University's strategy and policy through Mission statement, Strategic plan, Vision statement, Inclusion on website, University marketing materials, Public lectures, A centralized university office or center for service-learning or civic engagement, Training for faculty, Requirement for some majors/disciplines/programmes, Sustainability Report, Integration in educational policy and in education quality assessment & Diversity and Gender policy.

Example 1: Ghent University emphasises civic engagement in its mission statement as following:

"Ghent University profiles itself as a civic engaged and pluralistic university [...]"

"Ghent University wants to position education and research in a broader civic context and to take steps in order to interact with the community."

Example 2: Strategic plan

In 2012 Ghent University wrote down a new strategic plan: "Ghent University, a creative community for a changing world". One of the strategic goals is formulated as: "Ghent University wants its students to become world citizens, who take up responsibility for their education and who take up an active, critical and independent role in a changing society."

The educational concept of Service-Learning was launched to turn this strategic goal into concrete action and 'Community Service Learning' became a project of the strategic plan (2012-2014).

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Ghent University created a webpage 'Student&CivicEngagement' on the central website of Ghent University. The webpage contains information about the project, good practices, a CSL-tool and checklist in order to support teaching staff in developing a CSL-course. The website also encourages 'civic engagement' initiatives beyond the curriculum of students.

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Example 1: Learning social skills – learning good-citizenship skills – students' engagement in university

The 'Ghent University Competence Model' recognizes 'civic competence' as an area of competences, which increases the opportunity to implement Service Learning into courses. The 'Ghent University competence model' indicates how a university curriculum can be expressed in terms of competences by providing concrete examples.

Example 2: Students' engagement in communities outside the university

Each year the Department of General Practice and Primary Health Care, organizes a COPC week (Community Oriented Primary Care) for an interdisciplinary group of students. The students make a diagnosis of health and social problems in a disadvantaged community in Ghent. Based on this community-diagnoses, students create a realistic intervention proposal. Local community health centers and other community actors in this community can use these results for later interventions.

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Example 4: Connection/ reflection related to students' life goals outside career/work - Connection/ reflection related to students' future plans - Connection/ reflection related to students' future decisions

Civic responsibility in education is also integrated in the educational concept of Ghent University:

Students and graduates of Ghent University are expected to deal with uncertain situations, to adapt new principles and methods and to think critical in order to contribute to the development and renewal of society.

Learning in authentic knowledge environments (e.g. internships) is promoted as it is considered to be not only an effective teaching method for domains with very rapidly changing content, but it also provides more opportunities for lifelong learning, due to the same knowledge sources as the research or professional environment where students will work later.

The senior management of the university provides some support of civic engagement and Service-Learning activities.

Example 1:

In 2012 the Strategic Plan Steering Committee, consisting of senior management members, has developed a vision and strategic goals for the university's future. In 2012 Ghent University wrote down a new strategic plan: "Ghent University, a creative community for a changing world". One of the strategic goals is formulated as: "Ghent University wants its students to become world citizens, who take up responsibility for their education and who take up an active, critical and independent role in a changing society."

The educational concept of Service-Learning was launched to turn this strategic goal into concrete action and 'Service-Learning' became a project of the strategic plan (2012-2014).

Example 2:

The University Management Board provided financial resources in order to execute the project 'Service-Learning'. Funding was extended to continue the project.

Some efforts are made to make staff aware of civic engagement and Service-Learning activities in Ghent University.

Example 1: Identifying good practices of CSL@Ghent University

In 2014 a survey was designed to identify good practices of Service-Learning at Ghent University. The survey was distributed among teaching staff.

Practices meeting all criteria of Service-Learning were identified and published on a website: www.ugent.be/communityservicelearning (only available in Dutch).

Video's of 3 excellent good practices of Service-Learning were made. (www.ugent.be/communityservicelearning)

Example 2: Setting up a service point 'Student& Civic Engagement'

A contact and service point for students, staff and external social organizations to promote and to support civic engagement was set up. Initiatives on voluntary bases as well as curriculum based initiatives are taken into account. A website is already constructed: <http://www.ugent.be/diversiteitengender/nl/student-en-maatschappelijk-engagement/overstudent-en-maatschappelijk-engagement.htm> (only in Dutch)

Example 3: Dissemination of project results

In May 2014 a SL-event was organized to disseminate project results and to raise awareness on civic engagement in relation to educational goals and programs. Dr. Juliet Millican from Brighton University was invited as international key note speaker. Dr. Millican manages both the student community engagement and the international research and development programmes within the Community University Partnership Program (Cupp). We also organized a workshop on the SL-tool for teaching staff, another workshop on implementing the course 'coaching and diversity' in several faculties and finally a workshop about SL-policy recommendations.

At the moment there are no organizational structures exclusively dedicated to co-ordinate civic engagement and Service-Learning activities. However, within the strategic project 'Community Service Learning' opportunities are created for future development of organizational structures. Within the project plan, an information point 'Student&CivicEngagement' was established, which has the potential to become a 'Community Service Centre'.

5. SERVICE-LEARNING ACTIVITIES

Service-Learning activities are infrequently incorporated into bachelors and masters curricula programs. Some examples from Ghent University are:

Cocreation

- Bachelor of Science in Industrial Sciences: Industrial Design
- Bachelor of Science in Occupational Therapy

During the course 'Cocreation', Students Industrial design and Occupational Therapy work together in co-design teams for a period of twelve weeks. They design supportive tools and

resources adjusted to an end user with a specific disability. The students interact with the client to find solutions starting from experienced needs and wishes.

Community-oriented primary healthcare

- Master of Science in Sociology
- Master of Science in Social Work
- Master of Science in Health Education and- promotion

Each year the Department of General Practice and Primary Health Care, organizes a COPC week (Community Oriented Primary Care) for an interdisciplinary group of students. The students make a diagnosis of health and social problems in a disadvantaged community in Ghent. Based on this community-diagnoses, students create a realistic intervention proposal. Local community health centers and other community actors in this community can use these results for later interventions.

Coaching and guidance

- Master of science in educational studies

In the course 'Coaching and guidance' master students educational sciences coach disadvantaged students from secondary school in self-regulated learning.

Strategic management

- Postgraduate Studies in Social Profit and Public Management

During the course 'Strategic management' students make a SWOT-analysis in a public or social profit organization. The central questions are: What are the opportunities and threats? What are the strengths and weaknesses? On the basis of this analysis it is possible to identify strategic issues and, stimulate changes and / or improvements.

Health and society

- Master of Science in Dentistry

During the course 'Health and society' students dentistry perform, in collaboration with local social organizations, a specific oral health project based on the needs of vulnerable groups in a community. The students gather information about the community and the

relation with oral health. Based on this information, the students organize an intervention in this community.

Orthopedagogical coaching and consultation

- Master of Science in Orthopedagogical Sciences

During the course ‘Orthopedagogical coaching and consultation’, students coach young people / adults in a difficult situation (eg newcomers, refugees, persons with disabilities ...) in collaboration with partners in the orthopedagogical field. For example, a student coaches a young woman with a physical limitation in using public transport and supports her in social and sports activities.

Coaching and diversity

- University wide optional course

During the course ‘Coaching and diversity’ students attain theoretical knowledge on diversity issues and coaching techniques. Students practice their knowledge and skills by engaging themselves being a mentor of a first year student (from a minority or disadvantaged group). At last, students learn to critically reflect on their experiences, learning processes and their civic engagement.

6. CONCLUSION

Awareness and knowledge about the educational concept of Service-Learning at Flemish universities is growing. Some good practices of Service-Learning appear or already exist, mostly based on individual initiatives from educational staff. However, the term “Service-Learning” is used inconsistently to describe a variety of experiential learning activities and internships. On one hand, we notice that the term Service-Learning is used for several educational experiences, that don’t comply to the criteria Service-Learning comprises. On the other hand, we identified good practices of Service-Learning, that are not labelled such as. Few educators know what Service-Learning is or understand how Service-Learning is different from voluntary based community service, internships, or other experiential learning activities.

With regard to institutionalisation, we notice that almost all Flemish universities emphasize civic responsibility of students and staff in their mission statement and (educational) vision. But it’s not always clear how this is being translated into educational policy and practice.

At last and on a structural base, universities miss campus-wide coordinating entities (e.g. Service-Learning Centre) that are exclusively devoted to support and assist various entities in the implementation, advancement and institutionalisation of Service-Learning.

EUROPE ENGAGE

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BELGIUM NATIONAL REPORT



EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



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Erasmus+ Programme
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Report written by Guillaume Tuytschaever and Katrien De Bruyn

This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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1. INTRODUCTION

Belgian institutes of higher education are divided into two groups: universities and university colleges. The former are more academic and research oriented, the latter more practically oriented, preparing students directly for professional and technical careers.

In Belgium, the Communities are responsible for the education. The Flemish Community is therefore responsible for education in the Dutch-speaking part of the country whilst the French Community is the competent authority for the French-speaking part of Belgium, and the German-speaking Community for education in German.

For this survey, we focussed on universities in the Flemish Community (University of Leuven, University of Antwerp, Ghent University, Universiteit Hasselt & Vrije Universiteit Brussel).

Vrije Universiteit Brussel

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The senior management of the university provides some support of civic engagement and Service-Learning activities.

Example 1:

In 2012 the Strategic Plan Steering Committee, consisting of senior management members, has developed a vision and strategic goals for the university's future. In 2012 Ghent University wrote down a new strategic plan: "Ghent University, a creative community for a changing world". One of the strategic goals is formulated as: "Ghent University wants its students to become world citizens, who take up responsibility for their education and who take up an active, critical and independent role in a changing society."

The educational concept of Service-Learning was launched to turn this strategic goal into concrete action and 'Service-Learning' became a project of the strategic plan (2012-2014).

Example 2:

The University Management Board provided financial resources in order to execute the project 'Service-Learning'. Funding was extended to continue the project.

Some efforts are made to make staff aware of civic engagement and Service-Learning activities in Ghent University.

Example 1: Identifying good practices of CSL@Ghent University

In 2014 a survey was designed to identify good practices of Service-Learning at Ghent University. The survey was distributed among teaching staff.

Practices meeting all criteria of Service-Learning were identified and published on a website: www.ugent.be/communityservicelearning (only available in Dutch).

Video's of 3 excellent good practices of Service-Learning were made. (www.ugent.be/communityservicelearning)

Example 2: Setting up a service point 'Student& Civic Engagement'

A contact and service point for students, staff and external social organizations to promote and to support civic engagement was set up. Initiatives on voluntary bases as well as curriculum based initiatives are taken into account. A website is already constructed: <http://www.ugent.be/diversiteitengender/nl/student-en-maatschappelijk-engagement/overstudent-en-maatschappelijk-engagement.htm> (only in Dutch)

Example 3: Dissemination of project results

In May 2014 a SL-event was organized to disseminate project results and to raise awareness on civic engagement in relation to educational goals and programs. Dr. Juliet Millican from Brighton University was invited as international key note speaker. Dr. Millican manages both the student community engagement and the international research and development programmes within the Community University Partnership Program (Cupp). We also organized a workshop on the SL-tool for teaching staff, another workshop on implementing the course 'coaching and diversity' in several faculties and finally a workshop about SL-policy recommendations.

At the moment there are no organizational structures exclusively dedicated to co-ordinate civic engagement and Service-Learning activities. However, within the strategic project 'Community Service Learning' opportunities are created for future development of organizational structures. Within the project plan, an information point 'Student&CivicEngagement' was established, which has the potential to become a 'Community Service Centre'.

5. SERVICE-LEARNING ACTIVITIES

Service-Learning activities are infrequently incorporated into bachelors and masters curricula programs. Some examples from Ghent University are:

Cocreation

- Bachelor of Science in Industrial Sciences: Industrial Design
- Bachelor of Science in Occupational Therapy

During the course 'Cocreation', Students Industrial design and Occupational Therapy work together in co-design teams for a period of twelve weeks. They design supportive tools and

resources adjusted to an end user with a specific disability. The students interact with the client to find solutions starting from experienced needs and wishes.

Community-oriented primary healthcare

- Master of Science in Sociology
- Master of Science in Social Work
- Master of Science in Health Education and- promotion

Each year the Department of General Practice and Primary Health Care, organizes a COPC week (Community Oriented Primary Care) for an interdisciplinary group of students. The students make a diagnosis of health and social problems in a disadvantaged community in Ghent. Based on this community-diagnoses, students create a realistic intervention proposal. Local community health centers and other community actors in this community can use these results for later interventions.

Coaching and guidance

- Master of science in educational studies

In the course 'Coaching and guidance' master students educational sciences coach disadvantaged students from secondary school in self-regulated learning.

Strategic management

- Postgraduate Studies in Social Profit and Public Management

During the course 'Strategic management' students make a SWOT-analysis in a public or social profit organization. The central questions are: What are the opportunities and threats? What are the strengths and weaknesses? On the basis of this analysis it is possible to identify strategic issues and, stimulate changes and / or improvements.

Health and society

- Master of Science in Dentistry

During the course 'Health and society' students dentistry perform, in collaboration with local social organizations, a specific oral health project based on the needs of vulnerable groups in a community. The students gather information about the community and the

relation with oral health. Based on this information, the students organize an intervention in this community.

Orthopedagogical coaching and consultation

- Master of Science in Orthopedagogical Sciences

During the course ‘Orthopedagogical coaching and consultation’, students coach young people / adults in a difficult situation (eg newcomers, refugees, persons with disabilities ...) in collaboration with partners in the orthopedagogical field. For example, a student coaches a young woman with a physical limitation in using public transport and supports her in social and sports activities.

Coaching and diversity

- University wide optional course

During the course ‘Coaching and diversity’ students attain theoretical knowledge on diversity issues and coaching techniques. Students practice their knowledge and skills by engaging themselves being a mentor of a first year student (from a minority or disadvantaged group). At last, students learn to critically reflect on their experiences, learning processes and their civic engagement.

6. CONCLUSION

Awareness and knowledge about the educational concept of Service-Learning at Flemish universities is growing. Some good practices of Service-Learning appear or already exist, mostly based on individual initiatives from educational staff. However, the term “Service-Learning” is used inconsistently to describe a variety of experiential learning activities and internships. On one hand, we notice that the term Service-Learning is used for several educational experiences, that don’t comply to the criteria Service-Learning comprises. On the other hand, we identified good practices of Service-Learning, that are not labelled such as. Few educators know what Service-Learning is or understand how Service-Learning is different from voluntary based community service, internships, or other experiential learning activities.

With regard to institutionalisation, we notice that almost all Flemish universities emphasize civic responsibility of students and staff in their mission statement and (educational) vision. But it’s not always clear how this is being translated into educational policy and practice.

At last and on a structural base, universities miss campus-wide coordinating entities (e.g. Service-Learning Centre) that are exclusively devoted to support and assist various entities in the implementation, advancement and institutionalisation of Service-Learning.

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



CROATIA NATIONAL REPORT



University of Zagreb

**EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES**

2016



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This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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1. INTRODUCTION

In the academic year 2015-16, in Croatia there were 128 institutions of higher education. Higher education system in Croatia is a binary system, offering two types of higher education studies: university studies (that offer academic programmes conducted solely at universities) and professional studies (offering professional programmes conducted at polytechnics or colleges of applied sciences¹. The Act on Scientific Activity and Higher Education (Official Gazette 123/03) enabled the specialist education offered in professional programmes and academic education that is conducted solely in universities. The same Act allows public higher institutions to be funded from the state budget, which is allocated by the Ministry of Science, Education and Sports to universities and further distributed to all constituents in accordance with their regulations. Private universities can also be funded from the state budget in accordance with the rules determined by the National Council for Higher Education².

The Croatian higher education system consists of 10 universities (7 public and 3 private universities), which include 67 faculties, art academies and schools of professional higher education. It also consists of 14 polytechnics (11 public and 3 private polytechnics) and 23 colleges of applied sciences (3 public and 21 private colleges).

As numbers show, polytechnics are mostly public institutions, while colleges of applied sciences are mostly private and they offer similar type of study programmes, with the only difference being the number of programmes they offer. University studies have 3 levels: undergraduate, graduate and postgraduate studies, while professional studies have 2 levels: professional study and specialist professional graduate study.

The first university in Croatia was University of Zadar, which was founded in 1396.

The University of Zagreb was founded in 1669 and is considered the oldest continuously operating university, not only in Croatia, but in the whole Southeast Europe. Today, it comprises 33 constituent units: 29 faculties, 3 art academies and the Center for Croatian Studies. In the academic year 2012-2013 it had 7.373 full time teachers and 71.302 students enrolled [University of Zagreb, 2014].

The other five public universities are: J.J. Strossmayer University of Osijek, Juraj Dobrila University of Pula, University of Dubrovnik, University of Rijeka and University of Split.

The University of Rijeka comprises 15 constituent units: 10 faculties, an academy of applied arts and 4 University departments. J.J. Strossmayer University of Osijek consists of 11 faculties, 5 University departments and an Academy of Arts. The University of Split consists of 11 faculties, 4 University departments and an Academy of Arts. Juraj Dobrila University of Pula consists of 4 departments and Academy of Music, University of Dubrovnik has 8 departments as constituent units, while University of Zadar consists of 22 departments.

1. <https://www.european-agency.org/country-information/croatia/national-overview/complete-national-overview>

2. <https://www.european-agency.org/country-information/croatia/national-overview/financing>

The number of students enrolled in institutions of higher education in Croatia in 2011-2012 was 152.857, and 36.964 of them graduated. In the academic year 2012-2013, a total of 159.589 students were enrolled in higher education institutions and 36.252 of them graduated [Statistical Yearbook, 2014].

Institutions of higher education in Croatia have become part of the European Higher Education Area, since in 2005 they have adapted their study programmes to the Bologna Process³.

Quality assurance policy in the higher education system in Croatia is based on the Act on Scientific Activity and Higher Education, as well as on the regulations of individual higher education institutions, and rules and recommendations of Ministry of Science, Education and Sports, National Council for higher education, higher education institutions and universities themselves [Stimac & Katić. 2015].

During 2014 and 2015, universities were accredited and re-accredited according to the Act on Quality Assurance in Science and Higher Education (2009).

Legislation

Acts

- Act on Quality Assurance in Science and Higher Education (Official Gazette 45/2009)
- Act on Scientific Activity and Higher Education (Official Gazette, Nos. 123/03, 198/03, 105/04, 174/04, 02/07, 46/07, 45/09, 63/11, 94/13, 139/13 and 101/14)
- Act on Professional and Academic Titles (Official Gazette, Nos. 128/99, 107/07 and 118/12)
- Act on Institutions (Official Gazette, Nos. 76/93, 29/97, 47/99).
- Act on the Recognition of Foreign Higher Education Qualifications (Official Gazette, Nos. 124/09, 45/11 and 74/14)

Regulations

- Regulation on the Measures and Criteria for Establishing Higher Education Institutions (Official Gazette, Nos. 9/05, 58/08)
- Strategy of Education, Science and Technology (Official Gazette, No. 124/14)

2. BACKGROUND TO SURVEY

The Europe Engage Survey of civic engagement and service-learning activities in Croatia was undertaken to map policy, practice, funding and strategic vision for civic engagement

3. <http://www.studyincroatia.hr/studying-in-croatia/croatian-higher-education-system/croatia-and-the-european-higher-education-area>

and service-learning within the Croatian higher education system. The Croatian partner university (University of Zagreb) in the Europe Engage project was excluded from this short survey. The data about the civic engagement and service-learning activities in the University of Zagreb (policy, practice, funding and strategic vision for civic engagement and service-learning) were collected through an earlier survey. But, considering the results of that survey, points of recommendation provided at the end of this document should be relevant to the University of Zagreb as well.

In the initial step (beginning of May, 2015), the survey was sent by email to rectors or vice-rectors of the following universities, polytechnics and colleges:

Public universities

- Josip Juraj Strossmayer University of Osijek
- Juraj Dobrila University of Pula
- University of Dubrovnik
- University of Rijeka
- University of Split
- University of Zadar

Public polytechnics

- Međimurje Polytechnic in Čakovec
- Polytechnic “Lavoslav Ružička” in Vukovar
- Polytechnic “Marko Marulić” in Knin
- Polytechnic “Nikola Tesla” in Gospić
- Polytechnic of Applied Health Studies in Zagreb
- Polytechnic of Šibenik
- Polytechnic of Karlovac
- Polytechnic of Požega
- Polytechnic of Rijeka
- Polytechnic of Slavonski Brod
- Polytechnic of Zagreb

Public colleges

- College for Management in Tourism and Informatics in Virovitica
- College of Agriculture in Križevci
- Police college

Private universities

- Croatian Catholic University
- Libertas International University Dubrovnik
- University North

Private polytechnics

- Polytechnic “Hrvatsko Zagorje” in Krapina
- Polytechnic Velika Gorica
- VERN’ Polytechnic

Private colleges

- Business College “Libertas”
- Business College “PAR”
- Business College “Zagreb”
- Business College with Public Rights, Višnjan
- College for Applied Computer Engineering “Algebra”
- College for Finance and Law “Effectus”
- College for Inspection and Human Resource Management
- College for Safety
- College for Technology and Business - Pula Polytechnic
- College of AGORA
- College of Business Administration “Baltazar Adam Krčić”
- College of Economics, Entrepreneurship and Management “Zrinski”
- College of Information Technology Zagreb

- College of International Relations and Diplomacy Dag Hammarskjöld
- College of Management and Design “Aspira”
- RIT Croatia
- RRiF College for Financial Management
- Technical College in Bjelovar
- TV Academy - College of Multimedia and Communication in Split
- Zagreb School of Economics and Management

A few representatives of institutions replied to the initial email pointing out that civic engagement and service-learning is not part of the institutional practice at their institution and therefore have not filled in the survey.

The six institutions (Polytechnic of Zagreb, Polytechnic Velika Gorica, VERN’ Polytechnic, Polytechnic Nikola Tesla in Gospić, Polytechnic of Požega and Polytechnic of Slavonski Brod) **have filled in the survey, although they do not have S-L course or the subject in which the S-L experience is integrated.**

One of the polytechnics has pointed out that it is strategically focused on education for values and competences of expertise, entrepreneurship and business-orientation by academic excellence and socially responsible entrepreneurial action. The other polytechnic has provided details for the projects of student practice that connect students with the best Croatian companies, but no evidence of service-learning is present. Finally, although some polytechnics mentioned that civic engagement and service-learning is part of their study programs (curriculum), they have also pointed out that each department has teacher dedicated to practice work, not service-learning. Therefore, it can be concluded that these 6 institutions recognize the importance of service-learning, but the formal acknowledgement of civic engagement / service-learning and service-learning experiences are equated to student’s practice and/or internships.

After existing trainers, bibliography and research reports on civic engagement and service-learning were identified and analyzed, emails were sent and phone calls made to the identified trainers and teachers who published papers on their service-learning experiences. Furthermore, since analysis has showed that all these trainers and teachers belong to the fields of humanities or social sciences, emails were sent to all heads of departments in humanities and social sciences at each faculty which is part of the following universities: University of Split, University of Rijeka, University of Zadar and University of Osijek).

As a result, **one survey was filled in by the team of the Department of information science from University of Zadar, two surveys were filled at the Faculty of Humanities and Social Sciences from the University of Split and two surveys were filled at the University of Osijek (one at the Faculty of Economics and the other at the Faculty of Education). Finally, three surveys were filled at the University of Rijeka**

(two at the Faculty of Humanities and Social Sciences, Department of Education and one at the Faculty of Economics).

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Despite the idea to establish a representative working group at each University that would complete the survey, it was impossible to implement this suggestion. Namely, administrative staff and senior management in all universities that were surveyed were mostly unfamiliar with civic engagement and/or service-learning and they most often interpreted civic engagement as “student practice” or “civic education”. This survey was best accepted by academic staff that has either already implemented service-learning in their courses or is planning to implement it in the near future.

The other obstacle was the fact that constituent units of each Croatian university (i.e. faculties at non-integrated universities and departments at integrated universities) have their own legal personality and may act independently, in accordance with the Constitution of the Republic of Croatia, the Law on Scientific Activity and Higher Education, the Statute of the University of Zagreb and faculty’s own Statute. All university faculties at non-integrated universities consist of departments, which are basic scientific and educational units that draft the curriculum of all subjects for university and professional studies belonging to a particular Department. Both faculties at non-integrated universities and departments at integrated universities are independent in the curriculum design, but share their university’s mission statement, rules of procedures, policies and the most common university activities.

Therefore it was not possible for respondents to systematically respond to this survey because data gathered in the first section of the survey refers to the university level (when discussing management, common formal statements, etc.), while the second section of the survey requires replies at the departmental level (e.g. when discussing particular courses). In most cases it was not possible to fit integrated universities and faculties at non-integrated universities in the frame of the survey. Therefore, for the review of all activities at each Croatian university, the whole context mentioned in the previous paragraph should be taken into consideration.

4. UNIVERSITY CULTURE AND IDENTITY

University of Rijeka

The Mission of the University described in its mission statements is dedicated to making strategic and development-oriented decisions on numerous issues regarding the functioning of the academic community and continued facilitation of international competitiveness in all areas of scientific, artistic and professional activities. Through active collaboration with the economic and business sector along with partnerships for community development the University endeavors to contribute toward the socio-cultural transition into a knowledge-based society.

Apart from the mission statement, strategic plans of the University for 2014-2020 and strategic plan of the Faculty of Economics for 2010-2015 were analyzed. The goal related to civic engagement listed in the University strategic plan is to “engage in research projects or professional projects for civil society organisations/institutions or in partnership with them and to increase the number of students volunteering or actively participating in the work of civil society organisations. “ Another goal related to civic engagement mentioned in the strategic plan of the Faculty of Economics is to “develop different forms of curriculum adapted to the needs of the economy and social community.”

University mission statement, strategic plans, community member participation on University boards, training for faculty, specific learning activities provided to faculty to include in modules and public lectures have some formal acknowledgment of civic engagement and service-learning.

Also, one can find moderate formal acknowledgment of civic engagement and service-learning in the university website and university publications.

Regarding the requirements for some majors/disciplines/programmes, there is also moderate formal acknowledgment.

The level of support by the senior management largely depends on the individual at the management position. There can be total emptiness of any kind of acknowledgement for some years, and then there is a period where academic staff (university professors) can make and contribute to changes simple because there is someone in the management system that understands the idea and concept of civic engagement. As a proof of support by the senior management and substantial formal acknowledgment, the Rector’s Award for Best Student Volunteer and Rector’s Award for Best Student Activist were established in this University.

The following objectives for civic engagement are described in some detail in formal documents of the University: students’ general academic achievement, connection/reflection related to students’ career goals, their life goals outside career/work, their future plans and decisions (past, current and future), their general intentions for their own lives, their contributions to the module or program and their learning of social skills.

The following objectives for civic engagement are promoted in formal documents of the University: students’ academic achievement within the specific service-learning or civic engagement and their engagement in these modules as well as their engagement in communities outside the university. Learning “good citizenship” skills, students’ contributions to the university, beneficiaries of the service, a more generalized “common good” as well as their own life purpose are also emphasized. Finally, connection/reflection related to what students consider personally important and how students personally understand the service or civic situation is also emphasized.

As an effort made to make staff aware of civic engagement and service-learning activities, university professors have written a manual in Croatian and developed dedicated website (available at: zalaganjeuzajednici.uniri.hr), with the support of the University or Rijeka, as publisher as well as web provider.

Career promotion policies do not take into account civic engagement and service-learning activities.

Also, there are no organisational structures to co-ordinate civic engagement and service-learning activities in this university.

University of Split

The Mission of the University described in its mission statements dating from 2015 emphasizes that “university performs its tasks in accordance with the needs of the community in which it acts” and that “academic freedoms, academic self-government and university autonomy shall also include the responsibility of the academic community towards the social community in which it acts”.

University mission statement, publications, public lectures and community member participation on University boards have some formal acknowledgment of civic engagement and service-learning.

The strategic plans of the University for 2015-2020 list following goals: business incubator, business accelerator, innovation center, centers of competence and smart specialization.

Overall, the University’s strategic plans are clearly oriented towards commercialization of intellectual creations, forming a stakeholder network in which economic, academic, government and public institutions should take part.

The Mission of the University states: “students who excel in learning and social activities can be commended and rewarded”. This might be a proof of the formal acknowledgement of civic engagement as awards to students, but these awards are not meant to specifically recognize civic engagement or community service.

The following objectives for civic engagement are described in some detail in formal documents of the University: students’ general academic achievement, their engagement in university and in communities outside the university.

The following objectives for civic engagement are promoted in formal documents of the University: students’ engagement in the current service-learning or civic engagement module, contributions to the module and to the university. Also, students’ own life purpose, learning academic, social and “good citizenship” skills are emphasized. The objectives such as connection/reflection related to students’ career goals, life goals outside career/work students’ future plans and decisions are mentioned or noted, but not described.

There is no support by senior management and. career promotion policies do not take into account civic engagement and service-learning activities.

Substantial efforts are made to make staff aware of civic engagement and service-learning activities through public lectures and training events organized by academic staff. Moderate efforts are made to make staff aware of civic engagement through funding for attending conferences and online dissemination of information.

There are no organisational structures to co-ordinate civic engagement and service-learning activities.

Also, service-learning was never incorporated into Bachelor and Masters curricula. Active citizenship is mentioned in the course Introduction to Civic education at the Department of Pedagogy, Faculty of Humanities and Social Sciences at the University of Split, but there is no evidence of service-learning activities in that course.

Finally, university has not offered service-learning courses in the past that no longer exist.

University of Osijek

Although the formal acknowledgement of civic engagement and service-learning is not present in the university's mission statement, it is present in the university's strategic plan.

The strategy of the University (2011-2020) states that “the university should form partnerships and collaborative relationship with the local community (city and county governments) in the regional environment. In particular, it should develop cooperation with the business and the civil sector and become a driver of economic and regional development.”

There is some formal acknowledgment of civic engagement and service-learning in university's website and marketing materials, program or discipline specific strategic plans, requirements for some majors/disciplines/programs and in training for faculty.

The following objectives for civic engagement are described in some detail in formal documents of the University: students' engagement in the current service-learning or civic engagement module, their contributions to the university and learning of academic, social and “good citizenship” skills.

Furthermore, students' contributions to a more generalized “common good”, their engagement in university and communities outside the university as well as the connection/reflection related to students' career goals is emphasized.

Finally, the following objectives for civic engagement are mentioned or noted, but not described: students' general academic achievement and achievement within the specific service-learning or civic engagement module, connection/reflection related to students' life goals outside career/work, their future plans, past, future or current decisions, students' own life purpose, connection/reflection related to what students consider personally important and how students personally understand the service or civic situation as well as students' contributions to the module or program and the beneficiaries of the service that students provide.

Civic engagement and service-learning is formally acknowledged at the Faculty of Education at University of Osijek as an extracurricular activity through Volunteer student club.

Regarding efforts that are made to make staff aware of civic engagement and service-learning activities, at the Faculty of Economics (University of Osijek) no efforts are made, while at the Faculty of Education (University of Osijek), there are some efforts made to make

staff aware of these activities. We were unable to assess the data from other faculties of this University.

At the University of Osijek, there is no promotion of civic engagement at the university level.

At the Faculty of Economics (University of Osijek) there is no support from senior management for civic engagement and service-learning activities when it comes to creation of coordinating unit, provision of posts which include responsibility for civic engagement and service-learning, attendance or funding of civic engagement and service-learning events or membership of advisory boards or steering committees related to civic engagement.

However, in Faculty of Economics there are now several courses that have cooperation with community as an important and integrated part of curriculum. Also, Voluntary program which organizes many voluntary activities is offered to students.

Regarding the Faculty of Education (University of Osijek), senior management is somewhat supportive of civic engagement and service-learning activities. It generally supports the membership of some professors in civil society organizations who organize joint activities for the benefit of the local community (for instance, the organization of exhibitions or workshops for the preservation of cultural heritage in the local community).

Faculty of Education at University of Osijek is oriented towards the development of general and professional student competences for quality work in educational institutions, and raising awareness of students about the importance of social participation in the local community, the city of Osijek and throughout eastern Croatia. Academic staff usually takes part in the European Union civil society organizations and participates in education fairs, where the promotion of the Faculty includes the participation of students in volunteering activities.

We were unable to assess the data from other faculties of this University.

At the University of Osijek, there are some organizational structures in place to co-ordinate civic engagement, but none dedicated exclusively to civic engagement and service-learning activities.

At the Faculty of Economics (University of Osijek), service-learning is often incorporated into curriculum, while at the Faculty of Education (University of Osijek), service-learning seems to be infrequently incorporated into programmes. We were unable to assess the data from other faculties of this University.

University of Zadar

The strategy of the University (2011-2017) lists “making the University a desirable partner for collaboration with the local and wider social community and an integral factor in the development of the city and the local economy as well as a driving force of all kinds of projects for civil society needs” as one of its main strategic goals.

Education about the community and civil society needs is described as an important strategic goal. It is emphasized that “University shall not have a marginal role in the development of a tolerant and democratic society, that is open to changes driven by responsible and moral citizens. In order for University to affect public policies, it is necessary to systematically work on formal education that meets the needs of the community and civil society. It should also work on the counseling, informing and development of collaboration with organizations of civil society, public institutions, local and regional governments, and civic initiatives.” As a consequence, University strategic plan has defined the following tasks:” to introduce an elective course for all university students that would systematically educate them on human rights and contribution to the civil society” and “to develop a framework for credit evaluation (recognition of ECTS) of organized voluntary activities in which university students take part”.

Therefore, we can conclude that although university mission statement barely acknowledges civic engagement and service-learning, the formal acknowledgment of civic engagement in the university’s strategic plan is substantial.

Unfortunately, the centralized university office or centre for service- learning or civic engagement still does not exist and there is no formal acknowledgment of training for academic staff.

Regarding the evidence on how service-learning is formally acknowledged in this university and regarding requirements for some programs, students participating in service-learning projects in Department of Information Sciences receive acknowledgement for their work in diploma supplement (described as “additional information”) and they also receive ECTS credits for the diploma project. Such evidence was not found for other departments of this integrated university.

The following objectives for civic engagement are described in some detail in formal documents of the University: students’ general academic achievement, their engagement in university and in communities outside the university. Also, objectives such as connection/reflection related to students’ general intentions for their own lives, what students consider personally important and how they personally understand the service or civic situation as well as their contributions to the module or program are described in some detail.

Furthermore, learning academic, social and “good citizenship” skills are emphasized. Finally, the following objectives for civic engagement are mentioned or noted, but not described: students’ engagement in the current service-learning or civic engagement module, their academic achievement within the specific service-learning module or program, connection/reflection related to students’ career goals and students’ contributions to a more generalized “common good”.

The senior management is somewhat supportive of service-learning activities regarding the creation of coordinating unit, provision of posts which include responsibility for civic engagement and attendance at civic engagement and service-learning events. Funding of civic engagement and service-learning events receives a moderate support by senior management, while their support for the membership of advisory boards or steering committees related to civic engagement is still absent.

Substantial efforts are made to make staff aware of civic engagement and service-learning activities through and online dissemination of information and dedicated websites, while only some efforts are made through public lectures. Moderate efforts are made to make staff aware of civic engagement through funding for attending conferences. No efforts are made through training events.

There are some organisational structures in place to co-ordinate civic engagement, but none dedicated exclusively to civic engagement and service-learning activities.

5. SERVICE-LEARNING ACTIVITIES

From a national level, in the academic year 2013-2014, 13 courses were offered nationally (University of Zagreb excluded), the number of academic staff delivering these courses was 24, while the number of students enrolled in was 466 (this number refers to students who attended specific courses, but also to students who participated in service-learning activities as a preparatory step for their master thesis).

The broad discipline areas offering service-learning activities are Humanities and Social Sciences (more precisely: Information Sciences, Pedagogy, Social Work, Language Education, Marketing, Management and Economics).

University of Osijek

In the University of Osijek, two faculties (Faculty of Education and Faculty of Economics) have integrated service-learning into some courses in the Bachelor and Masters curricula.

At the Faculty of Education (University of Osijek), service-learning is infrequently incorporated into Bachelor and Masters curricula. It was partially included in curricula programmes of the course Methodology of teaching Croatian Language in the academic year 2013-2014. Nine students and 2 teachers were enrolled in the course. The Faculty of Education is preparing a service-learning course for the academic year 2016-17.

At the Faculty of Economics in the University of Osijek, service-learning is often incorporated into Bachelor curriculum. Undergraduate students at this Faculty have a compulsory course within which they take part in the project Contribution to the Community. At the Faculty of Economics 100 students and several teachers were enrolled in this course in the academic year 2013- 2014.

University has not offered service-learning courses in the past that no longer exist.

University of Rijeka

In the University of Rijeka, two faculties (Faculty of Teacher Education, Faculty of Humanities and Social Sciences and Faculty of Economics) have integrated service-learning into some courses in the Bachelor and Masters curricula.

At the Faculty of Economics in the University of Rijeka, service-learning is infrequently incorporated into Masters curriculum. Graduate students with major in Marketing, Management and Economics at this Faculty may take part in courses Evaluation research, Market research, Promotion and Strategic management that offer service-learning activities. At the Faculty of Economics 150 students and 2 teachers were enrolled in this course in the academic year 2013- 2014.

At the Faculty of Humanities and Social Sciences in the University of Rijeka, service-learning is infrequently incorporated into Bachelor and Masters curriculum. Both undergraduate and graduate students with major in Pedagogy at this Faculty may take part in elective service-learning activities which are part of the following courses: Pedagogy of free time, Evaluation Research, Family pedagogy, Family and children at risk, Relations in the family, Family and Prevention of asocial behaviors. These courses bear 3 ECTS credits that cover both service-learning activities and other course activities. In the academic year 2013- 2014, 17 out of 30 students and 2 teachers were enrolled in the service-learning activities in the course Family and Prevention of asocial behaviors.

Faculty of Education and Faculty of Humanities and Social Sciences have both integrated elective service-learning activities into some compulsory and elective courses in the Bachelor and Masters curricula (e.g. Education for Civil Society, Education for Human Rights, Project Management in Education, Education of persons with special needs).

The Faculty of Humanities and Social Sciences in the University of Rijeka has also enabled students the acquisition of part of the ECTS credits through volunteering and service-learning in the community. At the Department of Pedagogy, students at the graduate level can earn “free ECTS credits” for volunteering in exchange for an elective course, providing a certificate of their volunteering activities.

University has not offered service-learning courses in the past that no longer exist.

University of Zadar

Department of Information Sciences at the University of Zadar (which is one of the 25 departments at this integrated university) organizes service-learning activities for university students where they carry out workshops for retirees in Zadar City Library or participate in service-learning activities that are carried out in information institutions with specific groups of users (e.g. reading for the elderly and disabled, information literacy workshops for unemployed, etc.). These service-learning activities are organized for the graduate students of information sciences, social work, pedagogy and andragogy in their final year as a preparatory step for their master thesis. Students participating in service-learning projects receive acknowledgement for their work in diploma supplement (described as “additional information”) and they also receive ECTS credits for the diploma project.

In the academic year 2013-2014, 190 students and 15 teachers from the University of Zadar participated in pilot service-learning projects.

6. CONCLUSION

The analysis of basic legal and strategic documents that regulate and describe the higher education in Croatia (Acts and Regulations listed in the introductory part of this report), mission statements and strategic plans of the University of Osijek, University of Zadar, University of Split and University of Rijeka and some of their constituents brought us to conclusion that formal acknowledgement of civic engagement and service-learning in the higher education in Croatia is still missing in most of the cases. Although all these documents mention “the responsibility of the academic community towards the social community in which it acts”, the actual civic engagement of universities still remains a mere phrase.

We can conclude that results of the research study by Ledić, Ćulum, Nuždić and Jančec [2008] are still valid and accurately describe the landscape of civic engagement and service learning in Croatian institutions of higher education in 2015: “Even though they recognize the importance of university social responsibility and see the need to encourage student participation in all academic activities, they still predominantly believe that the role of higher education is exclusively to provide opportunities for acquiring expert knowledge and qualifications for the labor market.” [Ledić, Ćulum, Nuždić and Jančec, 2008].

The institutions of higher education in Croatia have still not developed a unique system of implementation and evaluation of service-learning and civic engagement. Some faculties (which are components of the universities) offer elective service-learning activities and courses or activities that encourage civic engagement of students in the field of humanities and social sciences. None of the faculties or departments in the field of technical sciences and natural sciences has filled in the survey and we were also unable to find any information that these faculties have incorporated service-learning in their programmes.

Furthermore, senior management in all universities that were surveyed most often interprets service-learning as civic education. The reason for this can be found in the strategic document of the Government of the Republic of Croatia (Office for Cooperation with NGOs), that contains all findings related to the implementation of the National Strategy for Creating an Enabling Environment for Civil Society Development from 2012 to 2016. Namely, one of the measures of this Strategy is to introduce and systematically implement civic education in the regular educational system. Service-learning is mentioned as one of the performance indicators of that measure which is related exclusively to civic education courses for future primary and secondary school teachers⁴. Also, student competences for civic engagement are considered to be the same as competences required for teaching civic education. Finally, existing service-learning activities are described and classified exclusively as civic education activities.

Considering the current situation of civic engagement and service learning implementation in Croatia, the following points of recommendation can be made:

4. <http://strategija.uzuvrh.hr/index.php/aktivnosti/id-104-na-nastavnickim-studijima-za-buduce-ucitelje-i-nastavnike-uvrstiti-kompetencije-potrebne-za-interaktivno-ucenje-i-poucava.html>

- it is necessary to develop a methodology for a systematic civic engagement of students in organizations of the civil society;
- mentoring programs are needed to involve students in direct service activities of different types of organizations of civil society, addressing the needs of the local community;
- establishment of service-learning centers at the faculty level (at non-integrated universities) and departmental level (at integrated universities) is necessary to support the implementation of service-learning programs in the higher education institutions ;
- it is necessary to ensure training for teachers (academic staff) to implement service-learning methods and the evaluation of students;
- training of civil society organizations' employees to work with students in service-learning programs is also needed as well as the implementation of service-learning programs in equal partnership with civil society organizations;
- it is necessary to develop teaching materials that would promote the results of the service-learning programs at each faculty/department of the University;
- enabling students to disseminate the knowledge of the needs and services of the local community through the appropriate channels may form a basis for social innovations.

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EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



LITHUANIA NATIONAL REPORT

EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



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Report written by Natalija Mažeikiene

This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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1. INTRODUCTION

45 institutions of higher education offer study programmes in Lithuania: 22 universities (including 8 non-state) and 23 colleges (including 10 non-state). There are two different types of higher education institutions: state and non-state.

There are two types of higher education institutions in Lithuania:

- universities (called universitetas (university), akademija (academy), or seminarija (seminary)) representing university sector of higher education;
- colleges of higher education (called kolegija (higher education college) or aukštoji mokykla (higher education institution)) representing non-university higher education sector.

Universities offer university level degree studies - Bachelor's, Master's, Doctoral degrees. Colleges offer college level degree studies - Professional Bachelor's degrees.

Degree studies consist of three cycles: the first cycle (undergraduate) – professional bachelor's (in colleges) and bachelor's degree studies (in colleges); the second cycle (graduate) – master's degree studies (in colleges); the third cycle (postgraduate) – Doctoral studies.

College studies (non-university higher education) are oriented towards training for professional activities. The duration of full-time studies in colleges is usually three years and for part-time studies – four years. Practical training covers at least one third of the study programme. Graduates are awarded with a professional bachelor degree. Students with practical experience can complete additional studies (the duration of which is set by each higher education institution) to continue post-graduate studies in universities.

University studies provide a universal academic education, theoretical training and the highest level of professional excellence. Graduates are awarded with a bachelor degree. They can continue their studies in post-graduate studies that last one and a half to 2 years. Those who want to dedicate themselves to academic activities after post-graduate studies can study for a doctoral degree (the duration of studies is four years).

There are 23 universities in Lithuania (14 of them are public, 8 are private, and one is a branch of a Polish university)

There are 24 colleges in Lithuania (13 of them are public and 11 are private).

In 2015-2016 there were a total of 133296 students integrated in the Higher Education Institutions: number of students in universities was 93524 and number students in colleges - 39772. Number of students enrolled in higher education has declined over past 10 years. In comparison, number of students in Lithuania in 2006-2007 was 199501 (143204 in universities and 56297 in colleges) ¹

1. <http://www.smm.lt/web/lt/teisesaktai/tyrimai-ir-analizes/statistika>

	English name	Lithuanian name	Type	Established	Location	Students
1	Academy of Business and Management	Verslo ir vadybos akademija (VVA)	Private	2003	Vilnius	
2	Aleksandras Stulginskis University	Aleksandro Stulginskio universitetas (ASU)	Public	1924	Akademija (Kaunas district)	4717 (2016)
3	European Humanities University	Europos Humanitarinis Universitetas (EHU)	Private	2006	Vilnius	1700
4	Faculty of Economics and Informatics of the University of Bialystok	Balstogės universiteto filialas "Ekonomikos-informatikos fakultetas" (BUF)	Private	2007	Vilnius	
5	International Business School at Vilnius University	Tarptautinė verslo mokykla (TVM)	Private	1989	Vilnius	1939
6	ISM University of Management and Economics	ISM Vadybos ir ekonomikos universitetas	Private	1999	Vilnius	1695
7	Kaunas University of Technology	Kauno technologijos universitetas (KTU)	Public	1922	Kaunas / Panevėžys	10 495 (2015) ²¹
8	Kazimieras Simonavičius University	Kazimiero Simonavičiaus universitetas (KSU)	Private	2004	Vilnius	612
9	Klaipėda University	Klaipėdos universitetas (KU)	Public	1991	Klaipėda	~4500 (2015)
10	LCC International University	LCC tarptautinis universitetas	Private	1991	Klaipėda	614
11	Lithuanian Academy of Music and Theatre	Lietuvos muzikos ir teatro akademija	Public	1919	Vilnius / Kaunas	1026
12	Lithuanian Sports University	Lietuvos sporto universitetas (LSU)	Public	1934	Kaunas	1878 (2016)
13	Lithuanian University of Educational Sciences	Lietuvos edukologijos universitetas	Public	1935	Vilnius	4120 (2015)
14	Lithuanian University of Health Sciences	Lietuvos sveikatos mokslų universitetas	Public	1922	Kaunas	7930 (2015)
15	Mykolas Romeris University	Mykolo Romerio universitetas	Public	1990	Vilnius / Kaunas	13 070 (2015)
16	Šiauliai University	Šiaulių universitetas (ŠU)	Public	1948	Šiauliai	2950 (2015)
17	Telšiai Bishop Vincentas Borisevičius Priest Seminary	Telšių Vyskupo Vincento Borisevičiaus kunigų seminarija	Private	1926	Telšiai	
18	The General Jonas Žemaitis Military Academy of Lithuania	Lietuvos karo akademija (LKA)	Public	1992	Vilnius	368
19	Vilnius Academy of Fine Arts	Vilniaus dailės akademija (VDA)	Public	1940	Vilnius	1944
20	Vilnius Gediminas Technical University	Vilniaus Gedimino technikos universitetas (VGTU)	Public	1956	Vilnius	10 310 (2015)
21	Vilnius St. Joseph Seminary	Vilniaus šv. Juozapo kunigų seminarija	Private		Vilnius	
22	Vilnius University	Vilniaus universitetas (VU)	Public	1579	Vilnius / Kaunas	20 864 (2016)
23	Vytautas Magnus University	Vytauto Didžiojo universitetas (VDU)	Public	1922, re-established in 1989	Kaunas	7709 (2015)

Since 2009 a higher education reform has been implemented in Lithuania. Higher education institutions have received new legal status and became public institutions (not budget). It gave considerable autonomy and liberalized governance of universities since the new legal status of being public institution means less direct regulation by state.

Governance of universities has been changed during the reform². Management responsibilities between senate and the university board were reallocated. The University Board became the main governing body (in previous model Senate was the main governing body). Composition of the University Board reflects an idea of stronger external accountability of HEIs. 5 members of the Council should be delegates from inside of HEI (3 by Senate, 1- representing administrative staff, 1- representing students) + 6 from outside (selected by the Council accountable to the Minister). Rector should be appointed by Council (in previous scheme of governance Rector was elected by Senate). This model of governance has strengthened influence of the Ministry (through the Council) and other external stakeholders (mostly – business).

Requirements for quality assurance and assessment has been stressed.

In 2008 autonomy of HEI was expanded when universities were allowed to decide on numbers of students enrolled. In 2009 an new model of voucher-based funding system has been introduced by applying “student basket“ when “money follows student”. It has fostered market economy processes. “The idea of the voucher system is that students should be entitled to buy whatever study programs they choose, thus bringing the necessary funds to the HE institution they select“ (Švaikauskienė and Mikulskienė, 2016, p. 139). According to this system, there is no number of students set for institution and study programme. Government defines total number of students financed by state per number of fields of studies. In previous system of financing which was introduced since 2000 the government took responsibility deciding on numbers of students which Lithuanian HE can enrol. State finance is granted only for best graduates of secondary school. Extra admitted students are obliged to pay fee equal to the study price. This new system of financing has stressed marketization of higher education and increased significantly competition among universities. Voucher-based funding system has had negative unintended consequences. “The competitive environment has encouraged HE institutions to spend more on marketing instead of investing in the quality of the training that they provide“ (Ibid, p. 143).

The new reform of higher education and free market processes have strengthened financial independence of HEI. It is noteworthy that external financing (not from the state) increased from 76 million EUR in 2004 to 186 million EUR in 2004³. In 2015-2016 study year number of self-funded students (64785) was similar to number of students financed by the state (68756).

2. https://webcache.googleusercontent.com/search?q=cache:mEYKmeFtXMQJ:https://bsrun.org/sites/default/files/uploads/seminar/2015/rimantas_vaitkus.ppt+&cd=19&hl=lt&ct=clnk&gl=lt

3. <http://www.smm.lt/web/lt/teisesaktai/tyrimai-ir-analizes/statistika>

Abovementioned processes of marketization of HEI in Lithuania have direct and indirect impact on understanding of roles of universities in society and economy and their mode of operation.

2. BACKGROUND TO SURVEY

To evaluate policy, practice and strategic vision for civic engagement and service learning in Lithuania a national short survey in Lithuanian language was administered using an on-line tool.

In the survey the collective definition was provided to research participants. Service learning was defined in the questionnaire as an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the process and the service is link to the academic discipline.

Link to the on-line survey has been sent out to email accounts of administrative departments and centres responsible for organization of studies, students' affairs and students' career at 13 universities in Lithuania – Vilnius University, Vilnius Gediminas Technical University, Kaunas University of Technology, Lithuanian University of Health Sciences, Mykolas Romeris University, Lithuanian University of Educational Sciences, Šiauliai University, Klaipėda University, Aleksandras Stulginskis University, Vilnius Academy of Fine Arts, Lithuanian Sports University, Lithuanian Academy of Music and Theatre, ISM University of Management and Economics. However organisers of this survey have received just 1 short survey questionnaire filled. Šiauliai University has provided responses to the questions of the survey. There were no responses from other institutions. Šiauliai University has an extensive experience in implementation of service-learning in Lithuania – several EU projects and projects financed by US governmental institutions have been run at the University. Organiser of the survey in Lithuania Natalija Mažeikienė had negotiations on the phone and via e-mail with director of Department of Studies and Vice-Rector for Studies of Siauliai University asking to provide information for the survey.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Limitations of the survey cover challenges faced because of low response rate of the institutions. Low response rate can be explained by referring hypothetically to several reasons – lack of motivation to participate in the survey, lack of human and time resources to fill in the questionnaire, lack of understanding of relevance and importance of civic engagement and service learning.

Opportunities of the survey deal with receiving answers to the survey from Siauliai University as an institution in Lithuania which has the most extensive experience in service

learning, institutionalized processes of civic engagement and advanced scientific research in the field.

4. UNIVERSITY CULTURE AND IDENTITY

Civic engagement and service learning have received formal acknowledgment in main documents of Siauliai University – in the strategy, strategical plan, Statute, other documents of academic and administrative departments and units, university website and other materials.

In the statement of mission of the University contribution to regional development is stressed. Regional development is considered as a collaboration with local stakeholders and communities. In the Statute of the University collaboration and service to community are named as a main peculiarity of the University⁴.

In the University Strategy 2015-2020 (2015) it is mentioned that service learning is an important tool and measure to improve quality of studies; it meets needs of labour market and increases accesability of studies and promotes individualisation of learning processes; it provides a bigger choice of learners by applying service-learning as one of innovative learning methods and fostering lifelong processes in society and community.

In the document on strategical development for 2009–2020 (2009) it is mentioned that practical and experiential learning methods at the University should be promoted to implement strategical program for development of studies. These aims deal directly with service learning which is considered as a method for practical learning. It is stated that service learning should be promoted as an educational innovation while seeking to strengthen efficient collaboration between the University and social partners⁵.

Service learning is mentioned and described in the Univeristy's documents on reglamentation of organization of studies (2011, 2012, 2013, 2015)⁶. This description is used by teachers while designing course descriptions.

Service learning and civic engagement have been addressed in other formal documents of the University. Descriptions of students' academic achievements, development and education of academic, social and good citizenship" skills, students' engagement in university, students' engagement in communities outside the university are promoted at the University. Reflections on students' career goals and goals outside career/work, students' future plans, past or current decisions, general intentions for their own lives are being organised and supported. Students' contributions to the module and program, the University and communities are promoted and supported.

Since 2014 service learning has been mentioned in annual reports of the University. Civic engagement is treated as element of academic quality assurance system of the University⁷.

4. http://www.su.lt/bylos/RsV/Dokumentai/siauliu%20universiteto%20statutas_2013-12-10.pdf

5. http://www.su.lt/bylos/pletros%20planas_2009-2020_naujas.pdf

6. http://www.su.lt/images/Studentams/Studijos/stud_regl_dok/SU_Studiju_nuostatai_senato_patvirtinti_2015-05-20_protokolo_nr_sp-05.pdf

7. http://www.su.lt/index.php?option=com_content&view=article&id=141&Itemid=2598&lang=lt

Service learning was introduced at the University as an educational innovation by implementing several projects funded in 2001–2003 by U.S. Department of State, The Bureau of Educational and Cultural Affairs. The first teachers were trained at the Rutgers University in the Citizenship and Service Education (CASE) program. Later EU Structural Funds project KOOPERIA was implemented by ensuring strong institutionalization of service learning. 800 students participated in the project, 60 teachers were trained, 44 courses were improved by introducing SL, 200 organizations were involved. Database of organizations was established and institutional agreements were signed. Teacher training on S-L (training tools were prepared, including Moodle training course for teachers.

Since last 10 years service learning and problem-based learning have been considered as methods which help to achieve learning outcomes in new studies programs (including joint degree programs) at the University. In strategical plan 2013-2015 and in documents of study programs it is foreseen to improve interaction and collaboration with social partners in the region by implementing jointly study programs, projects, research, placement and cultural events. It is stressed in the documents that social partners will cooperate with the University by hosting students for placements and internships, participating in joint research projects and students' final works.

Service learning has been acknowledged in University website, publications, and marketing materials. While implementing EU Structural funds program project KOOPERIA the university has created website where service learning and its implementation are presented to the public⁸. Educational and didactical methods on civic engagement are presented and described in informational materials and publications in Lithuanian and English languages in 2012⁹. Service learning is exposed in the publications as an innovative method of civic engagement and practical learning in communities and organizations.

Almost all service-learning courses are delivered in Moodle environment (www.mokymas.distance.su.lt) in the mode of blended learning.

In 2008-2012 in the framework of KOOPERIA project and later service learning has been presented to scholars and pedagogical staff of the University and other higher education institutions, to social partners and communities during conference and other events.

Pedagogical staff and scholars of the University have written analytical works and academic publications on civic engagement and service learning (Mažeikis et al, 2003, Mažeikis, 2004, 2007, Liukinevičienė, 2008, Mažeikienė, 2008).

Service learning has been mentioned in marketing materials of the University. Service learning is exposed as a peculiar and distinctive feature of the studies in BA programs at the University.

Service learning has received some formal acknowledgment by creating formal institutional positions and assigning responsibility to relevant departments and staff in administrative positions. Tasks of supporting and developing service learning have been delegated to

8. <http://kooperia.su.lt/>

9. Didaktinės inovacijos Šiaulių universitete http://www.su.lt/bylos/studijos/Stud_kokybe/didaktines%20inovacijossu.pdf

administrative staff at the University. Main responsible body which coordinates service learning is Department of Studies Affairs (until 2012 the Career Centre was a main body of coordination). A senior specialist of the Department of Studies Affairs is working on the coordination of service learning. This responsibility of the Department of Studies Affairs is described in University's document – Guide of Quality Assurance. On different levels other management and administration staff (Vice-Rector for Studies, vice-deans at the faculties, deputy directors of institutes) besides their main responsibilities are responsible for implementation of service learning. A special Commission for service learning coordination and administration has been created in 2014. 7 members of the Commission have been participating in monitoring and evaluation of service learning activities. Since 2011 Volunteering centre has been operating at the Faculty of Educational Sciences. Since 2014 Social Partnership Centre has been working at the Faculty of Social Sciences. Both these centres contribute to strengthening service learning and civic engagement at the University.

Training of the faculty was organised in 2005-2013 at the University while implementing EU Structural funds program projects Kooperia 'Mokymąsi tarnaujant bendruomenei (kooperuotas studijas) Šiaulių universitete' and project PROMOK (on problem-based learning). Vice-deans, heads of departments, members of study committees, members of faculty were trained by presenting main ideas and principle of service learning. Several seminars and professional development training programs for the faculty members were organised. Possible combination of problem-based learning and service learning was discussed during the trainings.

There is a motivation system at the University seeking to support and promote service learning. Teachers who teach service learning courses receive remuneration for bigger number of teaching hours. Teachers are encouraged to share their experience with the faculty during seminars and events devoted to quality assurance at the University.

In individual cases, students are rewarded for the best academic and research projects and final works which were created while studying in community and during service learning. Communities and organizations have proposed job positions after service learning semester.

5. SERVICE LEARNING ACTIVITIES.

Since 2013-2014 study year service-learning has been incorporated into programmes Bachelor curricula offered by Šiauliai University: Philosophy and Civic Education, Socio-Cultural Anthropology, Lithuanian Philology, Education (Family Pedagogy and Protection of Children's Rights), Special Pedagogy, Social Pedagogy, Economics, Landscape Design, Public Administration, Mechanical Engineering.

Since 2013-2014 study year service learning has been incorporated into programmes Master curricula offered by Šiauliai University: Intercultural Education and Mediation, Cultural Studies.

In the 2013-2014 the University offered 17 service-learning courses: Political Sociology, Education and Integration of National Minorities and Migrants, Political Anthropology, Anthropology of Religion, Project Management, Administration of Cultural Processes, Subcultural Activities, Social Research Methodology, Leadership Studies, Economic Analysis, General and Special Pedagogy, Facilitation of Social Activities, Applied Anthropology and Communities, Technological Assets, Development of Cultural Identity, Social and Educational Work in a Community, Plants Growing.

More than 200 students were enrolled in service learning and community based learning courses in the academic year 2013-2014. 17 academic staff contributed to service-learning courses.

Some service learning courses which were offered in the past no longer exist: Corruption and Anti-Corruption Policy, Management of EU Projects, Applied Ethics, Theories of Propaganda, Theory and Practice of Socialisation of the Disabled, Self-Governance and Administration of Municipalities, Public Administration Ethics, Marketing Communication, Values System in Society, Governance of the State and Administrative Institutions, Career Management, Introduction to Public Administration.

6. CONCLUSIONS

A short overview of implementation of service learning at Šiauliai University reveals several conditions and prerequisites of successful introduction of service learning as educational innovation at higher education institution. The first precondition was initial introduction of service learning at the University by implementing several projects in 2001–2003 funded by U.S. Department of State, The Bureau of Educational and Cultural Affairs and running training of teachers at the Rutgers University in the Citizenship and Service Education (CASE) program. Later implementation of EU Structural Funds project KOOPERIA and PROMOK and significant financial support from the projects allowed to build positive institutional experience of service learning, train teachers and administrative staff, involve students and teachers, create strong measures of institutionalization of service learning. Together with experiences of testing and initial introduction of service learning in the framework of projects funded by US government and EU programs Šiauliai University carried out significant efforts of institutionalisation. Service learning together with problem-based learning (PBL) have been positioned as main educational innovations and educational methods of existing and new studies programs (including joint degree programs); service learning has been mentioned in strategical documents and described in main documents on organization of studies. Service learning has been included into marketing and communication strategy by presenting the University as HEI which stresses experiential and practical learning. One of the most important assets for institutionalization of service learning became appointment of responsibility to the Department of Studies Affairs and to administra-

tive staff to coordinate and monitor implementation of service learning. All these measures together have created the best institutional practice of service learning in Lithuania.

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Europe Engage logo designed by Miguel Ángel Tejedor

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1. INTRODUCTION

The Finnish higher education system consists of two complementary sectors: polytechnics and universities. The mission of universities is to conduct scientific research and provide instruction and postgraduate education based on it. Polytechnics train professionals in response to labour market needs and conduct R&D which supports instruction and promotes regional development in particular.

The system of polytechnics is still fairly new. The first polytechnics started to operate on a trial basis in 1991-1992 and the first were made permanent in 1996. By 2000 all polytechnics were working on a permanent basis.

University education in Finland

There are currently 14 universities in the Ministry of Education and Culture sector; two of them are foundation universities (*) and the rest are public corporations.

Aalto University*, Hanken School of Economics, Lappeenranta University of Technology, Tampere University of Technology *, University of Helsinki, University of Eastern Finland, University of the Arts Helsinki, University of Jyväskylä, University of Lapland, University of Oulu, University of Tampere, University of Turku, University of Vaasa and Åbo Akademi.

Higher education in the military field is provided by the National Defence College operating within the Ministry of Defence sector.

The university field is supplemented by university centres in areas with no university of their own. The centres gather university activity in the region. Their cooperation partners often include regional polytechnics, municipalities and the regional council. University networks are mostly cooperation bodies for research and education units working in the same field. There are such networks for instance in the fields of communication, health sciences and women studies.

Polytechnic education in Finland

There are altogether 24 polytechnics under the branch of government of the Ministry of Education and Culture. In addition there is Åland University of Applied Sciences in the self-governing Province of Åland and a Police College subordinate to the Ministry of the Interior.

Some polytechnics use the English name University of Applied Sciences (i.e. UAS): Arcada Polytechnic, Centria Polytechnic, Diaconia Polytechnic, Haaga-Helia Polytechnic, Humanities Polytechnic, Häme Polytechnic, Jyväskylä Polytechnic, Kajaani Polytechnic, Karelia Polytechnic, Kymenlaakso Polytechnic, Lahti Polytechnic, Lapland Polytechnic, Laurea Polytechnic, Metropolia Polytechnic, Mikkeli Polytechnic, Novia Polytechnic, Oulu Polytechnic, Saimaa Polytechnic, Satakunta Polytechnic, Savonia Polytechnic, Seinäjoki Polytechnic, Tampere Polytechnic, Turku Polytechnic and Vaasa Polytechnic.

Polytechnics are multi-field regional institutions focusing on contacts with working life and on regional development.

Education policy in Finland

One of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. The same opportunities to education should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live. Education policy is built on the lifelong learning principle.

The basic right to education and culture is recorded in the Constitution. Public authorities must secure equal opportunities for every resident in Finland to get education also after compulsory schooling and develop themselves, irrespective of their financial standing. In Finland education is free at all levels from pre-primary to higher education. Adult education is the only form of education that may require payment.

The key words in Finnish education policy are quality, efficiency, equity and internationalisation. Geared to promote the competitiveness of Finnish welfare society, education is also seen as an end in itself. The broad lines of Finnish education and science policy are in line with the Europe 2020 Strategy. Decisions on the contents of legislation on education and research are made by the Parliament based on government proposals. The Government and the Ministry of Education and Culture, as part of it, are responsible for preparing and implementing education and science policy.

The governance has been based on the principle of decentralisation since the early 1990s. Education providers are responsible for practical teaching arrangements as well as the effectiveness and quality of the education provided. Local authorities also determine how much autonomy is passed on to schools. For example budget management, acquisitions and recruitment are often the responsibility of the schools.

Polytechnics and universities enjoy extensive autonomy. The operations of both polytechnics and universities are built on the freedom of education and research. They organise their own administration, decide on student admission and design the contents of degree programmes.

Most education and training is publically funded. There have been no tuition fees at any level of education. However, from 2017 onwards non-EU and in basic education also school materials, school meals and commuting are provided free of charge. In upper secondary education students pay for their books and transport. In addition, there is a well-developed system of study grants and loans. Financial aid can be awarded for full-time study in upper secondary education and in higher education.

The education and research development plan promotes equality

The Education and Research Development Plan is the key document of the Finnish education and research policy. The Development Plan is adopted by the government every four

years, and it directs the implementation of the education and research policy goals stated in the Government Programme.

The Development Plan covers all forms of education from early childhood to adult education as well as research conducted in universities and polytechnics. The focus in the period 2011–2016 is on alleviation of poverty, inequality and exclusion, stabilizing the public economy and fostering sustainable economic growth, employment and competitiveness¹.

Current issues: big budget cuts for Finnish education sector and tuition fees for non-EU students

Most of the Finnish universities and polytechnics are currently facing big budget cuts. The new government of Finland (chosen in the elections in April 2015) decided to cut down the funding for Finnish higher education institutions with 500 million euros within the next four years (in the previous 4 year period the corresponding number was 200 million euros). Also the research funding for the Academy of Finland and Tekes – the Finnish Funding Agency for Innovation, will be reduced.

International students from outside the European Union (EU) and European Economic Area (EEA) will be paying tuition fees starting from 2017 if they choose to take a university level degree in Finland. University of Helsinki will introduce fees for non-EU/EEA students from 1.8.2017. The fees will range from 10,000 to 25,000EUR.

2. BACKGROUND TO SURVEYS

The survey was undertaken to map policy, practice, funding and strategic vision for civic engagement and service-learning within the partners' countries among universities. Europe Engage project defines service-learning (i.e. a community based or community engaged learning) as follows:

an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on real world problems.

Reflection and experiential learning strategies underpin the learning process and the service is link to the academic discipline. Service-learning brings together students, academics, and the community whereby all become teaching resources, problems solvers and partners. In addition to enhancing academic and real world learning, the overall purpose of service-learning is to instill in students a sense of civic engagement and responsibility and work towards positive social change within society.

1. Sources:

http://www.oph.fi/english/education_system, <http://www.minedu.fi/OPM/?lang=en>
<http://www.minedu.fi/OPM/Koulutus/ammattikorkeakoulutus/?lang=en>

The short survey was distributed via email to universities and polytechnics listed above. There were more than one member of the institution that received the email. The receivers of the questionnaire were picked up based on the position/task/unit they were involved with, such as degree programme planner, study administration (i.e. head of academic affairs) and career services where such knowledge were anticipated to be.

The long survey concerning the current state of the service-learning activities at University of Helsinki was completed by post-doctoral researchers Jenni Spännäri and Henrietta Grönlund (Faculty of Theology), Anne Hopia (International Affairs Officer, Faculty of Theology), and Emmi Seppänen, Bachelor of Theology.

Henrietta Grönlund has done empirical research on volunteering, giving, nonprofits, and civil society for over 10 years in Finnish and international projects. Her dissertation topic is on volunteering, identity and values of young adults. She has done research on service-learning in an international project including 14 countries during 2006-2011.

Anne-Birgitta Pessi, Professor of Church Sociology at the Faculty of Theology, has also conducted various research on altruism studies and volunteering, and written few joint articles on service-learning and volunteering.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Altogether 13 people did open the questionnaire. 8 persons responded only to few questions in the questionnaire, and for that reason their answers won't be regarded in this report.

5 of them completed it almost in full. None of the respondents mentioned that they had formed a group with their other co-workers who had also gotten the questionnaire to complete, as was asked in the survey instructions. Two respondents represented the same educational institution, however a different discipline. They work in the following positions: Planning Officer of a degree programme in Industrial design (Metropolia University of Applied Sciences (UAS); University Lecturer in Social Work (Metropolia UAS), Senior Lecturer in Social and Health Care (Saimaa UAS), Research and Development Director/ Senior Lecturer (UAS in Humanities (HUMAK)) and Customership Manager (Lappeenranta University of Technology).

The questionnaire was sent out during June and August 2015. To the outcome can have influenced the relatively low existence or even identification of civic engagement and service-learning within the curriculum activities. This applies especially for the Finnish universities. Finnish polytechnic sector seems to have the pioneer role in Finland within the activities in the core of Erasmus+ Europe Engage project.

As a positive result can be mentioned contacts made to our direction after we had sent out the questionnaire. One of them came from the University of Jyväskylä, which has started a KYTKE project in co-operation with local associations aiming to develop working life abilities of the students through volunteerism. What it comes to Europe Engage as a project partner organization, they are interested in knowing how service-learning is used and incorporated in the teaching by different European universities and polytechnics.

The other one came from Metropolia UAS in a form of a cooperation proposal when developing and designing university courses including civic engagement. The development of civic engagement courses commenced some 4 years ago in Metropolia through KAMU project², which resulted e.g. in publishing a Handbook “Learning through Service and Volunteerism”³. The course design development work continues among 14 Finnish polytechnics in format of Verkkovirtaa project⁴. Most of the material of Verkkovirtaa project is available in Finnish, except the previous link describing the tools of studying the work.

4. UNIVERSITY CULTURE AND IDENTITY

University of Helsinki

In the strategic plan of the University of Helsinki for 2013-2016 university defines itself as “a responsible social force”. As one of its’ development areas is to utilise its research results and competence for the good of society: “social innovations will be a key element in forming the future.” In the Regulations of University of Helsinki is outlined that “the objective of teaching and academic guidance is student-oriented, profound learning that provides a basis for lifelong learning”, and that “the university shall operate in close interaction with other actors in society”. Faculties of the University of Helsinki derive and implement this strategy further in their fields.

There is no formal acknowledgment of civic engagement and service-learning in the strategy nor mission of University of Helsinki. Whether they exist e.g. in faculty, programme or discipline specific strategic plans remains *unable to assess*. Furthermore, civic engagement activities and service do not exist as formal degree elements nor are they recognized as award resulting incentives for faculties or students. A centralized office promoting service-learning and civic engagement to the faculties nor the community outside the university doesn’t currently exist.

There is some formal acknowledgement of civic engagement what it comes to the community member participation on the board of University of Helsinki. Next to nine university members the board includes six community members of executive level representing Bank of Finland, Ministry of Agriculture and Forestry, Shell, City of Helsinki, Network for Religious and Traditional Peacemakers and The Hanasaari Culture Centre for Sweden and Finland.

The senior management of the university (i.e. Rector’s Office and the Board of University of Helsinki) does offer some support when provisioning posts including responsibility for civic engagement and service-learning. It encourages to some extent the university staff to attend related events, and it also funds them. The senior management has supported service-learning and civic engagement types of activities especially via Career Services and Communications and Community Relations units. Examples of it are projects or organization carried out together with partners of the University e.g.

2. <http://kamu.metropolia.fi/en/>

3 Available in the web address <http://kamu.metropolia.fi/en/>

4. <http://www.amkverkkovirta.fi/osataan-tools-english>

- Helsinki Challenge, a science based competition and idea accelerator⁵.
- Activity from Science network⁶.
- LUMA Centre of University of Helsinki acting as an umbrella organization for the collaboration of schools, universities and business sector, with the aim to promote and support life-long learning, studying and teaching of STEM subjects on all levels of education, especially in Greater Helsinki Area⁷.
- Handling Mind research project, which is a multidisciplinary research project providing a bridge between areas of neuroscience, education and design research that are concerned with embodied activities, social creativity and the extended nature of the human mind⁸.
- Urban Academy is a platform and network that brings together multidisciplinary research, teaching and societal impact in the field of urban studies. The main partners are University of Helsinki, Aalto University and City of Helsinki. The vision of Urban Academy is to create better cities for everyone through collaboration. The used method is co-creation, which enables the demolishing of boundaries between traditional academic disciplines and also between government organizations. Urban Academy brings together researchers and students, policymakers, urban planners, officials and residents to learn from each other through concrete case studies and problem solving⁹.

In making the staff aware of service-learning activities in the university (such as conferences/public lectures, training events, dissemination of information etc.) there are no efforts made. In providing professional development for the staff in service-learning there are no direct support provided.

Career promotion policies in the University of Helsinki do not explicitly take into account civic engagement and service-learning activities. However, training periods can be carried out in some faculties in volunteering.

There are some organizational structures in place, such as Community Relations unit of University of Helsinki, to coordinate civic engagement and service-learning types of activities. On the faculty level e.g. persons in the positions such as Planning officer (employer contacts) coordinate civic engagement types of activities, e.g. as a part of the internship. However none of them are dedicated exclusively to them.

5. <http://challenge.helsinki.fi/>

6. <http://blogs.helsinki.fi/toimintaa/in-english/>

7. <http://luma.fi/en>

8. <http://blogs.helsinki.fi/handling-mind/>

9. <http://blogs.helsinki.fi/kaupunkiakatemia/in-english/>

Other Finnish universities and polytechnics (Short Survey)

We received altogether 5 replies, 4 from polytechnics and 1 from the university sector.

On the existence of formal acknowledgment of civic engagement and service-learning in the university

The acknowledgment of service-learning and civic engagement activities at polytechnics varies from unable to assess to substantial formal acknowledgement. Their mission statements and strategic plans acknowledge these from moderate to some:

Saimia is a limited company with board of direction. In board members there is a student member, staff member and representatives of the communes which own the university. In our strategic plan there are mentioned the important partners, like different organizations and communities. No mentions about service-learning (Saimaa UAS).

Humak is an active constructor of civic society. Service-learning and civic engagement are integrated in apprenticeship and projects (Humak UAS).

It is defined in the Finnish legislation on a very general level that all Universities of Applied Sciences should carry out research and development activities, which support the development of labor market and the renewal of its structures in the surrounding areas. However, usually this doesn't include the civic engagement perspective. Answers in this questionnaire are given from the perspective of the Degree Programme in Social Services, where civic engagement and Learning Through Service and Volunteerism is an essential element of the curriculum. (Metropolia UAS)

On the degree programme or the discipline level the recognition of these activities vary from no formal to moderate acknowledgment. There is information available on service-learning and civic engagement related activities on the print and in the web-based media of these institutions. There are also public lectures held on the topic (statements are 50% for no formal and 50 % for moderate acknowledgment).

Half of the polytechnic respondents say that there is moderate acknowledgement of community member participation on the board of the institution. In Metropolia UAS also degree programmes have their own advisory boards including also community members. The other half states that this cannot be assessed or there is no formal acknowledgment of it. The same assessment and distribution of statements applies also for the existence of training in service-learning and civic engagement, as well as for the existence of specific learning activities and awards provided for faculties.

3 out of 4 polytechnic respondents state service-learning and civic engagement are to some extent or substantially acknowledged as a graduation or major/discipline requirement. 2 out

of 4 respondents also express that there are moderate or some acknowledgement in awarding students to include service-learning or civic engagement into the curricula.

The 5th university sector respondent stated that there is no formal acknowledgement as regards to the issues described above. However, there is some formal acknowledgement of service-learning and civic engagement in the content of public lectures.

On how much objectives for service-learning or civic engagements are addresses in formal documents addressing these

One polytechnic respondent states that emphasized or promoted were students' general academic achievement (1) and their engagement in communities outside the university (2). This same assessment applies also for objectives concerning students' connection/reflection related to students' past/current actions or behaviors (3), what students consider personally important (4), and how they personally understand the service-learning or civic situation (5). Equally emphasized or promoted were students' contributions to the beneficiaries of the service students provide (6), students' contributions to a more generalized "common good" (7), contribution to their own life purpose (8), as well as how they learn academic (9), social (10) and "good citizenship" skills (11).

Not addressed were students connection/reflection related to students' career (12) or life goals outside career/work (13), students future plans/decisions (past or current) (14), connection/reflection related to students' general intentions for their own lives (15) and students' contributions to the university (16). It was unable to assess whether students' academic achievement within the specific service-learning or civic engagement module/programme (17), or students' engagement in the current service-learning module (18) were mentioned as objectives in the formal documents.

A second polytechnic respondent also states that the objectives for service-learning or civic engagement such as learning "good citizenship" skills (11), students' engagement in the current service-learning or civic engagement module (18) as well as in communities outside the university (2) were emphasized or promoted.

Objectives describing the connection/reflection to students' goals, actions and plans (13, 14, 15) were in most cases mentioned or noted, but not described. The same also applies for the objectives of students' own life purpose (8), learning academic skills (9) as well as students' academic achievement within the specific service-learning or civic engagement module/programme (17).

Objectives for service-learning or civic engagement such as connection/ reflection addressing how students personally understand service-learning situations (5), students' contributions to the module/programme (19) or to a more generalized "common good" (7), and learning social skills (10) were described in some detail. Unable to assess whether objectives of students' general academic achievement (1), students' engagement in and contribution to the university (20) are addressed in formal documents.

The third respondent from polytechnic states that all the afore-mentioned objectives of service-learning or civic engagement were mentioned or noted, but not described in the institutions' formal documents. The fourth polytechnic respondent is completely unable to assess how objectives for service-learning or civic engagements are addresses in formal documents.

The university sector respondent replies that students' contributions to the module/ programme (17), to university itself (21) or a more generalized "common good" (7) were mentioned or noted, but not described. Also objectives like students' own life purpose (15), learning academic (9) and social skills (10) were equally addressed in the formal documents. Not addressed were all the objectives referring to students' academic achievement (1) and connection/reflection attributes.

On the extent the senior management of the university is supportive of civic engagement and service-learning activities

Two polytechnic respondents states that there are from some to substantial support available by senior management concerning all the activities listed under this query question, excluding the provision of posts including responsibility for civic and service-learning: creation and coordination unit, both attendance as well as funding of civic engagement and service-learning events and membership of advisory boards or steering committees related to civic engagement.

Most supported activities by the senior management in all 4 polytechnics respondents' institutions are the attendance and funding of civic engagement and service-learning events, as well as membership of advisory boards or steering committees, However, the reality can be also as follows:

These answers relate to Degree Programme in Social Services only. Most likely on the university level there is no support whatsoever (Metropolia UAS).

The respondent from Saimaa UAS stresses in this connection that it's important that the students take part in the activities offered e.g. by student organizations and student-tutoring activities.

The respondent from the university sector reports that there are no support available for creation or coordination unit, provision of posts including responsibility for civic and service-learning and attendance as of civic engagement and service-learning events. For funding and membership of advisory boards the senior management offers some support.

On efforts made to make staff aware of civic engagement and service-learning activities in your university

One polytechnic respondent is unable to assess whether there were any awareness work done for the staff related to following activities: conferences/public lectures, training events, dissemination of information online/offline, funding for attending conferences or dedicated websites. She adds:

No systematic efforts, randomly something may occur (Metropolia UAS).

Another polytechnic respondent states that there are some efforts made what it comes to all the activities listed above. Two other polytechnic respondents express that there are substantial efforts made to make the staff aware of funding for attending conferences. Also dissemination of information online/offline as well training events were among the activities advertised for staff.

The representative of the university mentions that the staff is made aware to some extent of conferences and public lectures as well as dissemination of information online or offline. Other activities are not made aware for the staff.

4 out of 5 respondents (including the voice of the university) tells that the career promotion policies in their educational institution do not explicitly take into account civic engagement and service-learning activities. The only 'yes' answer comes from Humak UAS. To the question whether organizational structures are in place to co-ordinate civic engagement and service-learning activities in their institution are given following answers next to one unable to assess answer:

Some organizational structures but not dedicated exclusively to civic engagement and service-learning activities. (Metropolia UAS)

A dedicated organizational structure which works across the university. (Humak UAS)

Nor organizational structures to co-ordinate civic engagement and service-learning activities. (Lappeenranta University of Technology)

5. SERVICE-LEARNING ACTIVITIES

University of Helsinki (Long Survey)

In University of Helsinki service-learning activities seem to be infrequently incorporated into programs. E.g. Bachelor and Master of Theology degrees include both so called Applied Studies courses (courses with a practical orientation towards working life) incorporating elements of service-learning: Orientation course (5 ECTS cr) in Bachelor level studies and Internship of minimum 2 months (15 ECTS cr) in Master level studies.

Possible community partners collaborate little or not at all in design and delivery of curriculum. In the afore-mentioned degree programmes community partners do not collaborate in any of these activities. Students can earn credits for taking the internship, which can be either compulsory or optional. Students are also paid by the internship offeror or by the university (option to apply for a grant to cover minimum salary costs). Content of the internships can be somewhat connected to degree programme studies or to the field where the student is anticipated to work after graduation.

In the beginning of the internship, e.g. students at the Faculty of Theology, set together with the supervisor at internship place from 4 to 5 learning objectives. At the end of the intern-

ship both parties give a numeric evaluation on how well the objectives were met. Student submits a report according to given instructions, in which the learning during this course is being reflected. The report is evaluated by the course responsible teacher and discussed face-to-face with the student. There are elements of service-learning present, but it's not used as a pedagogical approach or as a term. Also the role of the civic community partner is small. However, there are university level service-learning type of partnerships, which generates to some extent participation in planning, execution and assessment activities (see p. 8).

There are no designated courses on offer in University of Helsinki that would meet the quality standards of service-learning (of Europe Engage project) even remotely. We are unable to assess the number of community members in 2013-2014 involved in service-learning. Most probably they were none – or if, then few. We are aware of one course example in the past that included service-learning (meeting the quality standards at least to some extent). There might be others too, however, it is impossible to trace back.

University of Helsinki has partnerships in service-learning with formal and informal education centers, with government entities, business companies, foundations, NGO's and associations. Their area of activity are education, leisure, functional diversity (disability), international cooperation, poverty. Since we didn't get a reply from the faculties of Medicine and Veterinary Medicine, we don't know if they have partnerships e.g. with public health care centers. Our students can take their internship in any of the above mentioned fields.

The national university policy and legislation governing universities doesn't support service learning and civic engagement. There isn't a national network in Finland that would support service-learning and civic engagement in universities at the moment. However UAS institutions have one (Verkkovirtaa).

Questions related to whether other faculties of University of Helsinki have service-learning or civic engagement activities are the most difficult ones to answer. We sent out a query to all 11 faculties and separate institutions (150 recipients in total). We also delivered the query in the university social media (Yammer). As a result we received 17 replies. Thus there may be service-learning courses or activities we are not aware of.

We feel that enthusiastic individuals play a crucial part in establishing service-learning activities in University of Helsinki. The biggest barrier to establish such is that it's not formally acknowledged. The field is underdeveloped, especially in the university sector. Despite of this we do have emerging interest and activities which resemble service-learning, including university level highly visible programs such as Project course, LUMA and Helsinki Challenge activities. At some faculties of University of Helsinki (e.g. Faculty of Theology and Behavioural Sciences) research is being done on service-learning and civic engagement (i.e. volunteer-ing).

Other universities and polytechnics in Finland (Short Survey)

In each polytechnic degree there is a mandatory 5 month long internship included.

3 polytechnic respondents answer that the service-learning is infrequently incorporated into Bachelor or Masters curricula in the university. One of them tells that service-learning is

incorporated into all programmes (Humak UAS). The university respondent states that this never the case.

In the degree programme of Social Services offered by Metropolia UAS service-learning is frequently (i.e. as a compulsory course) included in the curricula of degree program in Social Services, whereas it's infrequently (i.e. as elective studies) included into Physiotherapy and Occupational Therapy degree programme. In the Social Services Work programme offered by Saimaa UAS civic engagement is included in some studies.

Respondent from degree programme in Social Services from Metropolia UAS tells that courses don't include service-learning as a pedagogical approach and the amount of support for students' reflection is minimal. Also there is no active collaboration with the community partner to organize course content nor its' learning objectives. This can mean that the students carry out their internship and the reflection of it very independently, whereas service-learning principles stress the active participation of the teacher of the academic course, student and the civic community member in creating the mutually benefiting learning outcomes, their evaluation and strengthened cooperation between universities and civic communities.

The polytechnics respondents give following numbers and course names when they were asked to tell how many service-learning courses their university had offered in the academic year 2013-2014: Metropolia UAS: 20, e.g. Internship in Voluntary Work. Saimaa UAS: no number given, but following course names: Social Pedagogy in Client Work, Networking methods, Work project promotion of Client Empowerment. Humak UAS: no number given, all the courses include service-learning, such as Civic activities, NGO and Youth Work.

Metropolia UAS reports that in the degree programme in Social Services there are estimated 100 enrolled students, and some 5 staff members contribute to develop structures in service-learning courses. The other respondent from the Metropolia UAS replies that there are 20 enrolled degree students in the given degree programme in Industrial Design. Humak UAS states that all of their students were enrolled in service-learning courses and that many of their teachers use this approach in their courses.

The university respondent doesn't give any numbers or names and concluded that their university has never offered service-learning courses in the past. From the polytechnics Metropolia and Humak UAS said that they had offered such courses also in the past.

6. CONCLUSION

Based on the survey results in connection with University of Helsinki it can be stated that the terms service-learning and civic engagement are not found as such in its' strategy, policies or curricula content. There's a strong emphasis on mutual reward in co-operation within partner-ships and the on service role of the university. However, there are activities funded and carried out sharing at least some of their objectives and methods: internships and projects involving community partners, disciplines and students. Faculty of Theology is especially interested in using service-learning and civic engagement activities in developing

the applied studies in Bachelor and Master's degree to create more depth and quality in the learning outcomes of the degrees and in the working life skills of the students.

At other universities it's most likely the same situation; few interested people and degree programmes might be involved in it (e.g. Lappeenranta University of Technology and University of Jyväskylä).

In the strategies, policies and curricula of the polytechnics can be found more service-learning and civic engagement related information and activities already due to their role defined in law to produce applied research and knowledge for the Finnish labor market. In the strategies are often mentioned the important community partners, but not the concept of service-learning as such defined within Europe Engage project. Unlike at universities dissemination of information within polytechnics and between their community members takes place through public lectures (can be found in Youtube in Finnish) and network meetings (e.g. Verkkovirtaa project). Also the development work of service-learning and civic engagement related activities into course design takes place within Verkkovirtaa project members. Alike the universities, service-learning and civic engagement types of activities are integrated in curricula mostly in internships, in theme course, and projects.

There are work to be done on the following areas at the higher education sector, especially at the universities: on communication and collaboration with civic community members in creating courses reflecting the both academic and societal objectives, on opening the principles of service-learning and civic engagement for both teachers and students, on creating course content reflecting the quality standards of service-learning (will be published in Europe Engage website in the near future). It would be also useful to create a coordinating unit for service-learning and civic engagement activities, whose tasks were to support teachers in their work as well as to distribute information on service-learning and civic engagement.

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



ITALIA NATIONAL REPORT



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

**EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES**

2016



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Report written by Bruna Zani.

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1. INTRODUCTION

The following types of institution offer higher education in Italy:

- Universities (polytechnics included)
- High level Arts and Music Education institutions (Alta formazione artistica e musicale - Afam)
- Higher technical institutes (Its)

Universities are autonomous bodies; they adopt their own statutes, establishing their own governing bodies (such as the rector, senate, and board of management) as well as their teaching and research structures. Universities issue the following qualifications, corresponding to the Bologna Process structure (cycles):

- Laurea, corresponding to a first-cycle qualification, issued at the end of a three-year course of study (180 credits - CFU);
- Laurea specialistica/magistrale, corresponding to a second-cycle qualification, issued at the end of a two-year course of study (120 credits - CFU) or to a 5-6-year single course (300-360 credits - CFU);
- Dottorato di ricerca, corresponding to a third-cycle qualification.

The Afam institutions are the following: Academies of Fine Arts, the National Academy of Drama, Higher institutes for Artistic Industries (ISIA), Conservatoires, the National Dance Academy and officially recognised music institutes. Afam institutions have legal status and statutory, teaching, scientific, administrative, financial and accounting autonomy.

Higher technical institutes (ITs) are highly specialised technical schools established to meet the demand of new and high level competences coming from the labour world, in particular from the technical and technological sectors. ITs offer short-cycle non-university higher education, which is part of the education system since 2011/2012. Courses are accessible to holders of an upper secondary education qualification. In general, courses last 4 semesters and lead to the qualification of 'Higher technician' (Diploma di tecnico superiore).

Besides universities, Afam institutions and Its, also other specialised institutions offer tertiary education in specific fields. In general, access to courses requires an upper secondary education qualification and an entrance examination. The number of posts available is limited and fixed annually. In some cases, also a previous relevant training is required. These institutes issue qualifications recognised within the education system and refer to national authorities other than the Ministry of education, university and research, therefore, the following articles do not describe the offer into details. Among the specialised institutions offering tertiary education there are: Scuola nazionale di cinema (National School of Cinema), Scuole di archivistica, paleografia e diplomatica (Schools for the archive systems, palaeography and diplomatics), Military academies (Air Academy of Pozzuoli, Revenue Guard Academy, Military Naval Academy of Livorno, Military Academy of the army of Modena),

Istituti superiori di scienze religiose (Higher Institutes of Religious Sciences), the Foundation for the preservation and restoration of books.

1.1. Types of Higher Education Institutions

A list of all institutions is available on the website of the Ministry of education, university and research (Miur). In addition, Miur has launched the portal universitaly.it that, beside the list of all institutions, provides all necessary information to access higher education in Italy.

University education is provided by 96 university institutes:

67 state universities (of which 9 are higher schools, or institutes, called ‘special system higher schools’);

29 non-state universities (of which 11 are online universities).

Finally, the following institutes issue qualifications equivalent to those issued by universities:

- Higher schools for language mediators (Scuole superiori per mediatori linguistici, SSML) offering three-year courses and issuing qualifications equivalent to the laurea (first-cycle degree) on language mediation sciences released by universities;
- Specialisation institutes for psychotherapists, issuing qualifications equal to the specialisation diploma (third-cycle qualification) issued by Italian universities in the broader field of psychology.

1.2. Admission Requirements

Central regulations establish the general requirements to access university courses. Admission is restricted for single-cycle courses in medicine and surgery, pharmacy, veterinary science and dentistry studies, primary teacher education and architecture; admission is also restricted for courses in health professions or for bachelor courses for which study plans foresee practical training and the use of laboratories. Admission requires the possession of an upper secondary school leaving certificate or other equivalent qualification obtained abroad.

Moreover, each university, in its own regulations, may also require an adequate initial preparation. To this end, regulations should establish the knowledge required for admittance and should lay down tests procedures. Institutions decide on the acknowledgement of qualifications obtained abroad, in the respect of European Union directives and regulations as well as of the international agreements in force.

1.3. Curriculum

Central regulations establish the general criteria for the organisation of university and High level art and music education (Afam) studies, as well as the qualification universities and Afam institutions issue. As for university, at national level, the Ministry of education, university and research (Miur) has established the laurea classes and, for each class, the quali-

ifying educational objectives and the subsequent learning activities necessary to reach these objectives.

Each class or course of study should also provide for:

- learning activities in one or more study areas similar or supplementary to the study areas typical of the field of studies;
- learning activities chosen by students;
- learning activities aimed at the final examination to obtain the final qualification and at the evaluation of the knowledge of a foreign language;
- further learning activities aimed at improving linguistic knowledge, as well as ICT skills, relational skills and any other skill useful to get into the labour market among which, in particular, training and guidance apprenticeships.

Furthermore, learning activities include laboratory activities or artistic productions, where relevant.

Universities and Afam institutions issue their own regulations, approved by the Ministry of education. In particular, each regulation determines:

- The name and training objectives of the respective study courses; general framework of the training activities that must be included in the curriculum; credits assigned to the various training activities; outline of the final examination for the final qualification attainment.
- The organizational aspects of the teaching activities common to all study courses, such as objectives, times and methods to be adopted for planning, co-ordinating and evaluating the results of the activities; procedures to assign the annual teaching tasks to teachers and researchers; examination procedures; student assessment procedures, within the limits established by central regulations; evaluation of the students' initial training and organisation of training activities preparatory to the assessment of the initial training; quality assurance.

Therefore, it is not possible to provide an in-depth picture of programmes and contents of each course.

1.4. Teaching Methods

Universities and High level arts and music education (Afam) institutions, in their own regulations, should establish procedures to carry out teaching activities, in the respect of teaching freedom as well as of teachers' and students' rights and duties.

Teachers freely choose their own teaching methods. They can receive just some not mandatory indications. The use of new technologies is more and more widespread, as well as seminars, working groups, etc.

Organisational Variation For some university courses, distance learning is provided. The universities can provide this type of didactic organisation, also in the form of a consortium with several universities or with the support of other public and private bodies. Teaching regulations of each university and of the study courses lay down the organisation of possible training activities for students who do not attend full-time and the typology of courses, including distance learning provisions, examinations and other monitoring forms of the students' performances.

Italian universities are among the oldest universities in the world. In particular the University of Bologna (founded in 1088, the oldest university in the western world), the University of Padua, founded in 1222, or the University of Naples, founded in 1224 and are the most ancient state university in Europe.

2. BACKGROUND TO SURVEY

The situation illustrated in the following pages is dated 2015. At that time, the term Service Learning is not well known not used in Italy, except few examples. So, in the first phase, we identified relevant contact persons at the two known entities, one (private) university, LUMSA, Rome and one private school, The Siena Italian Studies (SIS) for survey distribution. In the second phase, the survey has been distributed to the identified contact persons from each body. Only LUMSA University completed the survey, whereas SIS failed to fill the correct line: as we have info about this experience, we incorporate some data concerning SIS.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Since civic engagement in general and Service-Learning in particular isn't organized on a central level in Italian universities, it's challenging to find contact persons that are relevant and disposed to complete the survey.

Despite this barrier, the distribution of the survey was a good opportunity to make contact with colleagues of the universities (Turin, Milan, Padua, Lecce, Rome, Naples, Florence, Verona, etc) starting dissemination of information about Service-Learning and the project Europe Engage. We found persons interested in knowing more and available for experimentation.

4. UNIVERSITY CULTURE AND IDENTITY

Only the LUMSA University completed the survey. The Siena Italian Studies completed an old version of the questionnaire.

The Libera Università Maria Ss. Assunta (LUMSA) is a private Italian Catholic University, founded in 1939 as the Istituto Superiore di Magistero "Maria Ss. Assunta". The LUMSA has didactic, scientific, administrative, organizational and disciplinary autonomy. It releases legally certified educational qualifications which are equivalent to those of state-owned universities.

The Siena Italian Studies is a study abroad program based at the International Center for Intercultural Exchange in Siena, Italy.

5. SERVICE-LEARNING ACTIVITIES

La Scuola di Alta Formazione EIS (Education to Encounter and Solidarity), in Rome, guided by prof. Italo Fiorin, wants to contribute to the development of the task of the LUMSA in the educational field. Both directions are pursued, teaching and research, with a perspective non only academic but also open to the encounter, to the dialogue, to the concrete commitment, to the promotion of active citizenship.

La Scuola aims to deepen on theoretical level, and to experiment on concrete level, the pedagogical approach of Service Learning, addressed both to the teachers, the university staff, and for the students. EIS organizes workshops, seminars and training for teachers and practitioners, promotes research and documentation, publishes experiences and reflections in the pedagogical field on active citizenship and service learning

The Siena Italian Studies' programs are a 'gentle full-immersion' in Italian life for highly motivated beginners, intermediate and advanced Italian language students. Offering some of the most innovative programs in Italy that work to fully integrate the education of language, culture and service-learning, in and out of the classroom, they strive to offer students an environment where they can become interculturally competent and function as global citizens. SIS employs a unique approach called the FICCS Method. FICCS, Full-Immersion: Culture, Content, Service is a method that unites the guided input in the classroom with spontaneous input from outside the classroom, with host families, language exchange partners, and at community service placements and during daily interactions with locals in the streets of Siena.

6. CONCLUSION

In general, considering the overall situation, awareness and knowledge about the educational concept of Service-Learning seems growing. Some good practices of Service-Learning appear or already exist, mostly based on individual initiatives from educational staff. However, the term "Service-Learning" is used inconsistently to describe a variety of experiential learning activities and internships. Some good practices of Service-Learning are not labelled as such. Few educators know what Service-Learning is or understand how Service-Learning is different from voluntary based community service, internships, or other experiential learning activities.

Critical points for the implementation of service learning in Italy are the following::

- Problems in the definition of what is Service -Learning
- Problems in translation of S-L into Italian
- Differences/similarities with internships, civic service (at national and regional level), volunteering activities

- At university: No central office, no staff, No courses in S-L

After this survey, in the following months (since the second semester 2015), we realized that there were more experiences in Italy, that even not called “service learning” shared some common characteristics. The topic is particularly relevant for the group of Italian Community psychologists: for that it was possible to organize a symposium on Service Learning and Community Engagement in the National Congress of Community Psychology (Bergamo, June 2016). After the Europe Engage meeting in Bologna and the IARSLCE conference, held in Bologna in June 2016, the Italian Network of Service Learning and Community Engagement was created, which comprises about 50 teachers and researchers from 12 Universities, 5 private universities for foreigners students in Italy and other 4 institutions.



EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



PORTUGAL NATIONAL REPORT



EUROPE ENGAGE SURVEY OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



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Report written by Maria Vargas Moniz and José Ornelas

This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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Europe Engage logo designed by Miguel Ángel Tejedor.

Report designed by Héctor Opazo.

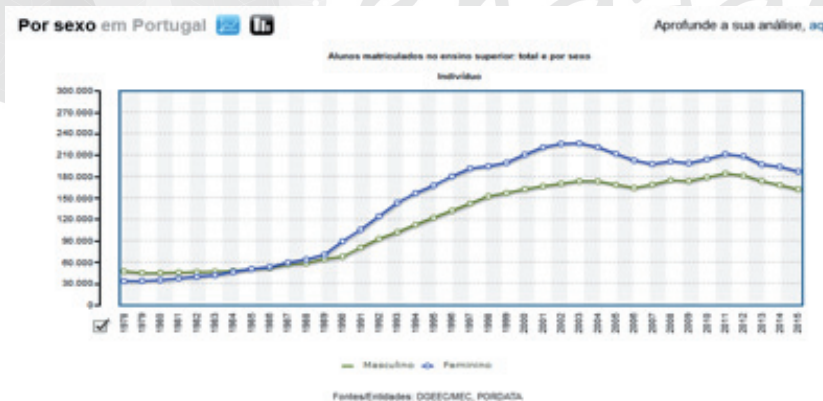
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1. INTRODUCTION

Portugal is located in the Southwest of Europe, is the western territory of the Iberian Peninsula, and includes the Northern Atlantic archipelagos of Azores and Madeira. The territory has a total area of 92 090 km². The designation of the country comes from a Latin Celtic designation *Portus Cale*. The current population is 10.349.684 (PORDATA, retrieved in Feb. the 10th 2016).

In Portugal there are fourteen different Public Universities, territorially dispersed within the national territory, and including the two autonomous regions of Azores and Madeira. The Universities of Coimbra (10 Faculties), University of Evora (4 Faculties), University of Lisboa (20 Faculties), University of Alto Douro e Trás os Montes (6 Faculties), University of Algarve (3 Faculties), University of Oporto (14 Faculties), Azores (3 Faculties), Nova University of Lisboa (9 Faculties), which totalize 76 Public Higher Education entities. Polytechnic Institutes or Organizations in the public sector, there are another 95 teaching locations disseminated in all the territory. In terms of private Institutions on Higher Education, there are 117 institutions also disseminated within the national territory. All of these provide a total of 288 Higher Education locations in Portugal (DGES, 2016).

In 2015 there were a total of 349 658 students integrated in the Higher Education Institutions, being 162 323 (47,8%) men and 187 335 (52,2%), these numbers represent a gross rate of 52% of the population integrated in the Higher Education. In the table presented below it is possible to observe the evolution from 1978 to 2015 of the Higher Education population (PORDATA, 2015).



The strengthening and consolidation of an autonomy management system for Higher Education, was introduced by the Law N° 62/ 2007 September the 10th, that included a governance model based on the experience of other European countries.

The governance model adopted was inspired in the OECD (2003) guidelines, including a complex myriad of factors including legislation, external relation, internal participatory procedures, as well as financial systems. All these factors are aggregated in four main dimensions of autonomy within the Higher Education framework adopted that are: a) Organizational; b) financial; c) academic; and d) human resources management.

The first consequence of the adoption of this model was the increased accessibility to Higher Education to different social groups, and simultaneously ensuring quality patterns for education, research and the capacity to accommodate foreign students.

Regarding the increasing number of students enrolled in Higher Education, Portugal report the largest rate of growth since the sixties up to the end of the Twentieth Century, with 6% as compared to the EU-15 average of 3% (OECD, 2006).

This system has contributed towards an increased participation of students in the institutional governance, clearer regulations of rights and responsibilities of all the Higher Education stakeholders. The students consolidated their formal participation in the school boards, varying from 12 to 17%, with a national average of 15% (Bettencourt, 2013).

The main result of this strategy was the effective democratization of Higher Education with 38% of young people (20 years of age) enrolled (more than 1 in 3 of the whole population with that age. However this result is still below the European guidelines fixed at 40% of the population aged 30 to 34 with a Higher Education diploma; the Higher Education sector has been the educational sector that registered the most significant progress in the global education panorama in Portugal (National Council of Education, 2011).

2. BACKGROUND TO SURVEY

The institutional partner survey was completed with the support and contribution of the two Vice-Rectors at ISPA-IU, the President of the Pedagogical Council, and the representatives of the partners at the Europe Engage Project.

Concerning the short-survey the document has been sent to a selection of 25 Public and Private Higher Education Institutions, but the response rate was quite low. Three have effectively identified the practice of Service-Learning. In two others we have identified practices that may be associated with elements of service learning but do not include all the criteria of SL practices.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

The surveys were sent by email, but only those that we had some previous specific contacts did provide responses. We have generally concluded that the culture and practice of Service Learning is not very developed in Portugal, however one of the exemplars collected for this survey has an institutionalized practice, and the others have significant elements associated with the aim of providing students community connections and opportunities to develop other competencies or capacities.

The limitations referred about the survey was it was long and difficult to understand, particularly for those organizations where the practice is not present or having some elements those were difficult to explain. We here would just bring a note that one of the contacts made reported that was not available to serve other people's projects, but here it should be noted that the contact person was not the Department Coordinator, all the other experiences were very positive and very collaborative.

From the systematic search made to the Universities websites, following the Universities guide provided at <http://www.dges.mctes.pt/DGES/pt> only very few present some information that could be associated with service learning or volunteering in community projects; it is interesting to emphasize however, that we have found focused Service Learning practices in the Secondary Schools e.g. The St. Julian School, and Secondary School in Funchal, Madeira.

4. UNIVERSITY CULTURE AND IDENTITY

In this section we report the mission statements of Universities that accepted to participate in this initiative and we have found some similarities and some differences regarding the mission contents.

M1. Our mission is to develop and promote soft skills in students. We want a holistic training for our students; we try the reconciliation of an academic training with interpersonal training. For us the involvement in society is very important. Create a close relationship with partners is fundamental for their growth.(Nova University of Lisboa)

M2. The mission is training, to carry out necessary research to accomplish its mission and to cooperate with the regional community of Alto-Minho, and to create, manage and disseminate knowledge and culture. (Politécnico de Viana do Castelo)

M3. Our aims: advance culture, promote research and higher education; educate ecclesiastical members in the humanities, philosophy and theology; prepare students to contribute to society; create a genuine university community; continue graduates training; carry out extra-university activities; contribute to Portuguese society through both the study of its problems and the promotion of its cultural values; spread Christian thought, values and ideals. (Universidade Católica Portuguesa)

M4. We probe for a high level qualification and the production and dissemination of knowledge in the fields of the Psychological, Social and Life Sciences, ensuring the cultural, technological, scientific and civic training of the students, within the international frameworks. ISPA – IU articulates teaching, learning, research and the needs of the social environments with extension and intervention projects in order to contribute for the population's well-being, and the betterment of society. The institutional values are: a) Critical Thinking; b) Excellence; c) Innovation; d) Humanism; and e) Solidarity. (ISPA – IU)

In terms of general statements we may observe the role of Universities in advancing scientific, cultural and civic training, or holistic training, and elements such as contribute towards society and the dissemination of knowledge.

For more specific elements associated with Service-Learning we would emphasise contributions towards populations well-being (M3+M4); promoting values of Humanism and Solidarity (M4). Even more specific would be the promotion of soft skills and self-learning (M1+M2). The introduction of a service-learning perspective in these organizations does

not seem to be an obstacle because in these examples the philosophy, the principles and the focus on potential practices is contained in the statements, therefore it is a practical concern of the concrete stakeholders to take action and deliberately introduce or adapt already existing practices into more objective criteria associated with the service learning and community-based learning.

5. SERVICE-LEARNING ACTIVITIES

From the information gathered considering the partner organization and two more that responded the survey and the interviews conducted, we have identified three strands of activity associated with Service Learning: a) Courses that are directly focused in the implementation of service learning activities; b) The focus on a transversal philosophy of Service Learning within all the school activities, and c) the connection of HEI directly with community organizations to support the engagement of students in volunteering and service learning.

For the strand related with the courses (a), the Novabase-UNL provides two courses with ECTS named Impact Management Programme (where the students develop a project that is presented before a Jury composed by scholars and community representants, e.g. Deloitte or other Organizations) and Volunteering Programme, that involve Service Learning activities and have engaged since 2011/2012 400 students. The volunteering programme involves 90 partners in civil society, with the main aim of engaging the students in societal challenges. In the interview with the scholar of Novabase and within one of the courses the students are engaged into developing the profile of someone who has been an inspiration. The profiling of an inspiring character is also implemented in the Politécnico of Setúbal.

Concerning the strand b), with the Bologna process, the transversal idea of student community engagement and self-learning was systematically introduced with tutoring and individual guidance to enhance autonomy in learning processes. It became integrated in the school culture, and it is integrated in all the undergraduate programs in areas like: Socio-cultural Intervention; Social Media; Sports; Basic Education; Artistic Promotion and Patrimony and Gestural Language, involving around 500 students. As a concrete and probably the most relevant initiative that we have entailed was integrated in the Basic Education undergraduate programme that developed a sexual education project for the local public schools, which was very positively evaluated, and well received both within the school's professionals and the students.

In relation to Strand c) ISPA- IU, is already engaging with community based organizations in the areas of Educational Psychology, Community Psychology, Clinical Psychology (Both undergraduate and Masters and Doctoral Programs) and Community Development (Undergraduate). In these initiatives we have been involving both national students, but also many students coming within the Erasmus Program and also students coming from Brazil, with which we have a long-standing connection that includes language and cultural exchange. Since 2011, we have had over 60 students involved in linkages with community organizations. Although the service learning term is not directly used, the concrete activities developed by the students are totally associated with the SL philosophy.

The undergraduate program on Community Development offers two courses titled, community development: Contexts of Practice I and II, within which we are introducing already directly the SL theory and practice, because it has been positively evaluated by the National Higher Education Agency, and we may now introduce minor changes to the studies plans. Therefore it is an opportunity to introduce an explicit SL philosophy.

The Universidade Católica Portuguesa also offers through the Students Support Office, a program to facilitate the connection of students that are not integrated in the Economy and Business courses that would like to engage in civic activities and there are four main organizations that receive annually students in their activities.

6. ADDITIONAL INFORMATION PROVIDED

The first example is the Association TRANSFORMERS, and here is the result of the interview with the President, João Rafael Brites, a young scholar and founded this Association that is integrated in Nova University in the School of Business and Economy. The main aim of this civic youth movement <http://movimentotransformers.org/>, to support young people to engage in civic initiatives, and community projects supported other young people in more vulnerable situations. Recently the Association is engaged in projects with Higher Education Institutions, with the Super Powers School, that is a tool for civic engagement and community participation.

This initiative started from a survey from the National Institute of Youth and Sports that in 2005 published a report that concluded the global rate of participation of youth in Portugal was 11%, including civic, political and social engagement. That result lead to the support to youth organizations to increase volunteering and participation levels. JPB, had the opportunity of participating in the initiative global change makers (<http://www.global-changemakers.net/>) aimed at involving youth in community endeavours and to be agents for change. That opportunity has consolidated these ideas of youth participation with several programs and projects aimed at engaging youth in civic and community-based learning.

Another initiative is the GAPA (Student Support Office) of the Universidade Católica Portuguesa, we have interviewed Dr. Eugénia Graça, that developed the Volunteering Integrated Project, that is a transversal programme available for all the students of all the Courses inserted in a Global Programme Católica Activa, that is an initiative to promote experiences on social responsibility, the development of informal competencies, alternative forms of conviviality, personal responsibility and discipline, competencies that are relevant towards the global training of the students. The GAPA provides two initial awareness sessions, on relevance and procedures. The students have to opportunity to enrol in the program and a selection is made according to student availability. The average number of hours is 20 hours per semester (10 weeks – 2 hours per week). Four organizations were selected on elders, youth with addictions awareness programs in secondary schools, volunteering in Hospitals and collaboration with organization that supports families at risk. We are planning to have these initiatives integrated in the final diploma as a supplement for civic engagement. The business school has a program with a Course that provides 2, 5 credits in the final diploma for the students.

Another example of civic engagement took place at ISPA on the course of Philosophical Anthropology, where the students developed a deck of cards with basic concepts associated with human development and the understanding of basic human rights. According to the scholar the student involvement was very interesting and the deck of cards is being used has a fund raising for a community organization that collaborates with ISPA.



7. CONCLUSION

With this report we have provided an initial overview of the implementation of SL initiatives within the HEI culture, and concluded we have scattered practices with specific elements associated with SL. We believe that throughout the project we shall be able to systematize more in-depth qualitative information on initiatives and efforts entailed that are related with SL practices.

The aim of building a national network of SL and Community-based learning in Portugal, shall provide more concrete opportunities to gather and systematize more information.

Additional opportunities may emerge following concrete initiatives, and one example to the multiplying capacity of this project has already been implemented following the participation of Pilar Aramburuzabala (E Engage Coordinator) in a Seminar in Portugal titled “Cooperação e Inovação para Boas Práticas” (Cooperation and Innovation for Good Practices) in Viana do Castelo, we have been invited to integrate a Grant Proposal for an event to be held during 2016, on which we were given the opportunity to participate with a key-Note Speech titled “Europe Engage: Projecto Europeu Envolvimento Cívico e Comunitário de Jovens no Ensino Superior”(Europe Engage: A project for civic and community engagement of HEI Students).

We believe that this project is supporting the development of the SL practices in HEI in Portugal.

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EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



UNITED KINGDOM NATIONAL REPORT



University of Brighton

EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



Funded by the
Erasmus+ Programme
of the European Union



Report written by Juliet Millican

This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

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Europe Engage logo designed by Miguel Ángel Tejedor

Report designed by Héctor Opazo

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1. INTRODUCTION AND PROCESS

The University of Brighton undertook the survey through the Community University Partnership programme (Cupp) Network – a social networking space for those interested in community university partnerships www.cuppcopning.com. With nearly 1200 members it includes UK higher education institutions with an active interest in community-university partnerships and service learning/community engaged learning. It was felt that contacting universities that were already members of the Cupp network would be the most productive way of maximising the response rate.

After emailing 127 network members who work with students and live in the UK 7 institutions expressed an initial interest and were sent the survey form and a link to Survey Monkey. However, the take up was very small and we received feedback from several respondents that the survey was too time-consuming, given other pressures. Additional problems identified included:

- The survey required detail that would need involvement from several people both from faculties and professional services which would be difficult to coordinate
- Responses would vary widely within institutions
- Individual responses might not reflect the institutional view
- Concerns about confidentiality

To elicit further responses individuals known to Cupp were contacted by email and offered a telephone interview rather than completing the form themselves. However, this resulted in only one survey form being completed orally and a second respondent agreeing to complete the form electronically and then failing to do so.

This report is therefore based on the responses of two institutions: Queen's University Belfast and the University of Brighton.

2. SUMMARY OF SURVEY RESULTS

The results are summarised by Section.

Section 1 . University culture & identity

The two respondents reported substantial formal acknowledgement of civic engagement. Both included civic engagement and service learning in the universities' overall mission or strategic plans. One example from a Strategic Plan was:

Engagement and impact

Our learning and research will be developed with partners and focussed on social and economic benefit

Key performance indicators: all undergraduate courses will offer, as part of the curriculum, the opportunity for forms of external engagement such as work placement, community engagement or equivalent (100 per cent by 2014)

Service learning was a requirement for some programmes and an option in others at both undergraduate and postgraduate level.

Both institutions reported substantial support by senior management. Efforts were made to make staff aware of service learning activities in a variety of ways, including: staff development events; campus based seminars and forums; information for post graduate and doctoral candidates.

One institution included civic engagement/service learning explicitly in its promotion policies, for example including community engagement with teaching and research in all job descriptions. One has a Staff Volunteering Programme offering staff the opportunity to volunteer for up to five days a year as part of their own professional development.

Both had a centrally funded dedicated structure to coordinate service learning activities across the university.

Section 2. Service-Learning activities

Both universities incorporated service learning into Bachelors and Masters curricular, although small numbers of student were engaged at Masters level. Masters level programmes ranged from Mechanical Engineering and Environment, to Inclusive Arts. Bachelor's programmes were extremely varied, including Geography, Agriculture, Social Sciences, Bio-medical sciences, Business, Environment, History, and Humanities.

In the academic year 2013-14 in one university over 200 undergraduates undertook tailored community placements with approximately 150 organisations. 18 students undertook the Post Graduate Certificate in Communities, Engagement and Enterprise. 20 academic staff regularly attend a symposium for staff involved in delivering service learning/community engaged learning.

The second university collaborated with 45 organisations and 270 students were directly engaged in completing 64 projects at both postgraduate and undergraduate levels. In addition 27 research postgraduates and 80 undergraduates from across the University were engaged in workshops to introduce them to engaged research and research impact and 20 academic staff and early career researchers attended public engagement training.

One respondent pointed out that the 'Research Impact' agenda - a new set of incentives and accountability measures for research funding, which explicitly incentivises research that delivers impact 'beyond academia' - has influenced the debate about service learning. Senior ma-

agement is interested in understanding the ways in which community engaged curricula can skill up students to develop research partnerships that go wider than business partnerships.

3. CONCLUSION

The poor response rate to the survey means that this report does not accurately reflect the national picture. There is a growing number of innovative, collaborative projects involving HE staff, students, and partner organisations across the arts, sciences, business, social sciences and humanities (NCCPE 2014 available at: http://www.publicengagement.ac.uk/sites/default/files/publication/engaged_futures_summary_report_final.pdf)

It is disappointing that so few of our colleagues found time to do this or found it manageable and this may say something about the complexities and pressures experienced by UK academics and engagement practitioners currently. It certainly does not reflect the range of activity within the sector.



EUROPE ENGAGE

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WITHIN HIGHER EDUCATION IN EUROPE



**GUIDELINES FOR INSTITUTIONALIZATION
OF SERVICE-LEARNING**

2017



Funded by the
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Guidelines coordinated by Henrietta Grönlund and Aura Nortomaa, with Pilar Aramburuzabala, Lorraine McIlrath, Héctor Opazo, Reinhard Altenburger,, Stephanie Maas, Natalija Mažeikiene, Lucas C. P. M. Meijs, Nives Mikelic, Juliet Millican, Wolfgang Stark, Guillaume Tuytschaever, Maria Vargas-Moniz and Bruna Zani.

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1. INTRODUCTION

1.1. Aim of these guidelines

Universities in Europe are increasingly taking into account their role in facing and solving social, civic, economic, and moral problems of our time. This happens through research and teaching, but also **through engagement in active, deliberate collaborative partnerships**. This approach is included in the Bologna Process and Declaration (1999), which states the following:

‘A Europe of knowledge is now widely recognized as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space. ... The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount...’

Europe Engage is a 3-year Erasmus+ project (2015-2017) including 12 European universities¹. It aims in promoting the above-introduced agenda through service-learning in Europe. Service-learning (S-L henceforth) is a pedagogical approach that embeds and develops civic engagement within higher education. This project aims also to be the start of a European network of universities carrying out S-L.

S-L can be institutionalized in two ways: top down and bottom up. In reality, elements of both approaches are often mixed. Institutionalization through a ‘bottom up’ approach proceeds through individual faculty starting to use the method. A need for synergy and common structures and policy is then noticed, and institutionalization and policy are then developed to university (and/or society) wide programs or policies. Institutionalization is increasingly common in countries with a longer history of S-L such as the US and Ireland, and UK, but it is likely to benefit also institutions in countries that are starting with S-L. Institutionalization through a ‘top down’ approach means providing the structures and policy for S-L before it is well known by faculty, and in this way also encouraging and helping teachers to use it. Institutionalization can advance the use of S-L, bring quality to it, and save resources of individual faculty starting out with this pedagogical approach.

In the last decades, scholars have addressed the administrative processes and resources needed to support S-L and have generated research-based indicators and models that serve as best practices and describe the most effective methods for successful S-L programs. In these models, S-L is viewed as an ongoing, expected, valued, and legitimate part of the institution’s intellectual core and organizational culture (Klentzin & Wierzbowski-Kwiatkowiak,

1. Partner Universities in the project are: Autonomous University of Madrid, Spain, University of Zagreb, Croatia, Erasmus University of Rotterdam, Netherlands, Ghent University, Belgium, Instituto Superior de Psicologia Aplicada, Portugal, National University of Ireland, Galway, Ireland, University of Applied Science-Krems, Austria, University of Bologna, Italy, University of Brighton, United Kingdom, University of Duisburg-Essen, Germany, University of Helsinki, Finland, Vytautas Magnus University, Lithuania.

2013). In addition, as S-L includes the work and goals of several stakeholders, the viewpoints of students and community partners also need to be included as institutionalization is developed.

This document provides guidelines for institutionalization of service-learning based on research and models of institutionalization of this methodology. The guidelines have been developed in the Europe Engage project in collaboration with the partnering universities. First, we will briefly introduce S-L and its benefits (section 2), then the essential standards of high quality S-L will be described (section 3), and finally the actual guidelines for high quality institutionalization of S-L will be presented (section 4).

2. SERVICE-LEARNING: WHAT AND WHY

“Service-Learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the process and the service is linked to the academic discipline” (McIlrath et al., 2016, p. 5).

The importance of civic engagement and community involvement to individuals, communities, and society has been widely acknowledged in research and political decision-making during the last decades. The benefits for young people are considered to be personal development, career opportunities, increased confidence as well as pro-social attitudes and behavior. Community involvement is also a means of promoting trust and cohesion in communities, as well as a psychological sense of community (Eley, 2003; Haski-Leventhal et al., 2008; 2011 State of the World’s Volunteerism Report, 2011).

Educational institutions worldwide have included this methodology in their education, recognizing the individual and societal level benefits mentioned above, as well as its positive impact in learning. This is the case in countries like the United States, Australia, and Malaysia, where S-L programs have become a common trend². In Europe, there are some pioneering countries in S-L such as Ireland and Spain, but the approach is not widely used in most European countries and universities (McIlrath et al., 2016).

The benefits of S-L have been the object of numerous studies, and although further studies are called for, conducted research has shown that it enhances students’ sense of civic responsibility, life skill development, as well as academic development, and contributes to learning and cognitive development in social issues (Astin & Sax, 1998; Parker-Gwin, 1996; Raskoff & Sundeen, 1999). Also students themselves have evaluated that S-L increases their confidence and self-esteem, and make them feel proud of their achievements, thus adding to their personal development and citizenship. The benefits of enhancing different skills, such as communication, leadership and entrepreneurship as a result of S-L have also been shown

2. For example, the Talloires network, an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education includes members in 77 countries as well as regional networks (<http://talloiresnetwork.tufts.edu/what-we-do/regional-partnerships/>)

(e. g. Eley, 2003). Skills related to the specific field of study with which S-L is combined can also develop through applying theory to practice, and students gain work experience and social contacts (Van der Voort, Meijs & Whiteman, 2005). S-L can enhance students to choose the right vocation and improve their resumes and opportunities as they leave the university and seek jobs (for summary on research results see Haski-Leventhal et al., 2010). Thus, integrating S-L into curricula **has proved to be a powerful pedagogical method.**

While optional S-L programs have yielded the above positive impacts, compulsory programs have received criticism. In some cases, mandatory S-L programs have failed to develop positive community attitudes and active social behavior (e. g. Warburton & Davis Smith, 2003). Instead, they may even weaken the civic identities of individuals. Other studies have also showed that S-L –both mandatory and optional– can have other negative impacts, especially if not done well (e.g. Hollis, 2002; Miller, 1997; Niehaus, 2005). Students may become frustrated and feel unable to make a difference. Thus, S-L has many positive outcomes for universities to claim, but as the above summarized studies show, **quality of S-L is key in claiming its benefits** and it has to be done in an effective and professional manner.

The guidelines provided in this document offer a research based approach for European higher education (and societies) to develop and institutionalize high quality S-L in their institutions.

3. QUALITY STANDARDS OF SERVICE LEARNING

Researchers and pedagogues in the Europe Engage Erasmus+ project have identified the essential features and quality standards for S-L (for the full document and detailed description of the quality standards see Stark et al., 2016). Essentials of S-L activities are **indicators shared by scholars and practitioners both on a global scale and in different kinds of higher education institutions**, and they may serve as a ground rule for S-L quality.

The essential features of S-L are:

1. Meeting actual community needs so that S-L meets both real world challenges of the community/relevant community partners and will be meaningful to student participants as well.
2. S-L is linked to curriculum, that is to say relevant to the study program. This requires active involvement of teachers/academic staff, systematic integration in study programs and the option to be recognized for students.
3. S-L facilitates active, regular and ongoing student reflection guided by teaching personnel and/or community partners. Reflection should lead to the understanding of diverse perspectives inherent to challenges.
4. The main learning setting in S-L is located outside the classroom in real world settings of community partners (such as schools, community centers or initiatives).

The **quality standards of S-L** are (Stark et al., 2016):

1. The service component meets a real civic need.
2. Service-Learning is meaningful and relevant to community partners and students.
3. It explores issues that are vital to social, civic, cultural, economic and political society.
4. The community partners have been consulted.
5. Community organisations are valued as partners.
6. There is a flow of knowledge, information and benefits in both directions between the University and its community partners in activities.
7. Every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner.
8. Defined goals are reachable and measurable, for the specific S-L project.
9. Goals and values are discussed with the community partner.
10. S-L is linked to the curriculum/study program of students.
11. Teachers/academic staff are actively involved,
12. S-L is integrated in the study program in a systematic way.
13. S-L has credit recognition.
14. Civic learning related to personal and social competencies, is an important category of students learning goals (beside academic learning goals).
15. Academic theory is viewed in a real world context.
16. S-L offers opportunities to learn and deepen understanding for all participants (students, faculty and community partners).
17. Students have a strong voice in planning, implementing and evaluating the S-L experience
18. S-L facilitates active, regular and ongoing student.
19. Reflection is guided by teaching personnel.
20. Reflection is guided by community partners.
21. Reflection leads to understand diverse perspectives of challenges.
22. There is a mechanism that encourages students to link their service experience to the academic curriculum.

23. There is a mechanism that encourages students to reflect upon the effects of the service.
24. Support and coaching for students is ensured from academic staff.
25. Support and coaching for students is ensured from community partners.
26. S-L offers adequate time frames for making experiences effective and sustainable.
27. S-L offers adequate time frames for learning in community settings/with community partners.
28. Evaluation is included as an integral part of the S-L activity.
29. Documentation is included as an integral part of the S-L activity.
30. Service work is presented to the public.
31. S-L makes an opportunity for the community to enter into a public dialogue.
32. The service-learning activity is transdisciplinary.
33. It is expected that the activity will have an impact in the community after its closing.
34. The Project has the resources to continue running in the future.
35. The community is engaged in sustaining the program for the long-term.

All of the requirements may not be fully achieved in all S-L, but the quality standards can serve as a guideline of indicators when one is about to design or to evaluate S-L activities.

4. GUIDELINES FOR INSTITUTIONALIZATION OF SERVICE-LEARNING IN EUROPEAN UNIVERSITIES

The goal of institutionalization is to provide institutional support for S-L. A Europe Engage report (McIlrath et al., 2016) identified six main groups of barriers of establishing S-L as an approach in partnering countries, and they have been used as contextual knowledge in sketching the following guidelines for institutionalization. The recognized barriers indicate areas in which faculty need support as they establish S-L in their universities. The barriers can, to a large extent, be tackled with institutionalization. The barriers recognized in the Europe Engage report (McIlrath et al., 2016) were: Time; knowledge and expertise; funding, national and institutional prioritization; coordinating unit; and reward and recognition.

Time - Almost all respondents mentioned time as a major barrier towards the implementation of S-L. All acknowledged the need for time and energy to establish partnerships (with community members) and coordinate logistics related to S-L. Release time from other duties was one possible solution offered towards the implementation of S-L.

Knowledge and expertise – in some responses a lack of knowledge and expertise in SL was acknowledged as a barrier. It was also detailed that the name SL is a barrier.

Funding - A deficit of funding, cuts in university funding and the recession were acknowledged as having a negative bearing on the adopting of S-L as an approach.

National and Institutional Prioritization – it was noted in some responses that other areas such as research or key new national and institutional priorities such as employability overshadowed the importance given to S-L. There was a concern that as a result S-L could remain on the periphery.

Coordinating Unit – it was acknowledged that the absence of a dedicated coordinating unit or team of people designated to S-L is a major barrier.

Reward and Recognition – a lack of internal and external rewards and recognition are seen as major barriers towards the embedding of S-L.

4.1. Guidelines for institutionalization

The following guidelines of institutionalization battle these challenges as they aim in making the use of S-L easier for individual faculty. They take into account issues which should be considered when institutionalizing S-L. The guidelines have been extracted and combined from research and practical tools developed for institutionalization of S-L in different contexts. The following publications were used: Bringle & Hatcher (2000), Furco (2003), Holland (1997), Jeandron & Robinson (2010), and Klentzin & Wierzbowski-Kwiatkowiak (2013).

The guidelines include short ‘questions for reflection’, which can be used to evaluate the level of institutionalization or to plan concrete steps or goals for the institutionalization of S-L. As education and institutional features vary in different organizational and cultural contexts, **these guidelines should be used as a starting point and supporting tool for planning and evaluating specific steps for institutionalization in each context.**

4.1.1. National and institutional prioritization of S-L

Indicators

- Choosing the definition of S-L and committing to it (Quality standards as a tool, which helps in defining S-L)
- Philosophy of S-L: the ‘why’ of S-L or, more broadly, community engagement
- Understanding the possibilities of S-L, and integrating it in educational policy (e.g. in funding, including S-L in evaluation)
- Understanding the possibilities of S-L and integrating it in the strategy of the university

Questions for reflection

- What is our definition of service-learning?
- How is S-L included in the educational policy?
- How is S-L included in the institutional mission statement/strategic plan?
- How are S-L and its evaluation linked with the institutional goals?

4.1.2. Institutional support for S-L

Indicators

- Inclusion in strategies at all levels (e.g. department, faculty, campus, university)
- Integrating S-L to the structures and processes of the institution (developing teaching, planning curricula, etc.)
- Resources for staff to learn and utilize S-L (time, knowledge, materials, tools, training)
- Budgets and financial incentives
- Other incentives (releasing time for developing S-L, recognition, awards, including S-L in evaluations for wage, promotion, tenure)
- Centralized support (a responsible resource unit in the organization, can be an office dedicated to community engagement/SL in contexts where S-L is (or is planned to be) widely used)
- Communication inside and outside the organizations, to students, faculty, community partners (i.a. about the opportunities, experiences, methods, and results of S-L)

Questions for reflection

- Are internal funding and physical resources, including space, available for S-L activities?
- Who are the contact persons for faculty to go to if they have questions about S-L?
- How can we provide curriculum and instructional support for the service-learning pedagogy?
- What training/development opportunities regarding S-L are there for the staff?
- Who maintains a collection of service-learning syllabi that is accessible to all teachers?

- What logistical support is offered to faculty (i.e., agency placement, student forms, tracking hours, pre-and post-service evaluation)?
- How is service-learning included in new grant proposals?
- Should we have a service learning advisory committee?
- How do our new employee orientation sessions and materials feature service-learning information for faculty and staff?
- By what means is S-L presented to the students?

4.1.3. Cooperation

Indicators

- Including students and partners in implementing, advancing and planning S-L: organization level plans for implementing S-L, advisory boards, assessment, designing courses, communication etc.
- Focusing on leading partnerships (quality over quantity), building and maintaining reciprocal relationships with selected S-L partners
- Establishing national networks for support (learn from each other and share knowledge, experiences and expertise)

Questions for reflection

- Does the student government support service-learning? In what ways?
- How do we create opportunities for student involvement and leadership?
- Who decides which agencies, organizations, or schools are official service-learning partners? What are the criteria?
- How wide is our national network on S-L and how well does it function?
- What is our stand on having a centralized S-L office (local, and/or national)?

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