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European Observatory of Service-Learning in Higher Education

INSTITUTIONALISATION OF SERVICE-LEARNING IN EUROPEAN HIGHER EDUCATION

RESEARCH REPORT | MADRID, DECEMBER 2021

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EXECUTIVE ABSTRACT

The need to foster social responsibility in European higher education institutions, that is, civic engagement and reflective, critical and service-based learning requires systematic research processes. Although the importance of strengthening this transversal mission is beyond doubt, higher education institutions must have the organizational structures and processes that contribute to quality education of their students while promoting the values of equality, inclusion and justice.

That is why the European Association for Service-Learning in Higher Education (EASLHE) has been promoting the use and institutionalization of service-learning (S-L) as decisive methodology to increase civic engagement and learning of all agents involved in the educational process. During the year 2021, EASLHE developed a study aimed at producing knowledge about the state of institutionalization in the European environment in order to contribute to improving this process in universities. Accordingly, a specific questionnaire on institutionalization of S-L was designed. After analysing 56 questionnaires from 12 different countries, it seems that there are different appraisals in relation to the role of the university in its sociocultural context, and it is still necessary to continue promoting S-L as a pedagogical approach and practice applicable to the European context.

Therefore, national and supranational networks on S-L are of crucial importance not only to assess the state of institutionalization, but also to provide evidence and share successful experiences in this process that is not without difficulties. At the same time, higher education institutions should be supported to effectively develop policies that incentivize all stakeholders, while also being aware of institutional limitations to avoid harmful outcomes and paying attention to the informal and hidden dimensions of education. This means that the institutionalization of S-L is an on-going task, and the institutions need to learn to handle the challenges that arise in the development of a pedagogical approach that involves the social context and promotes an active participation of the students, urging them to act in the present to achieve not only individual benefits, but also global impact in their institutions and social communities.

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1. Foreword and acknowledgements

In the institutionalization of Service-Learning (S-L) in higher education, as in many other aspects of university life, there is no single valid view for all processes and products. If we recognize that one of Europe's strengths (and also complexity) is its diversity, this characteristic feature should be applied to the way this pedagogical approach and experiential methodology is embedded in the curriculum. This does not mean that each institution reinterprets S-L in its own way, ignoring its fundamental characteristics, but rather that the way to institutionalize it can be diverse. That is why the responsibility for advancing in the institutionalization of S-L should not fall solely on a motivated group of teachers or a unit or department. It requires political commitment and concrete actions at different levels, always respecting the starting point of each entity, the national regulations and the contexts in which the service takes place. Ultimately, it will depend on what the community needs, the specific university framework and where it aspires to go, always guided by the ethical principles related to commitment and social responsibility (Freire, 1998). Knowing the starting point, the very consideration of S-L and the structures that are necessary for its development is a crucial first step.

As is known, EASLHE proposes the institutionalization of service-learning in European Higher Education institutions in order to promote civic engagement, contribute to the development of a fairer society and improve academic and social learning that favours the development of the students' competences. This research report is based on previous works that pointed out the concerns and challenges of S-L in the European context and showed its relevance. But it also means a step forward, an original starting point to look at ourselves, our current status and our needs using an inductive approach. Moreover, this research report not only has generated new knowledge, but it has also allowed its transferability to specific guidelines on institutionalization of S-L, developed with the intention of serving as guidance but not as a fixed path. Finally, the Report puts on paper a whole series of considerations that require further study in order to reorientate higher education towards building a more equitable and sustainable society, having the conditions and resources to do so.

2. Context of the research survey on the institutionalization of service-learning in Europe

> "In order to create and embed a culture of service-learning within higher education institutions across nations, support is needed for institutionalization" (Meijs, Maas & Aramburuzabala, 2019:220).

The European Association for Service-Learning in Higher Education (EASLHE) recognizes that higher education institutions are at different stages in the process of institutionalisation of service-learning (S-L), ranging from a minority of institutions with service-learning units or departments to a majority having no supportive infrastructure. Gathering evidence of institutionalisation of S-L helps to provide information about the leading programmes in the European context and therefore contributes to move towards a more integral, enduring, and meaningful community engagement.

This assessment process is imbued with ethical values that recognize the importance of education in facilitating transformation towards more just and environmentally sustainable societies. In this sense, EASLHE promotes the inclusion of civic engagement in the teaching-learning processes through S-L, since it has demonstrated its strength in promoting quality learning through a commitment to addressing the social, heritage and environmental needs in context (Ribeiro, Aramburuzabala, Paz-Lourido,2021a). In fact, S-L methodology has been shown to be effective in promoting social inclusion, quality of life, and civic engagement throughout the curricula. In addition, this pedagogical approach is aligned with current educational requirements and laws that highlight the importance of higher education not only being excellent in research and teaching, but also in commitment and social responsibility. As a methodology, S-L is consolidated in university education in many regions of the world, where many projects are developed within institutional structures supporting and promoting these actions. But in Europe the scenario is slightly different. Previous studies suggest that although there are good intentions, the implementation is still limited. In this sense, Meijs, Maas and Aramburuzabala (2019) argued that S-L "seems to be accepted in Europe, but in reality, many European higher education institutions do not practice it" (p. 215). Thus, more research is needed to examine the influence of different factors and how they interact with each other, impeding or facilitating institutionalization (Meijs, Maas & Aramburuzabala, 2019).

In recent years, there are eye-opening findings that point to existing pedagogical, political, and institutional barriers for institutionalization (Butin, 2006). One of the barriers is, in fact, the requirement that all institutions have to follow the same path when in reality, the European educational and social context is diverse. As Meijs, Maas, and Aramburuzabala (2019) stated, "we need to be aware that taking one particular model as the norm for service-learning institutionalization can impede the embedding of the approach" (p. 227). Maybe because of it, and among many other factors, European higher education institutions are at different stages in the process and commitment to institutionalizing S-L. Therefore,

supporting S-L implies knowing and respecting the different dynamics that take place in diverse contexts and then, to identify how higher education can contribute in making a more equitable and sustainable society (Aramburuzabala, Cerrillo & Tello, 2015).

As stated before, EASLHE proposes the institutionalization of S-L in European higher education with the aim of promoting civic engagement together with the improvement of the students' academic learnings. A broad intention is to alter over time the culture of the institution, by changing select underlying assumptions and institutional behaviours, processes, and products affecting the whole institution. This aim goes beyond providing institutional support for the development of administrative processes and resources. Emphasis must be given to the need to provide knowledge and procedures to those without the resources or competences to resolve the difficulties that an education model characterized by being co-participated with the community can pose. Then, the overall goal of institutionalization of S-L is to transform the institutions towards being one of many players involved in the network to democratize public life and public learnings in the service of broad-based social justice and equity (Bandy *et al.*, 2018). It implies a radically decentralized networked model of higher education; one that informs and is informed by public life in all matters, yielding myriad opportunities for social change towards greater equality, inclusivity, and justice (Bandy *et al.*, 2018).

In order to shift the focus from what's best for the institution to what's best for the public, European higher education institutions need to be supported so that they can develop S-L programmes that focus on societal change and not only on skill-set practice. Of course, time is needed as well as intentionality, rethinking, meaningful teaching and learning, and other issues. Upbringing democratic citizens and social justice activists is preceded by enabling students to develop awareness and commitment with society, which are at the root of service-learning. In this process there are steps one cannot neglect in the pursuit of academic excellence, such as civic values, critical citizenship, and combined learning and working outcomes (Britt, 2012).

EASLHE proposes that in order to reach the vision of S-L becoming an agent for transformational change in society, one cannot forget where one stands. According to the European Observatory of Service-Learning in Higher Education research study on the institutionalization of service-learning, European higher education institutions are currently on the first step of transformational change (in the terminology of Britt, 2012), which consists of embedding S-L into the existing structures of higher institutions (Ribeiro, Aramburuzabala & Paz-Lourido, 2021b). To foster such ascendant path (from embedding to transformational change), EASLHE, in line with the pursuit of its mission, constructed and applied a survey based on European service-learning research on institutionalization literature (annexe A). Through this instrument, EASLHE is seeking to provide institutional, faculty, student, and community information that could contribute to moving towards a more integral community engagement.

This report is designed with several interdependent considerations. The first part addresses the process followed to design the survey. The second part is made of methodological considerations from EASLHE and non-EASLHE experts on the field. The third part reports the main findings of the survey application. A comment was made on each component, as well as the formulation of questions intending to be reflective, but which can be taken as investigation questions for future research actions.

The questions were formulated from notes of organizational theory, theory of sociology of education, political analysis, and pedagogical-didactic analysis. These notes converge and fuse at times. Given that the institutionalization of S-L must be viewed not as a discrete 'program' but as a means for accomplishing other important goals for the campus (Holland & Furco, 2004), EASLHE assumes the importance of understanding this report as an open, changing, and unfinished process.

3. Survey design on the institutionalization of service-learning

Step 1 - Operational definitions

The first step in designing the research survey proposal was about setting up operational definitions. After reviewing European S-L literature, comparing it to worldwide operational definitions, the authors provided the definition of two different concepts. The first definition was about service-learning; the second definition was about service-learning institutionalization:

- ➔ At EASLHE, S-L is defined as an experiential didactical methodology in which students participate in activities addressing human, social, and environmental needs. The focus is on social justice, integrating community service with the curriculum to enrich learning in any university degree, thus teaching civic responsibility and strengthening communities through action.

- ➔ The institutionalization of S-L is defined by EASLHE as a social process that transforms institutional values and principles into action through specific professional work at the European higher education institutions. This means that the institutionalization of service-learning occurs when institutional values and principles, are directly embodied in a specific professional socialization activity, and when this professional activity aims to produce a socially engaged and autonomous subject based on such institutional values and principles.

Step 2 - Qualitative indicators

The second step concerned structuring the survey. It was built to collect data in order to understand the *type of evidence* S-L providers (teachers, academic authorities, or administrative

personnel) have been noticing in their daily work at the institutions where they were currently working. As the practice of S-L in European higher education is at an early stage, the existing literature is very residual.

The authors of this report understood that it would be more useful to start an inductive investigative path with the aim of later arriving at a model of knowledge about the institutionalization of S-L in Europe. Instead of tracing a hypothetical-deductive research path, an investigation in the hypothetical-inductive sense was preferred. Based on the European literature review, the authors managed to provide information on indicators that favour and affirm the institutionalization of S-L. Ten groups of indicators were established:

1. Group 1 - Viable short-range and long-range institutionalization goals, formal connections between all high profile institutional efforts, identification of internal practices that were close to S-L (volunteering, community engagement, community service, participatory research, international cooperation, problem-based learning, community-based research, project-based learning, participatory action research, internships, action-reflection methodologies, social entrepreneurship, etc.), and language and terminology derived from the mission statement and operating principles.
2. Group 2 - Internal and external hard funding, financial strategies to reach sustainability, equality of student participation, administrative and management procedures, transparency- fairness.
3. Group 3 - Centralized offices/units with a dedicated full-time staff developer that implements the following tasks: (a) Coordination of actions resources and materials dissemination at local-national levels; (b) Promotion of pilot-groups underpinning opportunities; (c) Developing, piloting, and nurturing training opportunities; (d) Supporting, advising, communicating, and creating connections between academic staff and the wider community; (e) An ongoing and systematic program assessment of students, teachers, and community partners; (f) An advisory board of multiple stakeholders, ensuring collaborative strategic planning, goal-setting, and mutual benefit for all stakeholders.
4. Group 4 - Time release, grants, sabbaticals and recognition of service-learning in the tenure process, professional opportunities, resources, workloads and conditions, high-quality curricular components, work evaluation through course evaluations and teaching portfolios.
5. Group 5 - Goals defined on: (a) Unit/didactical curricular planning; (b) Repositioning of S-L as an approach that can be embedded in wide ranging disciplinary fields in higher education; (c) Holistic development of mind and body, experience and reflexion, subject matter and teaching method, the individual and the World, values and knowledge, affective and cognitive outcomes; (d) A specific and political notion of the truth under the guise of neutral pedagogy; (e) Equal legitimacy offered to all groups/stakeholders.

6. Group 6 - Research focused on: (a) All the diverse stakeholders; (b) The societal needs of the university's external communities; (c) Collaborative/participatory research in cooperation with the university's external communities; (d) Learning and research resources accessible to stakeholders; (e) Inclusion of structured consultations with community stakeholders at distinct phases in the research process.
7. Group 7 - Long-range integration in teaching guides and in the practice of teaching. On the offer of adequate time frames, coordination of the curriculum such that students are able to identify the causes that result in the need for their service.
8. Group 8 - Course publicity, training offered and schedules' inclusion on billboard, supporting conferences and other events.
9. Group 9 - Awareness development, complex problems resolution, combined outcomes of learning and working, civic values, critical citizenship, being an aware citizen, and participating in and contributing to the policy process of change.
10. Group 10 - Ethical, meaningful, and collaborative partnerships.

Step 3 - Components and subcomponents findings

After isolating the qualitative indicators, the next step consisted of grouping them into components and subcomponents. Based on the literature review the authors found ten different components that may group the indicators (Table 1):

a) Institutional involvement
b) Funds allocation and financial strategies
c) Coordinating unit/support infrastructure (centralized office; program assessment; Advisory board)
d) Rewards and recognition of students and teachers
e) Planning of didactical issues
f) Research
g) Integration in teaching guides (syllabus / Teaching practice);
h) Institutional advertising and support
i) Individual responsibility (Self-actualisation; Transformation act)
j) Partnerships with the community

Step 4 - Dimensions, components, and indicators

After grouping indicators and components, the next step was finding the dimensions that would best correspond to the two previous steps. Based on the literature review, the authors found four different terms: Institutional strategic thought and management; Faculty strategic management; Student social justice learnings; and Institutional - community partnerships (Table 2)

Table 1: Correspondence of indicators and components on the institutionalization of S-L in European higher educational institutions	
(qualitative) **Indicators' development**	**Components and subcomponents**
1. Viable short-range and long-range institutionalization goals. 2. Formal connections between all high-profile institutional efforts. 3. Identification of internal practices that are close to S-L (volunteering, community engagement, community service, participatory research, international cooperation, problem-based learning, community-based research, project-based learning, participatory action research, internships, action-reflection methodologies, social entrepreneurship, etc.). 4. Language and terminology are derived from the mission statement and operating principles.	Institutional involvement
1. Internal and external hard funding. 2. Financial strategies to reach sustainability and equality of student participation. 3. Administrative and management procedures of transparency - fairness.	Funds allocation and financial strategies
1. A centralized office/unit with a dedicated full-time staff developer that implements the following tasks: a. Coordination resources and materials dissemination at local-national levels; b. Promotion of pilot-groups underpinning opportunities; c. Developing, piloting, and nurturing training opportunities; d. Supporting, advising, communicating, and creating connections between academic staff and the wider community. 2. An ongoing and systematic program assessment of students, teachers, and community partners. 3. An advisory board of multiple stakeholders, ensuring collaborative strategic planning, goal-setting, and mutual benefit for all stakeholders.	Coordinating unit/support infrastructure 1 - Centralized office 2 - Program assessment 3 - Advisory board
1. Time release, grants, sabbatical, and recognition of S-L in the tenure process, professional opportunities, resources, workloads, and conditions. 2. Curricular high-quality components. 3. Work evaluation through course evaluations and teaching portfolios.	Rewards and recognition of students and teachers
1. Goals are defined on unit/didactical curricular planning. 2. Repositioning of S-L as an approach for any disciplinary field most suitable for becoming deeply embedded in higher education. 3. Holistic development of mind and body, experience and reflexion, subject matter and teaching method, the individual and the World, values, and knowledge, affective and cognitive outcomes. 4. A specific and political notion of the truth under the guise of neutral pedagogy. 5. Equal legitimacy is offered to all groups/stakeholders.	Planning of didactical issues
1. The research focused on all different stakeholders. 2. Focus on the societal needs of the university's external communities. 3. Collaborative/participatory research in cooperation with the university's external communities. 4. Learning and research resources are accessible to stakeholders. 5. Inclusion of structured consultations with community stakeholders at different phases in the research process.	Research
1. Long-range integration in teaching guides and in teaching practice. 2. Offer of adequate time frames. 3. Curricular coordination leads students to identify the causes that result in the need for their service.	Integration in teaching guides / syllabus / Teaching practice
1. Course advertising, training offer, and inclusion of billboard schedules. 2. Supporting conferences and other events.	Institutional advertising and support
1. Awareness development. 2. Complex problem solving. 3. Combined outcomes of learning and working. 4. Civic values, critical citizenship, and aware citizens. 5. Participation in and contribution to the policy process of change.	1 - Individual responsibility 2 - Self-actualisation 3 - Transformation act
1. Ethical, meaningful, and collaborative partnerships.	Partnerships with the community

Table 2: Correspondence of indicators with components and dimensions		
(qualitative) **Indicators**	**Components and subcomponents**	**Dimensions**
1. Viable short-range and long-range institutionalization goals. 2. Formal connections between all high-profile institutional efforts 3. Identification of internal practices that are close to S-L. 4. Language and terminology are derived from the mission statement and operating principles.	Institutional involvement	Institutional strategic thought and management
1. Internal and external hard funding. 2. Financial strategies to reach sustainability and equality of student participation. 3. Administrative and management procedures of transparency - fairness.	Funds allocation and financial strategies	
1. A centralized office/unit with a dedicated full-time staff developer. 2. An ongoing and systematic program assessment of students, teachers, and community partners. 3. An advisory board of multiple stakeholders, ensuring collaborative strategic planning, goal-setting, and mutual benefit for all stakeholders.	Coordinating unit/support infrastructure 1 - Centralized office 2 - Program assessment 3 - Advisory board	
1. Time release, grants, sabbaticals, and recognition of S-L in the tenure process, professional opportunities, resources, workloads, and conditions. 2. High-quality curricular components. 3. Work evaluation through course evaluations and teaching portfolios.	Rewards and recognition of students and teachers	
1. Goals are defined on unit/didactical curricular planning. 2. Repositioning of S-L as an approach for any disciplinary field most suitable for becoming deeply embedded in higher education. 3. Holistic development: mind-body, experience-reflexion, subject matter-teaching method, the individual-the world, values, knowledge, affective-cognitive outcomes. 4. A specific and political notion of the truth under the guise of neutral pedagogy. 5. Equal legitimacy is offered to all groups/stakeholders.	Planning of didactical issues	Faculty strategic management
1. The research focused on all different stakeholders. 2. Focus on the societal needs of the university's external communities. 3. Collaborative/participatory research in cooperation with the university's community. 4. Learning and research resources are accessible to stakeholders. 5. Inclusion of structured consultations with community stakeholders at distinct phases in the research process.	Research	
1. Long-range integration in teaching guides and in the practice of teaching. 2. Adequate time frames offering. 3. Curricula coordination leading students to identify the causes that result in the need for their service.	Integration in teaching guides / syllabus / Teaching practice	
1. Course advertising, training offer, and billboard schedules inclusion. 2. Supporting conferences and other events.	Institutional advertising and support	
1. Awareness development. Complex problem solving. Combined outcomes of learning and working. Civic values, critical citizenship, aware citizenship. 2. Participation in and contribution to the policy process of change.	1 - Individual responsibility 2 - Self-actualisation 3 - Transformation act	Student social justice learnings
1. Ethical, meaningful, and collaborative partnerships.	Partnerships with the community	Institutional - community partnerships

Step 5 - Type of evidence

The next step concerned defining the type of evidence S-L providers had been noticing in their daily work in terms of institutionalization of S-L in their institutions. Based on the work of Bringle and Hatcher (2000) these are the types of evidence proposed: *No Evidence; Slight Evidence*; *Clear Evidence*; *Substantial Evidence* (Table 3).

By selecting *No Evidence*, respondents meant that institutionalization of S-L in their institutions did not exist. By selecting *Slight Evidence*, respondents meant that institutionalization of S-L in their institutions existed, but it was not integral nor enduring. By selecting *Clear Evidence*, respondents meant that institutionalization of S-L in their institutions existed, it was enduring but not meaningful. By selecting *Substantial Evidence*, respondents meant that institutionalization of S-L in their institutions existed, it was enduring, it was integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment. The next two steps consisted of designing the survey in itself.

Table 3: Comprehensive relations between the types of evidence and basic constitutive elements

Basic elements / Type of evidence	It does not exist	It exists	It is integral / It is enduring	It is meaningful
No evidence				
Slight evidence				
Clear evidence				
Substantial evidence				

Step 6 - Institutional and personal information

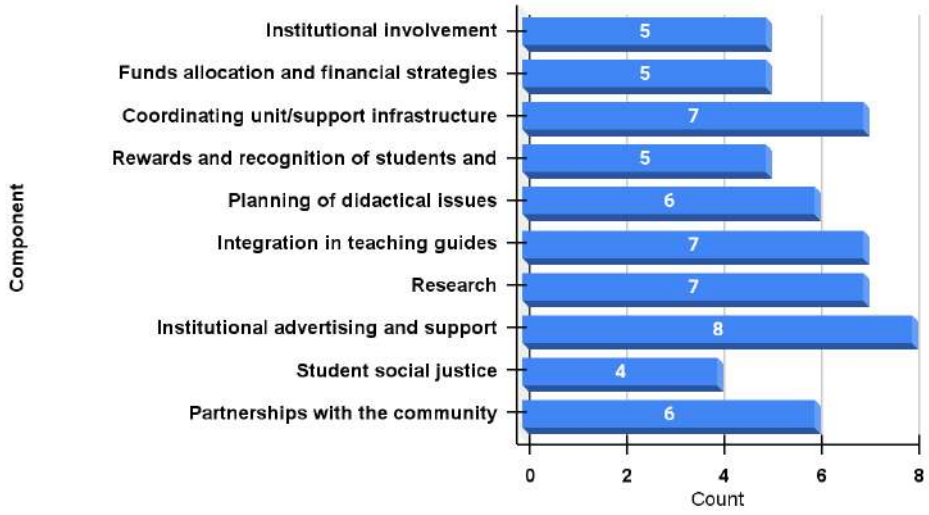
The sixth step was formulated by institutional and personal variables. In terms of personal variables, the survey asked for the full name of the respondent, email, and phone number. In terms of institutional variables, the survey asked for: the Institution's name, School/Faculty/Rectorate position, Department/Unit of the respondent; the institution's administration typology (Educational institution of state public administration; Educational institution of non-state public administration; Faith-based educational institution; or other); the position of the respondent in the institution (Teacher; Administrative staff; Manager; Academic authority; Researcher; Other); if S-L activities were developed like singular initiatives or if there was an institutional S-L structure and finally the survey also asked about the number of years' S-L activities have been developed in the institution.

Step 7 - Service-learning institutionalization sentences

The last step in terms of the design of the survey was related to writing the final sentences for each component, which translated into an improvement of the indicators in Table 1. The lowest number of sentences regarding student social justice learnings was verified; the highest number of sentences

about institutional advertising and support was also verified (figure 1). For each sentence, the authors asked the respondents to provide written evidence by uploading documents, official statements, resources, etc. or writing details and comments (in English if possible).

Figure 1: Count of sentences for each component



The statements about institutional involvement focused on:

1. The mission statement;
2. Institutionalization goals;
3. Strategic documents;
4. Service-learning embedding across institutions;
5. Service-learning clearly identified; not being used synonymously with other civic engagement practices.

The statements about funds allocation and financial strategies focused on:

1. Supporting S-L programs;
2. Financial strategies;
3. Ensuring low-income students have equal access to S-L initiatives;
4. Adoption of administrative and management procedures fostering transparency and fairness.

The statements about coordinating unit/support infrastructure focused on:

1. Specific staff responsible for academic S-L, student affairs and other administrative business across the institution, schools/faculties/academic centres;
2. Advisory boards;
3. Learning outcomes assessment, self-assessment of teachers, assessment of community partners;
4. Training opportunities, pedagogical aids, resources, and connections to community agencies/colleagues.

The statements about rewards and recognition of students and teachers focused on:

1. Rewards for teachers;
2. Professional opportunities;
3. Evaluation of S-L;
4. Service-learning credits, and students' S-L recognition.

The statements about the planning of teaching focused on:

1. Experiential didactical methodologies;
2. Equal opportunities regardless of whether they are distance learning students, students with disabilities, gender minorities, etc.

The statements about teaching principles focused on:

1. Teaching through service;
2. Curricular promotion;
3. Emotional and cognitive competencies;
4. Curricular and co-curricular learnings;
5. Disciplinary competencies of subjects or degrees;
6. Online service-learning projects;
7. International service-learning projects development.

The statements about service-learning research focused on:

1. Research on S-L;
2. Partnerships with the community;
3. Collaborative/participatory research;
4. Training on S-L research;
5. Research resources accessible.

The statements about institutional advertising and support focused on:

1. Web section at the institutional level;
2. Databases or catalogues with past/running/future service-learning projects/courses;
3. Matching online platforms;
4. An online framework to submit candidatures/proposals of students and/or teachers for service-learning projects;
5. Courses advertisement;
6. Institutional support regardless of age, class, culture, and race, and initiatives to encourage S-L.

The statements about student social justice learnings focused on:

1. Developing awareness and a sense of social responsibility;
2. Capacities to deal with complex societal issues;
3. Choosing to act meaningfully;
4. Commitment as change agents.

The statements about partnerships with the community focused on:

1. Community involvement and equal partnerships;
2. Responsible and challenging actions for the common good;
3. Partnerships' agreements clarifying the responsibilities of each stakeholder involved;
4. Building reciprocal, enduring, and diverse partnerships;
5. Collaboration agreements/protocols of intent.

These statements were drawn taking into consideration Butin's (2006) limits to service-learning institutionalization that need to be overcome in order to make this process "viable and powerful" (p. 482):

- In terms of pedagogical issues, the authors tried to draw statements that could inform if service-learning has been undertaken as "a luxury that many students cannot afford", as fostering "border-crossing across categories of race, ethnicity, class, (im)migrants status, language, and (dis)ability", and as a "luxury available only to the privileged few" (p. 482);
- In terms of political issues, the authors tried to draw statements as attempting to be politically balanced to avoid potential censorship and sanctions and to make a difference;
- In terms of institutional issues, the authors tried to draw statements in order to understand the ability of higher education institutions to control its S-L knowledge production, "by internally debating and determining what issues are worthy of study, by what modes of inquiry, and to what ends" (492).

4. The validation process of the research survey

Once the design of the survey was completed, the authors managed to send the research survey proposal to three researchers from different countries (Romania, Belgium, and England). The objective was to collect their comments about the operational definitions, survey structure, typological logic of evidence, and sentences. The incidence of comments was felt more on linguistic issues, and in ways to make writing clearer. One month later after the consulting phase, the authors sent the survey to seven EASLHE experts from 6 different European countries, asking them to contribute with their expertise to the validation process, by providing information in terms of relevance and clarity. By relevance, the authors meant if the statement was significant according to the information to be collected. By clarity, the authors meant clarity in writing, use of clearer language, and expressions. The following punctuation was used for each sentence:

0 points = no relevance/clarity;
1 point = low relevance/clarity;
2 points = moderate relevance/clarity;
3 points = high relevance/clarity.

One month later, the authors got all the contributions and proceeded to make the modifications to the survey. The main changes to the relevance field were the statements about: online matching between community S-L projects needs and higher institution expertise; ensuring that low-income students have equal access to S-L initiatives, grants provided or not to individual students; whether administrative and management procedures were adopted to foster budget management transparency and fairness; and institutional support of stakeholders' cooperation platforms. In terms of clarity, the authors had to rewrite five statements in order to increase clarity about the school/faculty and rectorate, faith-based educational institutions, self-assessment of teachers' promotion and facilitation, professional opportunities to innovate on civic engagement in the teaching practice, and on the subject of time, resources and conditions allocated to implement and evaluate service-learning.

In terms of statistical analysis, the researchers considered all the responses collected. The same variable was not measured before and after a given treatment in the same subjects, and there was no type of relationship or unifying factor between the elements. The researchers worked with qualitative, discrete, exhaustive, mutually exclusive, nominal, and ordinal variables. In light of Pestana and Gageiro (2005), the researchers decided that the descriptive representation of the data would be made using pie charts and bar charts in order to express the percentage terms and frequencies counted from the data. Given the pioneering and initial character of the investigation, the researchers were not interested in carrying out comparisons of any order or type. Therefore, the researchers did not resort to the application of the Chi-Square Adherence test, nor to the Binomial test for nominal variables (Pestana & Gageiro, 2005). The Kolmogorov-Smirnov adherence test was also not used for the ordinal variables (Maroco, 2003).

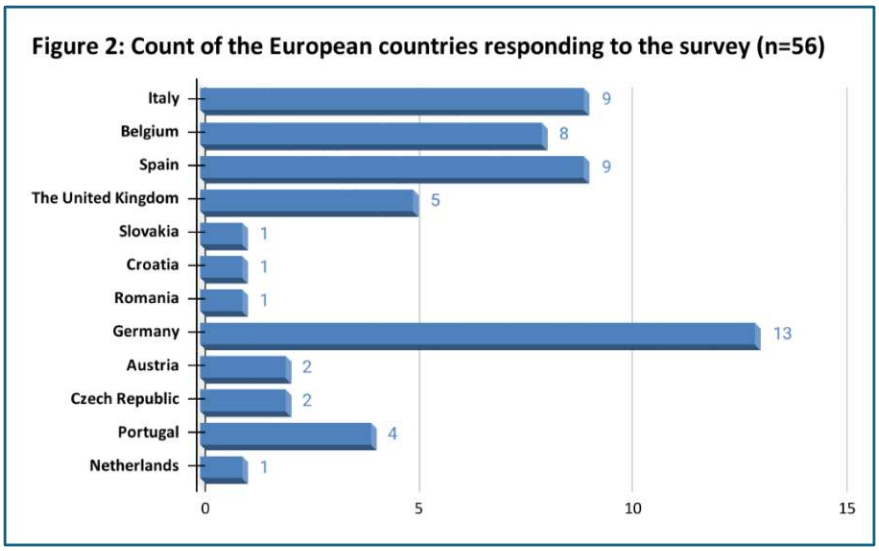
5. Main findings on service-learning institutionalization across Europe

By main findings the researchers aimed to ascertain where the principal indicators on the institutionalization of S-L that European higher institutions have been undertaking. That means the researchers were not interested in fostering conclusions or recommendations drawn from them. The general profile of respondents has been presented, as well as the institutions on whose behalf they responded. Focus was on the respondent's type of workplace, department, or unit, as well as their position in the institution. The type of institution was also addressed, as was the number of years of involvement in S-L projects, and the way in which activities were developed.

a) The general profile of the respondents and of the institution

Between April and September 2021 (6 months) EOSLHE collected 56 responses from 12 different European countries (figure 2). Almost 70% of the responses came from Germany (23%), Spain and Italy

(16%) and Belgium (14%). More than half of the respondents come from countries in north-central Europe (57%) (Belgium, The United Kingdom, Slovakia, Germany, Austria, The Netherlands, and the Czech Republic).



Most of the respondent institutions were from public state administrations ("public") (69%), more than educational institutions of public non-state administrations ("private") (24%), and faith-based educational institutions (7%). In terms of working place, 88% of the respondents worked at School/Faculty/Centre/Institute, and 13% did at the rectorate. A categorical analysis by frequency of occurrences reveals that the most referred object of respondent's work was education, followed by social issues (rather than sociological), then mental health, humanities, business, and management (Table 4).

Table 4: Categorical analysis of the departments/units. Respondents worked more in ...) (n=48)

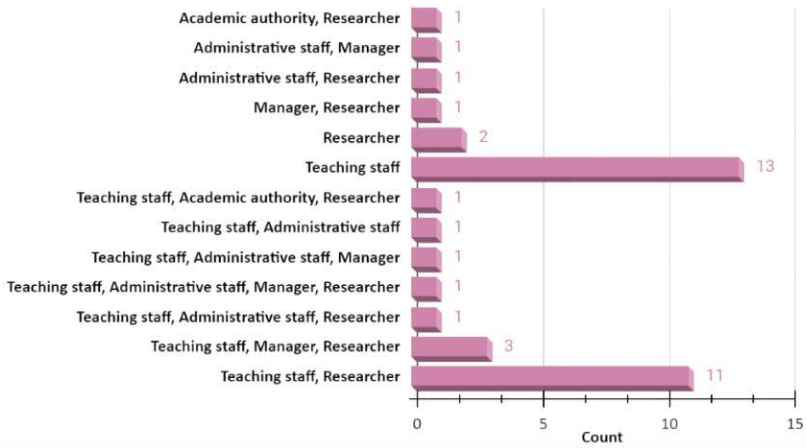
Category (freq.)	**Subcategories (freq.)**			
Education (15)	Teaching (3)	Personal development (2)	Innovation (2)	Art; Clinical; Citizenship; Didactic & School Organization; Policies; Inclusiveness; Research; linguistics (1)
Social Issues (10)	Social Sciences (4)	Social Work (3)	Social Impacts (2)	Sociology (1)
Mental health (8)	Psychology (5)	Personal Development (2)	Psychiatry (1)	
Humanities (6)	Human Sciences (3)	Arts & Humanities (3)		
Business & Management (6)	Quality Assurance & Innovation; Business & Management; Business Ethics; Competence & Career Centre; Social Business Consulting (1)			

The subcategories analysis tells us that respondents dealt more with personal development, innovation, and organizational issues. With regards to the humanities, it was not possible to break them down in more concrete terms as the respondents did not provide more information about the subject matter. Given the lack of information provided, further investigations are needed to understand what readings can be made about the typology of the various categories and subcategories, whether at the national or European level. For example, it is important to understand what the *motives for* and the *motives why* could be; education and social issues are presented as the most mentioned. It would also be interesting to monitor the projects developing business issues in terms of management, ethics and social consulting. It would be important to understand what social changes are being implemented through S-L, and how those issues are related to education, social and mental health at the European level. The most repeated analytical category on the institutional position of the respondents was the teaching staff, more so than researchers, administrative staff, managers, and academic authorities (figure 3).

Figure 3: Counting the institutional positions of respondents on behalf of which they were responding.

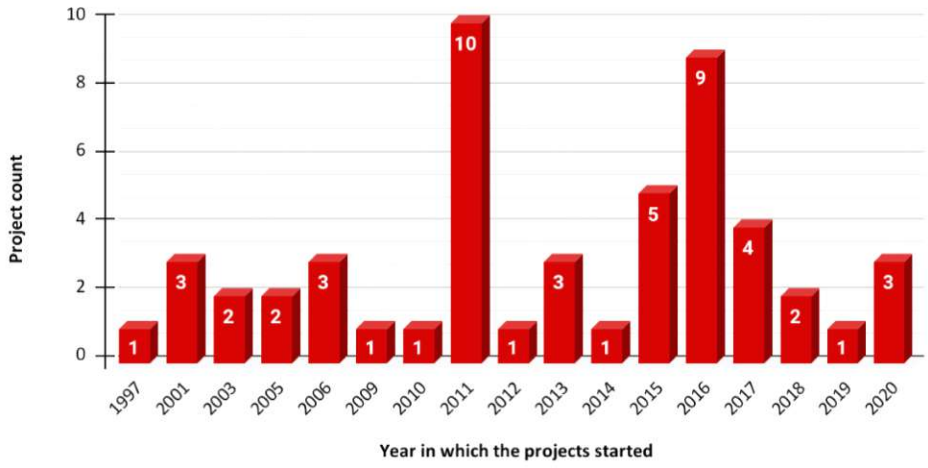
Among the different combinations presented (figure 4), teaching staff and researcher was the most repeated position (22%), followed by the administrative staff, manager, and researcher (6%). There are other combinations but less frequently compared to the previous ones.

Figure 4: Count of the positions of the respondents in the institution (n=51)



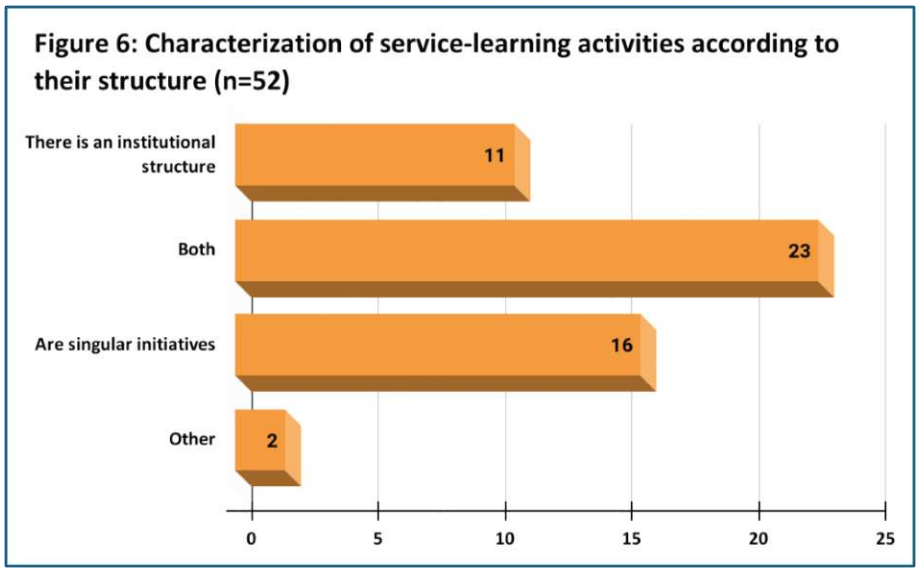
Among all the institutions that took part in the responses to this questionnaire, according to what was mentioned by the respondents, it was in 2011 that most institutions started the development of their S-L projects (figure 5). After a few years of little development of new institutions running S-L projects, in 2015 and 2016 the number increased again then kept decreasing until 2019 then increased again in 2020, but fewer than 2017, 2016, 2015 and 2011 (figure 5). The increase in the number of new institutions developing S-L projects in 2011 and 2016 was seen in higher percentages in the educational institutions of public state administrations ("public") than in the educational institutions of public non-state administrations ("private") (60% in 2011 and 88% in 2016). The same principle applies to the years 2015 and 2017 (60% and 75% respectively).

Figure 5: Counting the number of projects that started per calendar year (n=52)



This means that most of the increase in the number of new institutions carrying out S-L projects took place in 'public' institutions. But in general terms, one may ask: What could be the reasons for such a low and uneven growth? Does the geographical position of countries in Europe influence their adherence to S-L? To what extent do the universities' type of administration influence the development and regularity of S-L projects?

The last point in the respondents' general profile field has to do with their opinion on whether S-L activities were developed as singular initiatives or if there was an institutional S-L structure or both. From figure 6, almost half of the S-L activities were developed as singular initiatives and as having any form of institutional S-L structure. About a third of the projects were developed as singular activities, while a fifth were activities implemented through some form of an institutional framework.



Having an institutional structure is important because, as Opazo *et al.,* (2016) said, higher education institutions need to develop elements that are shared by different institutions regarding protocols, assessment tools, and databases of good practices. And, as Meijs, Maas and Aramburuzabala (2019) put it, the institutional structures and policies regarding S-L encourage, help, and support faculty and staff to adopt this pedagogical approach.

b. Main findings on the constituents of institutionalization of service-learning across Europe

As already stated, the purpose of this survey was to identify the type of evidence on the institutionalization of S-L across European higher education institutions, with the aim to contributing towards a more integral, enduring, and meaningful community engagement. For that reason, the researchers have surveyed about ten different components that, hopefully, can cover as broadly as possible the fundamental elements of the processes of institutionalization. For each component, the questionnaire statements will be presented, a table with the percentages attributed by the respondents, followed by a comment. The comments were made based on the percentages obtained, as well as other information provided by the respondents through the documents attached to their responses. To this end, research questions were raised on each component. The questions are intended to be reflective for future research actions, and were formulated from notes of organizational theory, theory of sociology of education, political analysis, and pedagogical-didactic analysis. These questions converge and fuse at times. In each group of questions, the key concepts were underlined, that is, concepts that should be worked on in order to increase the efficiency of each component for the institutionalization of S-L. In addition to the tables, the researchers attached pie graphs to represent the percentages of evidence attributed to each statement (annexe B), and also other graphs allowing horizontal readings for each component (annexe C). The purpose of these charts is to make each sentence easier to read.

IN TERMS OF THE INSTITUTIONAL INVOLVEMENT

Table 5: Different types of evidence regarding institutional involvement. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
The institutional mission statement contains citizenship and social responsibility as important concerns.	2%	20%	38%	41%
Short-range and long-range S-L institutionalisation goals are clearly defined at the institutional level.	13%	41%	34%	13%
S-L development is included in strategic documents of the higher education institution.	11%	31%	27%	31%
S-L has been embedded over time both across departments and throughout different levels of an institution's pronouncements, policies, and practices.	23%	45%	25%	7%
S-L is clearly identified and is not being used synonymously with other civic engagement practices	21%	29%	29%	21%

COMMENT: While there is a lot of evidence of institutional involvement among higher education institutions, it is not substantial. Social responsibility appears in the institution's mission statements. It is also evident that institutionalisation goals are somehow defined at the institutional level, although not substantively, nor permeating all the different institutional, political, and practical levels. Some institutions might be calling S-L what in reality is not. Also, the substantial evidence of S-L embedded cross institutional levels is very low.

RESEARCH QUESTIONS: Knowing the importance of working on the issue of goals and the need to be aware of organizational and administrative limits, one may ask: Is the S-L goal-seeking process accompanied by an awareness of limits to avoid harmful actions in the process.? Considering the relevance of hierarchy, design, and strategic development of the institution it is relevant to ask: What are the possibilities of S-L providers, not only to avoid what is harmful, but also to define a behavioural space within which people can act, innovate or self-organize as they wish? Do they have the space and conditions to stay focused on facilitating, orchestrating, and managing boundaries, creating "enabling conditions", of discovering their own forms of institutional involvement? Does institutional leadership facilitate S-L embedding over time? These are pertinent questions because the so-called transformational change in universities (integration of the third mission) involves the creation of new institutional contexts that can break the hold of dominant patterns in favour of new ones. The institutionalization must not be directly controlled by any group of individuals but stay open for many vital ideas.

FUNDS ALLOCATION AND FINANCIAL STRATEGIES

Table 6: Different types of evidence regarding funding and financial strategies. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
External funds have been used to support S-L programs.	33%	20%	26%	20%
Internal funds have been regularly committed to supporting S-L.	24%	29%	33%	15%
Despite a variety of financial strategies adopted to implement and sustain S-L initiatives, students often assume a portion of the program cost.	47%	33%	16%	4%
Specific S-L grants have been provided to individual students, ensuring that low-income students have equal access to service-learning initiatives.	76%	7%	11%	6%
Administrative and management procedures have been adopted to foster transparency and fairness in the management of the S-L budget.	48%	28%	17%	7%

COMMENT: Almost half of all respondents are not aware of any kind of funding and financial strategies for the institutionalization of S-L. When it exists, it seems not to be exercised with the direct intention of promoting the institutionalization of S-L. Also, it seems there is hardly any support to ensure that students with greater difficulties participate on an equal footing with others. The support that exists for the S-L programs comes from internal sources within the institution, rather than from external ones. It seems that it is with these funds, internal rather than external, that institutions support the costs of the programs, knowing that students are called to participate in the activities' expenses, albeit with different regularity and intentionality. Also, respondents say that the higher education institutions seem not to have administrative and management procedures to foster transparency and fairness concerning the management of S-L budgets. Institutions that do have such procedures, do not execute them adequately, resulting in inadequate transparency and fairness of budget management.

RESEARCH QUESTIONS: Are the institutional boards aware that, in order to innovate on their financial strategies and funding, they cannot do so as independent and discrete entities? Are they aware that the administrative future of S-L requires organizational binding with that of the wider context to which they belong? Are they open to developing S-L financial and funding strategies as dependent entities, in terms of being linked to the broader context in which they are inserted? What changes in vision, ideas, norms, and beliefs must be made to reform structures and facilitate new financial strategies?

COORDINATING UNIT/SUPPORT INFRASTRUCTURE

Table 7: Different types of evidence regarding the coordinating unit/ support infrastructure. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
An office or a coordinating unit has been established with specific staff responsible for academic service-learning student affairs and other administrative business across the institution.	33%	22%	22%	24%
An office or a (facility/facilitator/coordinator...) within schools/faculties/academic centres.	42%	22%	15%	22%
There is an advisory board comprised of multiple stakeholders to ensure collaborative strategic planning, goal-setting and mutual benefit for all.	47%	29%	13%	11%
Assessment of student learning outcomes is promoted and facilitated.	13%	43%	19%	25%
Self-assessment of teachers is promoted and facilitated on S-L projects.	40%	34%	15%	11%
Assessment of community partners is promoted and facilitated on S-L.	28%	44%	19%	9%
There is a specific office or staff providing centralized support in terms of training opportunities, pedagogical aids, resources, and connections to community agencies/colleagues.	24%	31%	24%	22%

COMMENT: There are many respondents reporting that there is no evidence of such coordination units and that when they do exist, they lack regularity, permanence, and intentionality for the purposes of institutionalizing S-L. One can see that there is a need of implementing more offices or coordinating units, not only across institutions but perhaps more importantly, within specific schools, faculties, and academic centres in order to take care of S-L student affairs and other administrative issues. Still, it is important to develop many more advisory boards of multiple stakeholders to ensure collaborative strategic planning, goal setting and mutuality of benefits for all those involved in S-L programs. Among students, teachers, and community assessment, clearly institutions are promoting and facilitating the assessment of students' learning outcomes with greater emphasis, than they are with self-assessment of teachers and the community. In fact, with regards to teachers' self-assessment, there are a lot of institutions that are not promoting or facilitating this practice at all, and those that do, exercise it with a lack of clarity and meaning for the subjects and social entities under evaluation.

RESEARCH QUESTIONS: Which are the day to day hidden institutional issues that might be preventing the implementation of coordinating units, teachers', and community assessment? "What institutional and community priorities will the assessment process serve (in addition to the benefits of recognition)?" (Bandy *et al.*, 2018:39) What are the underlying preoccupations and concerns of institutional boards that they might be not able to address in this regard?

REWARDS AND RECOGNITION OF STUDENTS AND TEACHERS

Table 8: Different types of evidence regarding the rewards and recognition of students and teachers. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
There are rewards for teachers such as released time, grants, sabbaticals, or other forms of S-L recognition in regular appraisals or in the tenure process.	81%	15%	2%	2%
There are professional opportunities to innovate in terms of integrating S-L in the teaching practice.	23%	47%	21%	9%
Time, resources, and conditions have been allocated to implement and evaluate S-L.	37%	37%	14%	14%
The students' S-L work is recognized with credits.	4%	19%	32%	45%
The students' S-L work is recognized with a certificate or other form of recognition (besides credits).	11%	43%	24%	22%

COMMENT: The vast majority of respondents said that there are a lot of institutions not providing any form of rewards and recognition to students and teachers. Among those who manifest some type of evidence, mostly it was not within a permanent and integral institutional reward plan. There was greater prevalence of an absence of rewards for teachers such as institutions releasing time, providing grants, assigning sabbaticals in regular appraisals or in the tenure processes. A little less prevalent, but nonetheless with high occurrences of factual evidence, is the fact that many institutions do not provide enduring and meaningful professional opportunities to innovate S-L teaching practices. Time, resources, and conditions for teachers to implement and evaluate S-L programs are also limited. In the case of students, the type of evidence seems to be different. According to the respondents' position there seems to be evidence that student S-L works are recognized with credits and certification by institutions, but the evidence is less in the case of other forms of recognition besides credits.

RESEARCH QUESTIONS: Given that the challenge of institutional change is enormous because an institution is a living, evolving and self-organizing reality that can be shaped and reshaped positively or negatively in a relative way by all stakeholders, one may ask: (a) Why is there almost no evidence of teacher's rewards and recognitions since they are a key to shaping and reshaping institutions positively? (b) What incentive policy could be designed to reduce the profound rigidity of institutional thought and action patterns? (c) What informalities are actually getting in the way of the recognition and reward process?

TEACHING PLANNING

Table 9: Different types of evidence regarding the teaching planning. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
S-L is becoming embedded over time as an experiential didactical methodology in my higher education institution.	13%	42%	29%	16%
S-L is becoming embedded over time as an experiential didactical methodology in my school/faculty/ academic centre.	7%	42%	29%	22%
S-L is becoming embedded over time as an experiential didactical methodology in my department.	11%	43%	24%	22%
S-L is becoming embedded over time as an experiential didactical methodology on Bachelor courses.	17%	37%	32%	15%
S-L is becoming embedded over time as an experiential didactical methodology on Master courses.	21%	43%	23%	13%
S-L is offered to all students with equal opportunities, regardless of whether they are distance learning students, students with disabilities, or gender minorities.	11%	20%	38%	31%

COMMENT: Teachers seem to be embedding service-learning in their tuition, and there are also quite a few that do so off record, without being part of the integrated planning of the didactic act. This reasoning can be further dissected, service-learning is not substantially more embedded as we approach the micro-levels of institutional analysis. In fact, the occurrences of substantive evidence do not increase significantly towards the work of departments of institutions than at the analytical institutional levels. Finally, higher education institutions are evidently offering service-learning to all students with equal opportunities, regardless of whether they are distance learning students, students with disabilities, or part of gender minorities. Yet these opportunities need to be more meaningful for these students.

RESEARCH QUESTIONS:

It is not substantially evident if service-learning is actually being introduced into the analytical teaching level and some questions that arise are:

Is service-learning *de facto* instilling in the students a sense of civic engagement, responsibility, and work towards positive social change within society? Have service-learning providers been sensitive to understanding the social contexts and socio-cultural practices in which service-learning takes place? If so, to what extent have they been able to provide knowledge in the contexts of service-learning institutionalization? To what extent have service-learning providers been able to synthesize new (local) service-learning knowledge, explanations, or connections related to a particular item? Have they been open, reflexive and looking for meaningful ideas that might open up new opportunities of action or provide influence in difficult institutionalization problems?

TEACHING PRINCIPLES

Table 10: Different types of evidence regarding the teaching principles. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
Teaching through service is becoming a central method in teaching in my institution.	46%	36%	11%	7%
Curricula lead students to identify community needs for their service when they participate in S-L activities.	29%	35%	26%	10%
Evaluation processes of S-L include emotional and cognitive competencies.	20%	38%	29%	13%
Evaluation processes include curricular and co-curricular learnings.	19%	37%	29%	15%
Evaluation processes include not only disciplinary competencies of subjects or degrees but also transversal / generic ones.	16%	33%	31%	20%
Online S-L projects have been developed.	26%	26%	27%	22%
International S-L projects have been developed.	28%	26%	26%	20%

COMMENT: Understanding the type of evidence of service-learning as a main teaching method. Even though it is clear that teaching through service is not given centre stage in institutions, still S-L activities are being conducted, and pedagogical activities involving emotional and cognitive skills are integrated in the curriculum. Also noted is that teaching processes through S-L consider transversal competencies in addition to disciplinary competencies. International projects are underway, although without this generating much evidence.

RESEARCH QUESTIONS: Taking into consideration that higher education institutions must be able to innovate and evolve to meet the challenges of changing environments, how could S-L providers foster the joint co-creation of interaction networks, developed by and for everyone involved? To what extent can this type of S-L networks acquire form and orientation by the contribution of all participants? What changes are needed at each level in order to make them operate within the sphere of responsible autonomy? In this regard, what specific guidelines could be drawn in order to avoid the anarchy and the complete free flow that arises when there are no parameters or there is an over-centralization in the institutionalization process?

Table 11: Different types of evidence regarding service-learning research. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
Research on S-L is undertaken.	17%	35%	26%	22%
Research is focused on different stakeholders.	19%	33%	32%	17%
The research agenda is developed in a partnership with the community.	38%	34%	19%	9%
Academic research on S-L is collaborative/participatory.	24%	48%	17%	11%
The higher education institution provides training on S-L research.	63%	19%	11%	7%
The higher education institution makes research resources accessible.	33%	35%	20%	13%
Research is developed based on a structured partnership, in which the community can co-determine the S-L research agenda.	55%	23%	15%	8%

COMMENT: There are many institutions that undertake S-L research. In those that do, there is a large section that does so without any form of continuity, recurrence, or systematization. There is evidence, albeit of a diffuse type, that the investigation that is done considers the various types of actors of the S-L projects, but the research agenda does not seem to be developed in partnership with the community. This leads to the reality that institutions that carry out S-L are not significantly promoting collaborative or participatory research with the other social actors participating in these projects. Higher education institutions are not providing significant training on S-L research, and research resources need to become more accessible. Hence, it is not surprising that research in this subject is not largely developed based on partnership structures in which the community can co-determine the research agenda.

RESEARCH QUESTIONS: Bringle and Hatcher (2000) stated that for S-L to become institutionalized, there would need to be a transformation of colleges,' and universities' scholarships to align them to the aim of fostering engagement that is integral, enduring, and meaningful to all stakeholders. Some questions that arise in light of this: To what extent have institutions been facilitating meaningful S-L? Are researchers supported in order to develop S-L investigations on social interaction and enquiry? In light of Dewey (1940), to what extent have researchers constructed S-L knowledge in significant contexts such that it mobilises people and eventually transfers it to other institutionalization contexts? Since "people learn from one another as they live with one another" (Hager & Halliday 2009:100) and thus the understanding of learning as a social process becomes central (CERI, 2010), one may ask: Would it be useful to stop conceptualising S-L as a preparation for social life, and instead view it more as an essential part of it; that is, preparing those who live it for a life of meaning?

INSTITUTIONAL ADVERTISING AND SUPPORT

Table 12: Different types of evidence regarding institutional advertising and support. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
There is a S-L web section at the institutional level.	39%	22%	20%	19%
There is a database or a catalogue with previous/current/future S-L projects/courses.	44%	24%	17%	15%
There is a matching online platform between community S-L projects needs and higher education institutional expertise.	68%	26%	6%	0%
There is an online framework to submit candidatures/proposals of students and/or teachers for S-L projects.	55%	36%	4%	6%
S-L courses are advertised throughout the institution.	19%	33%	30%	19%
The institution supports the participation in S-L projects of all students regardless of their age, class, culture, or race.	13%	20%	37%	30%
The institution supports online platforms for cooperation where S-L providers, students, civic leaders, and community members together identify community needs.	52%	35%	6%	8%
The institution provides initiatives to encourages S-L.	18%	40%	24%	18%

COMMENT: To a large extent in most institutions there is no evidence of web sections, databases or catalogues on S-L initiatives, and there is even less evidence that institutions seek to satisfy the needs of S-L projects using higher education institutional expertise. There seems to be a lack of substantial evidence of an online framework to submit students' and/or teachers' candidatures/proposals for S-L projects. There is no clear evidence of the existence of advertising of S-L courses throughout institutions. Even less evident is the institutional support of online platforms for cooperation where S-L providers, students, civic leaders, and community members come together to identify community needs. What does seem quite evident are the institutional initiatives to encourage S-L and to support the participation in S-L projects of all students regardless of their age, class, culture, or race.

RESEARCH QUESTIONS: Does the lack of evidence of institutional support mean that administrations are trying to avoid the emergence of differing S-L norms and standards of behaviour which could impact day-to-day operations?

What is the capacity for institutional adjustment to the new meanings, new metaphors that appear as a result of the learnings of those involved in S-L projects?

STUDENT LEARNINGS ON SOCIAL JUSTICE

Table 13: Different types of evidence regarding the student learnings on social justice. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
S-L initiatives enable students to develop awareness and a sense of social responsibility.	2%	16%	44%	38%
S-L initiatives allow students to learn and develop capacities to deal with complex societal issues.	2%	20%	42%	36%
S-L initiatives enable students to choose and act meaningfully.	2%	11%	58%	29%
S-L initiatives deepen students' potential and commitment as change agents.	4%	22%	40%	35%

COMMENT: Student social justice learning focused on understanding the type of evidence institutions are placing on the development of awareness, of social responsibility, of capacities to deal with complex societal issues, of enabling students to choose and act meaningfully and of deepening student's potential and commitment as change agents. The data represents clear and substantial evidence that service-learning projects are improving all of those social justice learnings.

RESEARCH QUESTIONS: Are the S-L projects developing critical debates on issues related to power, privilege, and social inequalities? Are S-L projects critically examining issues such as racism and equal opportunities? "How are the institutional self-studies incorporating consistent critical reflection to sustain longitudinal relationships and address structural inequities?" (Bandy *et al.*, 2018:39) Are these projects improving students' reflection about their social status? Are the real impacts of S-L on countering situations of injustice and effecting social change known? How are S-L institutions connected to the global movements in favour of social justice and democratic social change? Are S-L providers aware that while this methodology can increase student engagement, learning outcomes, professional skills, attitudes toward community service and social justice, it can also further entrench racial stereotypes and bias? To what extent should S-L providers fully work on the issues of social justice? Are there limits to be placed? Knowing that many SL providers argue that it can provide reparation to civil society and to communicate the goal of social justice. Have S-L providers been espousing the kind of system-challenging S-L that would be necessary to achieve such goals and avoiding the pitfalls? In light of Bandy *et al.*, (2018:20) "what institutional structures are most conducive to effective social change in higher education or community organizations?"

PARTNERSHIPS WITH THE COMMUNITY

Table 14: Different types of evidence regarding the partnerships with the community. Percentages attributed by respondents.

Sentences	No evidence	Slight	Clear	Substantial
Guidelines on S-L to guarantee adequate community involvement and equal partnerships are available.	28%	33%	28%	11%
Partnership development engages different stakeholders in responsible and challenging actions for the common good.	13%	38%	34%	15%
Partnership agreements clarify the responsibilities of each stakeholder involved.	17%	23%	40%	21%
Partnership development on S-L matches service providers and service needs recognizing changing circumstances.	25%	28%	30%	17%
Resources for S-L are coupled with those of the institution to build reciprocal, enduring and diverse partnerships that mutually support community interests plus academic and student goals.	35%	25%	33%	8%
There are collaboration agreements/protocols of intent between the higher education institution and community partners.	17%	33%	29%	21%

COMMENT: In light of this data, it is possible to state that there are collaboration agreements/protocols of intent between the higher education institutions and community partners and that responsibilities are agreed among all stakeholders. It is also possible to mention that S-L partnerships are somehow engaging different stakeholders in responsible and challenging actions for the common good. But data also shows that higher education institutions should be more proactive in defining guidelines on S-L in order to guarantee adequate community involvement and equal partnerships, as well as coupling more substantial resources with those of the institution. That coupling process is essential to foster the development of reciprocal, enduring and diverse partnerships that mutually support community and academic interests and student goals. Still, partnerships should stay more focused on matching service providers and service needs amidst changing environmental circumstances. Overall, it seems that respondents are aware that agreements/protocols, the assignment of responsibilities and the idea of actions for the common good should evolve in accordance with the emerging evidence. Meanwhile, this aim is confronted with a reality lacking encouragement for partnerships' reciprocity and guidelines' relevance amidst constant social change.

RESEARCH QUESTIONS: Do these partnerships respect the principle of coexistence of participants' interests and the full potential for their articulation? Are the criteria and partnership forms ensuring the inclusion of all stakeholders according to the specificity of the projects in question? Is the adequate promotion of community sectors ensured?

6. Final remarks

> "The problem of education in its relation to the direction of social change is all one with the problem of finding out what democracy means in its total range of concrete applications; economic, domestic, international, religious, cultural, and political" (Dewey, 1937: 416).

EASLHE proposes the institutionalization of S-L in European higher education with the aim of promoting civic engagement and the improvement of the students' academic and social learnings. The intention is to accomplish this by introducing it into existing structures and also by using S-L to transform the institution into being more democratic and social justice-oriented. Such intention implies the transformation of S-L values and principles into subjective social action which is to be done through specific institutional processes and organized professional work.

In order to study these processes, EASLHE run an inductive analysis of 56 European higher education institutions. This being said, it seems the ambitious purpose of instilling in the students a sense of civic engagement, responsibility, and social justice towards positive social change within society falls short; there is only slight evidence this objective has been attained. It is not clear whether or not institutions have been able to understand the social contexts and socio-cultural practices in which learning takes place. Therefore, institutions should foster students' critical thinking through meaningful S-L. They must be supported in developing further social learning, local context learning, research and to consider the implementation of those contributions.

In organizational terms, the institutionalization of S-L processes should be accompanied by opportunities for the participation of different stakeholders in order to define a space in which people can act, innovate, or self-organize as they need. Institutional leadership must facilitate S-L implantation within their institutions over time. These are important issues because the so-called transformational change in the universities (integration of the third mission) involves the creation of new institutional contexts, and for that to happen the institutionalization must not be directly controlled by any specific group of individuals but to stay open to many key influences. Simultaneously, higher education institutions should be supported to develop incentivising policies for all stakeholders, to be aware of the institutional limits to avoid damaging outcomes, and to pay attention to the hidden and informal dimensions of everyday institutional reality.

As the authors of this report have aimed to convey in the written comments and in the formulation of the questions the following: the institutionalization of S-L will develop if each institution knows how to resolve the day-to-day activities and continued oppositions felt in the processes of institutionalization. These oppositions are most noticeable in daily work where there are competing needs: the need for innovation and the pressure to manage risk and error, the need for long-term

thinking and the pressure for results, the need to reduce staff and the urgency of increasing teamwork, the will to self-organize whilst having to maintain respect for institutional rules and control, to foster collaboration yet maintain a competitive profile, these are some accounts of the conflicting needs that arise every day.

All these considerations must be read bearing in mind that this research has limitations. First limitation: As said previously, the majority of European higher education institutions do not practice S-L, because of this, the number of S-L researchers is very small. This implies very few projects, activities, evaluations, critical analysis, and a weak evolution of methodological development. Second limitation: The time available to do this research. The authors had just three months available to elaborate, validate and disseminate the survey, from January to March 2021. In the future, more time is needed to review the literature in greater depth, to build more comprehensive conceptual maps and test inductive paths to facilitate the outline of multiple types of working with others, of interiorizing the whole social reality, and instilling a culture of S-L in each individual. Third limitation: The authors are working inductively on a subject that has a small number of European S-L providers, practitioners, advocates, policy-makers, researchers, and managers. The lesser the research available to the authors, the more difficulties they face to come up with European S-L strategic concepts and to get an overview of this subject. Therefore, more extensive on-task S-L activities need to be developed, more experiences need to be generated, and more informal learnings need to be made accessible.

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Annexe A

Survey on service-learning institutionalisation processes in European higher education

Survey on service-learning institutionalisation processes in European higher education

Part 1 - Respondent information

Full name of the respondent:

Email of the respondent:

Phone number (including country code) of the respondent:

Do you work at:*

- ○ School/Faculty/Centre/Institute
- ○ Rectorate

On behalf of which school/faculty/rectory are you responding?

Department / unit of the respondent (e.g. human sciences):

Position of the respondent in the institution (tick as many options as you need):*

- ☐ Teaching staff
- ☐ Administrative staff
- ☐ Manager
- ☐ Academic authority
- ☐ Researcher
- ☐ Other: (please, specify)

Part 2 - Institutional information

Institution's name:*

Institution's website:*

Institution's administration typology

- ○ Educational institution of state public administration ("public")
- ○ Educational institution of non-state public administration ("private")
- ○ Faith-based educational institution
- ○ Other, please specify

How many years have service-learning activities been developed in your institution?

Are service-learning activities developed like singular initiatives or there is an institutional service-learning structure? (tick the ones that best reflect your opinion):*

- [ ] Are singular initiatives
- [ ] There is an institutional structure
- [ ] Both
- [ ] Other (please, specify)

Part 3 - Service-learning institutionalisation

Institutional involvement

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID1.1 - The institutional mission statement contains citizenship and social responsibility as important concerns.

○ No evidence ○ Slight evidence ○ Clear evidence ○ Substantial evidence

ID1.2 - Short-range and long-range service-learning institutionalisation goals are clearly defined at the institutional level.

○ No evidence ○ Slight evidence ○ Clear evidence ○ Substantial evidence

ID1.3 - Service-learning development is included in strategic documents of the higher education institution.

○ No evidence ○ Slight evidence ○ Clear evidence ○ Substantial evidence

ID1.4 - Service-learning has been embedded over time both across departments and throughout different levels of an institution's pronouncements, policies, and practices.

○ No evidence ○ Slight evidence ○ Clear evidence ○ Substantial evidence

ID1.5 – Service-learning is clearly identified and is not being used synonymously with other civic engagement practices such as volunteering, community engagement, community service, participatory research, international cooperation, problem-based learning, community-based research, project-based learning, participatory action research, internships, action-reflection methodologies, social entrepreneurship, etc.

○ No evidence ○ Slight evidence ○ Clear evidence ○ Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writing details and comments (in English if possible).

Funds allocation and financial strategies

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID2.1 - External funds have been used to support service-learning programs (e.g. EU funded projects, private funding).

No evidence Slight evidence Clear evidence Substantial evidence

ID2.2 - Internal funds have been regularly committed to support service-learning.

No evidence Slight evidence Clear evidence Substantial evidence

ID2.3 - Despite a variety of financial strategies adopted to implement and sustain service-learning initiatives, students often assume a portion of the program cost (e.g. traveling costs, materials, etc.).

No evidence Slight evidence Clear evidence Substantial evidence

ID2.4 - Specific service-learning grants have been provided to individual students, ensuring that low-income students have equal access to service-learning initiatives.

No evidence Slight evidence Clear evidence Substantial evidence

ID2.5 - Administrative and management procedures have been adopted to foster transparency and fairness about the management of service-learning budget (including concrete service-learning projects and general budget to S-L).

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Coordinating unit / support infrastructure

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID3.1 - An office or a coordinating unit has been established with specific staff responsible for academic service-learning student affairs and other administrative business across the institution.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.2 - An office or a coordinating unit has been established with specific staff responsible for academic service-learning student affairs and other administrative business within specific schools/faculties/academic centers.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.3 - There is an advisory board comprised of multiple stakeholders to ensure collaborative strategic planning, goal-setting and mutual benefit for all stakeholders.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.4 - Assessment of student learning outcomes is promoted and facilitated on S-L projects.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.5 - Self-assessment of teachers is promoted and facilitated on S-L projects.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.6 - Assessment of community partners is promoted and facilitated on S-L projects.

No evidence Slight evidence Clear evidence Substantial evidence

ID3.7 - There is a specific office or staff providing centralized support in terms of training opportunities, pedagogical aids, resources and connections to community agencies/colleagues.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Rewards and recognition of students and teachers

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID4.1 - There are rewards for teachers such as released time, grants, sabbaticals or other forms of recognition of service-learning in regular appraisals or in the tenure process (if those exist).

No evidence Slight evidence Clear evidence Substantial evidence

ID4.2 - There are professional opportunities to innovate in terms of integrating service-learning in the teaching practice.

No evidence Slight evidence Clear evidence Substantial evidence

ID4.3 - Time, resources and conditions have been allocated to implement and evaluate service-learning.

No evidence Slight evidence Clear evidence Substantial evidence

ID4.4 - The students' service-learning work is recognized with credits.

No evidence Slight evidence Clear evidence Substantial evidence

ID4.5 - The students' service-learning work is recognized with a certificate or other form of recognition (besides credits).

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Planning of teaching

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID5.1 - Service-learning is becoming embedded over time as an experiential didactical methodology in my higher education institution.

No evidence Slight evidence Clear evidence Substantial evidence

ID5.2 - Service-learning is becoming embedded over time as an experiential didactical methodology in my school/faculty/ academic center.

No evidence Slight evidence Clear evidence Substantial evidence

ID5.3 - Service-learning is becoming embedded over time as an experiential didactical methodology in my department.

No evidence Slight evidence Clear evidence Substantial evidence

ID5.4 - Service-learning is becoming embedded over time as an experiential didactical methodology on Bachelor courses.

No evidence Slight evidence Clear evidence Substantial evidence

ID5.5 - Service-learning is becoming embedded over time as an experiential didactical methodology on Master courses.

No evidence Slight evidence Clear evidence Substantial evidence

ID5.6 - Service-learning is offered to all students with equal opportunities, regardless of whether they are distance learning students, students with disabilities, gender minorities etc.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible)

Teaching principles

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID6.1 - Teaching through service is becoming a central method in teaching in my institution.

No evidence Slight evidence Clear evidence Substantial evidence

ID6.2 - Curricula promotes that students identify community needs for their service, when they participate in S-L activities.

No evidence Slight evidence Clear evidence Substantial evidence

ID6.3 - Evaluation processes of S-L include emotional and cognitive competencies.

No evidence Slight evidence Clear evidence Substantial evidence

D6.4 - Evaluation processes include curricular and co-curricular learnings.

No evidence Slight evidence Clear evidence Substantial evidence

ID6.5 - Evaluation processes include not only disciplinary competencies of subjects or degrees but also transversal / generic ones.

No evidence Slight evidence Clear evidence Substantial evidence

ID6.6 - Online service-learning projects have been developed.

No evidence Slight evidence Clear evidence Substantial evidence

ID6.7 - International service-learning projects have been developed.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Service-learning research

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID7.1 - Research on service-learning is conducted.

No evidence Slight evidence Clear evidence Substantial evidence

ID7.2 - Research is focused on different stakeholder (students, faculty and community partners).

No evidence Slight evidence Clear evidence Substantial evidence

ID7.3 - The research agenda is developed on a partnership with the community.

No evidence Slight evidence Clear evidence Substantial evidence

ID7.4 - Academic research on S-L is collaborative / participatory.

No evidence Slight evidence Clear evidence Substantial evidence

ID7.5 - The higher education institution provides training on service-learning research.

No evidence Slight evidence Clear evidence Substantial evidence

ID7.6 - The higher education institution makes research resources accessible.

No evidence Slight evidence Clear evidence Substantial evidence

ID7.7 - Research is developed based on a structured partnership, in which the community can co-determine the S-L research agenda.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Institutional advertising and support

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID8.1 - There is a service-learning web section at the institutional level.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.2 - There is a database or a catalogue with past/running/future service-learning projects/courses.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.3 - There is a matching online platform between community service-learning projects needs and higher education institutional expertise.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.4 - There is an online framework to submit candidatures/proposals of students and/or teachers for service-learning projects.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.5 - Service-learning courses are advertised throughout the institution.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.6 - The institution supports the participation in service-learning projects of all students regardless their age, class, culture and race.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.7 - The institution supports online platforms for cooperation where service-learning providers, students, civic leaders, and community members together identify community needs.

No evidence Slight evidence Clear evidence Substantial evidence

ID8.8 - The institution provides initiatives to encourage service-learning.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Student social justice learnings

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID9.1 - Service-learning initiatives enable students to develop awareness and a sense of social responsibility.

No evidence Slight evidence Clear evidence Substantial evidence

ID9.2 - Service-learning initiatives allow students to learn and develop capacities to deal with complex societal issues.

No evidence Slight evidence Clear evidence Substantial evidence

ID9.3 - Service-learning initiatives enable students to choose and act meaningfully.

No evidence Slight evidence Clear evidence Substantial evidence

ID9.4 - Service-learning initiatives deepen students' potential and commitment as change agents.

No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

Partnerships with the community

For each of the following sentences, please select the option that better reflects what you have been noticing in your institution: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

ID10.1 - Guidelines on S-L to guarantee adequate community involvement and equal partnerships are available.

No evidence Slight evidence Clear evidence Substantial evidence

ID10.2 - Partnerships development engages different stakeholders in responsible and challenging actions for the common good.

No evidence Slight evidence Clear evidence Substantial evidence

ID10.3 - Partnerships agreements clarify the responsibilities of each stakeholder involved.

No evidence Slight evidence Clear evidence Substantial evidence

ID10.4 - Partnerships development on S-L matches service providers and service needs recognizing changing circumstances.

No evidence Slight evidence Clear evidence Substantial evidence

ID10.5 - Resources for S-L are coupled with those of the institution to build reciprocal, enduring and diverse partnerships that mutually support community interests and academic and student goals.

No evidence Slight evidence Clear evidence Substantial evidence

ID10.6 - There are collaboration agreements / protocols of intent between the higher education institution and community partners.

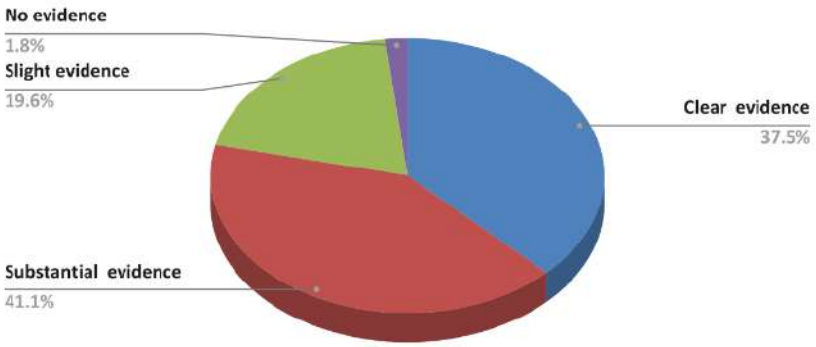
No evidence Slight evidence Clear evidence Substantial evidence

Please provide written evidence by uploading (documents, official statements, resources, etc.) or writting details and comments (in English if possible).

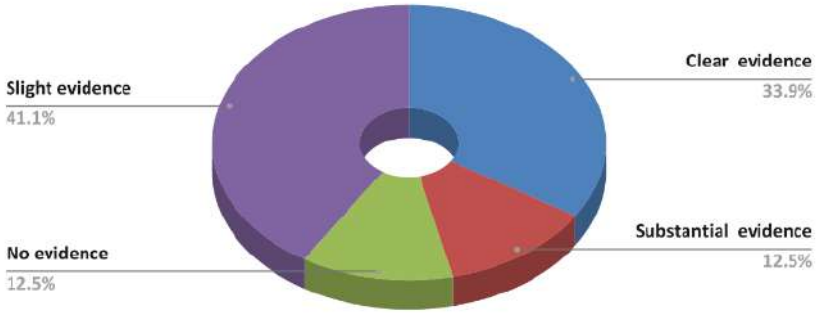
Annexe B

Research report figures on type of evidences

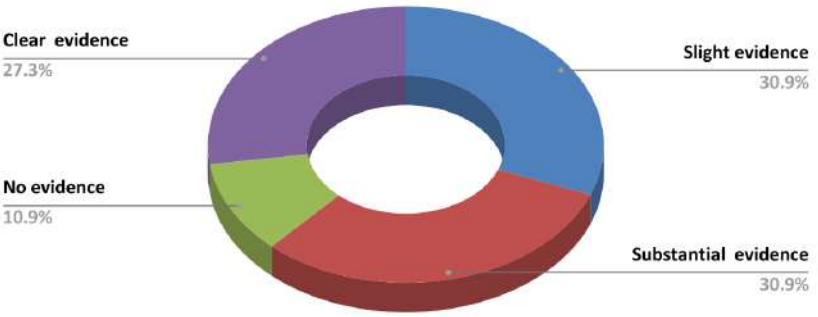
Type of Evidence ID1.1: The institutional mission statement contains citizenship and social responsibility as important concerns. (n=56)



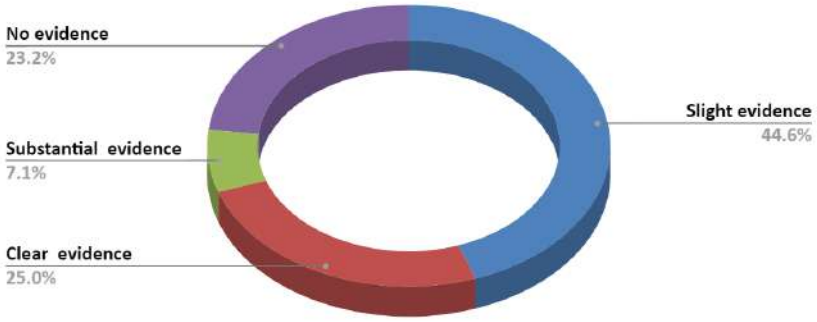
Type of Evidence ID1.2: Short-range and long-range service-learning institutionalisation goals are clearly defined at the institutional level. (n=56)



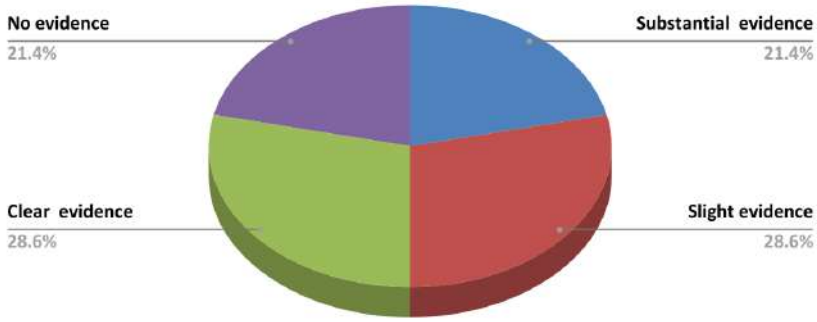
Type of Evidence ID1.3 - Service-learning development is included in strategic documents of the higher education institution. (n=56)



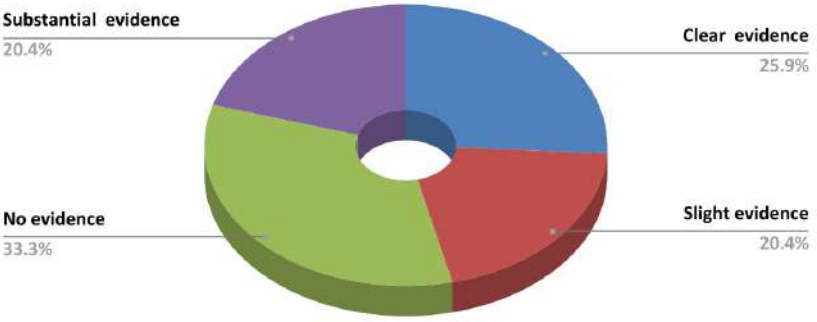
Type of Evidence ID1.4: Service-learning has been embedded over time both across departments and throughout different levels of an institution's pronouncements, policies, and practices. (n=56)



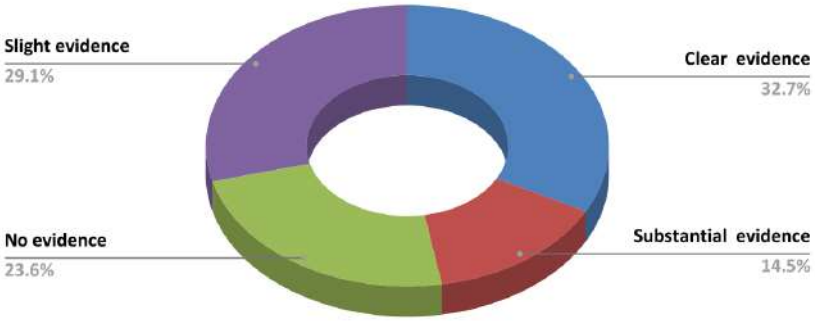
Type of Evidence ID1.5 – Service-learning is clearly identified and is not being used synonymously with other civic engagement practices such as volunteering, community engagement, etc.. (n=56)



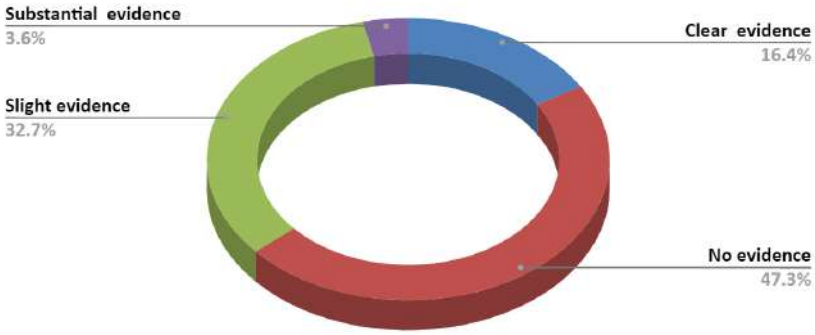
Type of Evidence ID2.1: External funds have been used to support service-learning programs (e.g. EU funded projects, private funding). (n=54)



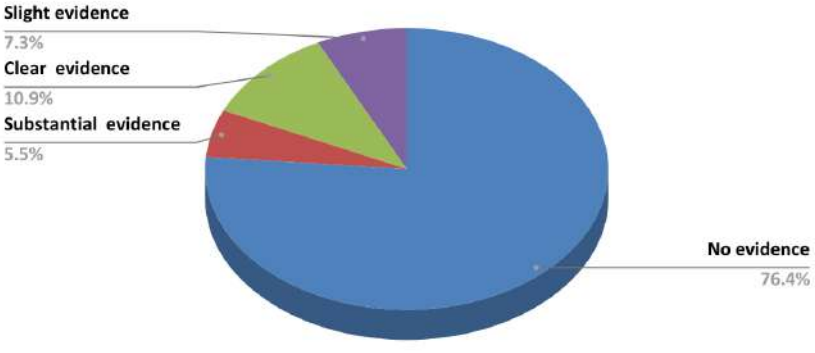
Type of Evidence ID2.2 - Internal funds have been regularly committed to support service-learning. (n=55)



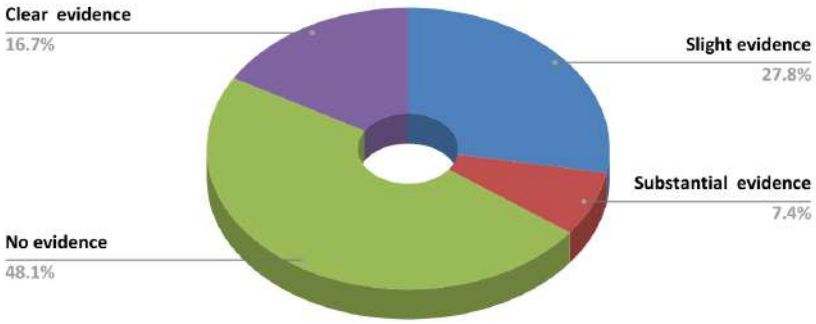
Type of Evidence ID2.3 - Despite a variety of financial strategies adopted to implement and sustain service-learning initiatives, students often assume a portion of the program cost (e.g. traveling costs, materials, etc). (n=55)



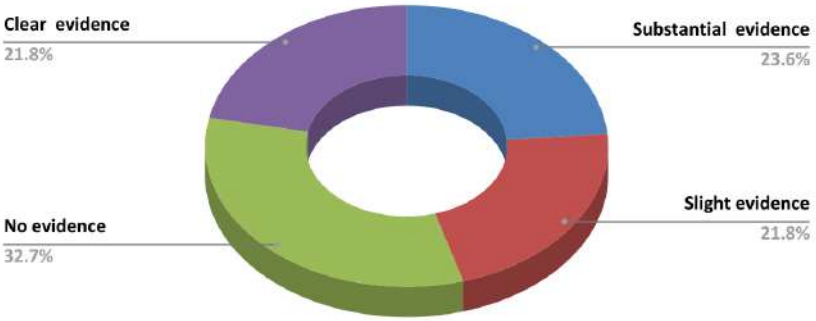
Type of Evidence ID2.4 - Specific service-learning grants have been provided to individual students, ensuring that low-income students have equal access to service-learning initiatives. (n=55)



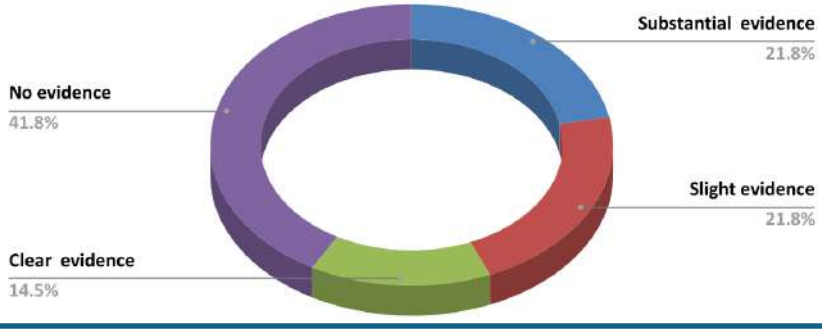
Type of Evidence ID2.5 - Administrative and management procedures have been adopted to foster transparency and fairness about the management of service-learning budget (including concrete service-learning projects and general budget to S-L). (n=54)



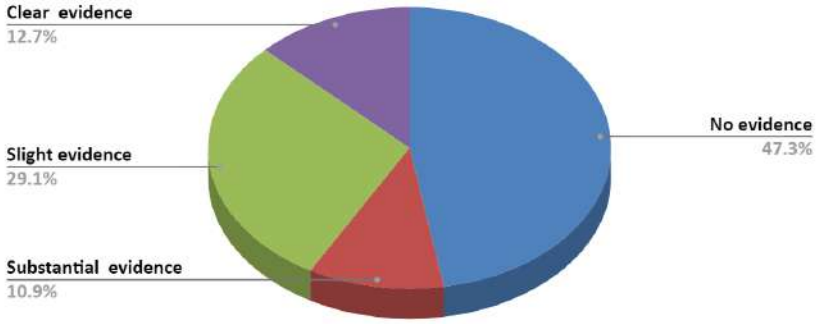
Type of Evidence ID3.1 - An office or a coordinating unit has been established with specific staff responsible for academic service-learning student affairs and other administrative business across the institution. (n=55)



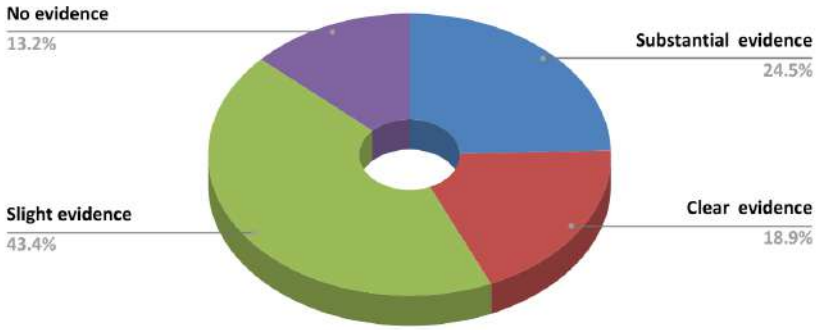
Type of Evidence ID3.2 - An office or a coordinating unit has been established with specific staff responsible for academic service-learning student affairs and other administrative business within specific schools/faculties/academic centers. (n=55)



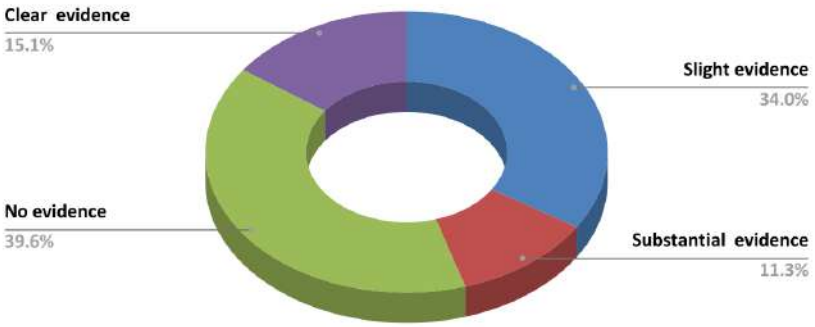
Type of Evidence ID3.3 - There is an advisory board comprised of multiple stakeholders to ensure collaborative strategic planning, goal-setting and mutual benefit for all stakeholders. (n=55)



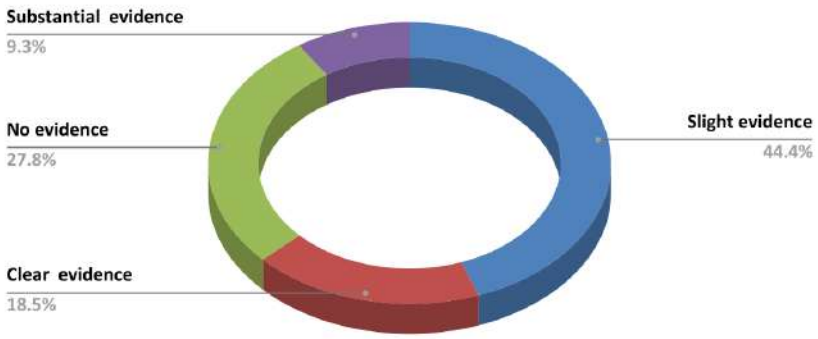
Type of Evidence ID3.4 - Assessment of student learning outcomes is promoted and facilitated on S-L projects. (n=53)



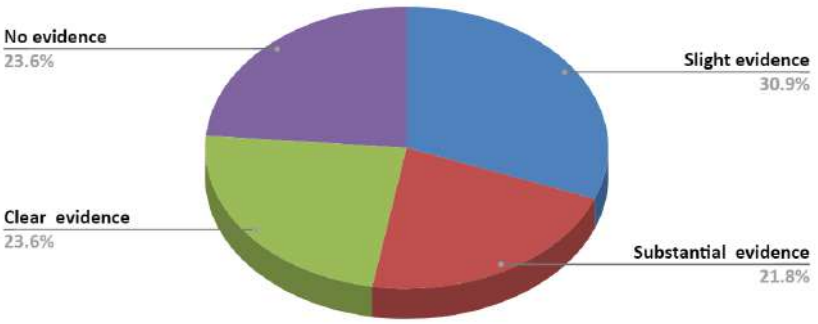
Type of Evidence ID3.5 - Self-assessment of teachers is promoted and facilitated on S-L projects. (n=53)



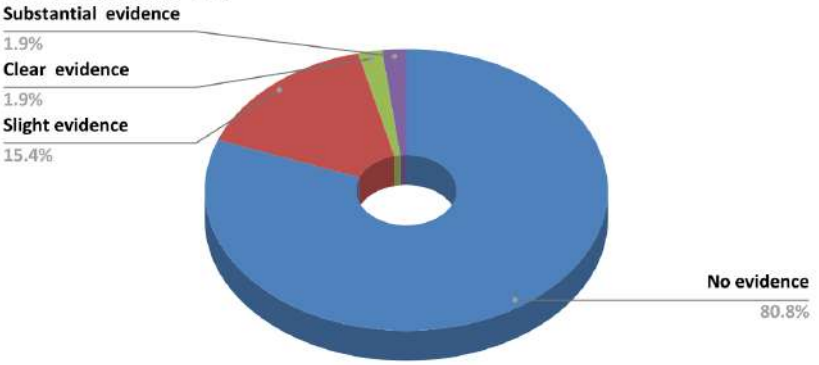
Type of Evidence ID3.6 - Assessment of community partners is promoted and facilitated on S-L projects. (n=54)



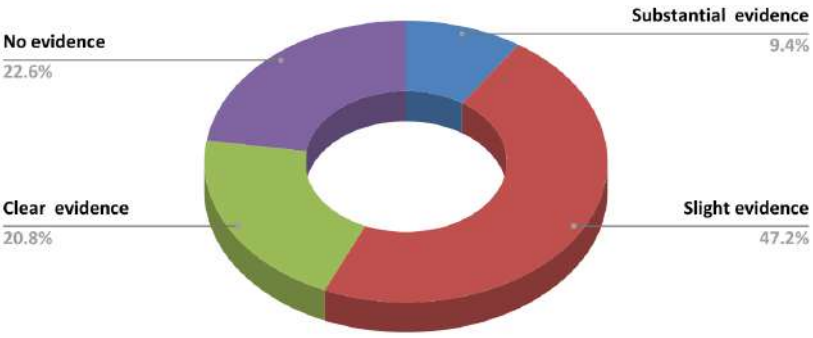
Type of Evidence ID3.7 - There is a specific office or staff providing centralized support in terms of training opportunities, pedagogical aids, resources and connections to community agencies/colleagues. (n=55)



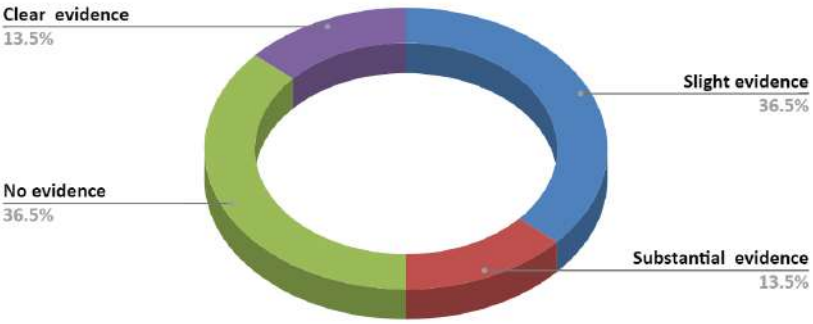
Type of Evidence ID4.1 - There are rewards for teachers such as released time, grants, sabbaticals or other forms of recognition of service-learning in regular appraisals or in the tenure process (if those exist). (n=52)



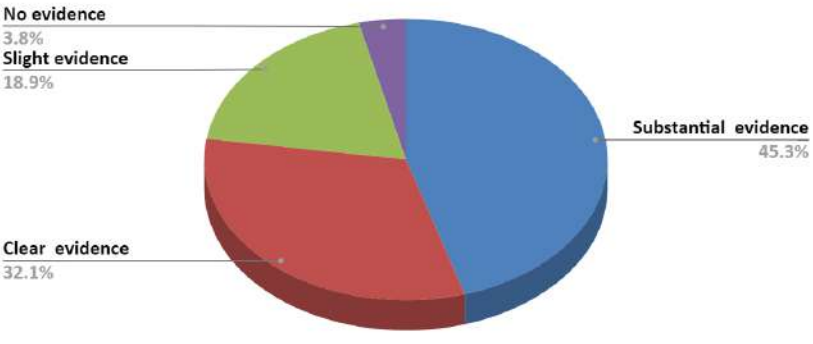
Type of Evidence ID4.2 - There are professional opportunities to innovate in terms of integrating service-learning in the teaching practice. (n=53)



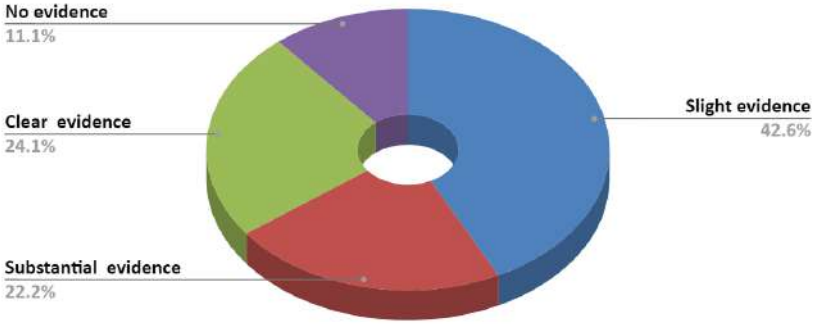
Type of Evidence ID4.3 - Time, resources and conditions have been allocated to implement and evaluate service-learning. (n=52)



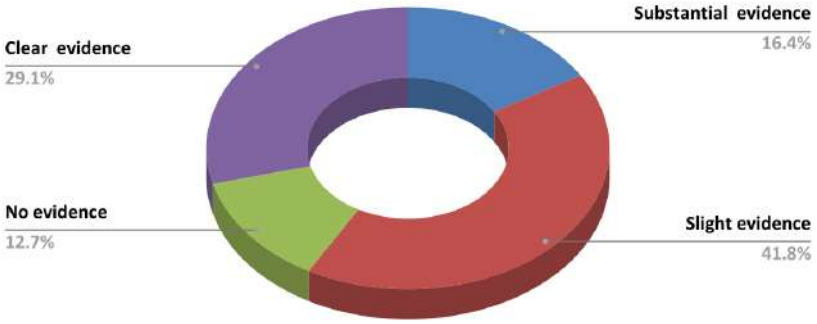
Type of Evidence ID4.4 - The students' service-learning work is recognized with credits. (n=53)



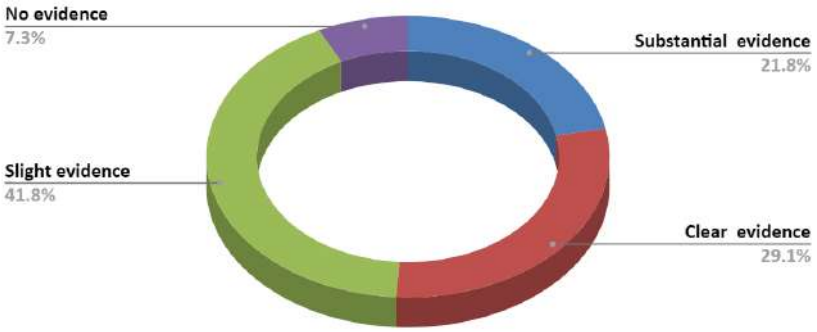
Type of Evidence ID4.5 - The students' service-learning work is recognized with a certificate or other form of recognition (besides credits). (n=53)



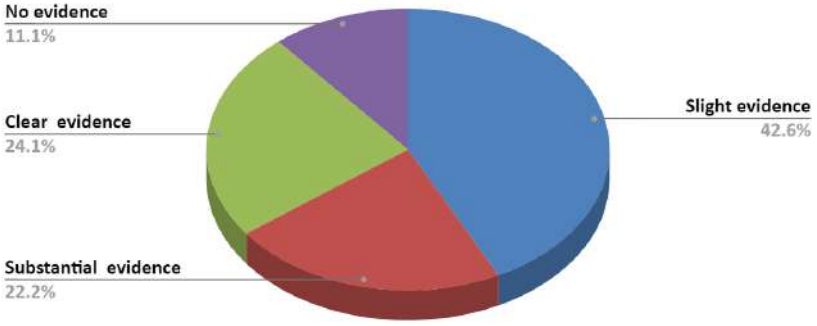
Type of Evidence ID5.1 - Service-learning is becoming embedded over time as an experiential didactical methodology in my higher education institution. (n=55)



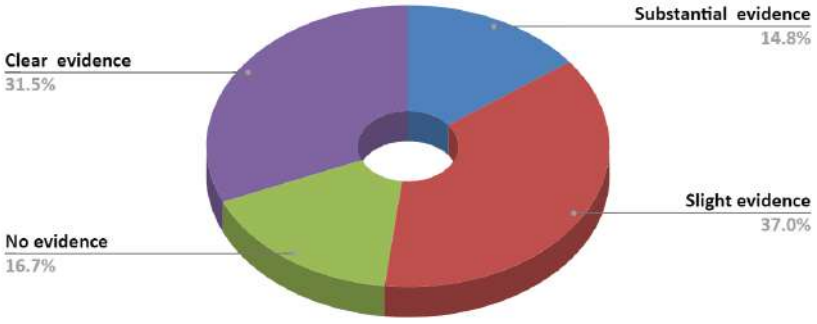
Type of Evidence ID5.2 - Service-learning is becoming embedded over time as an experiential didactical methodology in my school/faculty/ academic center. (n=55)



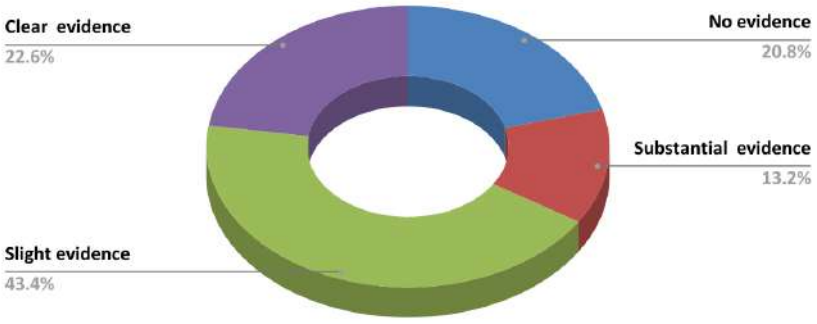
Type of Evidence ID5.3 - Service-learning is becoming embedded over time as an experiential didactical methodology in my department. (n=54)



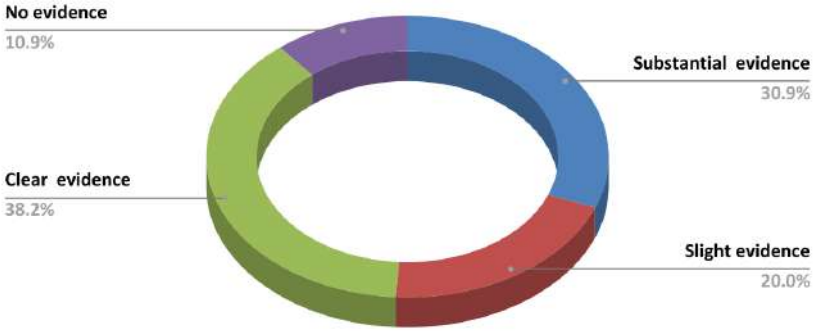
Type of Evidence ID5.4 - Service-learning is becoming embedded over time as an experiential didactical methodology on Bachelor courses. (n=54)



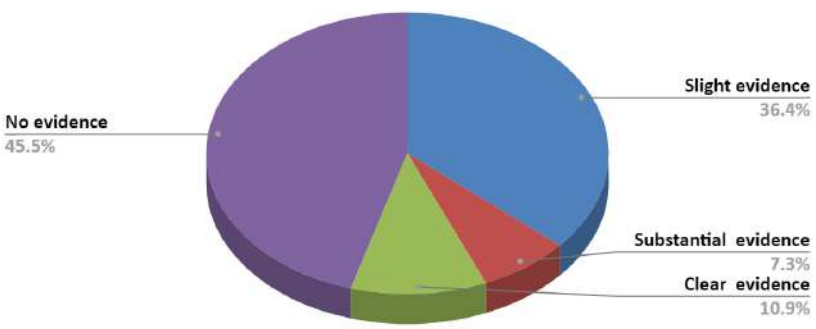
Type of Evidence ID5.5 - Service-learning is becoming embedded over time as an experiential didactical methodology on Master courses. (n=53)



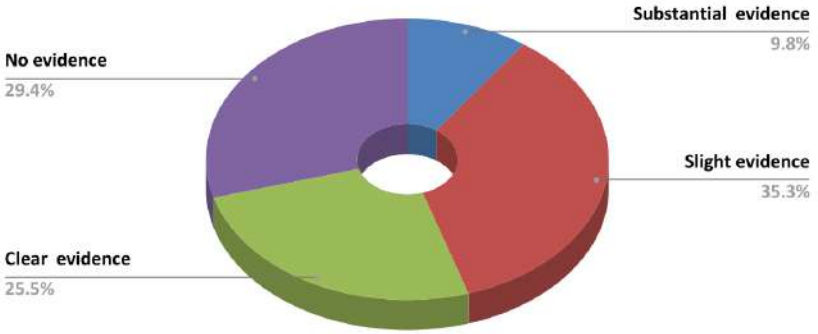
Type of Evidence ID5.6 - Service-learning is offered to all students with equal opportunities, regardless of whether they are distance learning students, students with disabilities, gender minorities etc.



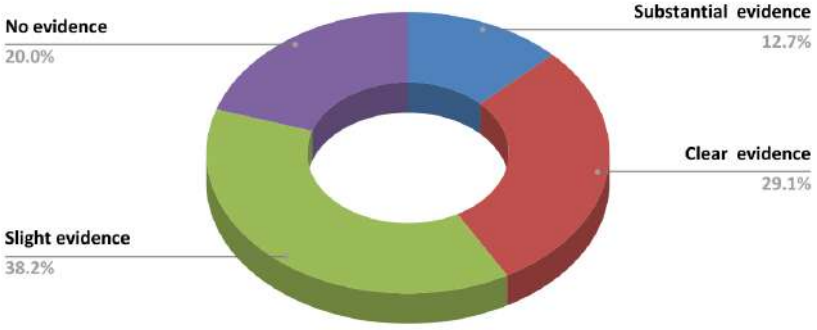
Type of Evidence ID6.1 - Teaching through service is becoming a central method in teaching in my institution. (n=55)



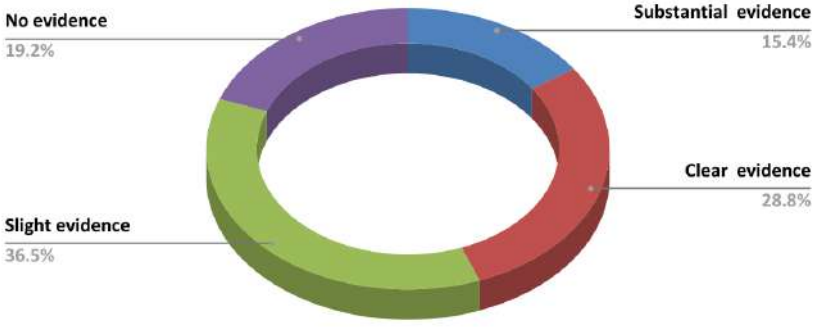
Type of Evidence ID6.2 - Curricula promotes that students identify community needs for their service, when they participate in S-L activities. (n=51)



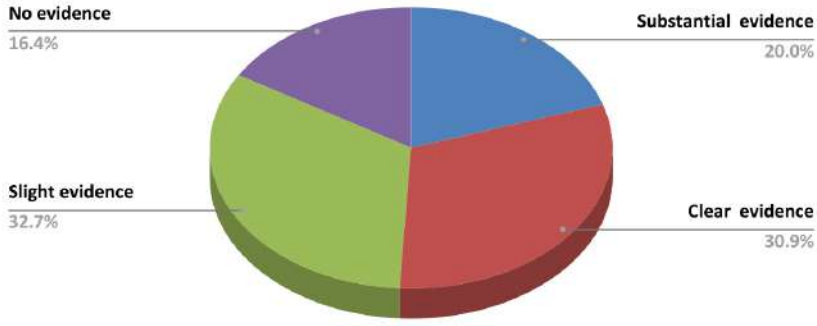
Type of Evidence ID6.3 - Evaluation processes of S-L includes emotional and cognitive competencies. (n=55)



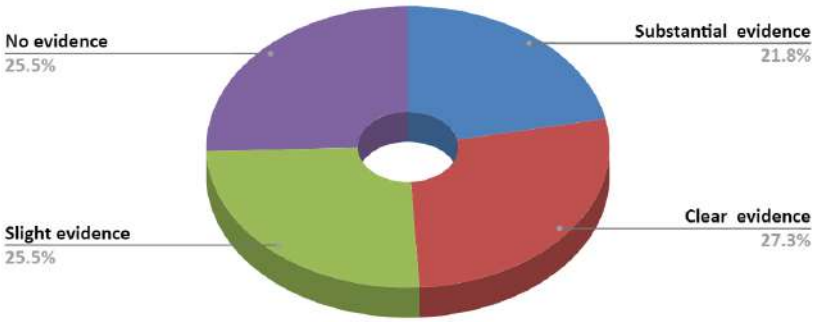
Type of Evidence ID6.4 - Evaluation processes include curricular and co-curricular learnings. (n=52)



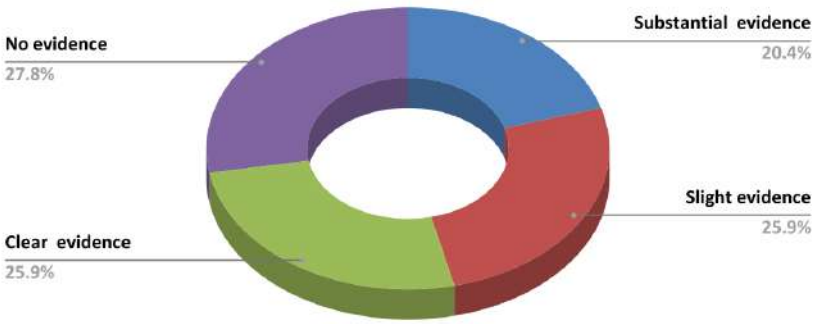
Type of Evidence ID6.5 - Evaluation processes include not only disciplinary competencies of subjects or degrees but also transversal / generic ones. (n=55)



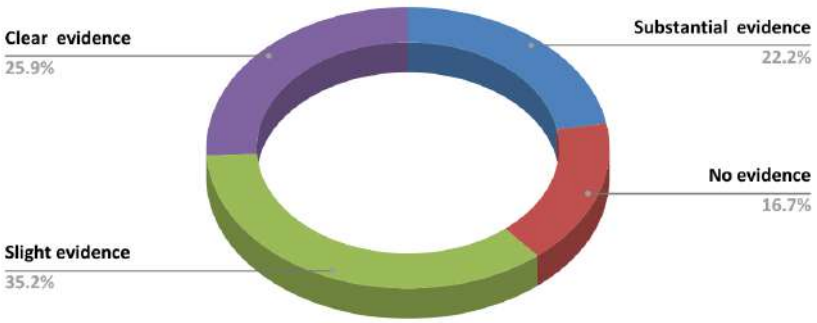
Type of Evidence ID6.6 - Online service-learning projects have been developed. (n=55)



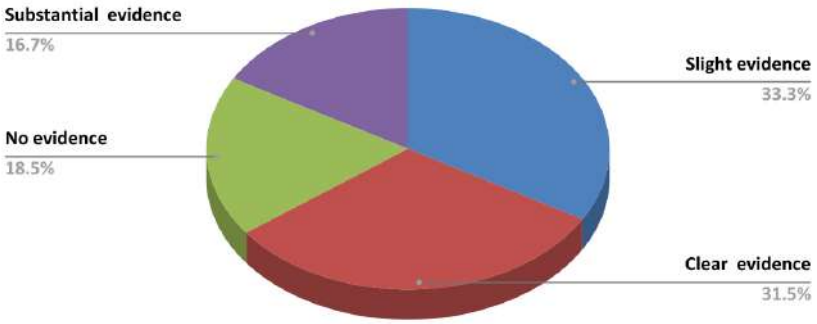
Type of Evidence ID6.7 - International service-learning projects have been developed. (n=54)



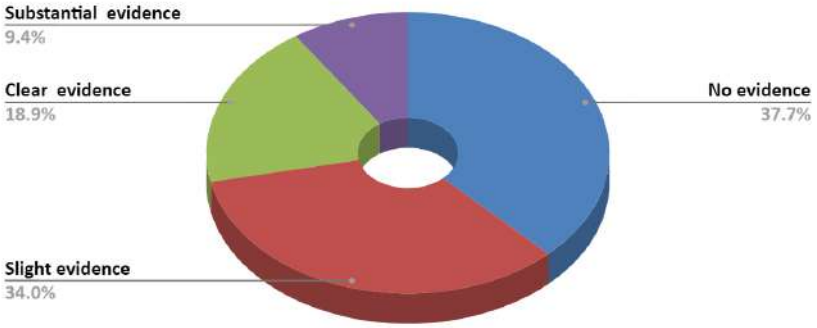
Type of Evidence ID7.1 - Research on service-learning is conducted. (n=54)



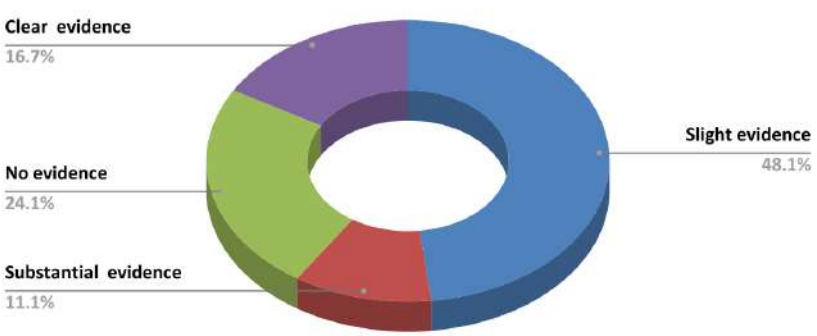
Type of Evidence ID7.2 - Research is focused on different stakeholder (students, faculty and community partners). (n=54)



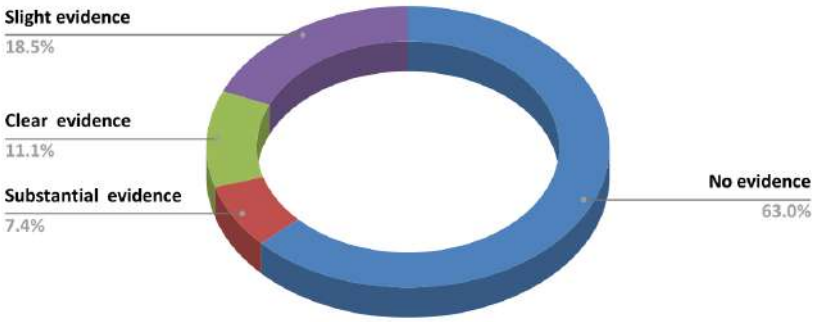
Type of Evidence ID7.3 - The research agenda is developed on a partnership with the community. (n=53)



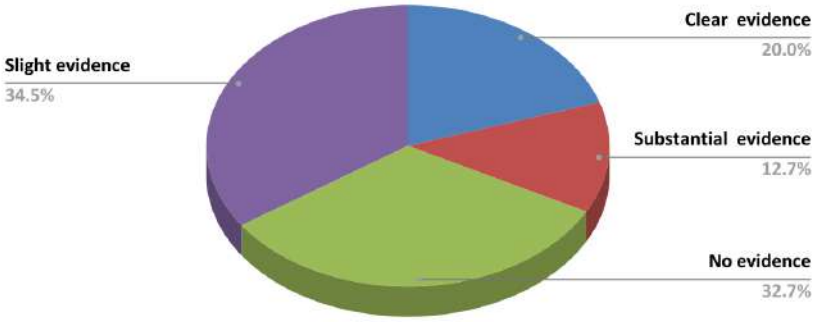
Type of Evidence ID7.4 - Academic research on S-L is collaborative / participatory. (n=54)



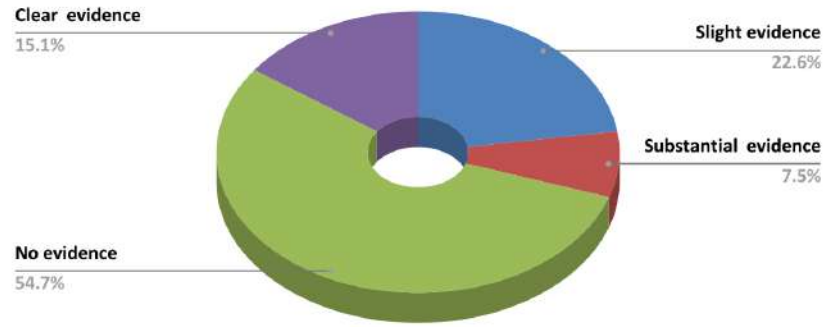
Type of Evidence ID7.5 - The higher education institution provides training on service-learning research. (n=54)



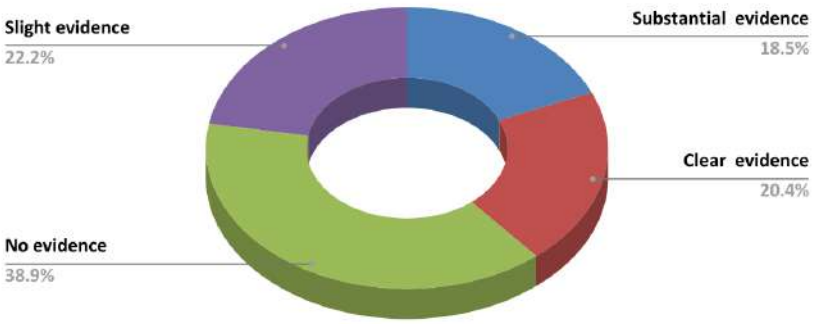
Type of Evidence ID7.6 - The higher education institution makes research resources accessible. (n=55)



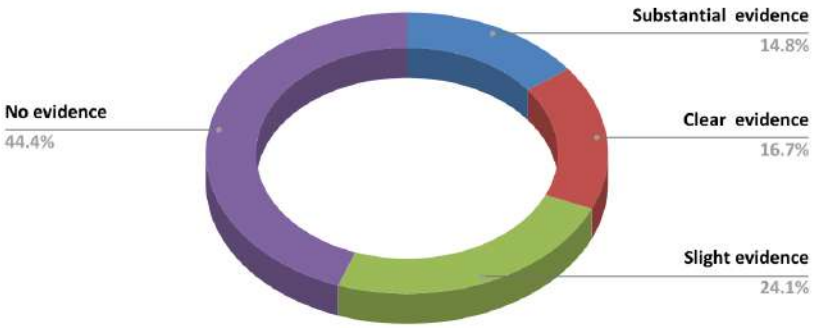
Type of Evidence ID7.7 - Research is developed based on a structured partnership, in which the community can co-determine the S-L research agenda. (n=53)



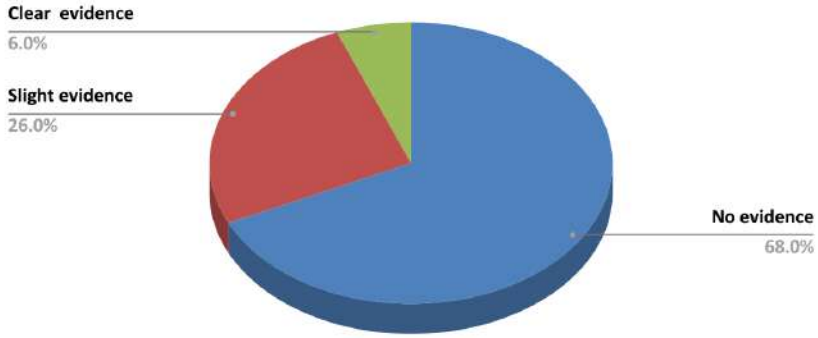
Type of Evidence ID8.1 - There is a service-learning web section at the institutional level. (n=54)

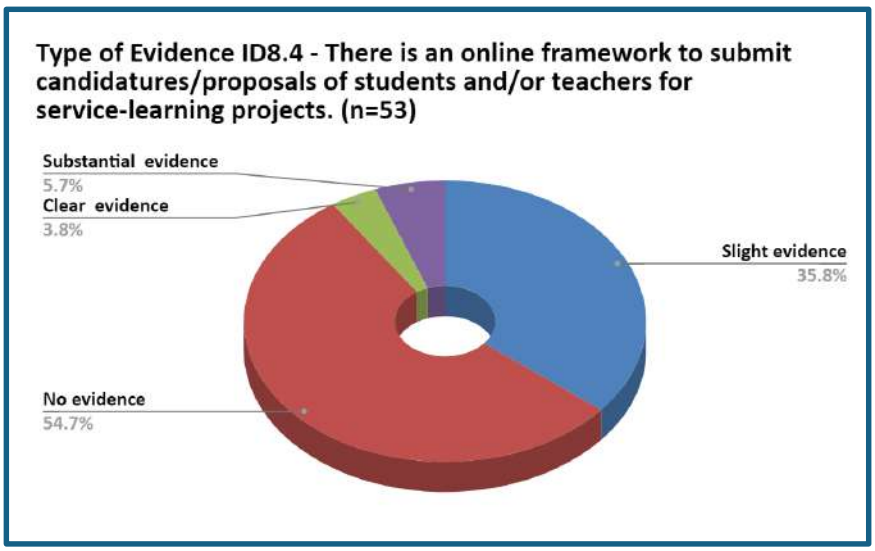


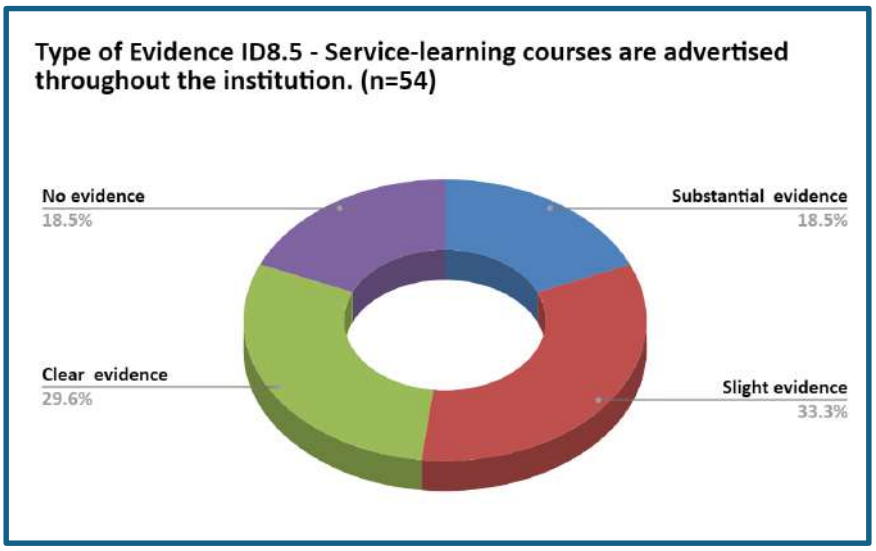
Type of Evidence ID8.2 - There is a database or a catalogue with past/running/future service-learning projects/courses. (n=54)

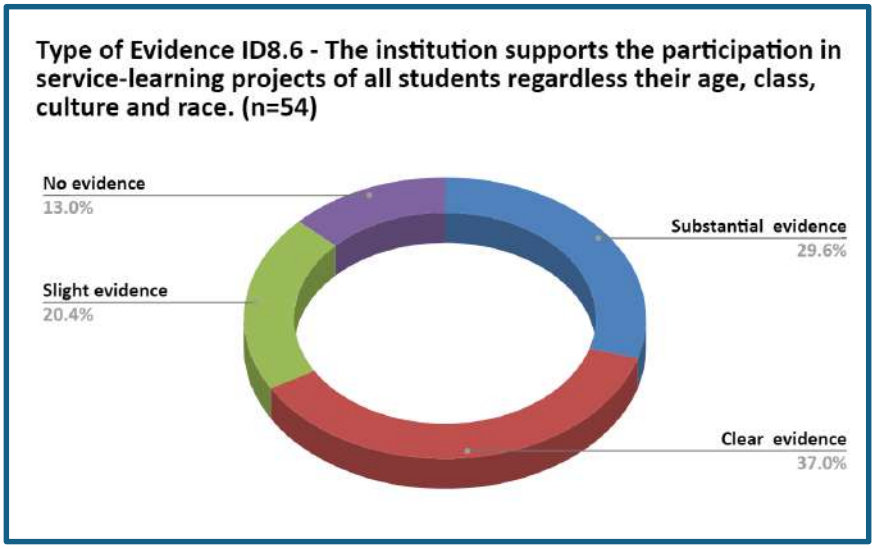


Type of Evidence ID8.3 - There is a matching online platform between community service-learning projects needs and higher education institutional expertise. (n=50)

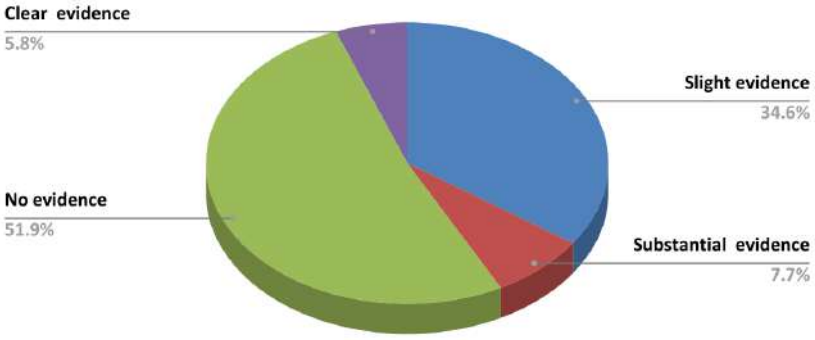



Type of Evidence ID8.4 - There is an online framework to submit candidatures/proposals of students and/or teachers for service-learning projects. (n=53)
Substantial evidence
5.7%
Clear evidence
3.8%
Slight evidence
35.8%
No evidence
54.7%

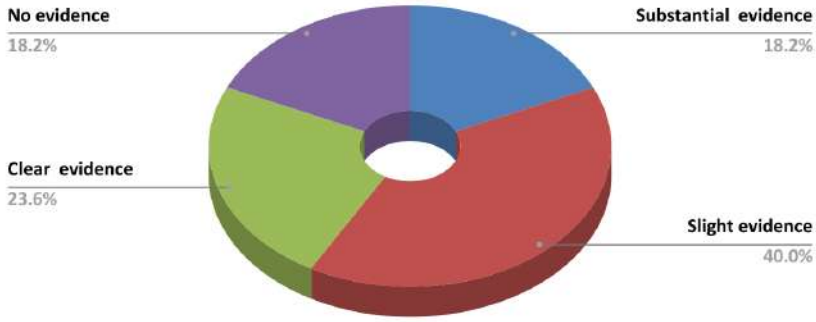

Type of Evidence ID8.5 - Service-learning courses are advertised throughout the institution. (n=54)
No evidence
18.5%
Substantial evidence
18.5%
Clear evidence
29.6%
Slight evidence
33.3%


Type of Evidence ID8.6 - The institution supports the participation in service-learning projects of all students regardless their age, class, culture and race. (n=54)
No evidence
13.0%
Substantial evidence
29.6%
Slight evidence
20.4%
Clear evidence
37.0%

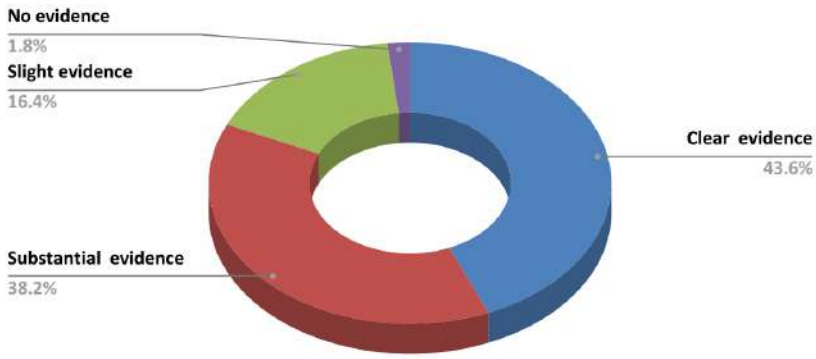
Type of Evidence ID8.7 - The institution supports online platforms for cooperation where service-learning providers, students, civic leaders, and community members together identify community needs. (n=52)



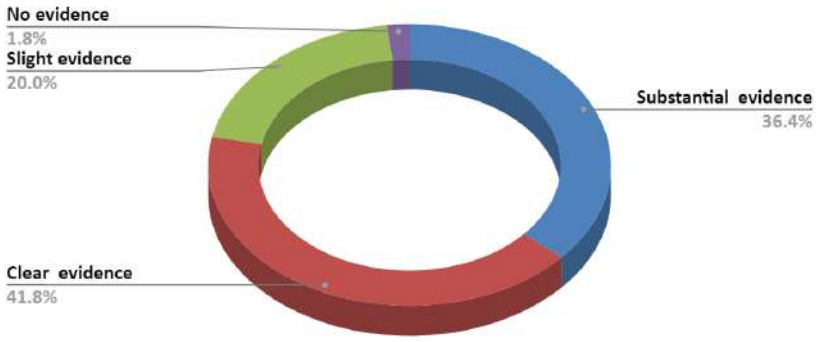
Type of Evidence ID8.8 - The institution provides initiatives to encourage service-learning. (n=55)



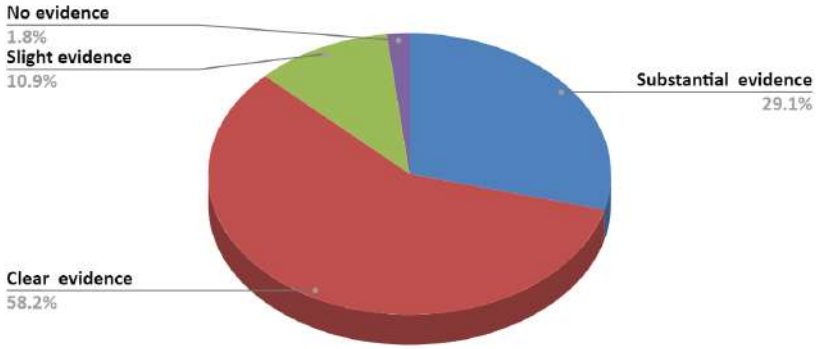
Type of Evidence ID9.1 - Service-learning initiatives enable students to develop awareness and a sense of social responsibility. (n=55)



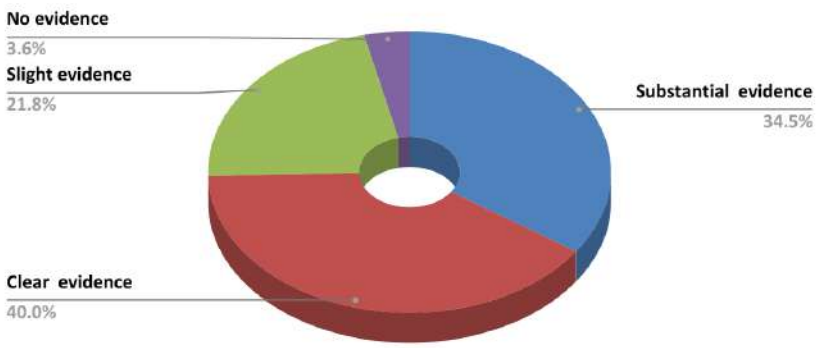
Type of Evidence ID9.2 - Service-learning initiatives allow students to learn and develop capacities to deal with complex societal issues. (n=55)

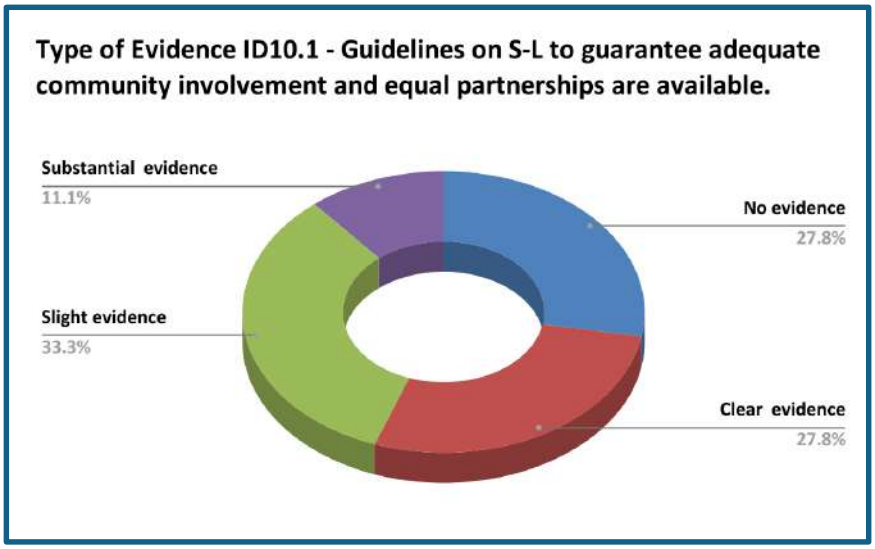


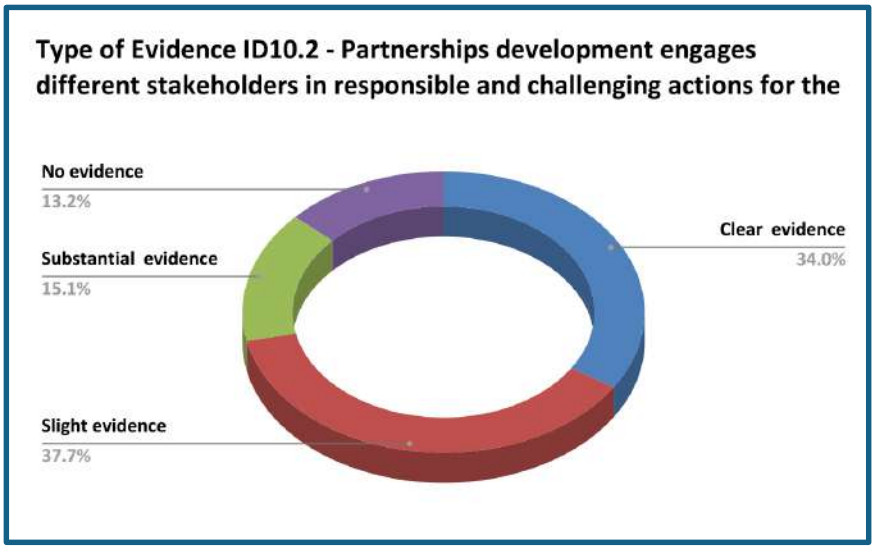
Type of Evidence ID9.3 - Service-learning initiatives enable students to choose and act meaningfully. (n=55)

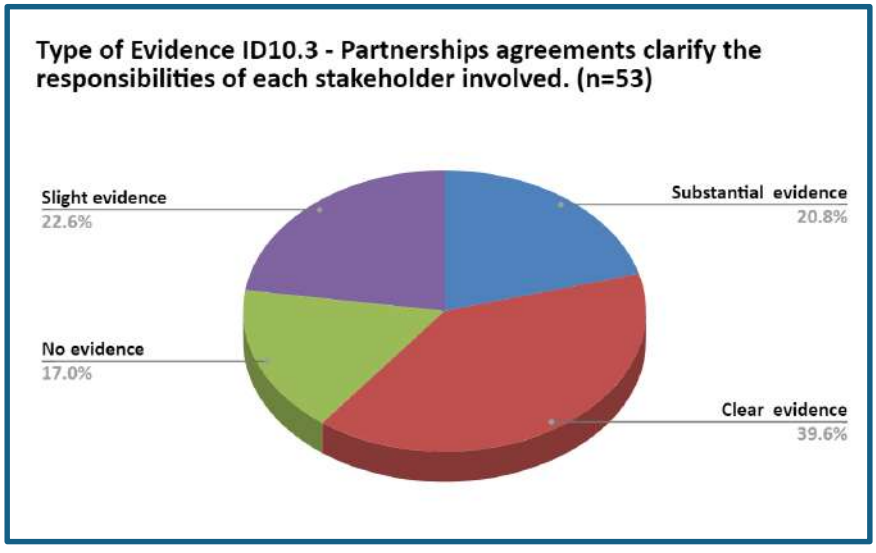


Type of Evidence ID9.4 - Service-learning initiatives deepen students' potential and commitment as change agents. (n=55)

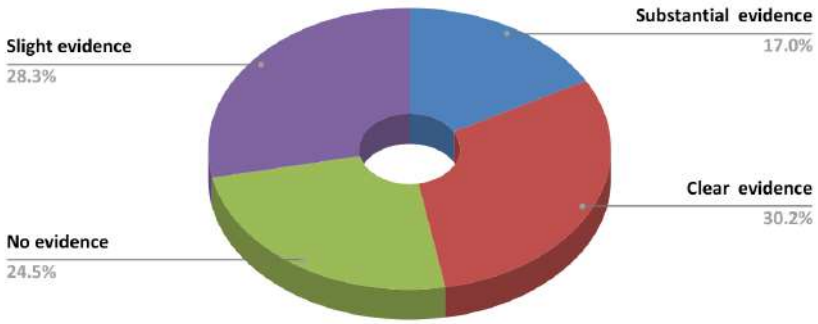



Type of Evidence ID10.1 - Guidelines on S-L to guarantee adequate community involvement and equal partnerships are available.
Substantial evidence
11.1%
No evidence
27.8%
Slight evidence
33.3%
Clear evidence
27.8%

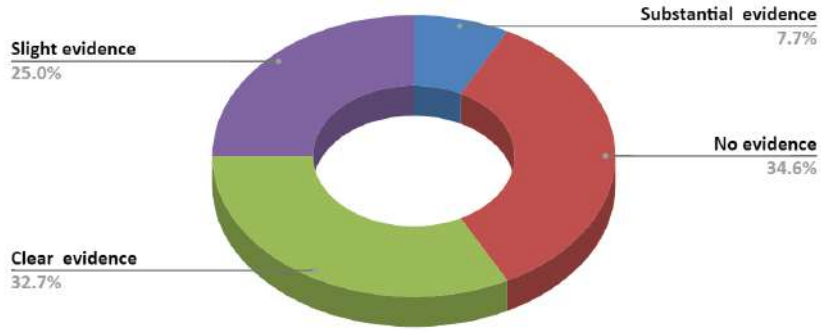

Type of Evidence ID10.2 - Partnerships development engages different stakeholders in responsible and challenging actions for the
No evidence
13.2%
Clear evidence
34.0%
Substantial evidence
15.1%
Slight evidence
37.7%


Type of Evidence ID10.3 - Partnerships agreements clarify the responsibilities of each stakeholder involved. (n=53)
Slight evidence
22.6%
Substantial evidence
20.8%
No evidence
17.0%
Clear evidence
39.6%

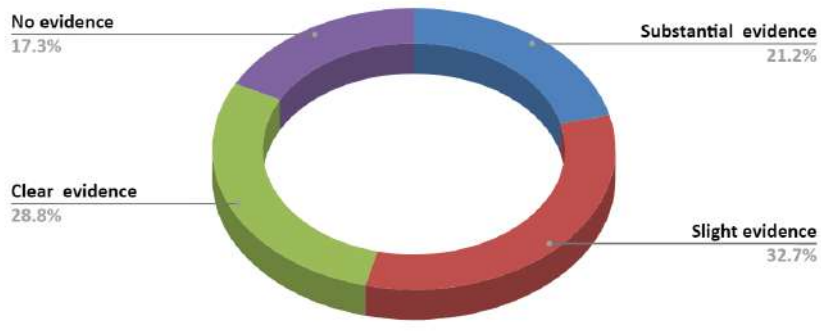
Type of Evidence ID10.4 - Partnerships development on S-L matches service providers and service needs recognizing changing circumstances. (n=53)



Type of Evidence ID10.5 - Resources for S-L are coupled with those of the institution to build reciprocal, enduring and diverse partnerships that mutually support community interests and academic and student goals. (n=52)



Type of Evidence ID10.6 - There are collaboration agreements / protocols of intent between the higher education institution and community partners. (n=52)



Annexe C

Research report figures on groups of evidences

Figure 1: Type of evidence of institutional involvement in European higher education institutions

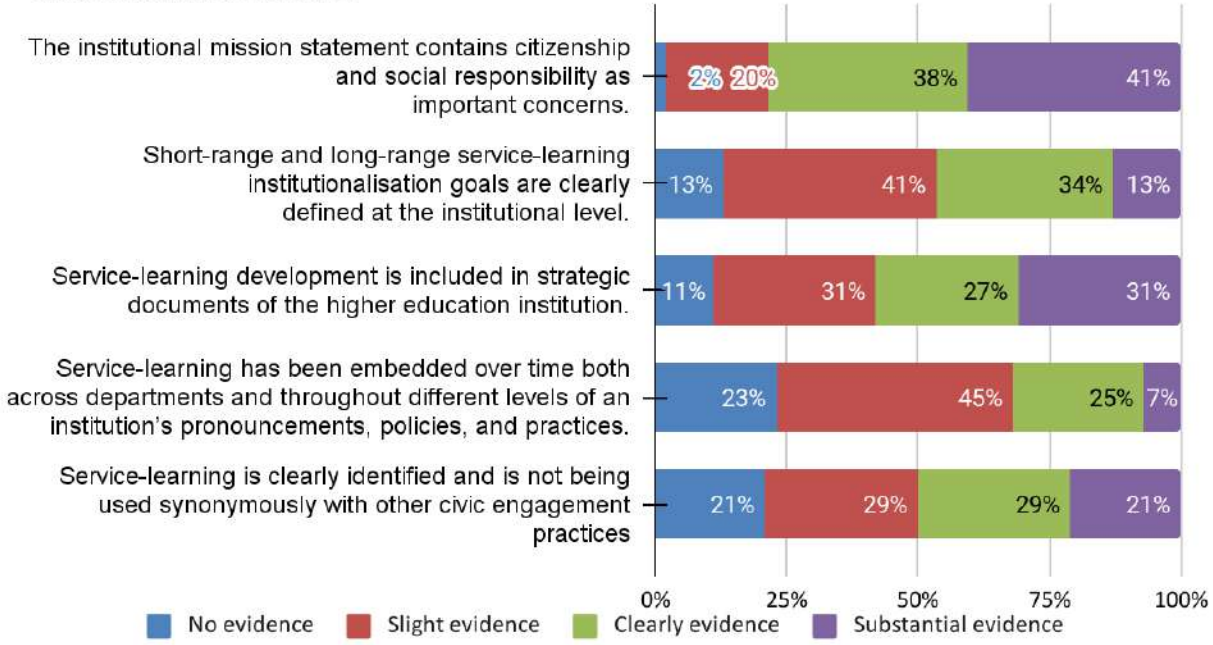


Figure 2: Type of evidence of funds allocation and financial trategies in European higher education institutions

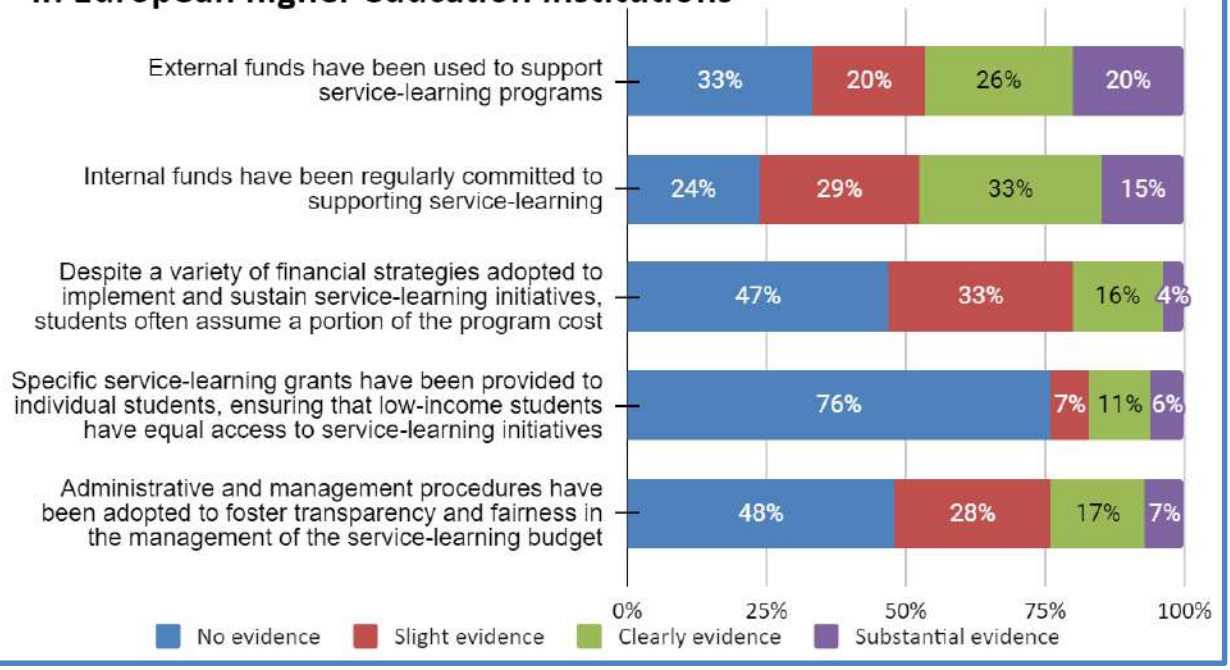


Figure 3: Type of evidence of coordinating unit / support infrastructure in European higher education institutions

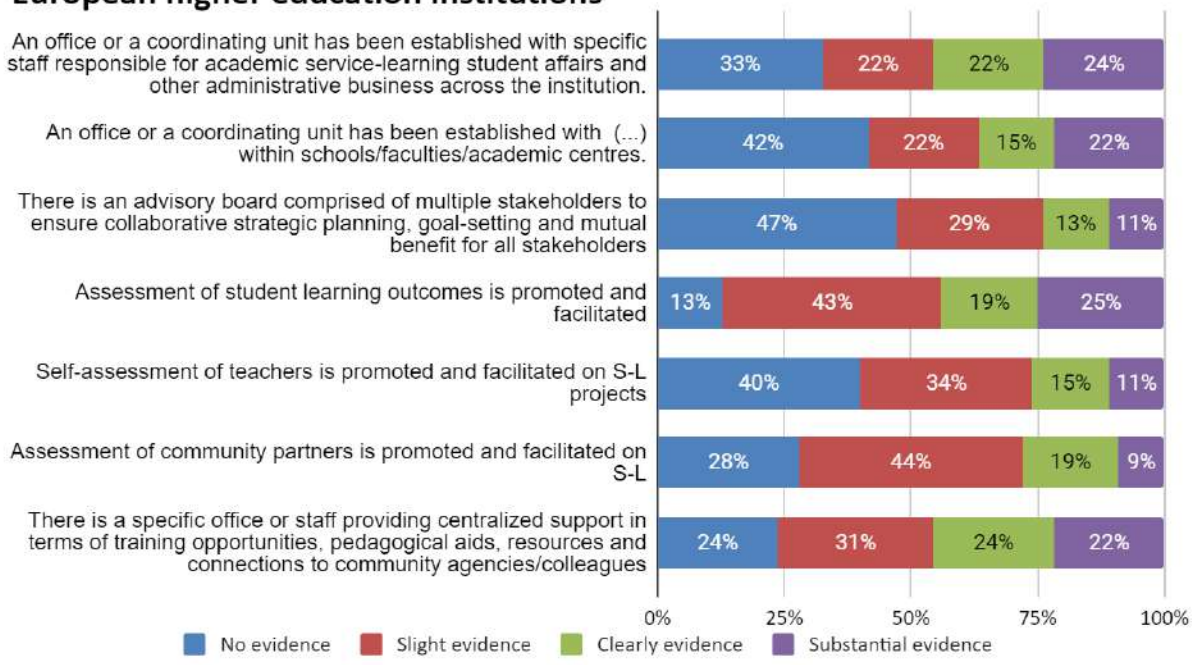


Figure 4: Type of evidence of rewards and recognition of students and teachers in European higher education institutions

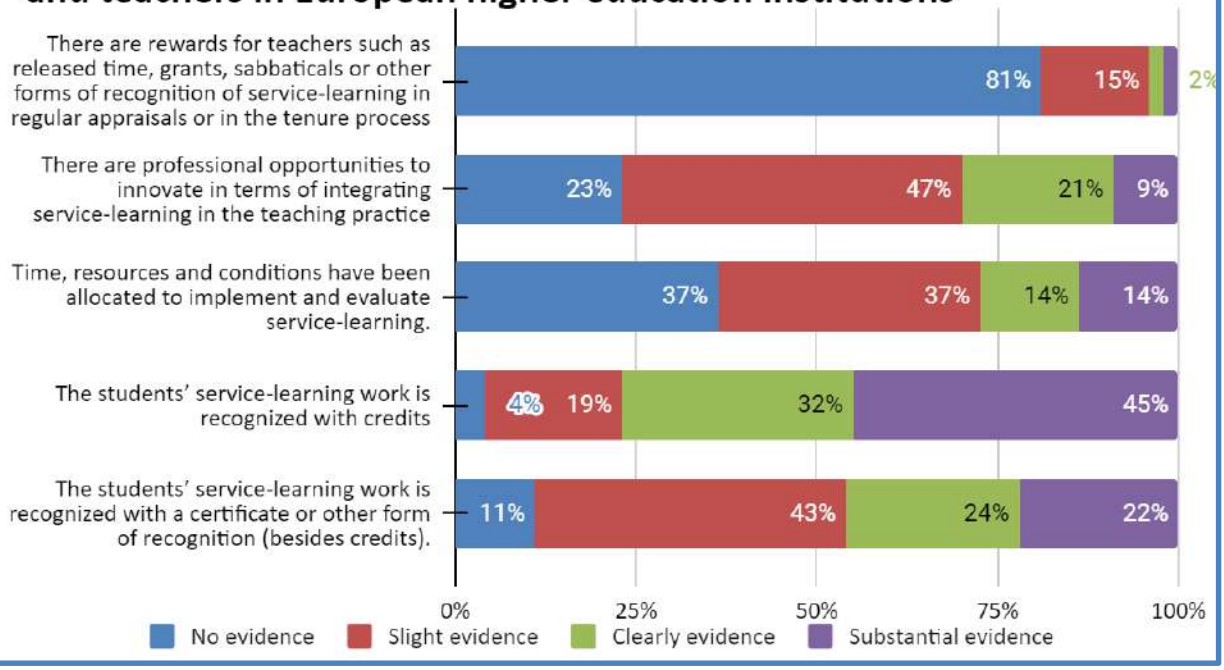


Figure 5: Type of evidence of planning of teaching in European higher education institutions

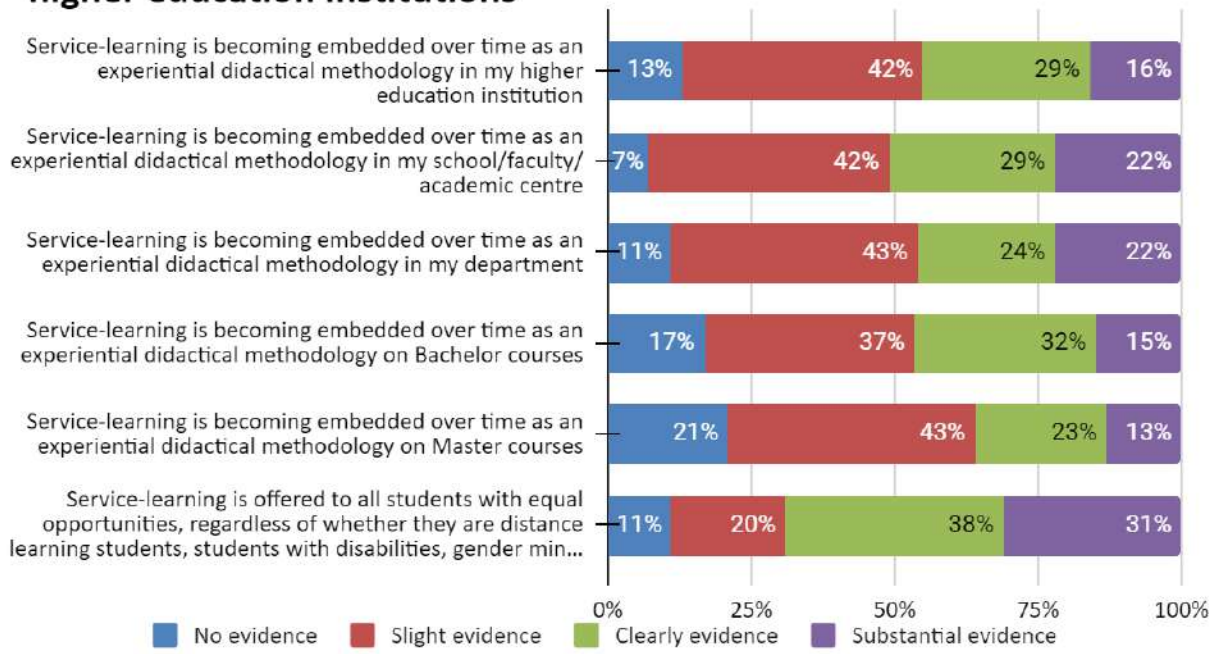


Figure 6: Type of evidence of teaching principles in European higher education institutions

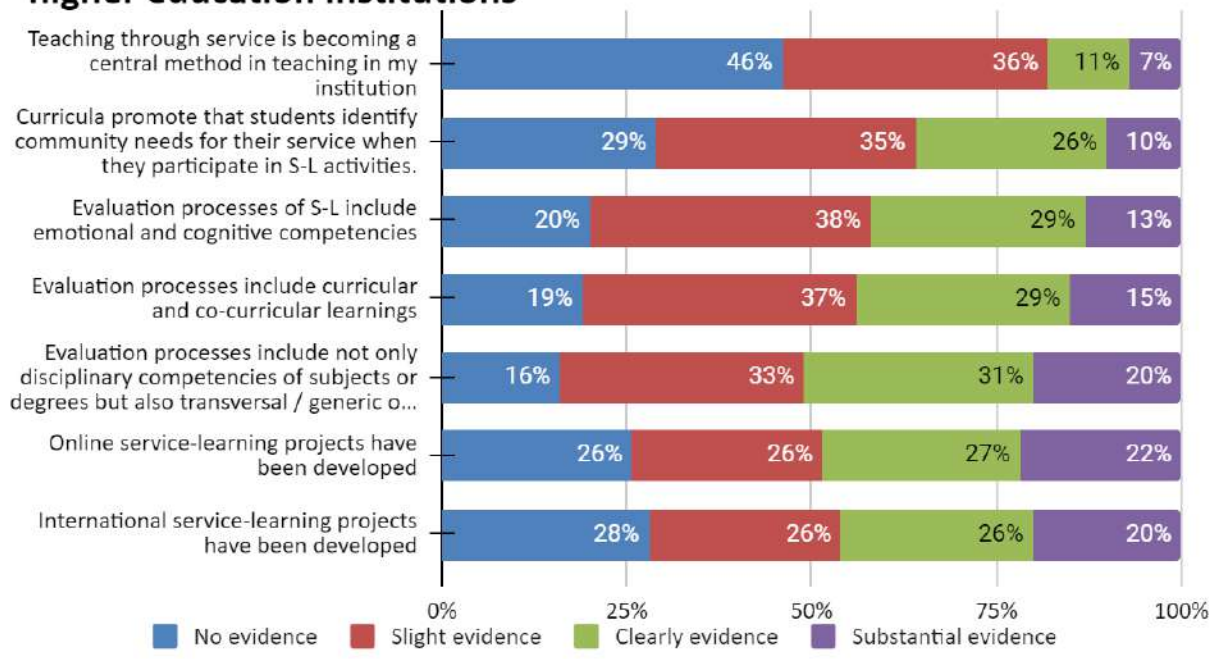


Figure 7: Type of evidence of service-learning research in European higher education institutions

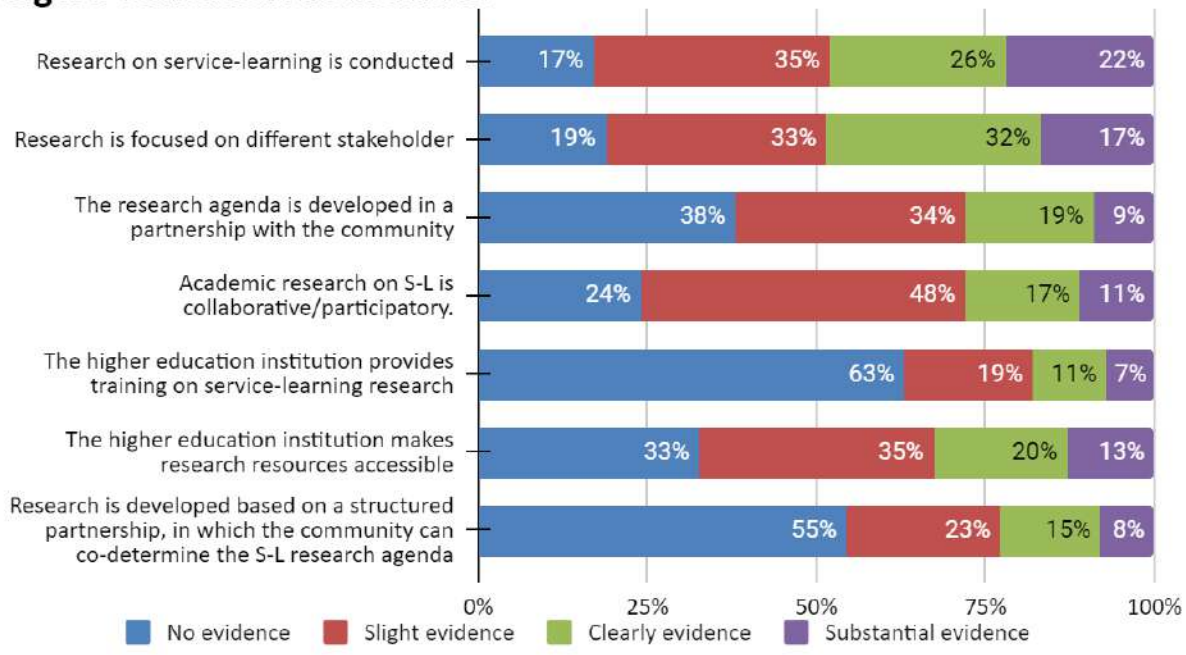


Figure 8: Type of evidence of Institutional advertising and support in European higher education institutions

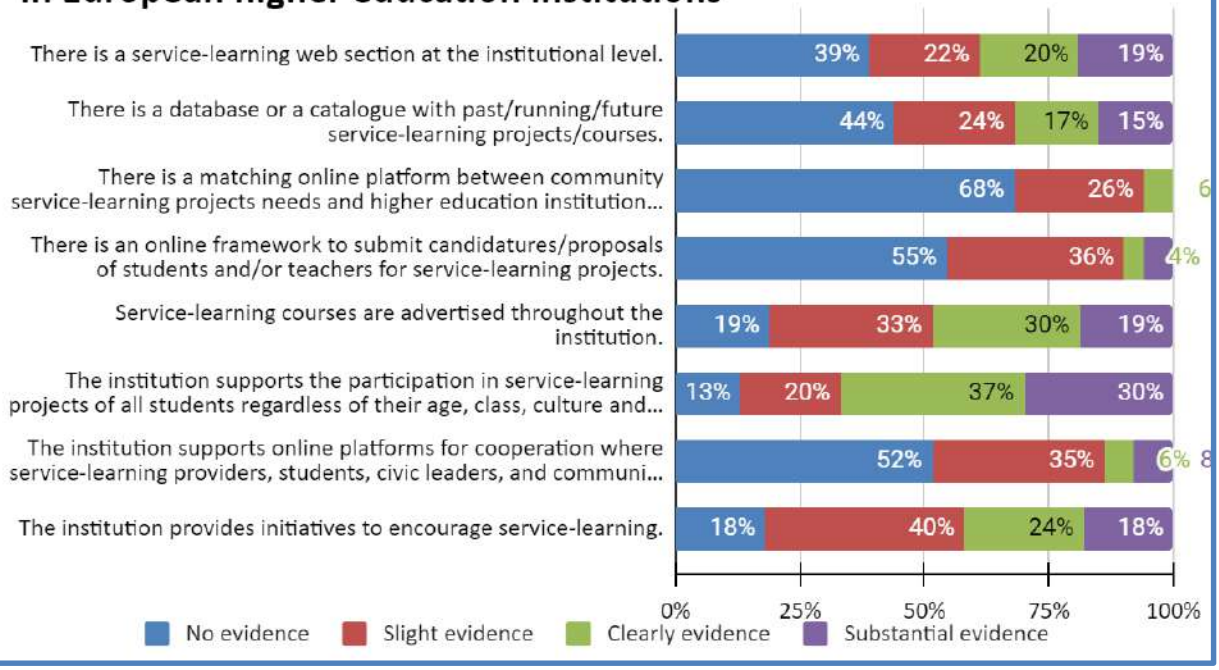


Figure 9: Type of evidence of student social justice learnings in European higher education institutions

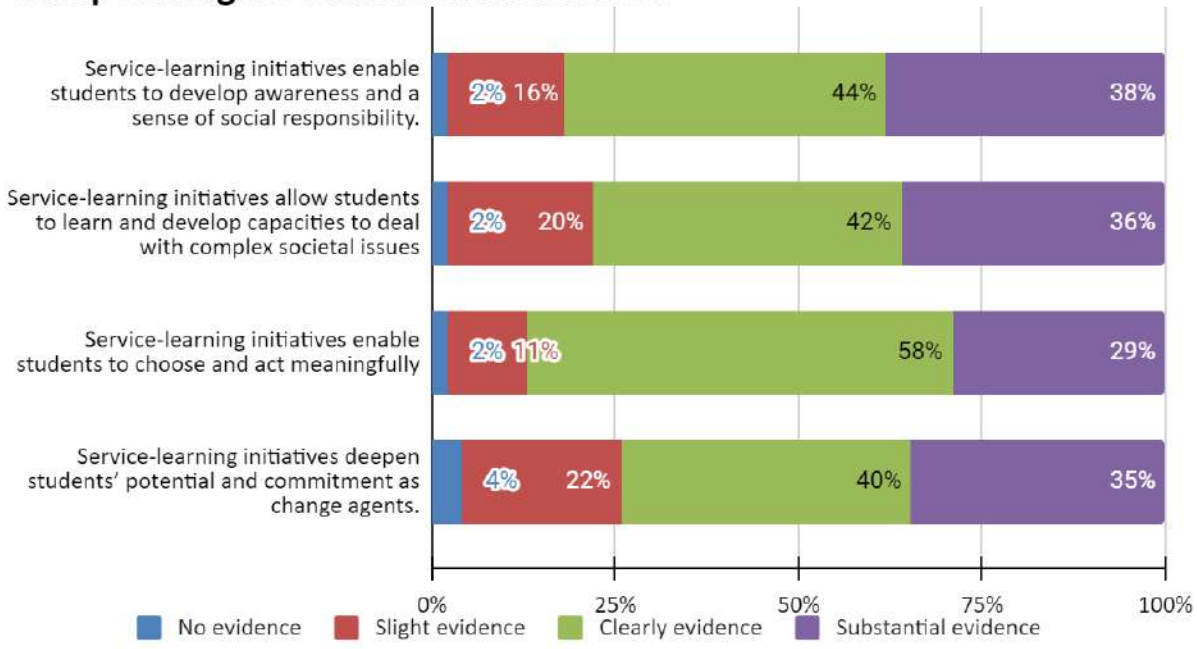
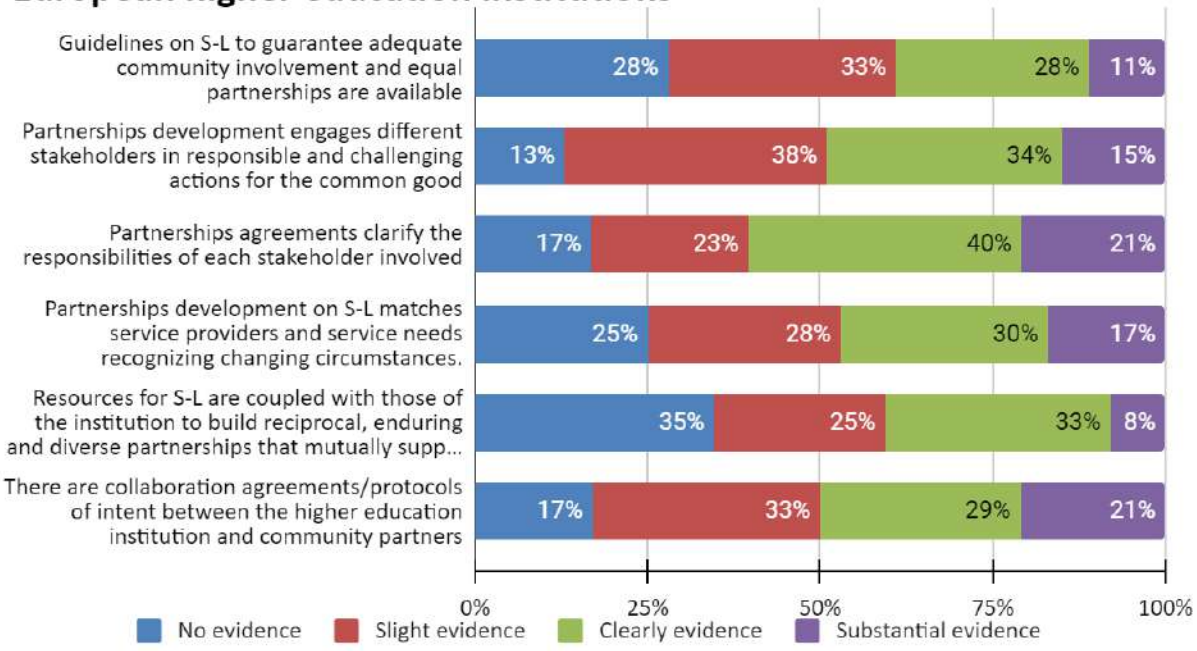



Figure 10: Type of evidence of student social justice learnings in European higher education institutions