



IO 1 Needs Analysis in the Local Communities

Editors: Gabriel Dima

Authors: Oana Calarasu, Andrea Ciarini Joaquim Coimbra, Agnė Gadeikienė, Mariella Knapp Rima Kontautiene, Andra Luca, Isabel Menezes, Sofia Pais, Vaida Pilinkiene, Katharina Resch Andrea Riccio, Maria Slowey, Jovita Vasauskaite, Tanya Zubrzycki

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ENGAGE STUDENTS CONSORTIUM

1. University Politehnica Bucharest (UPB) – Coordinator
2. University of Vienna (UNIVIE)
3. Dublin City University (DCU)
4. Università Degli studi di Roma la Sapienza (UNIROMA1)
5. Kaunas Technical University (KTU)
6. University of Porto (UP)

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EXECUTIVE SUMMARY

The needs analysis in the local communities consisted in three main activities:

- ▶ stakeholder analysis (university-community) that led besides building a contact database also to a Stakeholders' Communication Plan;
- ▶ needs analysis with selected stakeholders in local communities;
- ▶ development of a web-tool for community engagement and service learning projects.

Each partner institution performed a stakeholder analysis, identifying relevant stakeholders in their community in addition to the ones already identified within the project development phase and their previous connection to the university (formal, non-formal, topic, contact person, experiences etc.). The stakeholder analysis led to communication measures for each stakeholder group synthesized in Stakeholders' Communication Plans using a recommended layout and is considered as a continuous action that will last over the project lifetime – a permanent interaction with stakeholders is seen as one of the most important factors in building a links with local communities.

Based on the results of O1/A1 five main stakeholders have been identified by each university and their needs were addressed and researched using a variety of methods: group discussions with the stakeholders, action research, management talks etc. At the end of the task, short institutional reports on needs and expectations and how to meet them have been developed for each of the local communities in Bucharest, Vienna, Dublin, Rome, Kaunas and Porto. The findings were presented in 2nd TPM in Dublin allowing the partnership to identify the commonalities as well as the difference and to extract important conclusions related to university - community cooperation.

The development of the web-tool started from evaluating different implementation software solutions in order to choose the optimal one in terms of easiness of implementation and deployment and the chosen one has been Wordpress that offers:

- ▶ a high portability that will allow the installation of instances within each partner university and other interested entities after the end of the project;
- ▶ extensive interconnectivity with most used social media platforms;
- ▶ multilingual support.

The web-tool has been designed as a Service Learning Hub allowing teachers developing service learning activities within their courses to match with community partners' service learning needs, students to choose service learning opportunities (curricular and/or extra-curricular) and community actors to publish their service learning offers/opportunities. The design took into consideration further developments related to the integration in a later stage of

the students' blog to be used within IO4. The ES Service-Learning Hub has been launched during the LTA C1 - Teachers training week and the participants were invited to use it and fill-in an users' satisfaction evaluation questionnaire. Based on the users' feedback, the platform will be continuously updated either as functionalities and content.

1. INTRODUCTION

ENGAGE STUDENTS at a glance

The ENGAGE STUDENTS project focuses on social responsibility of higher education institutions at student and teacher level. Strengthening the social dimension in education has been an important European priority (COM(2006) 208 final, 2013/C 168/02), that has been accentuated even further by the Commission in the renewed EU agenda for Higher Education. Innovative curricula and teaching approaches are seen to contribute to reducing the current high-level skills gap between students and labour market needs. Especially the integration of extra-curricular experience into study programmes is identified as solution for enhancing students' transversal skills, better preparing them for finding a job (COM(2017) 247 final).

The service learning approach aims to strengthen the students' relationship with the community, with a view to their personal development and civic engagement (Menezes, 2003, Barber, 1991; Colby & Damon, 1992; Dewey, 1966; Waldstein & Reiher, 2001). The essential elements of this learning approach entails the active involvement of students in solving a need identified in the community and intentionally providing spaces for reflecting upon the experiences (Leming, 2001; Trainor, Muscott & Smith, 1996). These approaches can be integrated into the curricula of students or they can be extra-curricular.

In the anglo-american university culture extra-curricular activities have a long tradition and a value when it comes to students looking for a job. Showing a potential employer that you have already engaged in extracurricular activities is seen as an advantage raising students' employability. In Europe, there have been initiatives to enhance the engagement of university students in the communities they live in, i.e. civic engagement centers, volunteering centers, community research or community-related projects.

In many European countries this approach is rather new, and the system is more formal, credit- and curricula-based becoming more and more important in the last five years. For this reason, we argue that social responsibility of students should be promoted through integration into curricula – this needs specific teaching approaches, namely service-learning, project-based learning and teaching about action research. Moreover, HE teachers need to be trained in how to incorporate these activities into their course concepts.

AIMS AND OBJECTIVES

The project general objective is to empower the social dimension of higher education by increasing its relevance for society through embedding service-learning as a common pedagogical approach within education and research practice.

The project specific objectives are as follows:

- to explore the existing methodology of service-learning and other forms of community-related learning and research
- to develop a methodological toolkit and a pedagogical workbook to be used by teachers

- to build the critical mass of knowledge and resources in partner HEIs in order to foster the use of service learning and other community-related learning methodologies.

The specific aims are divided on 3 levels:

For STUDENTS:

- To acquire the ability to solve complex problems
- To develop sense of responsibility and engagement
- To experience self-efficacy and self-respect
- To broaden their future career choices through communities

For TEACHERS:

- To implement and test new teaching and student guidance methods
- To link the theoretical matters with real community problem solving
- To foster the collaboration with other teachers

For LOCAL COMMUNITY STAKEHOLDERS:

- To raise awareness of ongoing teaching & research at local HEIs
- To have the opportunity to be a mentor or an expert for students and potential employees
- To increase the participation in socio-political processes and in solving local problems

TARGET GROUPS

- **Students in higher education** who are in their advanced studies and have basic knowledge about research and their field of study and want to engage in service-learning to increase their skills.
- **Teachers in higher education** who apply the service-learning already and those who have potential courses for such a teaching approach, but who are not familiar with it.
- **Communities** – the local environments of HEIs with their local stakeholders (business, NGOs, public services, etc.), who will be asked to share their needs with the university and actively liaise with students, teachers and the project partners through formal/non-formal partnerships.

The ENGAGE STUDENTS project is innovative in not only developing products about service learning, but actually implementing service learning between students and community partners. For this purpose, a web-tool is created, in which community partners can insert their current needs in research, and students can react to it. Students will write about their experiences in a student blog and reflect their experiences for others to follow.

For more information please check the project website.

2. NEEDS ANALYSIS IN LOCAL COMMUNITIES

The needs analysis in the local communities consisted in three main activities:

- ▶ stakeholder analysis (university-community) that led besides building a contact database also to a Stakeholders' Communication Plan;
- ▶ needs analysis with selected stakeholders in local communities;
- ▶ development of a web-tool for community engagement and service learning projects.

Each partner institution performed a stakeholder analysis, identifying relevant stakeholders in their community in addition to the ones already identified within the project development phase and their previous connection to the university (formal, non-formal, topic, contact person, experiences etc.). The stakeholder analysis led to communication measures for each stakeholder group synthesized in Stakeholders' Communication Plans using a recommended layout (see *Annex 1 – Stakeholders' Communication Plans Layout*) and is considered as a continuous action that will last over the project lifetime – a permanent interaction with stakeholders is seen as one of the most important factors in building a links with local communities.

Based on the results of O1/A1 five main stakeholders have been identified by each university and their needs were addressed and researched using a variety of methods: group discussions with the stakeholders, action research, management talks etc. – in order to gather consistent results of this exercise, a stakeholders' interview template has been developed (see *Annex 2 – Stakeholders' Interview Template*). At the end of the task, short institutional reports on needs and expectations and how to meet them have been developed for each of the local communities in Bucharest, Vienna, Dublin, Rome, Kaunas and Porto. The findings were presented in 2nd TPM in Dublin allowing the partnership to identify the commonalities as well as the difference and to extract important conclusions related to university - community cooperation.

The outputs of stakeholders needs analysis are synthesised in the following sections.

2.1. UNIVERSITY POLITEHNICA OF BUCHAREST

Summary feedback from stakeholder consultations:

- ▶ An institutional strategy should be developed to foster the use of service learning projects within the compulsory curricula together with an implementation framework;
- ▶ Cooperation agreements with community entities (companies, NGOs, local public authorities, etc.) should be extended from their actual

structure covering practical stages and internships towards including service learning projects run within compulsory curricula;

- ▶ Students associations, Volunteering Center and Alumni Unit should be active actors in supporting these actions;
- ▶ A special section within university portal should be dedicated to service learning related activities.

2.2. UNIVERSITY OF VIENNA

Summary feedback from stakeholder consultations:

- ▶ How are student associations involved in service learning projects?
- ▶ Which experiences do International Offices have? International Offices might have experience with student engagement recognition, especially with students from Anglo-American countries, in which student engagement plays a larger role in university contexts.
- ▶ CTL: The Center for Teaching and Learning is currently developing a teaching method infopool, which teachers can use to develop skills in different areas. Service learning should be part of that. Maybe the IO 2 Methodology Toolkit can be uploaded to the infopool and maybe videos about service learning can be produced.
- ▶ Defining service learning and finding the correct German term is not as easy as thought:
 - German: außerhochschulische Kompetenzen doesn't seem to be the best translation; Lernen durch Engagement; using the English term "student engagement"
 - Differentiating between service learning and internships and volunteering will be a crucial point in the project.
 - Service learning does not comprise "Learning studios" or "Learning labs", in which students merely observe a service without being directly involved in the service.
- ▶ How much service do students have to provide? Is service learning not more about the serviceability as a general attitude of students on their way of developing skills in civic engagement?
- ▶ Have relevant previous projects been taken into account?
 - UNIBILITY – University meets social responsibility
 - Social Erasmus
 - Kinderrechtsprojekt
- ▶ Could the Marienthal-Studie "Die Arbeitslosen von Marienthal" about unemployment in Austria be a historical pioneer study in service learning from 1933? In the study, students observe the unemployed in a town called Marienthal and in parallel provide services to them as i.e. collecting clothes or local food banks.

- ▶ Which criteria are “hard” criteria for service learning (reflection, service, ...) and which are “soft” criteria?
- ▶ How can student engagement or service learning be graded?
 - We should develop new formats for this.
 - Reflection has to be part of the grade.
 - A binary grade would be fair as well (participated / did not participate)
 - A combination of formal assessment and self-assessment could be useful.
 - Student engagement is more the reflection of the service experience than the assessment or evaluation of performance.
- ▶ One of the aims could be to further develop own teaching methods.
- ▶ One possibility could be to invite community partners to share their view of service learning with the academia.
- ▶ Concrete practical or good practice examples could be presented.
- ▶ Critical perspectives on service learning: Will student engagement lead to increased performance pressure among students? Which position should service learning have in a student career? How many service learning projects or practical experiences should a student have? (share of service learning compared to other courses) Can students be forced into service learning? Why should universities focus on developing practical skills, as they are humanist educational institutions?

2.3. UNIVERSITY OF PORTO

Summary feedback from stakeholder consultations:

- ▶ Stakeholder consultations took different forms – in some cases, there were direct contacts with organizations leaders, other result from current collaborations with the organizations.
- ▶ The activities of these organizations include public health initiatives, aiming to promote the wellbeing of vulnerable groups (people with diabetes, VIH/AIDS, elderly people without safety net,...) (LPPS); anti-racist activism and education, combating all forms of discrimination and advocacy for immigrant rights (SOS Racismo); intervention on social exclusion, with a particular emphasis on families and on empowering them to deal with social problems (GAF); the access to non-formal education opportunities for people from a working class background (UPP) and the development of community arts projects, mainly through community theatre, especially in deprived neighbourhoods or excluded group (PELE).
- ▶ All of these organizations develop social and community intervention in a systematic/regular way.
- ▶ An obvious advantage is the ongoing and long-lasting relationship the university has with these organisations.

- ▶ There is a considerable diversity of collaboration formats, including: research partnerships, student long-term and short-term internships, field work in the context of service-learning and research projects, training activities, joint organization of conferences or seminars. Besides, there is also room for volunteer engagement of students and professors in some of these organizations.
- ▶ The collaboration is formally recognized and valued through institutional protocols that identify common goals and joint activities. This is the current practice when collaboration involves research and teaching/training.

2.4. KAUNAS UNIVERSITY OF TECHNOLOGY

Summary feedback from stakeholder consultations:

- ▶ Most of the respondents are involved in the development of study programmes as external partners and also participate directly in the study process like invited guests. For example, in the programme of economics, it is a course "Semester project", where the CEO of the business company "Dangaus pupos" formulates the real business task for students and later is making the evaluation. Other experiences with HEIs are related to making joint projects (educational, social, R&D, etc.), mentoring programmes and trainings or practices.
- ▶ According to the stakeholders, students make various types of practice or training (professional, teaching, research, etc.), having short term visits or volunteers' actions. The majority of stakeholders agree that students are creative, responsible, looking for non-traditional solutions and are very satisfied with the experience of working with students. However, in some cases, students lack motivation, more ambitious goals and responsibility.
- ▶ Stakeholders would like to be more active in communication with universities in terms of common projects, activities, tasks, initiatives. They would like more active engagement and motivation for volunteer activities, also share competencies that organizations do not have. For example, our respondent - the Lithuanian Paralympics Committee introduces the new brand PARATEAM Lithuania. They see the possibility of collaborating with students in terms of marketing, promotion, image creation, brand development, etc. They don't have such competencies and expect support from HEI.
- ▶ According to our respondents, the involvement of the students is very wide. They may work as consultants, volunteers, advisers, teaching mentors, mediators. The exact role of the students depends on the stakeholder's type of activity and profile. Anyway, all the stakeholders agree that the engagement of the students in the time of studies is very useful and important for both sides and ensure a holistic benefit to society as a whole.

2.5. DUBLIN CITY UNIVERSITY

Summary feedback from stakeholder consultations:

- ▶ The use of the term 'service learning' is interpreted differently in different spheres in Ireland. Probably the most common term used by the stakeholders relates more to 'community engagement' or 'civic engagement'.
- ▶ Importance of developing trust in long-term mutually respectful relationships was emphasised between the university and community organisations of different types.
- ▶ Relationships between community partners and university are typically built over many years.
- ▶ The activities of organisations with which the university is actively involved include (but not limited to): education, community work, health and wellbeing, human rights, arts and culture, environment and sports & recreation.
- ▶ In the case of DCU, an important point that came through is that civic engagement is now highlighted in DCU strategic plan, providing an overarching framework for a wide range of activities.
- ▶ The inter-relationships between volunteer activities and service learning which are embedded in the curriculum is sometimes seen as more of a continuum than 'either or'. In the case of DCU, it can be possible for a student to commence by engagement in a volunteering capacity and subsequently build the learning from this activity into their learning portfolio which might later be suitable for assessment for academic purposes.
- ▶ A difference is made between volunteering and engagement where student learning outcomes can be formally recorded and assessed either as a contribution to a module (eg. Personal Opportunities for Development (PODs) as part of a Master's programme) or, for example, as a recognition of ePortfolio as an extramural learning activity.
- ▶ The pathways to service learning can vary. Conversely, some students who become involved with service learning/community engagement activity which is embedded in their curriculum continue to work in a volunteer capacity even after the course is finished.

ANNEX 1 - STAKEHOLDERS' COMMUNICATION PLANS LAYOUT

ENGAGE STUDENTS – Promoting social responsibility of students by
embedding service learning within HEIs curricula

2018-1-RO01-KA203-049309

*IO1: Needs Analysis in the Local Communities / A1: Stakeholder
Analysis*

Stakeholders' Communication Plan

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Introduction

The ENGAGE STUDENTS project focuses on social responsibility of higher education institutions at student and teacher level. Strengthening the social dimension in education has been an important European priority (COM(2006) 208 final, 2013/C 168/02), that has been accentuated even further by the Commission in the renewed EU agenda for Higher Education. Innovative curricula and teaching approaches are seen to contribute to reducing the current high-level skills gap between students and labour market needs. Especially the integration of extra-curricular experience into study programmes is identified as solution for enhancing students' transversal skills, better preparing them for finding a job (COM(2017) 247 final).

The service learning approach aims to strengthen the students' relationship with the community, with a view to their personal development and civic engagement (Menezes, 2003, Barber, 1991; Colby & Damon, 1992; Dewey, 1966; Waldstein & Reiher, 2001). The essential elements of this learning approach entails the active involvement of students in solving a need identified in the community and intentionally providing spaces for reflecting upon the experiences (Leming, 2001; Trainor, Muscott & Smith, 1996).

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- to develop a methodological toolkit and a pedagogical workbook to be used by teachers
- to build the critical mass of knowledge and resources in partner HEIs in order to foster the use of service learning and other community-related learning methodologies.

Stakeholder Analysis started for the ones already identify within the project development phase, has been extended within *Activity O1/A1* and is considered as a continuous action that will last over the end of the project lifetime. The stakeholder analysis led to the development of the present Stakeholders' Communication Plan (SCP) that synthesizes the communication measures for each stakeholder group identified.

Scope & Objectives

The scope of the Stakeholders Communications Plan is to cover the overall communications approach in relation with the identified main stakeholders across specific aspects related to SL as well as across aspects like project awareness, LTTAs, implementation details as well as projects outcomes.

The general objective of ENGAGE STUDENTS SCP is to improve the capacity of the university to involve stakeholders from inside and from the local context in all the phases of planning and implementation of SL.

The specific objectives for the identified target groups are as follows:

For STUDENTS:

- To raise awareness of existing opportunities of engagement/service learning;
- To encourage to choose topics embedding SL projects;
- To inform about future career choices through community ties.

For TEACHERS:

- To raise awareness of existing experiences and opportunities on implementing new teaching and student guidance methods;
- To encourage to include activities that link theoretical matters with real community problem solving;
- To support the collaboration with other teachers and with local community stakeholders.

For LOCAL COMMUNITY STAKEHOLDERS

- To raise awareness of ongoing teaching & research at local HEIs;
- To encourage them to be a mentor or an expert for students and potential employees;
- To increase the participation in HEIs' curricula development and adaptation to local labour market needs;
- To increase the participation in socio-political processes and in solving local problems.



Approach

The following is a three step approach in achieving the above objectives:

- Target the audience to determine the identities, responsibilities and decision rights of key stakeholders;
- Define communication topics for creating awareness among stakeholders;
- Develop a communications calendar that will permit structured, regular dialog with key stakeholders regarding the performance of the ENGAGE STUDENT project.

Internal Stakeholders

Audience	Description	Responsibilities
<i>Students</i>	Students in higher education who are in their advanced studies and have basic knowledge about research and their field of study and want to engage in service-learning to increase their skills	Participate within formal training sessions conducted on specific knowledge areas related to SL. Participate in SL projects.
<i>Teachers</i>	Teachers in higher education who apply the service-learning already and those who have potential courses for such a teaching approach, but who are not familiar with it.	Participate within formal training sessions conducted on specific knowledge areas related to SL. Provide feedback on <i>Workbook "How to do service learning"</i> Develop and implement SL within their courses.

External Stakeholders

The main external stakeholders are the local environments of HEIs with their local stakeholders (business, NGOs, public services, etc.), who will be asked to share their needs with the university and actively liaise with students, teachers and the project partners through formal/non-formal partnerships.

Audience	Description	Responsibilities

Communication Topics

Students Updates

- Needs Analysis
- Web-tool for community engagement and service learning
- Service Learning Methodology Toolkit
- SUMMER SCHOOL about Service Learning
- Study on Students' Experiences with Service Learning
- Newsletters/Project's updates
- *[Updates regarding optional topics embedding SL projects]*
- *[Updates regarding community engagement opportunities]*
- *[Updates regarding community needs]*
- Final Conference "University Meets Local Communities"

Teachers Updates

- Needs Analysis
- Web-tool for community engagement and service learning
- Service Learning Methodology Toolkit
- Workbook "How to do service learning"
- Teachers' Training Week on Service Learning
- Study on Students' Experiences with Service Learning
- Newsletters/Project's updates
- *[Updates regarding community needs]*
- *[Updates regarding SL and other similar teaching approaches]*
- Final Conference "University Meets Local Communities"

Local Communities

- Needs Analysis
- Service Learning Methodology Toolkit
- Web-tool for community engagement and service learning
- Newsletters/Project's updates
- *[Updates regarding teaching and research provision]*
- *[Updates regarding different community engagement initiatives taken at institutional level]*
- Final Conference "University Meets Local Communities"

Tools and Techniques

Tools and Techniques	Description
Presentations	Face-to-face sessions coordinated and presented by specialized SL experts.
Training Sessions	Formal training sessions conducted on specific knowledge areas related to SL.
Discussions	Focus group discussions among small groups of staff members conducted by specialized SL experts.
E-Mail	Concise awareness messages provided to serve as quick reminders of ongoing as well as future actions. These should be changed frequently to remain effective.
Newsletter	A project periodic newsletter will be distributed on a regular basis to address a wide range of issues, practices, and topics for stakeholders.
Intranet website	Utilize the university Intranet site to disseminate SL awareness information, best practices and other documents, as well as provide up-to-date status on programs.
Tutorials/Webcasts	On-line courses in which the instructor Webcasts a pre-recorded or live lecture.

Communications Calendar

<i>Events/Deliverables/Updates</i>	<i>Duration</i>	<i>Audience/Focus</i>	<i>Frequency</i>	<i>Delivered by</i>	<i>Distribution Methods</i>	<i>Notes</i>
<i>Newletter</i>	<i>na</i>	<i>All</i>	<i>2 per year</i>		<i>Email, website, social media</i>	
<i>Internal meeting</i>	<i>½ day</i>	<i>Internal audience</i>	<i>1 time</i>			
<i>Interviews</i>						
<i>Needs analysis</i>	<i>na</i>	<i>All</i>	<i>1 time</i>			
<i>Web-tool for community engagement and service learning</i>	<i>na</i>	<i>All</i>	<i>Updates ones at 3 months</i>			
<i>Service Learning Methodology Toolkit</i>	<i>na</i>	<i>All</i>	<i>1 time</i>			
<i>Workbook "How to do service learning"</i>	<i>na</i>	<i>Teachers</i>				
<i>Teachers' Training Week on Service Learning</i>	<i>5 days</i>	<i>Teachers</i>	<i>1 time</i>			
<i>SUMMER SCHOOL about Service Learning</i>	<i>5 days</i>	<i>Students</i>	<i>1 time</i>			
<i>Final Conference "University Meets Local Communities"</i>	<i>1 day</i>	<i>All</i>	<i>1 time</i>			
<i>Updates on project developments</i>						
<i>Meeting with teachers</i>						
<i>Meeting with students</i>						
<i>Meeting with communities</i>						
<i>Presentations in local events</i>						
<i>Any other events/deliverables/updates included within the tentative lists of communication contents</i>						

ANNEX 2 - STAKEHOLDERS' INTERVIEW TEMPLATE



ENGAGE STUDENTS – Promoting social responsibility of students by embedding service learning within HEIs curricula

IO1: Needs Analysis in the Local Communities

ENGAGE STUDENTS at a glance

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In the anglo-american university culture extra-curricular activities have a long tradition and a value when it comes to students looking for a job. Showing a potential employer that you have already engaged in extracurricular activities is seen as an advantage raising students' employability. In Europe, there have been initiatives to enhance the engagement of university students in the communities they live in, i.e. civic engagement centers, volunteering centers, community research or community-related projects.

In many European countries this approach is rather new, and the system is more formal, credit- and curricula-based becoming more and more important in the last five years. For this reason, we argue that social responsibility of students should be promoted through integration into

curricula – this needs specific teaching approaches, namely service-learning, project-based learning and teaching about action research. Moreover, HE teachers need to be trained in how to incorporate these activities into their course concepts.

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- To link the theoretical matters with real community problem solving
- To foster the collaboration with other teachers

For LOCAL COMMUNITY STAKEHOLDERS:

- To raised awareness of ongoing teaching & research at local HEIs
- To have the opportunity to be a mentor or an expert for students and potential employees
- To increase the participation in socio-political processes and in solving local problems

TARGET GROUPS

- **Students in higher education** who are in their advanced studies and have basic knowledge about research and their field of study and want to engage in service-learning to increase their skills.
- **Teachers in higher education** who apply the service-learning already and those who have potential courses for such a teaching approach, but who are not familiar with it.
- **Communities** – the local environments of HEIs with their local stakeholders (business, NGOs, public services, etc.), who will be asked to share their needs with the university and actively liaise with students, teachers and the project partners through formal/non-formal partnerships.

THE TRANSNATIONAL CHARACTER

The consortium will bring together the expertise of HEIs from 6 different local contexts and educational environments having different approaches towards university social responsibility, community engagement, teaching and research methodologies. This cultural diversity together

with the different partners' professional profiles will foster the quality and coverage of the project activities and outputs, increasing this way their usability and transferability.

The **ENGAGE STUDENTS** project is **innovative** in 3 ways:

PRODUCT INNOVATION—*developing a methodology toolkit about service learning (IO2) and a workbook for HE teachers (IO3)* Teaching teachers is a complex matter, requiring time and practical didactic knowledge. The European added value of this project is centered around the methodology of service learning: teaching methods, which are a) practical in nature, b) relate to real community problems and needs, and c) have a measurable impact on students' skills for the labour market are crucial for any educational institution throughout Europe, who wants to increase its relevance in society and better fit its educational programmes with labour market needs.

In this project, methodologies focusing on these three aspects are developed and explored in depth (IO2 and IO3) – leading to a Service Learning Methodology Toolkit and a Pedagogical Workbook for teachers. Both products are highly relevant for higher education across Europe, especially countries, in which the unemployment rate of young academics is high.

PROCESS INNOVATION – *developing new ways of teaching teachers (IO3 workbook)*

Within the project a teacher's training will take place (C1), where teachers will learn to apply service learning as a methodology and use the IO3 workbook. In this one-week training programme teachers are equipped with practical know-how and experiences of others in this field. We believe that the educators are the most important target group in this proposition, as they are change agents and interface to both students and the university management.

SERVICE INNOVATION – *developing new ways of matching students and community partners (IO1 web-tool, IO4 student blog)*

The ENGAGE STUDENTS project is innovative in not only developing products about service learning, but actually implementing service learning between students and community partners. For this purpose, a web-tool is created, in which community partners can insert their current needs in research, and students can react to it. Students will write about their experiences in a student blog and reflect their experiences for others to follow.

For more information please check the [project website](#).

STAKEHOLDERS' QUESTIONNAIRE

Please provide your feedback related to the following:

Which is the core activity of your organization?
Do you had previous experience with working with HEIs? How do you enter in contact with them?
Do you have previous experience in working with students? What worked and what didn't?

What are your needs and how HEI could help?

What kind of tasks should do the students?



Optional

Name:	
Organisation	
Position	
Contact	<i>e-mail:</i> <i>Phone:</i> <i>Website:</i>

Thank you for your cooperation!