Communities and Students Together (CaST)

A state-of-the-art review of Engaged Learning in Belgium, Finland, Germany, Italy, Spain and the United Kingdom

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CaST State-of-the-Art Report – Executive Summary

Introduction

In this state of the art review, we explore the concept of Engaged Learning, and the development of this pedagogy globally, with a specific focus on each of the CaST Partner Countries of Belgium, Finland, Germany, Italy, Spain and the United Kingdom.

We define Engaged Learning as the process where students apply the theory learned at Higher Education Institutions (HEI) to a context outside of HEI by addressing societal concerns, challenges or needs while producing knowledge in an equitable, mutually beneficial partnership.

This review is divided into two parts:

- a literature review of the basic elements of Engaged Learning and findings of the last 15 years
- an anthology of the national perspectives on Engaged Learning of six European countries with examples.

Literature Review

Engaged Learning has evolved from Service-Learning, which originated in the USA towards the end of the 1960s as a form of student volunteer work, and was itself, based on the model of experiential learning. However, where Service-Learning is defined as being course-based and credit bearing, we have adopted the term Engaged Learning as a broader, more inclusive term for the pedagogical approach that enables students to derive learning from meaningful community engagement whilst working on real world problems. As such, Engaged Learning may include either curriculum-based or optional, one-off initiatives, which may, or may not, be credit bearing.

Science Shops, which provide independent, participatory research support in response to concerns experienced by civil society, began to emerge in Europe in the 1970s. This was fuelled by a growing environmental awareness in society, and led to the advent of project-based education in universities. The majority of Science Shops across Europe were based in universities, and offered students the opportunity to work on societal challenges which were connected to their curricula, and for which, they gained course credits.

Community University Partnerships, which describe the collaboration between HEIs and their communities for the mutually beneficial exchange of knowledge and resources are seen in the literature as being central to Engaged Learning. Reciprocity in the partnerships is seen as a core element of the Engaged Learning process, but the community perspective is underrepresented in the literature. It is therefore often unclear as to whether a mutually beneficial partnership is achieved.

When we consider whether Engaged Learning is influencing universities, and specifically curricula, we can see that the lived, or experiential knowledge of communities or third sector partners can lead to

the initiation of new Engaged Learning Initiatives. The skills of "T-shaped professionals" with their ability to engage with diverse communities and make connections across disciplines are credited with enabling this to happen.

A meta-analysis of the impacts of Service-Learning on students grouped student impact into five domains: academic achievement, attitudes towards self, attitudes towards school and learning, civic engagement, and social skills. Meanwhile, communities that partner in Engaged Learning projects benefit from the skills and knowledge of a supervised student, as well gaining an "opportunity to educate the next generation of professionals and citizens".

National perspectives of Engaged Learning in the CaST Partner Countries

Flanders, Belgium

The Flemish approach to Engaged Learning in higher education is not necessarily a new initiative. However, the official labelling of a programme and/or initiative as a Community Service Learning (CSL) programme is new despite it being a widely used methodology among Flemish universities for many years. Many of the courses, and indeed many included in this overview, are not new programmes in their respective universities. There is a mixed collection of programmes that have existed in their current state previously and have recently been relabelled as an official CSL initiative and others that have been re-developed to include more of the CSL elements in the curriculum. The approach and formal institutionalisation of the programmes covered vary quite a lot. Some of the universities have a more structured (and well-funded) approach from a higher, university level while other universities are working predominantly on an individual level with little to no funding from the university or elsewhere.

Finland

A recent analysis on Service-Learning in Finland concluded that pedagogical approaches fostering civic engagement are "in their infancy" in Finnish HEIs. There is some funding available to support active societal engagement, including teaching practices. However, there are no permanent infrastructures to support Engaged Learning, such as Science Shops. Instead, the approach is largely "bottom-up", with Engaged Learning activities generally occurring as stand-alone courses and project-based activity dependent upon individual socially motivated members of academic community. As such, Engaged Learning in Finland is neither institutionalized, nor driven in university curricula by financial incentives.

Germany

Most Science Shops are legally and economically independent institutions and currently, only two of the eleven Science Shops in Germany are affiliated to a university – the Science Shop "kubus" of the TU Berlin established 1986 and the Science Shop Vechta/Cloppenburg established 2012. A network called "Bildung durch Verantwortung e.V." was founded in 2009 with the main goal of strengthening

the social responsibility of universities. The network now comprises 45 members including universities and non-profit organisations, but with education in Germany being the responsibility of the federal states, funding decisions are mostly made at the regional level.

Italy

In Italy, Engaged Learning has a relatively recent history, with a gradual emergence over the past ten to twelve years. Engaged Learning in this country is driven by national and local policies which are aimed at promoting active citizenship and attention to societal needs among the young. As seen elsewhere, initiatives are usually instigated by individual proposals from either single or groups of professors. Other larger models offering an Engaged Learning approach have emerged through participation in national, or internationally funded projects. For example, The University of Florence created its first Science Shop through the participation to in the InSPIRES project.

Spain

We begin to see examples of Engaged Learning in the Spanish literature from 2003-2004, and a recent report from Spain suggests that two thirds of all Spanish universities now have some form of civic engagement or Service-Learning included in their strategic plans. Nevertheless, a national policy is not in place and universities seem to be local drivers of Engaged Learning. A university-based Science Shop has been created at the University Carlos III of Madrid (Uc3m) through participation in the EU funded SciShops Project; and Science Shops in general seem to be on the rise. Outside higher educational institutions, one of the main societal drivers of Engaged Learning in Spain is the "foundations" which are actively involved in funding and matching stakeholders in the community. At the same time the Red Española de Aprendizaje de servicio, a national Spanish Service-Learning Network, is a broker of Engaged Learning, effectively uniting higher educational intuitions, municipalities and communities to address real world problems.

United Kingdom

In the UK while the approach is much more embedded in some institutions than others, Engaged Learning still largely occurs in an ad-hoc manner. Top-down drivers such as the emergence of the "civic university agenda", the Teaching Excellence Framework (TEF) and the Knowledge Exchange Framework (KEF) as well as the availability of funding streams such as the Higher Education Innovation Fund, have fostered and supported opportunities to embed community engagement into research and learning. British Universities are also increasingly becoming more socially responsible, while being keen to explore innovative pedagogies where learning is inspired by research.

Summary of Engaged Learning initiatives

We give 28 illustrative examples of Engaged Learning initiatives across the six European countries. Each varies in structure and approach, as well as size and the availability of resources. The initiatives sit within a diverse range of university disciplines, and tackle an array of societal challenges, ranging from inclusive education to the integration of asylum seekers. Recurring themes include urban gardening (Italy and Spain), legal clinics (in Belgium and UK), and entrepreneurship (in Italy and UK).

The principles of the Service-Learning concept hold true for majority of Engaged Learning models described here. While different mechanisms of engagement and delivery have evolved due to different internal and external pressures, the premise of mutual benefit where students gain a broader appreciation of their discipline while helping a community meet an identified need, is very much the basis of the Engaged Learning construct.

Drivers of Engaged Learning vary across the nations. Globally, there is renewed impetus in the "third mission" and social responsibility across higher education. However, lack of formal national networks for this pedagogy, has meant that Engaged Learning has yet to become embedded across curricula. Engaged Learning initiatives in most countries are most often instigated by individual academics, while some larger models offering an Engaged Learning approach have emerged through participation in national, or internationally funded projects such as the European funded InSPIRES or SciShops Projects.

The degree of institutionalisation of the programmes also varies substantially, with some having a more structured (and well-funded) approach from a higher, university level while other initiatives are working predominantly at an individual level with little to no funding from the university or elsewhere.

The benefits of the Engaged Learning approach are well documented and similar across the different initiatives in each of the partner countries. Reciprocity is seen to be a fundamental feature of all the initiatives. In most cases the students tackled local challenges, but the impact of Engaged Learning is not necessarily received locally – in Spain, for example, international collaboration with pedagogical and service implications frequently extends to Morocco and other sub-Saharan countries.

Unsurprisingly one of the main challenges of Engaged Learning is sustainability. We found that many activities across the partner countries are organised by individual HEI members with a keen societal awareness and as such, are dependent on the on-going capacity and goodwill of that one individual in addition to external funding. Reduced funding globally in higher education, and a lack of institutional wide incentives for staff to adopt an engaged approach are also seen as barriers. Institutionalised support, coordination, and strategic planning in additional to formal acknowledgement, incentives, or rewards would help to embed an Engaged Learning approach in HEIs.

Introduction

Our object of investigation – Engaged Learning – combines academic teaching and scientific research with social commitment. The term encompasses a wide range of methods and programmes with which Higher Education Institutions try to meet the needs of both their students and Community Partners. With our definition we want to satisfy the diverse form of the term, as well as to create a common basis on which exchange, and cooperation are possible:

> **Students apply the theory learned at Higher Education Institutions (HEI) to a context outside of HEI by addressing societal concerns, challenges or needs, while producing knowledge in an equitable, mutually beneficial partnership**

The definition is reflected in the project title and refers to its three core concepts: *Communities – Students – Together*.

In connection with *societal concerns, challenges and needs*, the *context outside of HEI* refers to *Communities* in the sense of a collective of persons, organisations, or institutions that are not an immediate part of a HEI.

Students refer to people who are studying at a HEI and do civic engagement as part of it. What seems trivial at first glance is a central feature of the narrowing of the term. Engagement and learning are an integral part of the study programme and do not take place in isolation from it, as many student initiatives do.

Together is not accidentally capitalised and is explained in our definition as *producing knowledge in an equitable, mutually beneficial partnership*. It connects the *Communities* with the *Students* through the act of producing knowledge in partnership.

In addition to the connection between the project title and our definition, the acronym *CaST* opens up further interpretations that should clarify our project. The word *cast* stands in the evolution of the English language between the word *warp*, which it replaces, and the word *throw*, which it has been replaced by (c.f. Online Etymology Dictionary, n.d). Our concept of *Engaged Learning* is undergoing a similar development – while it is unknown in some partner countries, as its content does not yet have a recognised figuration, in other partner countries it is being replaced (or has never been used) by terms and content that are already clearly defined from each other. For this reason, we work with a minimal definition that allows for both prototypes and established specializations of Engaged Learning.

'Cast' (in the understanding of throw) is also an action, a means of giving impulses, of moving a thrown one from its current location to a new location (except for boomerang). Throwing is learned through

repeated throwing experiences and not through learning the underlying physical laws (although knowledge of these can improve throwing). We would therefore like to encourage readers to throw themselves into this concept, i.e. act and thus initiate or continue processes of change.

The review is divided into two parts:

- a literature review of the basic elements of Engaged Learning and findings of the last 15 years
- an anthology of the national perspectives on Engaged Learning of six European countries (Belgium, Finland, Germany, Italy, Spain and UK) including illustrative examples.

Both parts are links in a reference chain that is tied from global literature review to the national context to the local case study level.

1. Literature Review

In this chapter, the latest findings on central, practice-relevant aspects of Engaged Learning will be briefly presented. The theoretical basics and foundations that can be found in prototypes as well as in established forms of Engaged Learning will be described first, before the heart / foundation of Engaged Learning – Community University Partnerships – will be discussed. The importance of academic experts and professionals will be emphasised as we want to primarily address practitioners. As the protagonists of all Engaged Learning initiatives are the students, we dedicate the final word of this chapter to them and the influences that have affected them.

Third Mission and Transformation

Whenever we talk about Engaged Learning, the term *third mission* is not far away. The narrative "teaching and research are the two core missions of universities" (Roessler et al., 2015, p. 4) facilitated a separation of universities – as part of a science system – from their social environments. Within this context politics and the public, as well as business, and administration, were either other systems with different logics or equally tiresome and necessary fields of activity within the universities, whose ultimate purpose was teaching and research. However, in recent years, the concept of the "third mission" has become popularised across Europe, referring to the social, enterprise, and innovation activities that universities perform in addition to core teaching and research tasks (Zomer & Benneworth, 2011).

The demands on universities to take a proactive role in shaping society are increasingly included in the discourse on the "mutual interactions between the university and the non-university environment" (Roessler et al., 2015, p. 6). Whether starting from the postulate of an *Information Society* (cf. Bell, 1979; Drucker, 1969), in which knowledge is one of the most important resources, or in the awareness of a radical rejection of the separation of science and society (cf. Latour, 1999). Accordingly, the third mission is not independent or decoupled from the other two, but rather 'a way of doing, or a mind-set for accomplishing the first two' (E3M-Project, 2012, p. 5). Just as innovation is created by the way in which existing knowledge is combined (cf. Nonaka & Takeuchi, 1995), the public benefit, which represents the mind-set of the third mission (Roessler et al 2015, p. 7 f.), also arises from the different combinations of the university-inherent activities (research and teaching in academic disciplines) with community-inherent activities (e.g. sports, politics, art and culture, migration, welfare).

In the case of Engaged Learning, the basic combination consists of activities of teaching and learning with civic engagement. The combination of elements of teaching and commitment creates hybrids (committed teaching / scholarly commitment) that in turn transform their environment. For example, the teacher as the authority of knowledge is decentralised, while students are positioned

simultaneously as teachers and learners (see Sachs & Clark, 2017, p. 4). Knowledge generation in this combination also tends to involve application, problem-centredness, transdisciplinarity, heterogeneity, demand-orientation, and network integration (ibid.; cf. Gibbsons et al., 1994). At the same time, civic engagement is consciously reflected in the light of a specific learning goal (Bringle & Hatcher, 1995, p. 115). Formats of Engaged Learning confront students with real-life situations, offer theoretical concepts for reflection and in turn demand their own ideas and their implementation (cf. Weinert, 2019, p. 29). This confrontation or, to put it less harshly, the moment of encounter between specialized and general knowledge (cf. Sachs & Clark, 2017, p. 59) is not only accepted, but deliberately constructed and finally leads to the concept of integration:

> The classroom-based learning activities are designed to engage students in learning experiences that better prepare the students to perform a higher-quality community-service, and the community-service activities are intentionally organised to influence and enhance students' in-class learning. (Aramburuzabala et al., 2019, p. 19)

However, the transformations are not only taking place within the framework of Engaged Learning itself, but also have the potential to change the traditional norms of academic culture (see Sachs & Clark, 2017, p. 6). If we recall that Engaged Learning is seen as part of a third mission, this potential is not surprising, especially if we recall that the role of universities in proactively shaping society was the original demand for initiating this third mission. Reflecting on this, an even larger picture emerges in which the transformation of academic culture contributes to the transformation of society as a whole, in which Engaged Learning is comparable to a parabolic reflector that simultaneously receives and transmits.

> [Universities] provide a critically important space for grasping the world as it is and - importantly - for re-imagining the world as it ought to be (Higgins 2012). In this sense, Engaged Learning is always also normative, i.e. "something that universities, students, vice chancellors 'ought' to do and encourage (Sachs & Clarks, 2017, p. 54).

Service-Learning

If we assume that 'Engaged Learning [...] derived from its more common US framing as 'service'' (ibid.), it makes sense to go to the very origin. Service-Learning is not only more represented than Engaged Learning in the literature, but also has distinct and stable definitions and accepted standards.

Originating in the USA towards the end of the 1960s as a form of student volunteer work (Sachs & Clark, 2017, p. 35) Service-Learning developed based on the model of experiential learning (according to David A. Kolb (1984)) before a definition of Service-Learning emerged by the mid-1990s at the latest, which is still used as a basis today:

> [Service-Learning is] a **course-based, credit-bearing**, educational, experience in which students (a) participate in an organized service-activity that **meets identified community needs** and (b) **reflect** on the service-activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of **civic responsibility.** (Bringle & Hatcher, 1995, p. 112, emphasis added AC)

The definition as course-based and credit-bearing already determines the way in which Service-Learning is implemented in the university, namely in its curricula. Instead of temporary projects, which now and then appear as a methodological component of another course, Service-Learning is linked to course content. The linking of the missions and activities of learning and service is thus obligatory, which is already laid out in the term itself - by the hyphen[1] (cf. Aramburuzabala, 2019; Holland, 1997; Furco, 1996).

Further characterisations include:

- the identification of the needs of the community with and within which Service-Learning takes place
- the reflection of the service activities
- civic responsibility as an objective alongside learning objectives

Bringle's & Hatcher's definition is still valid after more than 20 years, although at least one decisive characteristic has been added: *reciprocity*. This addition ensures that the Community becomes a partner, which not only represents the field for the implementation of Service-Learning, but also plays an active role in the success of the course and itself emerges from this relationship as a profiteer, i.e. receives real benefits (c.f. Sany & Holland, 2006).

Since the definition of Service-Learning is already linked to its implementation in university curricula, Bringle & Hatcher (1996) designed a *Comprehensive Action Plan for Service-Learning* (CAPSL) and identified four constituencies on which a program for Service-Learning needs to focus its principle activities:

- Institution
- Faculty
- Students
- Community

Service-Learning is a teaching and learning method that can only be successful if actors outside the direct teaching-learning situation are also considered. The development of the concept is mainly the work of the faculty (cf. Bringle & Hatcher, 1995, p. 112), i.e. of the decision-makers, who have to decide (positively) whether to allow a new method as an independent course. CAPSL also identifies a

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[1] Although the research community is somehow divided on this. While some consciously place the hyphen and semantically charge it, others leave it out (unconsciously?). Both sides nevertheless assume a connection between service and learning.

sequence of tasks to be pursued for each of the four constituencies. The fact that in this model *research* is not only for the purpose of expanding knowledge about Service-Learning, but especially as a means of increasing representation and acceptance and thus ultimately institutionalization (ibid.) again shows the interdependence of the three missions.

The mutual connection between definition and implementation runs through the evolution of Service-Learning and is discussed against the background of improving the learning outcomes of students (c.f. Celio & Durlak, 2011). Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe is a 3-year project funded by the European Union with the purpose of identifying existing Service-Learning practice, promoting it as a pedagogical approach, and creating a network in this region[2].

The latest quality standards for Service-Learning proposed by the Europe Engage 2018 project are:

1. Meet actual real needs.
2. Partnership.
3. Reciprocity.
4. Defined goals.
5. Link to curriculum.
6. Civic learning.
7. Learning in real world settings.
8. Students' active participation.
9. Facilitate systematic student reflection.
10. Ensure support and coaching for students.
11. Offer adequate time frames.
12. Include evaluation and documentation.

Science Shops

While Service-Learning has expanded from the USA to Europe and is now undergoing its own standardisation processes here Science Shops were originally a European construct.

> The contemporary history of Science Shops in Europe was initiated by critical university staff and students in the Netherlands in the 1970s. Ideologically linked to the movement of 1968; their establishment coincided with the emergence of project-based education in universities, and was fed by an emerging environmental awareness in society. (Living Knowledge, n.d.)

Science Shops are another model that enables Engaged Learning. Similar to Service-Learning, Science Shops combine civic engagement and research, are usually connected with universities (cf. van der

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[2] https://europeengage.org/

Windt, 2014) and involve students as teachers and as researchers. There is also a connection to the curricula of the universities in most cases (cf. Hende and Jorgensen, 2001). However, Science Shops follow a different path to Service-Learning with regards to implementation and institutionalisation, and tends to step out of the respective university and instead into the surrounding community. While Service-Learning courses try to connect as firmly as possible with the university structures and appear on certain occasions in a community, Science Shops appear more like pioneer plants, which may eventually develop into independent NGOs (cf. van der Windt 2014).

Community University Partnerships

> Community engagement describes the collaboration between institutions of higher education and their larger communities [...] for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Sachs&Clark, 2017, p. 7)

> In the absence of community-campus partnerships, it is difficult to imagine how Service-Learning might even exist. (Sany & Holland 2006, p. 30)

Partnerships, based on personal relationships (c.f. Sany & Holland, 2006, p.38; Benson & Harkavy 2000, p. 73; Worrall, 2007, p. 5) are a central element of Engaged Learning. Without partnerships from universities and communities, Engaged Learning cannot exist. Although a partnership requires at least two partners, whose reciprocity in turn constitutes the partnership, the perspective of the community partner is underrepresented in literature. This gap in the published research means that the nature of reciprocity as a core element remains unclear (c.f. Sachs & Clark, 2017; Worrall, 2007; and Sany & Holland 2006,). It is also unclear how these partnerships, which bring together a great variety of people, concepts, beliefs etc. and which change over time and with the energy invested in them, can remain stable over the long term, even though staff and student fluctuations are the normal state of affairs.

Experts and professionals

Despite being unable to give satisfactory answers at this point to the question of the nature of reciprocity in Community University-Partnerships, we would like to go into more detail about who is taking up the challenge of creating a continuum (cf. Worrall 2007, p. 12).

If we recall that Bringle and Hatcher (1995) already highlighted the role of research on Service-Learning in implementation and institutionalisation, the notion of knowledge transfer comes to the fore. How does the global knowledge about the potential benefits of Engaged Learning find its way into local universities and more specifically, into their faculties and finally into their curricula?

Experts in the sense of knowledge carriers play a decisive role in the translation from theory to practice, from the research community to practitioners, from conferences to institutes (cf. Aramburuzabala et al, 2019; Sanchez, 2006). By recognising the lived, or experiential knowledge of communities or third sector partners as expertise, it can lead to the initiation of new approaches - in this case of Engaged Learning Initiatives. The intentional gathering and promotion of experts into projects (such as ours), also contributes to the spread of Engaged Learning through the dissemination of outputs (cf. Mazêikienè 2019, p.105) – and often leads to prototypes and pilots.

The initial spark alone may lead to the testing of a new approach, but it also benefits from a conscious, centrally organised development, in order to lead to tangible results and thus to the perpetuation of the approach (cf. Bringle & Hatcher, 1995). To be able to provide this service, a certain continuity of personnel dealing with this development are required (cf. Sany & Holland 2006, p. 34), as well as a certain type of professionalism. The latter can be described as follows:

> T-Shaped professionals are characterised as collaborative, creative, innovative, and able to engage with diverse communities. [They] acknowledge their specific expertise and competently share it with non-experts to solve complex problems. (Sachs & Clark, 2017, p. 40)

In addition, multidisciplinarity, systemic thinking and problem-solving while being simultaneously immersed in at least one specific discipline and one social system, round off the demands for professionalism in the field of Engaged Learning (ibid. p.36). This high requirement profile is very symmetrical. It demands of professionals at universities what is also demanded of students - learn, develop, look beyond the boundaries of your discipline, and use what you have learned to contribute to the welfare of society!

Benefits for students

Good student learning outcomes and a low drop-out rate are in the interest of every university. The growing prevalence of Engaged Learning initiatives is not least a result of the benefits of this approach for the students who are confronted with it.

In a meta-analysis on the impact of Service-Learning in 2011, Celio & Durlak presented positive effects in the five areas with the latter in particular being significantly higher than the other four:

- Attitudes towards self
- Attitudes towards school and learning
- Civic engagement

- Social skills
- Academic achievement

Aidee & Nayagara (2019) make a similar observation in their case study on a global Service-Learning program for prospective dentists.

Science Shops also make a valuable contribution to the education of students by offering practical topics that can be used, for example, for Master theses (c.f. van der Windt, 2014, p. 22).

Practical experience outside the lecture hall also gives students a broader view of social contexts, even if it only relates to individual projects:

> "[A Student] comes from the university hoping to help us build a house, but [...] that same student would understand why there is a lack of affordable housing, what is the impact of a lack of housing, on the community, on a low-income family, on a neighbourhood." (Sany & Holland, 2006, p. 35)

Lived experience and knowledge appear to be above all the valuable contribution of the respective community partners, who - in the sense of reciprocity - expect to gain an 'opportunity to educate the next generation of professionals, citizens, board members, policy makers, and donors' (Worrall, 2007, p. 11). Community partners also receive tangible benefits from the contribution of a supervised student to their cause, research question or societal challenge. In particular, the reference to the next generation of professionals seems interesting, as it could be a possible answer to the question of how the T-Shaped professional described in the last section comes about in the first place - from this perspective, Engaged Learning may well prepare its own ground on which it then grows.

2. National Contexts

2.1 Belgium (Flanders)

2.1.1 History of Engaged Learning

Though Belgium is divided into three regions (Flanders, Wallonia, and Brussels), the education systems are typically divided by language communities (Flemish, French, and German) with Brussels comprising both French and Flemish speaking schooling systems. Flanders, and thus the Flemish-speaking education sector, constitutes the largest proportion of the population, followed by French-speaking Wallonia, and then the German-speaking areas which comprise only 5%. Because of differences in education systems between the two main regions, the Flemish context will be the focus of this overview with regard given to Brussels. The Flemish higher education system consists of universities, higher education institutions, and arts colleges.

Because of the autonomous nature of higher education institutions in Flanders, the use of Engaged Learning in universities is quite fragmented. Maatschappelijk engagement (social engagement) or Community Service-Learning (CSL) are often used as the equivalent to Engaged Learning in Flemish universities. This considered, many initiatives identified to fit our definition of Engaged Learning are not necessarily marked as such. In other words, one would not know the programme they are taking part in is technically an Engaged Learning module if they were not already familiar with the terminology. The lack of consistency in marking these programmes may also come down to a lack of familiarity on the part of the educator that stems from a lack of steady provisions for what Engaged Learning is at a higher level. However, the takeaway from this is that Engaged Learning initiatives do exist, successfully, in Flanders, regardless of their official status as such. Recently, CSL administrators started an informal network of Flemish CSL support professionals exchanging on good practices through conferences and regular meetings.

Flanders does have a history of involvement in Science Shops, but this is limited in reach. There is a Flanders Science Shop Network[3], but only two Flemish universities are represented – the Free University of Brussels and the University of Antwerp. Though this network has been created to give a more recognisable identity to Engaged Learning in these universities, the majority are still quite fragmented. One initiative worth mentioning is the Flemish Science Agenda[4] . The latter is an inspiration document that connects various scientific disciplines around fundamental questions and social issues. Its aim is to strengthen the links between society and scientific research and to stimulate Flemish science towards innovation, creativity, and connection. The Flemish Science Agenda is based

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[3] https://www.wetenschapswinkel.be/
[4] https://www.vraagvoordewetenschap.be

on more than ten thousand questions raised by Flemish people of all ages and with different backgrounds. Flanders has several initiatives that enable Community University Partnerships (CUP) such as the increased attention at different Flemish universities for societal valorisation and Technology Transfer Offices. For example, Ghent University has several structurally funded business liaison centres (IOF) and (since 2015) a policy plan on societal valorisation including the establishment of Interdisciplinary Research Consortia aiming at Societal Impact (IDC)[5]. The University of Antwerp has Technology Transfer valorisation managers and SSH spin offs. All Flemish universities have good examples of CUPs yet there is no formal policy structure to support them. CUP initiatives largely arise from a bottom-up movement.

2.1.2 National Policy and Funding Drivers

Science and technology in Belgium are well developed with the presence of several highly ranked universities and research institutes. As Belgium is a federal state, science is organized at several levels. At the national level, there is the Belgian Federal Science Policy Office (BELSPO) and each of the three regions, Brussels-Capital Region, Flanders, and Wallonia, have their own regional science and technology development. There is no formal Belgian policy on Community University Partnerships (CUPs) yet there is an increased focus on valorisation (i.e. making research results valuable to society) and societal impact based on research. This focus, that follows European developments (e.g. in calls within the Horizon 2020 research programme), have led to an increased awareness of the importance of stakeholders to contribute to this aim of valorisation. Community University Partnerships are increasingly perceived as important levers to research agenda setting and to guarantee that research results contribute to tackling specific societal challenges.

In terms of funding, higher education institutions are granted a lump sum with mostly autonomous decision making on how to allocate the funding. Though they are supervised by the Commissioner of the Flemish Government and an inspector from Federal Public Service Finance, the power is limited to provide oversight rather than limit university autonomy. While external control over finance decisions is limited, so too are controls over course development so long as they meet the criteria necessary for the structured degree requirements for all universities. The universities determine programme content and learning outcomes as well as the teaching methods and tools; however, because of this freedom in content decisions, it means there is no standardised use of Engaged Learning in Flemish higher education settings. The largest Flemish research funding agency (Fonds Wetenschappelijk Onderzoek[6]) has for example one research programme called Strategic Basic Research that focuses on

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[5] https://www.ugent.be/en/research/research-ugent/trackrecord/idcs.htm
[6] https://www.fwo.be/

innovative research with potential economic or societal applications (e.g., the generation of products, processes and/or services). The available budget for 2019 is circa €60 M.

2.1.1 Examples

2.1.1.1 Inclusive Web Design (Catholic University of Leuven)

Background

Catholic University of Leuven (KU Leuven) began their community Service-Learning initiative at a university level four years ago. The initiative began with one course from the Sinology Department in the Faculty of Arts but has grown to include programmes from both the Science, Technology, Engineering, and Mathematics (STEM) and Arts, Humanities, and Social Sciences (SSHA) tracks. Since then, there have been 25 Service-Learning programmes coordinated through their team[7]. While the abstract concept of Engaged Learning is not new to KU Leuven, in line with the impression taken from the Flemish national level, what existed previously was fragmented and often not labelled as Engaged Learning. Many of the initiatives the centralised team now help to coordinate are pre-existing programmes that have requested to incorporate an Engaged Learning element. The CSL team within KU Leuven support the various programmes from faculties across the university in preparing, implementing, and evaluating Service-Learning initiatives, whether these be new or existing programmes that are now incorporating Engaged Learning elements into their material. Prior to the beginning of a programme, the CSL team provides their expertise and support to the coordinator for one year prior to the launch of the initiative and continues their support throughout the programme life. The CSL approach in KU Leuven is hinged largely on reflective practice and they strive to include this into their CSL initiatives.

Structure

Within the CSL structure there are several approaches to community contact within the programme; these are split into direct or indirect contact or some combination therein. Direct contact involves the students working directly with the community members to which they intend to provide a service, while indirect contact focuses on students engaging with organisations to create an end product that will be useful to the community without necessarily having direct contact with the community members who will use such a service and/or project.

"Inclusive Design"[8] within the 3rd year programme for Bachelor of Engineering Technology students was a pre-existing initiative within KU Leuven, and while it is mandatory for all students to

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[7] https://www.kuleuven.be/onderwijs/sl
[8] https://onderwijsaanbod.kuleuven.be/syllabi/e/H03U1AE.htm#activetab=doelstellingen_idp719824

take, the added CSL element was offered as an optional component for students. In the first year of the new programme with the CSL elements, all 20 students opted for the CSL option. The programme initially involved creating a dummy website to develop and practice their web design skills; however, it was thought that this was not challenging enough for the students, and thus, the Engaged Learning element was sought.

The overseeing professor asked to be partnered with a community organisation so his students could create a real-world product that benefited the community in a way a fake website could not. From this, a non-profit organisation who provide gaming technology to help children with disabilities practice their computer skills was partnered with the students. The organisation provided the students with specific skills the children needed to focus on so that the games could be created with those in mind. After the initial development, students went to a community school for children with disabilities to pilot their programmes and used this feedback to further develop their games. Feedback was also provided from the organisation and the overseeing professor to enhance the overall value of the games the students created, and the end product was then given to students to use in the real world. Several students from this programme were given awards for their work and the organisation has asked to be partnered with this initiative in the second year of its running.

Resources

Community-Engaged Learning in KU Leuven is funded by a philanthropic sponsor, but it is their aim to garner university sponsorship in the coming years. To begin a CSL initiative, there is a financial incentive provided to programme coordinators, and this amount varies based on whether the programme is new or existing in the university. The incentive offered is to begin the initiative; however, their aim is to have the faculty take a more direct ownership of the programmes and eventually provide their own funding to continue the initiative into the future.

Outcomes and Impact

The students who have taken part in this initiative were given the opportunity to develop their web design skills further while also providing a worthwhile end product that can greatly enhance everyday life for children with disabilities who are learning new computer skills. Accordingly, the children who are using these games were given an interesting way to develop skills that are becoming more and more necessary in an ever increasingly technological world. While the benefits to the students and the community are quite substantial, there is also an added benefit to the professor overseeing the programme. The professor in question has been able to publish and disseminate academic work promoting the importance of this type of community service engagement in programmes that typically lack this type of focus. The debate to turn STEM into STEAM (whereby the traditional STEM elements add in an arts focus) has come up often, and this Engaged Learning

approach gives students the opportunities to develop their own skills further while also learning to communicate with community members to provide a meaningful real-world product.

2.1.1.2 Zoom Out (University Colleges Leuven Limburg)

Background

University Colleges Leuven Limburg (UCLL) is in its initial steps of beginning a wider CSL network; as such, there is very little support given to individual initiatives from a university level in the development and management of programmes that want to integrate CSL elements. The establishment of CSL practices in UCLL is still in the cursory stages because the university is a conglomerate of many different schools and all of the programmes have yet to be integrated into a single network. This considered, the coordinators for the chosen initiative for UCLL are attempting to establish a CSL network to further the initiatives taken in the programme. The chosen programme, Zoom Out, has run for many years in much the same form as it is today, but without the added benefit of being labelled explicitly as a CSL initiative. In this capacity, Zoom Out has run as a CSL structured programme for the last two years.

Structure

Zoom Out[9] is a research-oriented initiative aimed at partnering 3rd year Bachelor of Kindergarten (Primary) Teacher Education students who elect to take it with non-profit organisations to work in a series of stages to create an output that benefits both the student experience and the community members for which the organisation serves (e.g. care centres for the elderly, homes for children with physical/mental disabilities, etc.). The students are initially paired with the organisations they will work with, often a non-profit organisation of their own choosing, and they proceed to engage in community service projects and volunteer work to connect with the organisation and reflect upon their own experiences. Following the pre-reflection from this experience, students then work with the organisation to understand what type of research they can undertake that would benefit the organisation and its goals. During this process there is another reflection on how the student's engagement is interacting with the organisation and the community. A final reflection also follows the presentation of the research to the programme members as well as the organisation/community who are involved with the research. Reflections from the students in the programme and feedback from the programme coordinator(s) are all publicly available to extend and involve all students with the Engaged Learning elements reflected on by each student and each organisation/community throughout all of the projects.

Resources/Outcomes

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[9] http://onderwijsaanbod.leuven.ucll.be/syllabi/n/MK331DN.htm#activetab=doelstellingen_idp1542080

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While the specific CSL elements of the programme are not funded by the university, funding in general for initiatives involving teaching is down because of decreasing demand in such programmes. However, with Zoom Out, the non-profit community organisations are very receptive to having students partnered with them because of the benefits it brings to their organisation; namely providing a service to the communities they are involved with. The students also gain an integrated learning experience to give them real world experience of how their education can be used to benefit the communities they are placed in.

Evaluation

While formal evaluation is limited, the initiative is based on an open, informal communication between the (six) students permitted to take part and the programme coordinators and has been overall positive for the student experience thus far.

2.1.1.3 Learning Together in Detention (Free University of Brussels)

Background

UNIVER.CITY[10] is a strategic, three-year project (2018-2020) developed to explore the engaged teaching and learning practices currently running at the Free University of Brussels (VUB). A core ambition of the project is to extend the interactions between the university and its immediate surroundings, by integrating urban partnerships and contexts in its educational offer. The coordinating team is situated at the Departments of Education and Student Policies, Research and Development, and Strategy and Policy. In order to explore opportunities for designing and delivering impactful engagement strategies as broadly as possible, an institution-wide professional learning community (PLC) was set up, bringing together lecturers, programme coordinators, researchers and administrative staff to (re)design programmes with a targeted Community-Engaged Research and Learning (CERL) focus. In the first year of the project, nine programmes were (re)designed with another six anticipated in year two. In parallel to the activities of the PLC, research was conducted to identify drivers and needs amongst lecturers, students, and social partner organisations participating in CERLs, through stakeholder surveys and interviews. The PLC allowed to develop a shared language on CERLs, stimulated participants to discuss the limits and shortcomings of their CERL-practices and helped them to formulate targeted (re)design actions.

Structure/Outcomes

One of these projects is the initiative 'Learning Together in Detention' (Samen Leren in Detentie) organised by VUB's Department of Criminology in collaboration with the Belgian prison service and VOCVO (Flemish support centre for adult education). The programme is open as an elected course to

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[10] https://www.univercity.be/

master's students in the Criminology degree programme. It is taught from within Beveren Prison, and both students from the university and from within the prison can receive credits for taking part in the programme. The educational centre for prison officers recognises the course as an optional official part of the training. Each year, five officers participate in the programme. While in the prison, students, from both the university and the prison, engage in lectures delivered by VUB lecturers and practitioners, and reflect on the material among their cohort. This method of Engaged Learning allows students from both institutions to learn from one another while broadening their intellectual, professional, and personal horizons and expand their viewpoints. Additionally, those in prison can forge outside connections beyond the confines of the prison walls and prepare themselves for reintegration upon post release, which literature has shown is integral to post release life.

Evaluation

Though only in its third year, the lecturer has received feedback from the students at the end of the programme evaluating its impact, and UNIVER.CITY has further developed a post completion survey for lecturers, students, and community partners to evaluate the programme.

2.1.1.4 Human Rights and Migration Law Clinic (Ghent University)

Background

Ghent University (UGent) began a program for developing Engaged Learning programs at a university level, but it was on hiatus for several years leaving individual faculties and/or departments to continue the initiatives on their own. While this was done by some faculties, there is no central database from which to draw what is offered. This considered, UGent has space dedicated to this type of learning on their website[11], with key definitions and guidelines for how to implement such an initiative. While their three main components consist of factors involving academic, practical, and reflective sections, there is also mention of reciprocity between the academic side and the community. As such, the program must not be one sided, and thus, fits into our definition of Engaged Learning.

In addition to this, Engaged Learning in UGentisdefined as "an experience-oriented form of education in which students within a course: acquire academic competences and learning content, which they apply in a social context (community) and in which they make a social commitment, about which they reflect critically" (Cress 2005, Eyler & Giles 1999, Furco 1996, Jacoby 1996), can also include internships, projects, master's theses, and seminars as an integrated component of the module. While these are forms of Engaged Learning, typically these types of approaches have a limited means of

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[11] https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/diversiteit-en-gender/community-Service-Learning

reciprocity when considering how the community is benefited, thus contributing to the ambiguity of Engaged Learning at a higher level in Flemish universities.

Structure

The concept of clinical legal education is rather new in Belgium. It was only introduced five years ago, though it has existed for many decades in other parts of the world. One of the consequences is that the clinic is sometimes confronted with reactions that reflect some unfamiliarity with the concept of clinical legal education. Therefore, the Human Rights and Migration Law Clinic[12] increasingly invests time in informing crucial institutions and partners about its role and its work. In fact, the Clinic considers itself as a learning organisation. It learns and improves itself permanently based on self- and external evaluation and by being a member of the international network of clinical legal education ENCLE.

Coordinated by Eva Brems (Lecturer), Ellen Desmet (co-lecturer), and Saïla Ouald-Chaib (co-lecturer and coordinator), in 2014, the Human Rights Law Clinic was founded at the Human Rights Centre of Ghent University[13]. In 2016, the Clinic expanded its field of work to migration law and is currently called Human Rights and Migration Law Clinic. The Clinic is a credit bearing initiative that is incorporated in the curriculum of the Faculty of Law and Criminology[14] of the University; it can be followed by Master students in Law and LLM students with the possibility of other students requesting to participate as volunteers.

Resources

There is no structural funding from the university for the initiative. The staff consists of (university funded) teaching assistants (10-15% contract), two of which are specifically made available by the faculty for the Legal Clinic, the other teaching assistants are hired on other points that the professors receive for teaching assistance. There is, however, non-structural project-based external funding whereby the coordinator is currently paid with external funding from the Open Society Foundation for a two-year project on a part time basis. During this academic year, the Clinic was invited to participate in a one-year research project coordinated by The International Bar Association's Human Rights Institute (IBAHRI), for which funding was made available for one teaching assistant on a small part time basis. The funding available is currently used to pay the staff, and thus, additional costs are therefore

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[12] https://hrc.ugent.be/clinic/human-rights-and-migration-law-clinic/
[13] https://hrc.ugent.be/
[14] https://www.ugent.be/re/en

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purposefully kept to a minimum. When short on staff, postdoctoral staff members of the HRC are asked to help with coaching a team of students.

Outputs

The Clinic has a dual objective: it aims to provide students with intensive, hands-on, practical education in the form of clinical legal education in the field of human rights and migration law and it aims to fulfil a central social justice role by contributing to the effective protection of human rights, in particular those of disadvantaged persons and groups. To achieve this dual objective, the Clinic cooperates with several partners from civil society that work on human rights and migration law issues. On a yearly basis, organisations can submit potential projects, out of which the Clinic selects the most suitable ones, considering its objectives of education and social justice promotion. The selected projects are then distributed among the students, who – divided in small groups – work under supervision of legal clinic coaches on these real-life case files. The case matching procedure is elaborate and occurs in three phases. Phase 1: all the cases are presented to the students during an information session (by the respective team coaches) to help students to make an informed decision on which case they would like to work on. Phase 2: students who enrol in the programme are asked to fill in an information sheet. This sheet includes two types of questions:

1) Background information: language skills, previously followed courses, experience in the field, etc.

2) Students are asked to give a top three choice of the cases they would like to work on. They also need to explain the motivation for their choice.

Phase 3: interview; the students are invited for an interview with the coordinator and the professors of the programme. They receive the opportunity to elaborate on their motivation and they will be asked additional questions. Phase 4: the students are divided in teams and are matched to a case for the entire academic year. The goal is to offer the students their first choice as much as possible, but this is not always the case.

Once matched, the students' responsibilities include contacting the partner, analysing the problem in human rights terms, and doing intensive research in order to deliver the required product to the partner. This can be a court submission in a pending case, reports for international bodies, third-party interventions, advisory reports for law practitioners, etc. The end products can then be used by the partners to fulfil their societal role in the promotion and protection of human rights, for instance through strategic litigation, lobby work, and information and advocacy campaigns.

Outcomes

The Human Rights and Migration Law Clinic offers invaluable benefits to both its students and its partners, by forging successful synergies between civil society organisations, the Clinic's students, and

the Human Rights Centre's academic staff. The aim of the legal clinic is twofold. Students gain theoretical and practical knowledge in the fields of human rights and/or migration law. The learning experience they receive through the Legal Clinic is unique. Students get a first taste on how law is practised in the field while also gaining more theoretical knowledge. Very often they learn first-hand from a law practitioner, since some of the teaching assistants are practicing lawyers. A second aim with the legal clinic is to make a societal contribution with the work. Hence, the students get the opportunity to do meaningful work, which is something they have been appreciating in the past years. Students benefit from receiving intensive, practical, and hands-on education aimed at preparing them for their future professional careers, potentially in the field of human rights or migration law. The students' work for the Clinic also instils a sense of social justice in them.

The Clinic's partners, conversely, gain access to high quality products, drafted by students under the intense supervision of academic staff. These analyses assist the Clinic's partners in furthering their societal objectives of human rights protection and promotion. The cases selected are based on the societal value they can bring in the field of human rights. Themes have included scholars at risk, press freedom, discrimination based on religious belief, the protection of asylum seekers and stateless persons etc., thus benefiting the community.

Evaluation

The programme is regularly evaluated through the official university evaluation where students are asked to fill in a survey. Unofficial internal evaluation of and by the legal clinic is also included. Students who participate in the programme are asked to fill in an evaluation form at the end of the academic year. Additionally, the teaching staff regularly meet to discuss the work of the Legal Clinic, and at the end of each academic year, the coordinator and the professors reflect on what works well and what could be improved the next academic year.

2.1.1.5 LiveLab (Vives University College)

Background

Vives University College is still in the early stages of incorporating official CSL initiatives into their curricula. The team within Vives is focused on a broader concept of Engaged Learning, learning through civic engagement, of which CSL is a part. Located within the Department of Educational Policy in Educational and Professional Development, the team work to develop an expertise in different areas connected to innovative higher education to implement educational policy goals and stimulate bachelor programmes to engage students in society and connect that to the curriculum. The team at Vives has recently shifted their focus to emphasise the use of CSL practices in the school; their initial

year has focused on compiling examples of good practices of Engaged Learning so that they may go forward focusing on professional development of CSL initiatives. From this team, support is given to lecturers who have chosen to redevelop their programmes and officially integrate CSL elements into the material; though it was acknowledged that many of these concepts were already being done, just not officially labelled as such.

Structure

LiveLab[15] is a didactic setting which focusses on interprofessional, authentic, and complex learning in primary care. There are three different projects (initiatives): Agora, Vivanto, and SmartHouse. Agora focuses on support for elderly ageing in place in the community; Vivanto focuses on families with children facing social and economic challenges to live in the community; and SmartHouse focuses on devices installed in the house to create a safe environment and to age well in place (elderly, caregivers, etc.) in the Vives Health Sciences. Students from nursing, speech therapy, audiology, occupational therapy, nutritional and dietetics, socio-agogic work, and Social Work, can participate. LiveLab is created from design-based research by coordinator Dr Tony Claeys. This initiative is available to students from the above programmes in their final year of the degree. Within LiveLab, the aims are to find solutions to care issues that residents cared for in their own home environment are confronted with. Students are placed early on with care residents to determine their needs and base their solutions on this interprofessional collaboration so that they may be both realistic and possible to implement. In the first year of LiveLab, students become more familiar with their own profession and the professions of the other students; the second year sees students being prepared for interprofessional collaboration with a paper based assignment, and the third year sees the students go into the community and experience an authentic setting and learn to deal with complex situations. Students were randomly assigned to care patients who have chosen to take part in the programme.

Resources

For the moment in Vives, awareness is the overarching goal as Engaged Learning is part of the educational policy plan, but there is no institutional wide incentive for lecturers to adopt such practices other than inherent expectation to do so and no funding is given from the institution.

Outputs/Outcomes

Students are engaged with the residents from early on to learn from them what they need so they may provide a service that is actually beneficial to them. While the current iteration of LiveLab is based on a previously run project, it was thought successful and the continuation has been expanded to reach the care resident communities in several Flemish cities. From this interaction, students benefit from

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[15] https://www.vives.be/nl/livelab

getting real-world, hands on experience that will allow them to further their education and personal capacities; the guiding principle being learning from, with, and about each other. Students are given real-world expertise and knowledge that allows them to take their theoretical understanding of the skills taught in the first years of the programme and implement them in a practical setting. Further, the care residents are directly benefiting from projects/solutions that are based directly on their own needs that are realistically able to help them. Care patients involved in the programme have expressed an appreciation of the extensive time these students dedicate to helping them on a personal level; something that is in stark contrast to the standard, short-term contact given by health care professionals when interacting with care patients. This connection allows the students and care patients to learn from one another and form a relationship that helps the student to better care for the patient and their individual needs.

Evaluation

While the overseeing civic engagement team in Vives does not yet have the capacity to implement their own programme evaluations, LiveLab's reflections are based on feedback, observations, and tasks based on questionnaires and focus groups to help improve upon the programme in the years to come.

2.1.2 Summary

The Flemish approach to Engaged Learning in higher education is not necessarily a new initiative. However, the official labelling of a programme and/or initiative as a CSL programme is new despite it being a widely used methodology among Flemish universities for many years. Many of the courses, and indeed many included in this overview, are not new programmes in their respective universities. There is a mixed collection of programmes that have existed in their current state previously and have recently been relabelled as an official CSL initiative and others that have been re-developed to include more of the CSL elements in the curriculum. The approach and formal institutionalisation of the programmes covered vary quite a lot. Some of the universities have a more structured (and well-funded) approach from a higher, university level while other universities are working predominantly on an individual level with little to no funding from the university or elsewhere.

The programmes discussed in this report, as well as the many that have not been reviewed but nonetheless exist in Flanders, rage widely from the SSHA fields to the STEM fields. While Engaged Learning is rather well established in the SSHA track, the inclusion of CSL in the STEM tracks, at least as considered in the Flemish context, benefits the students who gain skills and abilities that are not typically core values in the STEM programmes. Notwithstanding, as seen in every programme evaluated in this report, the importance of working with the community in a way that reciprocally benefits both student and community populations was of the upmost priority.

2.2 Finland

2.2.1 Overview[16]

Engaged Learning does not have an institutionalized status in Finnish higher education. A recent analysis on Service-Learning concluded that pedagogical approaches fostering civic engagement are "*in their infancy*" in Finnish HEIs (EOSLHE 2019). Engaged Learning or likewise activities are often not used as a specific pedagogical approach or formally acknowledged (Nortomaa & Grönlund 2019, 86; Europe Engage & University of Helsinki 2016). It has a precarious and insecure status with limited resources, and the sustainability of these activities require constant negotiation (Mažeikienė 2019).

The situation is reflected in the lack of vocabulary: there is no proper Finnish translation for 'Engaged Learning' as it is defined in the CaST framework. In educational sciences it can be translated as *kiinnittynyt* (attached), *osallistuva* (participatory) or *sitoutunut* (committed) learning and some closely related concepts are acknowledged, such as participatory learning or critical pedagogy. However, connotations do not necessarily suggest students engaging with civil society or community. Service-Learning has been translated to Finnish as *palveluoppiminen*, but this term neither implies a collaborative character or civic connection, and it is scarcely used.

There are no permanent infrastructures to support Engaged Learning, such as Science Shops. Neither are there Finnish partners in many of the focal networks of Engaged Learning, such as Living Knowledge Network or Taillores Network. There is however a Finnish partner in the EOSLHE network (European Observatory of Service-Learning in Higher Education) (EOSLHE 2020).

Nonetheless, Finnish HEIs do have various Engaged Learning or civic engagement activities. The scope of the initiatives is unknown, as there is no coordination, this information is not collected systematically, and the activities tend to be scattered among universities, faculties, disciplines, projects and courses. Furthermore, currently the activities are likely not labelled as Engaged Learning or Service-Learning, even though they would fulfil the criteria (see also Europe Engage & University of Helsinki 2016).

In this chapter, we describe the situation at the universities, yet the overall view is similar also for the universities of applied sciences. The latter are likely to have more activities resembling Engaged

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[16] In addition to literal sources, the team conducted interviews during spring 2020 with Henrietta Grönlund (Finnish partner in EU Erasmus+ project 'Europe Engage' 2015-2017 and EOSLHE network and currently Professor of Urban Theology at the University of Helsinki), Anu Kajamies (currently a postdoctoral researcher in the department of education in the University of Turku), Matti Lappalainen (currently a senior planning officer in the University of Turku), Maaria Linko (responsible teacher of the urban activism course, currently University Lecturer and Chief of Science Communication at the University of Helsinki), Jyri Manninen (currently a professor of adult educatinal science and the the person in charge of Opinsauna – Learning spaces project), Rosa Salmivuori (currently the CEO of Helsinki Think Company), Juha Suoranta (currently a professor of adult education and teacher in the public sociology course) and Pirjo Tulikukka (currently an executive director Helsinki neighbourhoods association Helka).

Finland

Learning due to their emphasis on working life connections, as compared to universities, but structural characteristics of the collaboration are similar nonetheless (see also Europe Engage & University of Helsinki 2016).

Broadly speaking, Finnish HEIs have ample amount of activities resembling Engaged Learning. Some of the activities that require students to apply their learned knowledge outside of HEI are an integral part of studying. Two main strands can be distinguished. First, individual, or group-based internships (learning in practice) are obligatory in some fields, including e.g. medicine, educational science (classroom teachers) or social work, and voluntary in many others. Especially when obligatory, the activities focus on the learning objectives of students. In all cases, the internships aim to support students' career prospects. They may or may not involve engagement with a community or co-production of knowledge. Addressing societal concerns is an important part of studies in some fields, such as educational science and social work. The internships are embedded in the HEI system, curriculum withstanding, and well-institutionalised. Secondly, there are many kinds of group activities, usually in a form of courses, projects, or other initiatives (e.g. hackathons) addressing societal issues or business opportunities. While most are one-off initiatives, some of the project-orientated courses may have also a relatively continuous funding and even a programmatic status, depending on the HEI and the department.

Following the definition of Engaged Learning used in the CaST framework, we focus on the latter, i.e. group-based Engaged Learning practices with focus particularly on societal concerns, students' civic or community engagement and co-production of knowledge. Such activities tend to be scattered, sporadic and often take place within stand-alone (voluntary) courses and projects. Examining social sciences broadly, we found examples of such initiatives in fields of public sociology, action research, adult pedagogy, critical pedagogy, participatory research, and urban studies, to name a few. Sometimes they are arranged as part of research or developing projects. One such developing project was "Learning Spaces" (Opinsauna) (UEF 2020), and we will describe this example in more detail below. Other example was an action group called "Let's work together" in Tampere. The group's aim was to support and help integrating asylum seekers and refugees and to do this in co-operation with students and staff from Tampere University (LWT 2020). Individual courses can also be found (one example described in Nortomaa & Grönlund 2019). Universities have also organised few initiatives to tackle "grand challenges" in society. One such initiative was Helsinki Challenge in 2017 that was a science competition in which scientists from different Finnish universities sought solutions on how to reach UN sustainable development goals (Helsinki Challenge 2017). However, this example did not engage students, although small number of doctoral candidates participated the initiative. The four illustrative examples described below consist of two courses and one societal hackathon.

All in all, the current situation can be characterised as a "bottom-up approach to Engaged Learning" (phrased by Henrietta Grönlund), as most activities are organised by individual HEI teachers or staff members interested in this line of activity. In practice, the continuity of such activity is at constant risk, as it is dependent on the ability of an individual person's organisational capacity and/or particular project funding. Lacking is the top-down structure: strategic planning, formal acknowledgement, institutionalised support and coordination (see also Nortomaa & Grönlund 2019, 86; Europe Engage & University of Helsinki 2016).

2.2.2 National policy and funding drivers

Apart from research and education, societal impact is considered "the third task of the universities" also in the Finnish law on universities (Yliopistolaki 558/2009). Providing for the regional needs is one the objectives (MINEDU 2020c). Currently, employability and answering the working life needs are a high priority on the higher education policy agenda. Nonetheless, as research shows, work-life and civic engagement skills overlap and support each other (Nortomaa & Grönlund 2019), which would encourage also developing Engaged Learning.

Following the international trend, the core funding of HEIs has been reduced (especially during the 2010s) and the HEIs have become more dependent on external funding. Moreover, the core funding is dependent on the measured outcomes. Therefore, the activities getting less recognition in competition for core or external funding are constantly at risk of becoming low priority. On the one hand, this applies also to Engaged Learning activities, which tend to be considered somewhat an extra-effort. On the other hand, the academic community seems to have a strong social motivation to commit and contribute to the local economic and social wellbeing, which helps to build such projects. There are also some research funding sources, both at EU and national level (strategic council funding) that require societal engagement, which might also support engaged pedagogy. More broadly speaking, it also seems that activities developing HEI pedagogy towards participatory and engaged direction are gaining popularity. The background interviews made for this project suggest an interest in advancing Engaged Learning among those already in the scene, but also the scattered state of affairs as the interviewees expressed that these people are quite unaware of each other's contributions.

2.2.3 Institutional and societal drivers

Finland is a Nordic welfare state with a comprehensive social security system and wide-ranging public services provision aimed at all citizens (e.g. Kangas & Saloniemi 2013). Consequently, the societal issues in Finland are primarily addressed through various public sector institutions. At the local level, municipalities have an extensive role. They have a strong economic capacity, due to the right to levy taxes and autonomy. They are also responsible for providing many basic services, such as primary

education, day-care as well as social and health services. Municipalities are also in charge of urban planning and land use (Ministry of Finance 2020.) The municipalities aim to engage the civil society as well as support self-organisation of citizens in various ways.

Significantly for our topic, the municipality usually has at least a coordinating role between different actors even in the neighbourhood level. Hence, when the HEIs engage with local communities, the municipalities tend to be one, and usually a central, partner. Few exceptions aside, the local civic organisations, including neighbourhood associations, tend to be quite small and also dependent on public funding. This strong role of the public sector and relatively subordinate role of the civic organisations might explain why Engaged Learning seems poorly developed in Finland. Process wise, the community level collaboration is most often initiated by universities, connected to their funding applications. However, some large cities have also continuous research partnerships with local universities. Regarding local development, the most significant ones in Finland are Turku Urban Research Programme (UCityLab 2019), and the Urban Academy in Helsinki. Both are systematised collaborative frameworks in which the municipalities fund academic research and collaborate with universities to gain policy advice.

2.2.4 Examples

The four examples (matching the CaST criteria) illustrate the status quo of Engaged Learning in Finland. As the cases show, it tends to be project- or course-based, often without durable structures and based on organisational activity of individual staff members or small groups. The case information is drawn from written documents (blog posts, reports, articles etc.) as well as interviews with either the responsible teacher or a representative of the organiser. Interviews were done either on the 'phone or via email. We have provided links to the publicly available materials.

2.2.4.1 Course on public sociology (University of Tampere, 2009)

Background

Public sociology is a subfield in sociology that engages with civil society and community. Research and teaching have an aim to transform societal and economical structures. Collaboration and co-production of knowledge on an equal setting is an essential feature. Within this framework, activism and political participation of students and researchers is encouraged and it is also an important part of doing research. In university pedagogy, public sociology combines research, teaching, political activism and learning in action as well as critical examination of hierarchies and power (Suoranta 2009, 68–69; 70–71.)

The course's teacher, Professor of adult education Juha Suoranta, has described the course's origins, structure, and reflections in an article (Suoranta 2009). The background of this course related to

political action. Finland's new university law was being prepared and it sparked wide protests among students in several universities. There was an active student movement in Tampere as well. Professor Suoranta recognised similarities in the student movement, learning in action as well as emancipatory action. Therefore, he decided to teach a course on public sociology that would benefit the students in this movement. He also promoted the course in the student movement's information channels (ibid, 67-68.)

The course was taken by 25 students from different disciplines, including sociology, literature, pedagogical studies, and language studies. Within the course, students conducted 10 assignments, on topics like analysing house squatting, direct democracy, and university activism. One assignment, which analysed the politics of translation, eventually led to a Finnish translation of Peter McLaren's book. The topic of another assignment was to study direct democracy and student participation in the university's governance. One assignment grew into a boycott against a university restaurant, run by an international restaurant chain Sodexo, of which business reputation was at the time debated internationally. The boycott sparked a lively debate within the university and local newspapers, and even included calling the police to the campus area, as well as leading to an internal inquiry, which concluded in supporting the student activism (ibid., 68–72.)

Structure and implementation

The course aims to teach debate and theories around public sociology. The original course (2009) included engaging activities in order to support learning in action and several working methods e.g. thematic lectures, discussion, a blog and most importantly, a participatory group project work (assignments). Currently the participatory group project is a voluntary and alternative way to pass the course. The aim of the project work is societal participation. Student groups formulate the contents of the projects themselves. The teacher (1) supports implementation of the group's work, and usually meets with the group 2- 3 times during the course. The original course was evaluated based on an essay in which students reflected the lectures, project work and theoretical literature. Currently, the course is organised as a seminar where students read and write about public sociology, and comment on each other's texts, a kind of study circle.

This course is organised by the faculty of social sciences. It is an optional part of the curriculum (master's studies), open to all students in Tampere University and credit bearing (5 ECTS). The course has run almost annually since 2009.

Outcomes and evaluation

No systematic or formal evaluation on the course was done. Suoranta himself has reflected that the success of the original course (2009) relied on students' own activity and self-organisation. Most of the learning happened outside of the traditional learning context, spontaneously in meetings, organising

the projects or contacting the stakeholders as well as participating demonstrations. Suoranta describes that students' work served as an "invitation" to a wider public to participate in political discourse and action (Suoranta 2009).

According to Suoranta, leading the course was difficult for two reasons. First, applying the framework of public sociology was new to him, although many aspects of it were familiar. He reflects that he underused the opportunities to create co-productive knowledge, although he acknowledges it is emphasised in adult pedagogy. Second, the course pushed him to reflect the traditional teacher–student hierarchies and how to dismantle them for better opportunities of collaboration (ibid., 70–71).

2.2.4.2 Course on urban activism as a resource for urban development (University of Helsinki, 2016)

Background

The course was organized at the University of Helsinki's Open University as part of a research project called "Civic activism as resource for the metropolis" during summer 2016. The research project, conducted 2015-16, analysed urban activism in the Helsinki Metropolitan area (University of Helsinki 2020). The project collaborated with several kinds of urban activists, urban movements and NGOs. The course was part of this collaboration.

Urban activism means self-organised collaboration in a community or civil society that is rather spontaneous and organised around a matter, not institutionalised (yet) as something carried out by an acknowledged NGO. In Finnish discussions, such activities are sometimes referred to as "the fourth sector" in society, traditional NGOs being "the third sector". These kinds of activities tend to take place in cities, and several different forms can be identified. Neighbourhood or thematic movements around a particular matter are typical examples. The focus is on action and making something concrete happen rather than influencing political opinions in decision-making. (Open University 2016; Mäenpää & Faehnle 2017.)

Altogether 35 students participated the course. They produced altogether 11 research reports on topics such as analysing regulations on AirBnb apartments, neighbour help, alternative or third sector zoning, and online-based urban activism. The reports continue to be publicly available on the research project's blog (see, Faehnle 2016).

Structure and implementation

One of the course's main ideas was to enable students' "learning by doing creatively themselves" (Faehnle 2016) on possibilities and restrictions of urban activism's role in urban development. Students were to learn how to acquire knowledge about the phenomenon and practically collect data, run the

analysis, and report research. The objective was to learn about different forms of urban activism and evaluate their strengths and weaknesses (Open University 2020.)

The main working method was participatory group work. Students contacted urban activists and did a small study based on fieldwork on urban activism. The students chose the topic from a ready-made list, which also included some background information on the type of activism and the contact information for some activists as well. The list had been prepared by the researchers in the project, based on the work already conducted, and the cooperation they had had with urban activists. Therefore, the researchers of the project acted as community brokers and paved the way for students' fieldwork. Students could also suggest topics of their own, but the course teacher had to consider whether the idea was feasible given the course's length and workload. The responsible teacher, Dr Maaria Linko, appreciated the background work done by the research project and the readily formulated topics, which enabled students to proceed to the fieldwork quickly.

Prior to the fieldwork, students attended lectures—given both by the academics as well as many visible urban activists in Helsinki's scene—and studied background materials on theories and types of urban activism. After the lectures, students decided which forms of activisms and topics they were most interested in, were divided into groups accordingly, and proceeded to fieldwork. The students conducted the fieldwork mostly on their own. They had one formal meeting with the teacher during the fieldwork, but they could ask for additional guidance throughout the course. The course ended with a final seminar where all groups presented their projects to other students.

The course was multi-disciplinary and organized as part of urban sociology studies at the Open University. It was optional, credit bearing (5 ECTS) and accessible to all students. It was organised as an online course and participating was possible remotely, although attendance to the final seminar was desirable. The course was funded by the research project. It covered the salary costs of one responsible teacher (2 months), work done by the research project's leader, and costs of the visiting lecturers.

This particular course was organized only once, but University of Helsinki has offered similar courses addressing different kinds of urban activisms and actors of urban development every now and then. The discontinuation is not due to lack of motivation or interest in the topic. One reason is that such courses often depend on some form of external funding and/or teaching resources. Once a fixed-length research project comes to an end, continuity would require university's commitment. Instead, according to Maaria Linko, the most likely reason for dis-continuity has been changes in the university's curriculum and study structures, which have left little room for optional multi-disciplinary courses.

Outcomes and evaluation

No formal evaluation was conducted, and no feedback was collected from the stakeholders or the activists who participated the group works. The gain for the stakeholders was the final reports produced by the students – the outlook for their activism with analysis, possible comparisons and perhaps ideas how to develop it.

Course feedback was collected from the students, though only a few gave it. Most of it was positive and the students evaluated the course with the grade of four out of five. Students liked the topical theme, how the course was conducted and the learning methods. They also liked the course's flexibility, the final report as the main product, and peer reviewing process of the final reports. The course's responsible teacher considered the workload quite large, and that the main challenge for the students was to keep up with the schedule. The course required capability of self-direction from the participants, although an effort was made to lower the students' threshold to ask for help. In this sense, this course also aimed to dismantle the traditional student—teacher hierarchy. Linko thought that flexibility was essential, especially when forming the groups and deciding on the topics.

For the teacher, the course offered an interesting and meaningful experience as well a chance to make a concrete contribution in the city's urban realm. She considered that there is enthusiasm and interest to organise these kinds of activities in the future as well. The course required much more preparation and working hours than any traditional course. For these reasons, she thought that it would be realistic to conduct such a course once a year, if the structure remains more or less similar.

2.2.4.3 Hack for Society – A Societal Hackathon (Helsinki Think Company, 2017)

Background

The societal hackathon was organised by Helsinki Think Company, the entrepreneurship society of the University of Helsinki, in autumn 2017 (Helsinki Think Company 2020). The associated partners included University of Helsinki, Ministry of Education and Culture, and various think tanks (Helsinki Think Company 2017).

A hackathon is an event with a specific focus and a set time and place. It is organised to find solutions to a defined problem or to develop new software or design by the end of the event, usually in a group. Hackathons are best known practice in the fields of software development and design, but the idea has spread, and it has become a rather commonplace innovation activity which can also be applied to other interest areas.

The goal of Helsinki's 'societal hackathon' was to develop solutions to societal problems with a local focus (Ikäheimo 2017). Participants included researchers, local politicians, and students, who formed altogether eight teams. The winning team dealt with rehabilitation of people with dementing illnesses.

Finland

The team's aim was to spark debate and discussion around dementia by organising an exhibition in which the visitors could experience and understand the everyday life of people with dementia. The other teams' projects dealt with topics such as certificates for accessible places in a city, an online game to help identifying learning difficulties among children or supporting participatory local democracy. A short description of each project is available in the hackathon's final report (see, ibid.).

Plans were to repeat Hack for Society in spring 2020, but it was postponed mainly due to the corona pandemic. The current plan is to organise the next hackathon after the municipal elections held in spring 2021. According to the organiser, the reasons why the hackathon is organised less frequently than annually include organising being a lengthy process, and the organisers willingness to give time for the previous round's inventions to develop as projects after the hackathon. Furthermore, as the project is meant to involve active participation of politicians, the election cycle is considered as well. The politicians are more likely to participate, if the hackathon is not organised right before – or immediately after – the elections.

Structure and implementation

The aim was to develop solutions for local societal problems and create dialogue and collaboration between academic research, local politicians, and the civil society. Another aim was to test a new model to solve societal problems. (Helsinki Think Company 2017.)

The teams took part in five one- or two-day workshops with pre-set agendas and facilitation. The first workshop's agenda was to survey a variety of different societal problems based on team's research-interests and to choose one issue to work with during the hackathon. The workshops continued with e.g. mapping possible solutions, contacting relevant stakeholders or interest groups, and developing their ideas by getting feedback from experts. The multi-disciplinary and multi-professional teams collaborated internally, not with a particular stakeholder outside the university. The final event was a seminar in which each team presented their project and got feedback from a jury. One team was chosen as a winner and they were invited to develop the idea further and present it in a large start-up event called Slush. All teams were able to develop the ideas further in a specific platform after the hackathon.

All participants were chosen based on application and interviews. According to the organisers, this ensured that the participants were motivated (Helsinki Think Company 2017.) For students, the hackathon was neither part of curriculum, nor automatically credit-bearing. The students got a participation certificate with which they could apply for credits at their university, usually as part of general, voluntary studies. The organisers wish that the hackathon could be a voluntary part of curriculum in the future.

Finland

Helsinki Think Company was the main organiser and responsible for preparing, coordinating and facilitating the hackathon as well as recruiting the participants. They were also mainly in charge for communicating with the stakeholders. In this sense, they facilitated a brokerage process. The core team was four people, plus few others working on a small workload, working for Helsinki Think Company. Some visiting experts and lecturers participated the workshops. The total budget was around €30.000 collected from the partners. The project had a steering group, which included a representative of each partner organisation.

Outcomes and evaluation

The organisers' intention was that the projects started in the hackathon could develop and continue also afterwards. Organising this was a responsibility of the teams themselves, although Helsinki Think Company offered some support. The impression was that some projects did develop further, while some did not. No systematic follow up has been done, but the Think Company is planning to do one. One known example was one project leading to a wider research report on cyber safety, published by the City of Helsinki.

Helsinki Think Company gathered participants' feedback for a public process report (Helsinki Think Company 2017). The report includes some reflection, including a notion that the success of the project depended on the commitment and motivation of the participants. Proper facilitation of the workshops and answering the demands of the teams was also considered essential. Multi-disciplinary and different viewpoints are stated as a way forward towards better solutions. Also, hackathon is presented as a good way of dismantling pre-set roles by doing together, and this should open opportunities for equal dialogue. Creating a dialogue between different participant groups was clearly one of the gains. The Think Company had also heard afterwards anecdotal evidence that the hackathon had opened up some dialogue across the party lines in the municipal council.

Based on the available materials, the role of community stakeholders or NGOs seemed quite small. Moreover, it remains unclear, how they were engaged in the process, as none of the participants in the teams represented such organisations. Now the point was rather to encourage dialogue between the politicians and the researchers. Deeper engagement of civil society would support the initiative's role as an example of Engaged Learning in the sense of the CaST project. Some participants also raised a question whether the hackathon format encouraged formulating quick fixes or short cuts to complex problems. Some politicians wished that the topics would have based on the city strategy or otherwise tailored to better serve the interests of the municipal council.

Finland

2.2.4.4 OPINSAUNA – Learning spaces (University of Eastern Finland, 2015-2019)

Background

The project "Opinsauna" ("learning sauna") focused on studying, developing and piloting liberal adult education activities supporting integration of refugees and asylum seekers. This included developing different hobby-based group activities supporting skills, skill recognition tools, promoting media literacy, and organising courses and activities in institutions of liberal adult education and NGOs (UEF 2020; Käyhkö, Manninen & Pitkänen 2019). The project (2015-2019) was coordinated at the Department of Educational Sciences and Psychology at the University of Eastern Finland (UEF). Liberal adult education refers to courses and tuition open for everyone to participate and the activities aiming to promote self-development, equality, and active citizenship. This kind of education, which does not provide a degree or qualification, is offered by folk high schools and adult education centres, for instance (MINEDU 2020d.).

The other aim of the project was to create and put into practice a Service-Learning model in pedagogical and adult education studies at the University of Eastern Finland (UEF). This is one of the few Finnish examples that has specifically applied the framework and used the term Service-Learning (see also Nortomaa & Grönlund 2019).

The project started in autumn 2015 when the number of asylum seekers was increasing rapidly in Finland and in other European countries. It was influenced by problems identified in Finnish integration and immigration policies, including lack of educational opportunities for asylum seekers. This is because they can partake in "official" education only after being granted a residence permit. Moreover, the liberal adult education institutions were considered to possess underused potential in integration services. Prior to that they had only a handful of courses intentionally mixing native Finns and immigrants in joint learning groups.

The main outcome of the project was four pilot courses. Besides these, UEF students produced various Service-Learning activities. Altogether 1144 people, among them 260 asylum seekers, participated in the projects' events during 2017—2019. A short English description of each of the four courses can be found at the project website (UEF 2020). Two of them focused on arts and culture, one on media literacy and one on skills recognition. The participants included both immigrants and native Finns. The course "Shared music" ended with a final concert in a local culture café. The course "Theater home" created a theatre performance "7Bros", adapting a famous Finnish novel and play called Seven Brothers. The media literacy course, directed at native Finns, promoted critical media examination skills. This was a reaction to the heated public discussion, peppered with hate speech and falsified news exacerbating racism and making the immigrant integration an increasingly difficult task. The

course "SkiLLfie" developed tools to recognize skills acquired outside of formal education. It targeted people who had recently moved to Finland, and were thought to potentially struggle with recognition of already acquired skills or degrees.

The external partners of the project included the local reception centres and their staff, several local centres for cultural or educational work, Karelia University of Applied Sciences, community space called Aava, and multicultural MOVE network of North Karelian associations. The project was funded by the Finnish Ministry of Education and Culture (2017—2019). According to the project leader, Service-Learning continues to be actively used in adult pedagogy and educational sciences in UEF.

Structure and implementation

The implementation was built around the ideas of project-based learning and Service-Learning. All four pilot courses were planned on principles of co-creation, social marketing, participatory research, and replicability. Data and feedback were collected throughout the project. The project staff consisted of one full-time project coordinator (2017—2019) and 14 other people who worked periodically or part time either at UEF or at the external partners' organisations. Furthermore, two university lecturers taught and gave guidance in Service-Learning. The project was also participated in by dozens of volunteers, including the students. The professor of adult educational sciences, Jyri Manninen, was in charge of the project.

The activities were planned and implemented together with potential participants and stakeholders, following the principle of co-creation. For instance, prior to each pilot course the background work included contacting all relevant stakeholders and a number of potential participants. The co-creation on the planning phase aimed to ensure that the contents matched the needs and wishes of participants, and that the thresholds of participation could be lowered or obstacles removed. The potential course participants, the stakeholders as well as a representative from the organiser, course teacher and facilitator participated in these sessions. This process is depicted in the project report (Käyhkö et al. 2019) and can be replicated.

Students of UEF planned and implemented different kinds of hobby-based and educational activities for asylum seekers and immigrants with resident permits. Among these activities were organising workshops, exercise or handcraft classes, teaching IT skills or collaborating with asylum seekers having IT expertise. Furthermore, the students conducted background studies and evaluating exercises, and helped to organise testing events for the skills recognition tools (see, UEF 2020 for more details). Altogether 54 students were involved in these Service-Learning activities during funding period 2017—2019 and dozens before that. Activities were targeted especially for students in educational sciences and adult pedagogy but were accessible for all UEF students. A good share of international students

were involved as Finnish skills were not a prerequisite. Many activities were credit-bearing, but also voluntary work without credits was involved. During the period of 2017—2019 altogether 254 ECTS were granted based on this project in altogether 12 different courses. Some students also wrote their bachelor's or master's thesis based on the project data.

The project started as UEF's own educational initiative without external funding during 2015—2017, consisting of students participating in the Service-Learning activities. The Ministry of Education and Culture funding, covering years 2017—2019, enabled planning and implementing the four pilot courses as well as hiring the project coordinator and other staff. This budget was €140.000. The students' Service-Learning continued and expanded on scope during the latter period. The Service-Learning approach has been applied also thereafter.

Outcomes and evaluation

The final report (Käyhkö et.al. 2019) and a report written for the funder incorporate a detailed self-evaluation of the pilot courses, including feedback from both the participants and the organisers as well as reflection of what worked and what needs to be developed further. The report also offers useful reflection on the practicalities of implementing the courses. Malavika Jaikumar (2019) wrote a qualitative case study analysis of three Service-Learning activities from the point of view of asylum seekers and students as their Master's thesis. Below we highlight some key points relevant for the CaST framework of Engaged Learning.

Co-creation was an important and well-planned part of the project. This required considerable background work and making connections to various stakeholders. Ideally, the whole process would have been collaborative, but due to limitations of time, the pilot courses were based on a rough idea created by the project staff. Nonetheless, the idea was then further developed co-creatively with the potential participants and co-organisers. To support co-creation, feedback was collected also during the pilot courses and incorporated into near-future activities when possible. In theatre and media courses, the participants perceived the co-creation process useful, including that their opinions had had an effect. Still, participants thought that the teacher had a lot of power in making decisions regarding the course and they wished the course meetings would have been more participatory and included a deeper dialogue (Käyhkö et.al. 2019).

Active networking and cooperation required time and effort from the staff. This included e.g. attending various meetings, seminars and other events, frequent visits to reception centres, negotiations between potential collaborators, presence in social media and making project materials available in different languages. Co-operation and co-organising events were stated as an essential resource in the project, as the project had only one fulltime project coordinator. The already existing local networks

and actors enabled the organisers to find the people to plan and organise courses with, promote the courses and find new relevant stakeholders and actors for collaboration. Especially finding one key network, the MOVE network, helped to build new connections (ibid.).

The website states several benefits for students. These include gaining credits in projects and Service-Learning, learning valuable practical skills, developing, evaluating and researching real life activities, developing working skills and learning to interact with different people from different countries. The students were also able to find internships or topics for thesis through the project. Jaikumar (2019) indicates that the service learners did benefit from the activities by learning new competencies supporting their working life skills and that the activities increased sense of civic responsibility. The study suggests that more support, better structuring of the activities and more constructive feedback would have further enhanced learning (ibid.).

The Service-Learning models and project-based learning continue to be actively used in adult pedagogy and educational sciences in UEF. The department offers courses that implement these frameworks and students are hired to different projects applying these principles. All in all, the project's aim to put the Service-Learning model into operation has been fulfilled.

2.2.4 Summary

The Finnish HEIs' Engaged Learning activities—as defined in the CaST framework—take place mostly as stand-alone courses and project-based activity. Their organisation depends usually on individual staff members or teachers interested in this type of activity. The impression is that such activities are fairly scattered. Engaged Learning is neither institutionalized, nor driven in university curricula by financial incentives. Instead, the approach is "bottom-up", as the processes depend on individual members of academic community or occasional collaborative arrangements. In this sense, the status of Engaged Learning incorporating civic realm is precarious. However, there are also supporting factors. Some research funding sources support active societal engagement, which may also influence teaching practices, and the academic community seems to have a strong social motivation to commit and contribute to local wellbeing. Most often, the partner is a municipality, which has an essential role in local development, instead of a non-governmental organisation.

In terms of HEIs, the chapter focuses on universities, although the big picture is similar regarding the universities of applied science (for description of Finnish HEI system, see Annex 1). Due to their emphasis on working life connections, the latter may have more variety and scope in Engaged Learning activities. Nonetheless, those activities too are built on stand-alone courses and fixed-length projects

2.3 Germany

2.3.1 History of Engaged Learning

Engaged Learning is increasingly mentioned in German literature from the year of 2000, mainly from a teaching and pedagogical point of view as well as regarding democratization in teaching and research (cf. Magnus & Sliwka, 2014). The term itself mostly appears as a synonym for Service-Learning, while Science Shops are ignored.

Service-Learning takes place both in school and in university. A Network called "Bildung durch Verantwortung e.V." was founded in 2009 with the main goal of strengthening the social responsibility of universities[17]. The network now contains 45 members - mainly universities from Germany and Austria as well as non-profit organizations such as volunteer agencies. Educational researcher and democracy educator Prof. Dr. Anne Sliwka, who previously dealt with questions about the compatibility of Service-Learning with the German higher education system in 2000, drew a preliminary conclusion at a conference at the University Rectors' Conference in 2014; she concluded that Service-Learning can be implemented in the German system if the concept of university learning is adapted, a formal recognition and incentive system is developed and if it is based on the real life situation of the students (cf. Sliwka 2014). A short internet search shows the wide range of Service-Learning courses at German universities. This could be an indication that the challenges Sliwka mentioned have been overcome and that the format itself is largely established. Recent studies confirm this and find a significant number of experts, publications and projects on Service-Learning in Germany, even calling it a black-boxed innovation (cf. Mazêikienè, 2019). A black box can be a thing - a machine or a teaching-learning concept such as Service-Learning - that is so stable and runs so efficiently that the inner complexity gets out of focus and instead input and output come into focus (cf. Latour, 1999).

In comparison to Service-Learning, Science Shops are not listed as Engaged Learning at all, but as a form of science communication (cf. wissenschaftsladen.de). At the same time, Science Shops have a long history. In 1984, the first German Science Shop was opened in Bonn, then the capital of western Germany. Measured by the number of employees (30 people), this Science Shop is the largest in the world (ibid). In addition, the "wissnet" network was founded in 2013. It is a loose connection between Science Shops in Germany (cf. wissnet.de). However, only two out of eleven Science Shops are affiliated to a university, which raises the question of whether Science Shops in Germany are in general, or only in certain cases models which offer Engaged Learning (according to our definition).

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[17] https://www.bildung-durch-verantwortung.de Accessed 18th March 2020

2.3.2 National policy and drivers

The Federal Ministry of Education and Research is the national contact point for the EU-programme "Horizon 2020". In particular, the programmatic part "Science with and for society" focuses on the financing of activities that improve the exchange between schools, research Institutes, companies and civil organizations, taking into account the interests and values of citizens by including them into questions, strategies and activities of science (cf. eubuero.de). Some others, such as the Federal Ministry for Family Affairs, Senior Citizens, Women and Young people or the Federal Office for Migration and Refugees fund programmes and networks of Engaged Learning.

Given that Education in Germany is the responsibility of the federal states, every state has its own educational laws that regulate which education institutions will be recognised and funded (cf. wb-web.de). Although the federal states agree on common educational standards in elaborate negotiations at the joint Conference of Ministers of Education and Cultural Affairs, and particularly in the higher education sector, harmonization processes can be observed (c.f. Winter 2011). On the other hand, the differences in the school sector are much greater and contribute to a very unequal distribution of opportunities for access to higher education between the federal states. In plain language, although the quality standards are the same, the prerequisites for meeting them as a young person are highly dependent on the place of residence (cf. Berkemeyer 2014). Moreover, since each state has its own state government which, depending on the ruling party alliances, is either rather open to or reluctant to new concepts, the acceptance of these concepts is likely to depend on the state. For example, only four out of 16 federal states have a state network for Service-Learning and in five federal states there is official cooperation between the ministries of education or education administration and the "Learning durch Engagement" (Learning through Commitment) network (cf. Network LdE). It can be assumed that close cooperation between Engaged Learning experts and policymakers, or administrations will lead to corresponding teaching and learning concepts being incorporated into curricula and funding programmes and to an increased awareness of these concepts in higher education.

In addition to the federal and state governments, municipals also participate in funding Engaged Learning institutions that work in their sphere of influence. Non-Governmental funding is given by companies, associations and foundations, e.g. Robert Bosch Foundation, Ford Motor Fund, German Academic Exchange Service, cooperative banks and charities.

Because few Science Shops are associated with universities, most of them exist as non-profit organisations that are financed through membership and participation fees as well as donations.

2.3.3 Examples

2.3.3.1 International Engagiert Studiert – Martin-Luther-Universität Halle-Wittenberg

Background

The Initiative is developed in cooperation with Martin-Luther-Universität Halle-Wittenberg and the Freiwilligen-Agentur Halle-Saalkreis e.V. (local volunteer center). Both organisations are members of the Service-Learning network Bildung duch Verantwortung (Education through Responsibility). The cooperation focuses on scientific and professional competencies as well as many years of experience in engagement-related advice to organized civil society.

Structure and Implementation

Service-Learning has been part of the university since 2008. The Initiative is implemented in the form of a module in the framework of general key qualifications (ASQ) for Bachelor-Students. In addition to the cooperation already mentioned, the initiative is supported by the Volksbank Halle (Saale) e.G. (local member-owned credit union) and the German Academic Exchange Service (DAAD) with the objective of increasing the involvement of international students.

Before the semester begins, the participants select their desired project in the project database. The semester starts in the opening event when the students learn details about the concept of Service-Learning and the organization of the semester. Immediately afterwards, the students begin their commitment with the community partners and regularly take part in the accompanying seminars.

The participants work a total of 60 hours over a period of twelve weeks. The commitment takes place in non-profit organizations or supports activities in the public interest of civil society actors, public administrations, and companies. Depending on their needs and individual skills, students can support existing processes or initiate them themselves.

In addition to the 60 hours of commitment, there are times for preparation and follow-up, research, planning meetings, and seminars. In the seminars accompanying the commitment, the students gain insights into planning methods as well as project and time management, they share their experiences with the other students, give each other help and suggestions and reflect on their actions in discussions with other committed students.

The semester ends with final presentations in which all participants present their activities and experiences to the group

Germany

Outcomes and evaluation

Since each student works on his own project, there is no uniform outcome. Examples for outcomes are:

- A vegan cooking course
- A benefit-event at the local children's hospice
- Development of a geocaching-tour with the thematic focus on nature conservation for primary school pupils
- Public relations work for various NGOs

Neither the commitment itself, nor the changes in the students' competences gets evaluated. Instead, the students' ability to reflect on their experiences and their competence gain in the commitment project and in teamwork is evaluated.

The ungraded assessment in the module is based on the Compliance with the time and content requirements of the module and on the reflectivity about the activities and experiences in its course. To complete the module successfully and to gain 5 ECTS (credit points) the students must fulfil the following requirements:

- Regular participation in the six accompanying seminars
- Proof of at least 60 hours of involvement in a project
- Development of two written portfolios with focus on the reflection of the own learning experiences
- Presentation of the project in front of the seminar-group

2.3.3.2 Service-Learning Digital – Universität zu Köln

Background

The program is affiliated with the Professional Center of the University of Cologne and supported by the Ford Motor Company Fund. The digital format of this course is an adaptation to the current corona pandemic and is intended to enable Service-Learning despite the current restrictions.

Structure and Implementation

The Service-Learning projects begin with the kick-off event. Here, the students can get to know the members of their project team, the project partners, and their lecturers.

All projects are assigned to various accompanying events. Unless otherwise possible, the accompanying events will only be carried out using the Zoom and ILIAS platforms. The accompanying event forms the theoretical basis of the project work. Experienced lecturers impart theoretical content

and methods that are relevant for project implementation. They also support the students in the implementation and reflection of their projects.

At the closing event, the students present their projects, experiences, results, etc. to the other Service-Learning participants, project partners, and cooperation partners. All accompanying events and the closing event are mandatory for all participants.

Outcomes and evaluation

As new projects are launched every year and the situation this year is completely new due to corona pandemic, and the digital format, there is little information on what outcomes can be expected. Most projects this year aim to create films, websites, or concepts for non-profit organisations and to provide them with.

The Service-Learning projects are designed for the acquisition of three credit points in the Integral Studies programme of the bachelor's degree programmes at the University of Cologne and are recognised by all faculties.

Master students of the University of Cologne can voluntarily take part in Service-Learning projects as extra-curricular offers and receive a certificate of participation upon request after successful participation.

Students who become teachers have the option to implement some Service-Learning projects as part of an internship if they attend an accompanying seminar and complete at least 20 days or at least 80 hours of practical training.

2.3.3.3 Kubus – Technische Universität Berlin

Background

This Science Shop is one of the few in Germany that is connected to a university – here the Technische Universität Berlin. It is part of the Living Knowledge Network.

Kubus started its work in 1986 and practices in all areas of environmental protection and sustainable development with the aim of helping to solve ecological and social challenges for the future.

Kubus sees itself as a bridge between the university and society and supports civil society engagement, sustainable entrepreneurship, and activities to protect the planet at various levels. The activities aim at social groups who have difficulty accessing the "Technical University Berlin". These are primarily citizens' initiatives, environmental associations, non-profit and municipal institutions, small and medium-sized enterprises, and their associations.

Germany

The work of Kubus follows the principle of "helping people to help themselves" and participates in projects with a model and innovative character with the aim of establishing cooperation and networks between non-university partners and university institutions. The way Kubus works is interdisciplinary and aims at mutual, equal learning and the connection of theory and practice. This way of working contributes to the development of viable solutions.

Structure and Implementation

Kubus is a service facility of the TU Berlin and part of the Central Institute for Scientific further Education and Cooperation. In addition, it organises and moderates events, workshops and conferences. The students work within the context of project workshops, independently and in a self-organised manner and gets support with the application and implementation as well as help to find their way around the university structure. Tutors get special training courses in order to be able to adequately accompany and guide the students

Outcomes and evaluation

The various projects are listed and documented on the website of the TU-Berlin and categorised in following key areas:

- *Transfer and Cooperation*, e.g. building bridges between science and medium-sized business in Berlin
- *Science Shops and NGOs in Europe* e.g. Improving Interaction between NGOs, Science Shops and Universities: Experiences and Expectations
- *Social and local economy* e.g. Berlin development agency for social enterprises and district economy
- *Small and medium enterprises, networks and sustainable development* e.g. Regional networks for the reuse and recycling of Bicycles
- *Reuse and Recycling* e.g. Towards Zero Waste in Industrial Networks
- *Ecological urban development and metropoles* e.g. Roof Water-Farm
- *Sustainable water management* e.g. Sustainable Concepts towards a zero outflow Municipality
- *Events* e.g. Block seminar: Colonial traces?! A racism-critical view on life, studies, and profession

2.3.3.4 Ecotopia – Hochschule Augsburg

Background

The east coast and the people of Sri Lanka were badly affected by the long civil war and the 2004 tsunami. Industry and tourism collapsed completely due to the difficult circumstances. Since the end

of the civil war (2009), the tourism sector on the east coast of the country has been busy with intensive reconstruction. A team of students supervised by Prof. Dr.-Ing. Christian Bauriedel analysed the potential for future, sustainable tourism on the east coast of Sri Lanka. The project group got the chance to meet with the Governor of the Eastern Province, Rohitha Bogollagama. Based on the analysis, the "Ecotopia" project was launched and the government has already promised the necessary building land.

Structure and Implementation

Prof. Dr. Peters, from the Faculty of Tourism at Kempten University, imparted additional know-how and five tourism students were integrated into the project. The potential analysis was supported and promoted by the German Society for International Cooperation (GIZ).

"Ecotopia" should become a place of learning for exchange, experimentation, and cooperation in eco-tourism. A particular focus is on the topic of sustainability: on the one hand, a sustainable hotel facility based on renewable energies and raw materials is to be built. For example, with the help of water treatment and recycling plants, negative effects on the environment are to be minimized. On the other hand, the population and entrepreneurs are trained and sensitized in topics such as energy-efficient construction, environmental awareness, sustainability, dealing with tourists and social justice.

Students from seven different courses are working on the project.

Outcomes and evaluation

The focus of the results is seen and included in the official documentation describing the impact on the community in Sri Lanka. In this way, the partner perspective in particular is to be placed in the foreground. The main goals are:

- Pushing education
- Preserving nature
- Creating labour
- Avoiding rural exodus
- Empowering local trade
- Intercultural exchange
- Satisfied and independent Sri-Lankan population

The "Ecotourism Study in the Easter Province" evaluates the Status Quo and the feasibility of developing the small and medium-sized economics sector through eco-tourism in the region. The interviewed managers and owners of hotels, restaurants, transportation, and services estimate that

the access to doctors and medicine as well as transport and waste issues gets better, while living gets worse and water / electricity will be on the same level.

2.3.4 Summary

Engaged Learning in Germany is already implemented in the different education sectors, and is well networked and differentiated, i.e. divided into distinct forms of Service-Learning and Science Shops, where it is partly developed further into the international or digital space or even acts as an independent entity. At the same time, it is discussed against the background of third mission and democracy education. The 16 federal states play a decisive role in funding, as do the municipalities and local partners, who provide structures and know-how in addition to financial support.

2.4 Italy

2.4.1 History of Engaged Learning

The history of Engaged Learning in Italy is relatively recent. It has emerged over the last 20 years, and its application mainly involves the spheres of education and pedagogy. Given the growing commitment of both schools and universities towards third mission and public engagement, the attention on forms of Engaged Learning is growing as well and is ever more seen as a need for today's education, in all its levels.

Engaged Learning in Italy is actually a broader term leading to diverse meanings and connotations it has acquired over time. The closest translation in Italy is *Apprendimento Attivo*, indicating the opportunities for students to apply what they are learning to real-world contexts and to interact with other perspectives and voices, thus developing more practical and multidisciplinary skills, as well as critical thinking. This concept also entails teaching and didactic methodology, as traditional lessons or lectures and teacher-centred classrooms seem not able to keep the pace to the challenges and demands of real world and job-related needs. The need to re-think the traditional lectures or classroom by rather privileging active learning in Italy often runs parallel to the growing use of technologies for learning, in order to stimulate the involvement and interaction of students (CRUI, 2018a). Hence, the innovative methodologies promote TEAL - Technology Enabled Active Learning, through the use of videos, working groups and multimedia resources and devices (e.g. the LIM multimedia blackboard) developing debates and sharing of ideas.

Innovative methodology and approaches are functional to integrate learning with a stronger connection with the local territory and the real world, including societal and environmental issues.

Even though examples of Engaged Learning in Universities are indeed increasing in number, it is still quite difficult to identify a systematic and consistent plan at a national level. The decision to convert a course programme into an Engaged Learning initiative, or at least to introduce some elements, is often left at the choice of the professor leading the course, combined with funding, staff and time availability, especially in those fields where practical training is not automatically required.

2.4.2 National policies and funding drivers

For Universities, one of the main bodies advancing proposals in the renovation of teaching in Italian Universities is the CRUI – the Italian Rectors' Conference. In line with the growing need for a cultural and behavioural change required by the third mission policies, especially for community engagement activities, from CRUI publications and reports it emerges how this need has to be translated into a complex didactic approach to be applied to university courses, in order to enhance graduates' multidisciplinary skills, their capability to tackle different challenges and forge them as responsible and

active citizens (CRUI, 2014). Most cases of Engaged Learning in Italy have come to life thanks to the participation in specific projects, especially European ones. In the last few years, the growing inclusion of third mission activities in a greater number of HEI strategies have helped strengthen the links with the local community, giving birth to a series of workshops, curricular or, more often, extra-curricular training at different levels at HEIs targeting community needs and societal issues.

A significant role is played by the local territory and stakeholders as well, whose specific needs may offer guidance as regards the implementation of vocational training and Engaged Learning courses helping to forge better-skilled future professionals in the predominant sectors of the local area. This does not always correspond to allocation of funding, especially with regards to state Universities. Nonetheless, private companies or foundations are allowed to financially contribute especially through scholarships for study, for thesis work or specific projects thanks to special agreements with HEIs in order to foster students' excellence in the degree courses considered strategic for the territorial socio-economic fabric.

This kind of community-driven approach helped with innovative methodology involves secondary schools as well, where projects and new dynamic ways of learning are replacing traditional classrooms ever more. In the last few years, the Italian Ministry of Education has oriented its policies towards innovation, digitalisation, and active citizenship, especially in secondary schools (www.miur.gov.it). The growing demand for a deeper interconnection with the world of work for younger students as well, has led to the implementation of the ministerial project *Alternanza Scuola-Lavoro*[18]: through practical experience, students can consolidate the knowledge acquired in class and apply their skills on site, thus enriching their studies and orienting their ideas towards a future profession. The *Alternanza* is now compulsory for all students of the last three years of secondary school.

2.4.3 Institutional and societal drivers

In Italy, Engaged Learning often takes the form of Service-Learning. This is partly because of a better articulated policy at both national and local level aimed at promoting active citizenship and attention to societal needs among the young.

Such initiatives are part of the strategic objectives of the MIUR for students as active protagonists and participants, as declared in the *Carta di Intenti* jointly signed by the MIUR and the Ministry of Labour and Social Policies in November 2014 and in their Collaboration Agreement with the Department of

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[18] Italian Law 107/2015 https://www.istruzione.it/alternanza/

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Youth of the Prime Minister Office (December 2015), aimed at developing volunteering in schools[19]. Official declarations were also completed by specific calls for applications allocating funding for volunteering projects in secondary schools, "laboratories for participatory citizenship, social volunteering and responsible legality".

Actually, in the same years, the basis for Service-Learning in Italy had been set by INDIRE (National Institute for Documentation, Innovation and Research in Education), together with *Avanguardie educative*, a bottom-up movement founded in October 2014 by 22 secondary schools experimenting processes of transformation and innovation. INDIRE supports the movement and has set specific research guidelines in its document *Dentro/fuori la scuola – Service-Learning* (Outside/Inside school): the old top-down model of schools must be overcome in order to invest on "human capital" by transforming the old relationships school-real life in order to make the local territory as a new environment for learning and embed the school experience inside the community (Giunti, C., et. Al, 2018).

In 2016, the MIUR activated a pilot project in three regions (Lombardy, Tuscany and Calabria). The review report demonstrates positive impact on the development of soft skills among students, together with a stronger interaction and raised awareness on civic responsibility (*La via italiana per il Service-Learning – esiti della sperimentazione svolta da reti scolastiche di Lombardia, Toscana e Calabria nel corso degli anni scolastici 2016/2017 e 2017/2018 - 2018*)

Further dissemination of Service-Learning in Italy has been possible by a series of initiatives: first of all, the MIUR organised the Olympics of Service-Learning (two editions: 2016-2017 and 2017-2018), with the aim of sharing best practices represented by the projects activated in schools of every level ranging from promotion of volunteering culture to the support of principles of equal opportunities, defence of civil rights and contrast to social exclusion and school dispersion.

At HEIs level, in 2014 LUMSA University in Rome created its Advanced School EIS - *Educare all'Incontro e alla solidarietà*, whose priorities were set on education to social responsibility and development of Service-Learning for both academies and schools.

In 2018, the EIS, INDIRE and UIBI Foundation organised "*Promuovere Cittadinanza, costruire Comunità. Verso la via italiana al Service-Learning*", the first National Meeting on Service-Learning in Lucca, on 6-8 May 2019. The event was the first one dedicated to Service-Learning in all levels of education nationwide, thus setting the basis for "an Italian model" for Service-Learning taking into account the features of the Italian territory and the peculiarities of the single regions. Service-Learning projects are

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[19] MIUR notice retrieved from https://www.miur.gov.it/web/guest/-/volontariato-a-scuola-bando-da-oltre-470-000-euro-per-promuoverlo-c-e-tempo-fino-al-24-maggio-per-partecipare

still very active in Italy; furthermore, a greater number of HEIs are conducting studies and experiments on the didactic/pedagogical dynamics of Service-Learning (*Service-Learning: cos'è e perchè è tanto importante. A Lucca il primo convegno internazionale.,* 2019).

Even though there is no clear institutionalization at a national level, a few Science Shops exist in Italy and generally take the name of "*Sportelli della Scienza*" or sometimes "*Botteghe della Scienza*". Science Shops in Italy are based at University levels in collaboration with research centres and institutes (e.g. CNR – National Research Centre or INFN – National Institute of Nuclear Physics). The first Science Shop in Italy actually dates back to the 1970s, just when the first Science Shops began to come to life in the Netherlands: in 1977 the University of Sassari (Sardinia) created the FOIST[20] Laboratory for Social Policies and Educational Processes in its Department of Economics, Institutions and Society in order to encourage students in Sociology to work for and establish longstanding relationships with their community. This pioneering laboratory was meant to encourage professors, researchers and students to share knowledge and ideas and collaborate with other academic institutions and research centres, as well as with organisations operating at a local level, by means of a community-participatory and research-action approach. The laboratory first involved working groups of students with territorial study group, until becoming real research groups on social services, issues and disadvantage, promoting the University as an institution at the service of the local community. Over the years, the FOIST has taken part to different international projects on Public Engagement and Community-Based Research (www.foistlab.eu).

Thanks to the participation to some of the main Science Shop projects in Europe, other Universities in Italy followed the example of Sassari and managed to implement other Science Shops: the University of Florence, the University of Brescia and the Bruno Kessler Foundation in Trento.

The University of Florence created its first Science Shop through the participation in InSPIRES (Ingenious Science Shops to promote Participatory Innovation, Research and Equity in Science): the *Sportello della Scienza e della Sostenibilità* in its CSDC - *Centro Interdipartimentale per lo Studio di Dinamiche Complesse* (Inter-department Centre for the Study of Complex Dynamics), a centre for interdisciplinary activities involving researchers from departments of the scientific, technological, medical and psychological/educational areas. The main objective of the project is to co-create, develop and test innovative models for Science Shops in order to enhance their participatory features. Citizens have the opportunity to express a need or report a problem they wish to solve through a specific website or live meetings. Students and researchers analyse such needs or problems and try to find out

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[20] F*ormazione, Occupazione, Informazione, Servizi, Territorio* – Training, Employment, Information, Services, Territory

some shared solutions with the citizens and methodologies to tackle the issue, in order for the University to be closer to society (http://science-shop.complexworld.net/).

The University of Brescia, meanwhile, created its Science Shop focusing on environmental issues through the broader project SciShop, Brescia set up WatShop, dealing with the sustainable water resources management, control and consumption in a changing climate (www.scishops.eu).

Last but not least, "*CittadinI per la ScienzA*" (CISA) is a Science Shop project from Bruno Kessler Foundation in Trento born in 2018 thanks to a call of the Province of Trento. The aim is to create a "bridge" among researchers of the foundation, local community and schools by improving dissemination and communication of science through innovative languages and means, including visual arts, exhibitions, radio and an editorial initiative for children (www.cittadiniperlascienza.com).

In late 2019, these four realities founded the brand-new Italian Network for Science Shops, RISS - *Rete Italiana Sportelli della Scienza*, with the objective of promoting and coordinating initiatives for participatory research on the whole territory.

2.4.4 Examples

The examples described below are just a sample of different cases of Engaged Learning projects or courses developed within the University of Parma and other HEIs in Italy. These cases have been chosen to offer a range of initiatives, from Service-Learning to vocational training, or environmental issues or practice-oriented courses. Certainly, the cases chosen offer just a brief overview of different interpretations and realizations of Engaged Learning in Italy, and may have similar counterparts on the whole national territory. To better understand the complexity of what Engaged Learning stands for in Italy, the last two cases reported focus more on the innovative methodology and benefits for students, despite being not necessarily linked to societal issues.

2.4.4.1 Ambasciatori della Legalità. University of Parma
Background

The University project "*Ambasciatori della legalità*" (Ambassadors of Legality) aims to train students of the Department of Law, Politics and International Studies of the University of Parma to act as promoters of the values of legality and active citizenship through a series of seminars dedicated to secondary school students. The project was officially implemented in 2018 and presented in early 2019, although similar initiatives of conference cycles involving secondary schools had paved the way to its creation. The project received the official support from the Municipality of Parma and involved about 13 students and 15 professors of the Department of Law, Politics and International Studies, as

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well as a group of about 10 experts for each of the topics addressed. The 11 meetings were held between March and May 2019, either at the University or in secondary schools.

Structure/Process

Before becoming "ambassadors of legality", the students joining this project are required to attend two compulsory training days consisting of two specific seminars on ethics and legality in administration processes and institutions. Each "ambassador" is then assigned a specific topic to present during the scheduled meeting, with the tutoring of a professor of the Department of Law and the support of an expert or representative from the civic, social and legal sector (e.g. doctors, lawyers, policemen, etc.). Based on a peer-to-peer approach, university students speak of legality and active citizenship to the younger students, especially with regards to current important societal, ethical or civic issues: in detail, the meetings with the secondary schools dealt with human rights, legality and Constitutional rights, equal opportunities, domestic violence, international migrations, drugs, safety, safeguard of the cultural heritage, assisted insemination, as well as with themes directly touching on a young audience, such as cyberbullying or criminal implications for minors.

The structure of the presentations is conceived to foster interaction and stimulate the exchange of ideas through workshops, roleplays, as well as with short videos, interviews and images. To the same purpose, the timeframe suggested for each meeting is generally 60-90 minutes, including first a 20- or 30-minute presentation held by the student, the professor and the expert, followed by Q&A for the remaining 30/40 minutes. The task carried out by the university students is recognized as extra-curricular activity by the Degree Course board of professors, in the frame of third mission promotion.

Resources

The project is funded by the University of Parma and received the official support of the Municipality of Parma. Secondary schools bear no costs to participate in the project.

Institutionalization

The project involves the students and professors of the Department of Law, Politics and International Studies, but it is actually part of the wider University Transparency and Anti-corruption strategy in agreement with the National Anti-corruption Authority (ANAC), which aims to guarantee and monitor the transparency and fairness of the administrative procedures and management preventing corruption. Such actions are not just taken as a mere application of the law, but are conceived as a synergistic process between public institutions to both improve the performance and efficiency of the services offered and contribute to the dissemination of ethics and legality in the public sector.

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Outputs

Students of all degree course of the Department of Law, Politics and International Studies participating to this project are assigned 4 extra-curricular credits.

Outcomes and Impact

This project places itself as an example of Service-Learning aimed at the improvement of knowledge of social, civic, ethical and legal issues through an interactive and interdisciplinary approach, while overcoming the traditional frontal lecture. Promoting the culture of legality and active citizenship among young people means creating future responsible citizens with a greater awareness on societal issues both at a national and local level and – possibly – a higher wish to take action. Another positive outcome is reflected in a tighter bond between university and local community and stakeholders like secondary schools or associations and institutions operating in the social and legal areas. A peer-to-peer approach is used, and mutual benefits are obtained for both university and secondary school students: the former can acquire greater confidence in their communication while feeling more at ease thanks to a young audience; the latter can identify themselves in the student "ambassador" and be more stimulated to interact and perceive the topic addressed closer to them as well.

Evaluation

The presentations jointly held by the students, professors and experts receive feedback from the secondary school students, who can express their interest for the topics, what they appreciated and express suggestions for improvement, if any. The University student's performance is also evaluated by the professor, for the awarding of the credits.

Sustainability

Thanks to its positive outcomes and affordable budget, the project "Ambasciatori della Legalità" is going to become a consolidated initiative in the University third mission strategy, despite the forced interruption due to the pandemic breakout in 2020.

2.4.4.2 Florence Science Shop project on Urban Gardening. University of Florence.

Background

The first project of Florence Science Shop was implemented by the University of Florence in 2018 and focused on the theme of Urban Gardening. The project was meant to lead to the realization of a co-garden to promote urban gardening as a means of sustainable agricultural practices (growth of edible vegetables in town) and for its educational, nutraceutical, therapeutic and social relevance. The urban gardening issue in Florence was actually proposed first by a local association, *Orti Dipinti*, conceiving

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co-gardens as a didactic tool, together with a group of students who expressed their ideas to the Green Office of the University of Florence to promote the development of gardens managed by students in order to grow organic food for university canteens.

Since urban gardening is a multi-disciplinary subject that touches themes dealing with agriculture, botany, psychology, chemistry, city planning and politics, the project has involved different stakeholders inside and outside the University and led to a number of collateral initiatives in the related fields.

Structure/Process

The Urban Gardening project of Florence Science Shop was planned according to an innovative methodology trying to enhance a participatory and collaborative approach throughout the process, from the initial idea to the dissemination of results. The multidisciplinary nature of the project entails the collaboration of students and professors of different University departments and structures: Department of Physics and Astronomy and CSDC (Inter-departmental Centre for the Study of Complex Dynamics); Department of Chemistry; Department of Agri-food Production and Environmental Sciences; Department of Architecture; Botanical Garden, Natural History Museum. A significant support was given by the *Associazione Caffé-Scienza Firenze-Prato*, especially with regards to the promotion of the project within the local community, which began with a science-café in 2017 (Orti Urbani Science Café). The aim of the event was to illustrate the project and the spirit of the Science Shop and to collect questions on the specific topic of urban gardening by involving all (or many) potentially interested people. The role of "experts" introducing the topic was given to professors and researchers from the departments and structures of the University of Florence involved in this project, as well as to the president of the non-profit association Orti Dipinti (2018) which first proposed the urban gardening issue.

Both citizens and experts proposed research issues and expressed their needs, such as the creation of a network for the exchange of information, the necessity to have a dialogue with the institutions, the requirement of financial support to urban gardens for social/recreational purposes, and the desire to have answers to questions about the new methods and techniques in horticulture. Students and researchers then collected all the different proposals and aspects regarding urban gardening, as a starting point for the implementation of co-gardens and concrete actions to meet the local community demands.

Among the stakeholders, the project caught the interest of the Municipality of Prato, which provided its support by monitoring the assigned public gardens and financing a thesis project on the subject.

Resources

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Staff contribution to the Urban Gardening project of Florence Science Shop came from different university departments, with professors and researchers providing expertise in the fields of Physics, Chemistry; Agri-food Production and Environmental Sciences, Architecture, as well as in Complex Dynamics. The project is especially supported by the Green Office of the University of Florence, the non-profit association Orti Dipinti and the Associazione Caffé-Scienza Firenze-Prato.

The Florence Science Shop was born thanks to the EU project InSPIRES,"Ingenious Science Shops to promote Participatory Innovation, Research and Equity in Science" (InSPIRES 2018). A further contribution was given from a gardening company (Vivere Verde s.a.s.), especially for the implementation of the gardening ponds and the first equipment.

Institutionalization

Urban gardening is a topic that the University of Florence deals with also at a didactic level, debating the issue within courses of the academic course offer, mostly embedded in the Department of Agri-food Production and Environmental Sciences and the School of Agriculture, and developing it within degree theses. This specific project has been promoted by the Department of Agri-food Production and Environmental Sciences and coordinated by the University Green Office, in agreement with the Rector's Delegate for sustainability.

Outputs

Upon a proposal coming from university students, the Green Office of the University, in collaboration with the agricultural cooperative Ortobioattivo, established two bio co-gardens in the student house "Calamandrei" of Viale Morgagni (Florence), where students manage the gardens according to sustainable costs and agricultural methods and supply the university canteen with their own cultivated products. The gardens are managed by the students in collaboration with a social cooperative ("Ulisse") engaged in job placement for disadvantaged workers, hence reinforcing the social value of urban horticulture.

The University of Florence has played an increasingly important role thanks to the implementation of various initiatives: demonstration of gardens suitable for small spaces like the Giardino dei Semplici" Botanical Garden of the University of Florence and the Ortobioattivo" concept; creation of a modular, movable, hydroponic greenhouse destined to agricultural activity; and domestic cultivation of vegetables in paved urban areas realised by the Department of Architecture and implemented at the Secondary School in Agriculture in Florence where it is used for didactic activity with high school students.

The Botanical Garden of the University of Florence has also been an experimental site for the biological control of weeds and pathologies for two years: the results are very encouraging, and the experience

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is actively continuing. At the same time, research is being carried out in collaboration with the University of Florence's Biology Directorate, Cerfit (Regional Reference Center in Phytotherapy) and Ortobioattivo to evaluate the nutraceutical value of plants grown using "bioactive" practices. Furthermore, the Botanical Garden has been promoting, for more than 10 years and in collaboration with the University Training Office, training courses for staff concerning biological struggling, water saving, best practices, energy saving, etc.

Outcomes and Impact

The theme of urban agriculture is of great interest in Florence and Prato: around this topic private individuals and public institutions are mobilized in a concrete and creative way; there are important experiences of shared gardens and high value of solidarity and inclusion; reflection on the use of land and on common goods is deeply felt and participation in meetings, blogs, events on urban gardens is active and increasing. There is a broad desire to share and exchange experiences, to learn and put into practice sustainable agronomic techniques. In this specific case, students have acted as drivers of Engaged Learning proposals, and received benefits as stakeholders as well.

Evaluation

Although there is no clear indication on the evaluation of students and the possibility of achieving credits, the Florence Science Shop project on urban gardening has reached considerable success among students, who have become more aware of the benefits of sustainably grown food. The activities carried out and the results achieved have also allowed students to reinforce team working and collaborative skills.

Sustainability

The ongoing Science Shop project about urban gardening is collecting much data about the citizens involved in this practices, technical methodologies used and also emotions and motivations. These data are analysed and collected for future publications and made accessible on the web site of the Florence Science Shop. As to the specific project of co-gardens for students, the gardens have been enlarged and enriched with new cultivations since 2019.

2.4.4.3 FOIST. University of Sassari

Background

Established in 1977, the FOIST Laboratory for Social Policies and Educational Processes (*Formazione, Occupazione, Informazione, Servizi, Territorio – Training, Employment, Information, Services, Territory*) was created by University of Sassari (Sardinia) with the aim of promoting active participation of the

university and local stakeholders in social and civic issues of the territory. First implemented in the Department of Economics, Institutions and Society, this Science Shop is now part of the Department of Humanities and Social Sciences, although it preserves its interdisciplinary nature. Actually, its history dates back well before the 70s, with the constitution of the first local working groups of students which became, in 1974, real research teams on social services. The documents collected by these teams represented the first nucleus of the investigation centre of the FOIST Laboratory.

The FOIST has been conceived as a place for sharing and spreading ideas and knowledge, as well as for encouraging active citizenship. Its mission is to educate, train and share knowledge and information with communities, and as such it was designed to support community-based action and research, hence becoming a point of reference for students and practitioners. FOIST's activities are oriented towards a strong engagement in positive social intervention to promote change through civic participation, solidarity and community empowerment (www.foistlab.eu).

Over the years, FOIST has produced 165 publications and taken part in 8 international networks and projects, such as the European projects PERARES (Public engagement with research and research engagement with society) and EnRRICH (Enhancing Responsible Research and Innovation through Curricula in Higher Education).

Structure/Process

The FOIST involves professors, researchers and students who work in close connection with other academic institutions, research centres, local organisations and associations operating in the fields of education, social assistance, volunteering. The methodology adopted is a bottom-up participatory approach built upon the principles of research-action and community-based research-intervention conjugating solidarity, active citizenship, social cohesion, enhancement and valorisation of community and its people as resources. The activities especially entail social utility interventions, development of partnerships with civic organisations and other HEIs or research centres, scientific support, training and co-creation, coordination of community-driven projects and organization of seminars and workshops on a local, national and international scale.

The FOIST also works as an investigation centre for students, professionals and local stakeholders (public administrators, social assistants), thus making the University a service institution for the community. Although in its methodology, FOIST tries to overcome the traditional duality of trainer and trainee, its staff includes a great number of researchers who worked at the FOIST lab as former students of all degree levels. FOIST activities are mainly addressed to students of the Degree Courses in Social Work and Social Policies, and in Educational Sciences of the University of Sassari. Nonetheless, they provide training for professionals operating as educators and social workers in public or private environments.

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Resources

Since 1998, FOIST has been part of a consortium of civic associations for the development of Social Entrepreneurship (the SIS - Sviluppo dell'Imprenditoria Sociale) working on several research projects and providing training and expertise for and with non-profit organisations.

FOIST is financed by both public and private sources, as well as through the participation im important international projects and networks (e.g. EUROMIR - an Erasmus programme for peace and intercultural exchange; PERARES; EnRRICH). As to the staff involved, the FOIST is managed by professors, experts in social sciences, economics of development, cultural and communication processes supported by researchers and project managers dealing with community-based research and responsible innovation and research.

Institutionalization

The FOIST is embedded in the Department of Humanities and Social Sciences but englobes features of the Department of Economics, Institutions and Society, which was its initial col-location. It actively collaborates with the Degree Courses in Social Work and Social Policies of the University of Sassari, especially regarding social care services. Thanks to its multidisciplinary and inter-departmental nature, its internships or projects can involve students of other degree courses as well (e.g. from the Master's Degree Course in in Foreign Languages and Cultural Mediation for the Valorisation of Territories), regardless of their level (undergraduate, postgraduate or PhD), as well as of incoming Erasmus students in the framework of Erasmus Plus Mobility for Traineeships.

Outputs

During the years, FOIST has tackled different social issues through several dedicated workshops helping to facilitate the connection between different generations and groups of various origins and implementing solidarity among them. For example, some workshops centre on minors' deviance (1992) and on prisoners in Asinara (1995) jail lead to the realization of a specific training course in psychiatry named "Beyond the Wall: Coordination for Mental Health" (1994/1995) which has allowed students and researchers to engage in the emancipation of families and patients, experimentation and transformative action. FOIST students have also taken part in a programme focusing on *maisons familiales rurales* (rural school families) with the aim of preventing young people from leaving their rural hometowns through the valorisation of local knowledge and heritage. The programme was funded with both public and private resources, also coming from international collaborations and participation to networks and projects, e.g. PERARES and EnRRICH.

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The FOIST case study in the EnRRICH project focused on Permanent Community-University Partnership with disadvantaged citizens, involving students in Social Work and Social Policies who, with municipal social services, were required to develop effective ways to work with citizens from a disadvantaged neighbourhood. Thanks to the cooperation with other local organisations in social services and more students from other courses and modules, this initiative generated new community projects and led to the creation of a participated partnership platform for further co-operative work.

FOIST's connection between research, learning processes and civic engagement is reinforced thanks to strict collaboration with IntHum, a non-profit association set up by FOIST in partnership with 4 CSOs within the FP7's PERARES Project. Both FOIST and IntHum are part of the Living Knowledge Network and can also count on extensive research networks, notably in the Mediterranean area, South America and Asia.

Outcomes and Impact

Through its participatory approach and its sociological and civic interest, FOIST has contributed to raising awareness in the community to educational issues, social disadvantage and civic responsibility.

Evaluation

According to their feedback, students taking part in FOIST's activities particularly appreciated how their learning needs and skills have been enhanced and valued throughout class and on-site activities, making them perceive what they were doing as something useful. Students enjoyed community-based learning, notably first-hand collaboration with citizens and teamwork based on real-life situations. Some of the students involved in the initiatives carried out in the framework of the EnRRICH project affirm that the learning experience completely changed the way they see their future profession as well as their general approach to working collaboratively.

Sustainability

FOIST Science Shop has been running for more than 30 years, proving effectiveness and usefulness in its initiatives. FOIST has become a consolidated reality both inside the University of Sassari and within the local community as well, representing a point of reference in the field of social and educational services. Through its proactive participation to international and European projects, FOIST has acquired visibility on a wider scene, ensuring a long-term sustainability for the years to come

2.4.4.4 Simulimpresa_Virtual Enterprise. University of Parma
Background

The objective of the Simulimpresa project is to activate a virtual enterprise in the Department of Economics and Management of the University of Parma, a real laboratory where students can directly reproduce the practical and operational aspects of an enterprise as regards its management, administration and organisation. First implemented in 2005/2006 in the former Faculty of Economics,

the project has since been consolidated, until becoming an optional course unit in "Virtual Enterprise" in 2017. Every year, about 30/40 students from the First Cycle Degree Courses in Economics and Management (from 2017/2018, from the course in Food System: Management, Sustainability and Technologies as well) have put themselves to the test by practically experimenting the different processes and roles required when working into an enterprise – and even managed to create their own one.

Students have been guided in their tasks by a group of professors of Business Administration, Finance, Economics Brokers, Business Strategies, with the economic and staff support of Legacoop, the national association of cooperative enterprises. Students were also backed by experts in enterprise management, labour law consultancy, human resources and sociology. The project adheres to the International Virtual Enterprise network, Europen, and has led to the creation of new cooperative enterprises managed by students themselves.

Structure/Process

"Learning by doing" is the concept underlying the Simulimpresa project, whose innovative action-oriented methodology enables students to apply and consolidate the knowledge and theories acquired in their degree courses in Economics and Business sectors passing from a passive and abstract way of learning to a more concrete and active approach: this is achieved through the close-to-real reproduction of an enterprise in its internal dynamics, its relations with the external institutions and with the related market.

Students are thus required to act as decision-makers and managers in the different branches of an enterprise in compliance with all the legal and tax duties: management, human resources, accounting and balance, marketing, funding, public relations, etc. Each student has a specific role in the virtual enterprise, and he/she is "hired" with a mock contract according to his/her duties and responsibility. They also elect their president, the CEO and their representatives in the Board of Administration. A classroom becomes the physical headquarters of the enterprise, organized into different separated "offices" equipped with the necessary devices (telephone, fax, computers with specific working programmes e.g. Accounting Information System). Students really experience a virtual exchange of goods and services with other practice firms as well, by connecting to the international network Europen –Pen International associating over 5000 virtual enterprises all over the world.

In its eighth edition, in 2014/2015, the Simulimpresa project (which took the name Laboratory of Virtual Enterprise "Luigi Minelli") obtained the support of Legacoop, the Italian association of cooperatives: since then, the virtual enterprise has been shaped according to the cooperative model. This choice actually revealed to be functional to the needs of students as well for its intrinsic features: autonomous and voluntary adhesion of members (at least three); democratic and participatory

management where every choice has the same weight; application to most economic sectors and great diffusion; community engagement; profits being reinvested directly by the enterprise.

Participation to the virtual enterprise laboratory has been open to third-year students of the First Cycle Degree Course in Economics and Management (from 2017, since its conversion into the optional course unit in Virtual Enterprise, also to second-year students of the First Cycle Degree Courses in Economics and Management and in Food System: Management, Sustainability and Technologies). Due to the limited number of admissions (about 30/40 students per year), applicants are selected upon evaluation of their curricula (number of credits achieved, and average mark of exams passed). Depending on its edition, as well as on the type of course involved, the class hours have ranged from 70 to about 100 (in the last academic year, 75 hours for Economics and Management students and 150 for Food System: Management, Sustainability and Technologies).

Resources

In its first edition in 2005/2006, the Simulimpresa project was created by a group of professors of the Faculty of Economics in collaboration with external experts, which led to the creation of a new virtual enterprise in the field of corporate security offering consultancy on financial risk and selling insurance coverage and products for working safety (NoRisk S.r.l.). More in depth, additional funding and staff were provided by an insurance broker company, which sponsored the project by guiding the different aspects of the virtual context and by presiding the newly born virtual enterprise. This one was also supervised by a notary, in charge of the procedures for the official creation of the enterprise, and by a labour consultant, managing the contract relationships of the enterprise staff. With regards to human resources, staff selections and interpersonal relationships aspects, the project also received the support of a specialist in psycho-sociology in organisations and companies, who trained students how to recognise and cope with the different behavioural dynamics in the working environment in order to manage and apply them in their future job.

New staff and funding resources were further implemented especially in 2014 thanks to the collaboration of the Department of Economics and Management with Legacoop, which contributed financially (through Coopfond funding) and in terms of staff, by integrating a tutor in the group of professors and experts supervising the project. Legacoop also sponsored the creation of the new start-up cooperative at the end of the course.

Being converted into a course in 2017, standard university and departmental funding have been used since then, with the possibility of allocating extra funding for external experts.

Institutionalization

Italy

The project is part of the Department of Economics and Management of the University of Parma. Upon positive assessment of the Academic Boards and Governance, it has been included as an optional course in the study syllabus of the First Cycle Degree Courses in Economics and Management and Food System: Management, Sustainability and Technologies.

Outputs

Students participating to the project are awarded curricular credits in the framework of optional curricular activities. The number of credits allocated has varied throughout the different editions depending on the hours of workload: about 4 in the first editions and reaching a maximum of 8 in 2014/2015 – 2015/2016. In 2019/2020 the Virtual Enterprise course assigns 3 credits to the students of Economics and Management and 6 to the students of Food System: Management, Sustainability and Technologies.

Whereas the first edition of the project resulted in the creation of an enterprise – but still virtual – the real setting-up of a cooperative was successfully achieved in 2015. With the support of Legacoop, the students of the project created their own enterprise, the "BEC- Food & Wine", linked to the agri-food vocation of the territory of Parma, commercializing local agri-food products for catering, restaurants, canteens and private consumers. BEC also deals with products for natural furniture and business welfare, for the sake of sustainability. This enterprise has been conceived following the cooperative model, since this form enhances participation and collaboration: the student is not just a simple worker but an active entrepreneur and member of a broader groups sharing principles and objectives. In the same year, the Simulimpresa students took part in the International Fair of Practice Firms in Karlsruhe (Germany) where they had the opportunity of sharing best practices with other university virtual enterprises and do business. Six students were also engaged in a Business Challenge in mixed teams and two of them were part of the winning and the third-ranking teams respectively.

Outcomes and Impact

The project offers students in Economics a possibility of enriching their studies with a learning experience in a motivating environment which also allow them to better understand the typical relations of a future working site. This aspect is beneficial for both new graduate students and enterprises: the former acquire the necessary skills and experience in order to feel less disoriented when entering the world of work for the first time; the latter take advantage of hiring better prepared and skilled workers who can easily integrate in a business reality. Since its first edition, the project has registered a constant and relevant participation of students, who have perceived it as a response to their need of applying their theoretical competences in a practical context. Through participation in this project (then course), students have also developed their capability of taking decisions and

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responsibility, as well as their entrepreneurial skills leading to the creation of new start-ups or young companies.

Since its implementation, the Simulimpresa project in Parma was considered innovative in academic teaching and received interest at both national and international level, being indicated by the network Europen as a model inspiring other international HEIs for the implementation of virtual enterprise methodology in their degree courses. The project remained a pioneer for a long time, especially in Italy, where, up to 2014, it still was the only example of virtual enterprise, together with Forlì.

Evaluation

Students' engagement and skills learned on the job are evaluated by the professors supervising the project. In detail, the final assessment takes into account the knowledge acquired as regards managerial procedures and task, the capacity of identifying hindering and success factors in the development of an enterprise, the practical application of theory and concepts learned as well as the useful skills gained (decision-making capacity; autonomy in work; team-building; communication skills; behavioural adaptation to context challenges; self-evaluation and amendment). Upon positive assessment, students are assigned a mark and the corresponding credits.

Sustainability

The Simulimpresa project has proved to be a longstanding success as witnessed by the positive feedback of students for every edition and the concrete results it has achieved. Even though some activities have been reshaped in the transition from project to a course unit, it has maintained its action-oriented approach by keeping its practical methodology of letting students concretely apply their knowledge through mock operative situations, business cases, teamwork and training.

2.4.45 Quality Assurance in Ambito Formativo: Processi, Metodi e Strategie nelle Università in Italia. University of Parma

Background

The course unit *Quality Assurance in ambito formativo: processi, metodi e strategie nelle Università in Italia* (Quality Assurance in education: processes, methods and strategies in Italian universities) aims to enhance the active participation of students in the management process of Quality Assessment of the Universities, a fundamental aspect in the functioning of the Italian Higher Education System according to ministerial regulations.

The course originates from a pilot project promoted in 2017 by the student members of the Quality Assessment Unit of the University of Parma in collaboration with the University Students' Council and

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the Department of Economics and Management. This has led to the implementation of an optional course unit from a.y. 2017/2018, which has now reached its third edition.

Structure/Process

The course addresses all students enrolled at the University, provided they are representatives in the University boards (students' representatives in Academic Senate and Board of Administration, in the Re-examining Groups, in the Peer Commissions Professors – Students and in the Boards of the Departments). No additional prerequisites are necessary to apply for the course.

A blended modality integrating frontal lessons with multimedia content and practical workshops enable students to develop autonomous and critical thinking together with mastering of the specific terminology. Through this innovative approach, students are stimulated to self-assess, and undertake group-work and problem solving. The course contents focus on the process of Quality Assessment of the Universities, thus regarding the evaluation of courses and teaching activities and the role of the boards guaranteeing and monitoring their quality. Students learn how to read and interpret the basic information as well as qualitative and quantitative data obtained through the analysis of students' satisfaction as regards their attended courses, identifying both opportunities and hindering factors and better understanding the student's active role.

The course can be integrated into the student's curriculum through the credits reserved to elective subjects for every degree course syllabus. The course module has a workload amount of 23 hours in class.

Resources

Being part of the academic course catalogue, the standard academic funding is used for this course unit. The professors supervising the course are all from the University of Parma, either from the Department of Economics and Management and/or from the Academic Boards (Senate, Board of Administration, Quality Assessment Commission).

Institutionalization

Even though the course is affiliated with the Department of Economics and Management, its importance and impact reflect on the whole University, since the final competences acquired by the students are applied to University boards. Indeed, the University governance encouraged students to apply for this course, in line with the belief that informed and proactive participation of students to the activities of the Re-examining Groups and in the Peer Commissions Professors – Students is fundamental for the constant improvement of the academic course catalogue. The objectives of the course find its rationale in the University policy of fostering soft skills development in order to offer its

students further competences beyond its primary functions of merely guaranteeing higher education and research.

Outputs

At the end of the project, students are awarded 3 credits; they can choose whether to integrate them into their curricula in the credits for elective subjects or obtain them as additional extra-curricular credits.

Outcomes and Impact

Involving students in quality assessment processes is seen as a means to help constantly improve the course offer of the University by getting a direct feedback and deeper engagement. Giving further importance to the students' role as drivers for academic policies helps raising their awareness and willingness to be actors in the improvement of their university, for them and for future students as well. Students' feedback also helps professors and tutors adapting and updating the contents of this specific course.

Evaluation

Students' performance assessment takes place as an interview on the course contents and studying material and on the ability to put into practice the knowledge acquired through mock situation similar to those applied during the course. The evaluation also takes into account the use of proper terminology and critical thinking skills. In turn, students express their feedback on the course, so as to help the professors holding the course optimising and updating the contents and teaching methodology.

Sustainability

The course has been running since 2017 and will continue to be part of the course catalogue for 2020/2021. The good feedback provided and the low budget, together with the growing need for students' participation in the university bodies, support its long-term sustainability.

2.4.5 Summary

Engaged Learning in Italy has a recent history, being mainly introduced about ten to 12 years ago. Albeit very few pioneering cases dating back to the '70s - '80s, the growing need for Engaged Learning emerged parallel to the greater attention given to academic third mission policies, promoting a tighter connection of HEIs with the local territory and a better capability of meeting its demands.

Actually, Engaged Learning in Italy, commonly referred to as *Apprendimento Attivo*, does not just stand for community-based Engaged Learning, but it usually connects to the innovative methodologies applied in the learning experience, also due to its immediate application to the educational and pedagogical fields. This has led the main national governing bodies to develop tailored policies for

digital innovation in schools and HEIs, encouraging the integration of multimedia devices in class and privileging practical training instead of the traditional frontal lecture to meet the demands of real world and job-related needs. Whereas third mission actions and policies are nationally institutionalized and taken as indicators for the assessment of University quality and performance, Engaged Learning in its autonomous existence as a detached concept is still not theorised as such, apart from its "branch" of Service-Learning (often as a means to promote active citizenship). The Italian context still reveals a hybrid placement of Engaged Learning, standing in between innovation in teaching methodology (including teacher training as well) and a community-oriented approach: in a nutshell, not every third mission activity can be catalogued as Engaged Learning as far as students are not involved; at the same time, innovative and action-oriented methodology are expression of Engaged Learning, but they might not be connected to third mission. The latter two examples described above are testament to this notion – while they broadly fit within our definition of Engaged Learning, they demonstrate a less tangible societal benefit, compared with the former three examples.

Engaged Learning initiatives often come to life thanks to the participation in International, European or Italian projects and/or by individual proposals from either single or groups of professors. Larger-scale projects are indeed important drivers in the implementation of Engaged Learning initiatives, as reflected by the cases examined as well.

The Italian examples analysed range from real examples of Service-Learning initiatives (Ambasciatori della Legalità – University of Parma) encouraging active citizenship, as well as real Science Shop cases focusing either on environment and sustainability (Urban Gardening – University of Florence) or acting as a point of reference for social issues in the local community (FOIST – University of Sassari). Other kinds of Engaged Learning activities for innovative methodologies include embedded modules into the University course offer (Quality Assessment– University of Parma) even resulting in concrete outputs (Simulimpresa-Virtual Enterprise– University of Parma). Beyond their differences and similarities, all these examples prove the mutual benefits deriving from Engaged Learning for both students and the local community by providing a more practical, multidisciplinary and broader experience together with a deeper connection to real-world contexts.

2.5 Spain

In Spain, the term 'Engaged Learning' generally refers to active learning or participatory learning while 'Service-Learning' seems to be closely tied to volunteering. In higher education, many universities have a range of policies that could be loosely organised into living knowledge networks and the so-called 'third mission.' One report suggests that two thirds of all Spanish universities have civic engagement or Service-Learning as part of their strategic plans (Millican, et al 2019, p. 43). Typically, the incentives include university credits, and many are curriculum-based. In short, the terms Engaged Learning, Service-Learning and living knowledge seem to overlap in the literature.

Following the CaST definition of Engaged Learning, there are numerous references in the literature, which in Spanish is normally referred to as 'servicio solidario' or 'aprendizaje servicio.' Experiential learning and connection to societal needs are emphasized in our contribution where we have highlighted four cases. We will present a wide-reaching overview of Engaged Learning after we discuss the history of Engaged Learning in Spain.

2.5.1 History of Engaged Learning

The history of Engaged Learning in Spain extends beyond the national border to include many initiatives regarding international cooperation. The numerous cases outside the national context suggest that the ties to these projects through shared cultural and linguistic context often make the projects particularly fruitful.

In Spain, we begin to see examples of Engaged Learning in the literature in 2003-2004 and Battle (2015) makes note that educational centres and social entities have a long-standing tradition in our country and have spread to Latin America. Of course, we find examples within the university and vocational training at all levels, and increasingly there has been a growing interest in Science Shops. Typically, the incentives include university credits, and many are curriculum-based.

2.5.2 National policy and funding drivers

There is no clear political framework regarding Engaged Learning at the national level as particularly tied to higher education, although the Network for Social Inclusion (Red de Inclusión Social (RIS)) is an organisation funded by the EU in order to promote inclusion. The organisation collaborates with the Labour Ministry, Immigration, Social Security, National Health and Consumption and Social Welfare. So, although there is an awareness of real-world needs from governmental authorities, what seems to be missing is the clear research driven purpose.

Spain

Regardless of the intention of ongoing support for the underprivileged, the underlying issue will always be where funding for Research and Development stands, what the role of European funding is[21], where the national resources are allocated and to what purpose. We would have to say that this is an ever-changing socio-economic situation and funding specifically for Engaged Learning can be divided into three main blocks: research and development, international cooperation and domestic social programs. So many of the cases are co funded, that the true allocation of resources remains elusive at best.

The public sector provides most funding for research and development and specifically within higher education and some estimates reach as high as 90%. Of course, this investment is not only for Engaged Learning, but for all research. No real figures exist that we could ascertain from the published data specifically applying to all cases of Engaged Learning in higher education. This is largely due to the very nature of this type of learning as extremely wide ranging and multi sourced.

The second block is international cooperation. Official Aid for Development (AOD) integrates the aid provided by the various Spanish public institutions: General Administration, Autonomous Regional Communities, Local Entities and Public Universities. The main objective of these funds is the development of the country to which they are directed, and the role of higher educational institutions is well established. The total amount of AOD in 2017 stood at 2,271.04 million euros. This funding extends to 23 countries worldwide in the period 2013-2016. Spain is the leading European country maintaining cooperation in Latin America, and in many cases of joint EU projects, it is the Spanish International Cooperation that is carrying out EU delegated cooperation projects.

The university plays a key role in international cooperation and the AECID (Agencia Española de Cooperación Internacional para el Desarrollo) [Spanish Agency for International Cooperation for Development] has been operating since 1988 and has had considerable impact through scholarships and research in its fight to reduce poverty and to foster sustainable development.

The final block includes domestic social programs which are managed both at the national as well at the regional level. There is a decided social awareness with political agendas frequently mentioning gender equality, inclusion for minorities and, immigrants. Even though the connection to higher education is less clear, there are multiple governmental directives that show clear ties to socially engaged actions. It would be virtually impossible to put a figure on this as funding is diverted to regional agencies within education, health and welfare, social services, NGOs, among others. Many of these social programs are co-funded with public and private money and there are numerous collaborations with volunteer organisations and intermediary foundations.

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[21] EU funding makes up 1,10% of GDP

2.5.3 Institutional and societal drivers

The main drivers of Engaged Learning seem to be located between the two largest cities, Madrid and Barcelona. Interestingly, there are many 'in between' organizations, both public and private, that play the role of mediator in many Engaged Learning initiatives. We could not begin to name them all but would like to highlight the more well-established associations that seem to cover this definition of institutional and societal drivers of Engaged Learning as an overview to the national context.

The first driver for Engaged Learning is the 'foundation'. Proportionally there are 27 foundations for every 100.000 inhabitants (AEF 2011, p. 21). The entity 'foundation' has had official recognition within the Spanish constitution since 1978 and many are united in the Asociación Española de Fundaciones (AEF) [Spanish Association of Foundations]. Some work locally and others have a larger impact nationwide.

According to the AEF, in 2009, there were just under 13,000 foundations registered in Spain of which 9,050 could be considered 'active.' Over 60% of these active agents have been created in the last 20 years making them key actors in many of the Engaged Learning initiatives in the country. Although many of these foundations operate nationally, over 80% have their headquarters in either Madrid or Barcelona (AEF, 2009).

Many of these organizations work with several cases at the same time and are actively involved in funding and matching stakeholders in the community. Again, not all cases are within the university, so the exact filter of which ones are specifically focused on the higher educational context is impossible to establish. But in each of our cases, the varying roles of foundations have a measurable impact within the projects.

The second driver of Engaged Learning is a well-established network dedicated to this specific purpose. Red Española de Aprendizaje de servicio [Spanish Service-Learning Network] is a stable network at the national level that could well be considered a driver of Engaged Learning in Spain. This network includes three tiers: one for universities, one for municipalities and a third one for specific training. So perhaps by this definition, they have become a bonafide broker of Service-Learning.

This network includes 17 different groups that coordinate across the nation. These include universities, municipalities as well as directives for educators. The organizations deal with socially engaged practices and each one has a regional organization at the head.

Within the university context, the first tier is a network called 'Red APS (U)' made up of teaching staff from several universities. These initiatives have been widely documented and are a clear indicator of the third mission actively engaging students and addressing community needs.

Spain

At the municipal level there is a key collaborator in the 'Red temática de Aprendizaje-Servicio de la RECE' (Red Estatal de Ciudades Educadoras') [Telematic network Engaged Learning FNED (Federal Network of Cities that Educate)]. In this case, many town halls participate in this network as well as guaranteeing community engagement at this municipal level. We have seen a purposeful commitment from local authorities supporting the benefits to the community that Engaged Learning fosters.

And finally, the third tier of the network includes professional development. The network ARCE 'Red del Proyecto Dos Mares' is made up of centres that provide specific training for educators. The organisation provides didactic materials specifically designed for educators. Here it is salient that training in Service-Learning empowers educators to spread and mentor Service-Learning within educational institutions at all levels.

This Spanish network for Service-Learning is far reaching and well established and a plethora of publications support the initiatives and training results. All projects target students of a specific age range and include a connection to the long-term goals of sustainability that the project has established with 17 objectives for 2030. Not all are directly related to the higher educational context, but clearly have Engaged Learning at their centre.

2.5.4 Examples

We have found several cases and have selected those that offer the widest view of what Engaged Learning is in Spain each with a unique connection to higher education and research driven actions. We have included 4 cases in this overview.

2.5.4.1 Jardín Terapéutico Miguel MartÍ I Pol [Therapeutic Garden Miquel Martí i Pol]

Background

The Project Miquel Martí i Pol (MMiP) integrates education, research, health and the construction of inclusive communities. The project is based on a garden that was created jointly by occupational therapy students at the University of Vic, Barcelona and those who have lived through situations of social exclusion. The initiative began in 2005 and can be considered stable in its second phase which has been ongoing since 2013.

Structure

The garden was created jointly by occupational therapy students at the University of Vic and members of the community or 'clients' of the project who are facing mental health, poverty or suffering from the context of immigration. The 'clients' are people at risk of exclusion, and they are matched with occupational therapy students from the University of Vic. Annually, over 200 students participate in the curriculum-based project.

Spain

Their main aim is to confront the social and ecological challenges of contemporary Europe. A key element of the project is to educate society in the value and potential of excluded people: they are citizens who are contributing to society. The clients learn a profession and simultaneously they realize and develop a meaningful occupation with a powerful therapeutic value.

The matching process teams the Cepain foundation (an NGO) with the university and employs a permanent staff of approximately 12, engaging approximately 100 volunteers and the 'clients' who are the main beneficiaries of the project.

Resources and institutional collaborations

The project is coordinated by Universitat de Vic (Fundació Universitária Balmes), in partnership with:

- The third sector: Caritas Arxiprestal, F.C.M.P.P.O. (MH Foundation), Girbau Foundation.
- The municipal sector: Vic City Council and Osona local government
- Private funding is undisclosed, but there is ongoing commitment from the local Rotary Club as well as La Caixa Foundation both of whom are long standing partners.

Outcomes/Impact

Outcomes for students include numerous final projects and doctoral theses with the research context of Participatory Action Research. While for the community, the project has facilitated the integration of the mentally ill into the greater community and has had wide ranging impact from children to adults. There has been an active insertion of adults at risk into the labour force and increasingly a wider acceptance of these citizens in the larger community.

Evaluation

Internal evaluation can cite the publications from the University of Vic as effective measures, while external evaluation can cite the Social Work frame as established by the Caixa bank in September of 2013. But perhaps the best assessment comes from external agents. The project has received significant recognition such as: Good praxis in the fight against poverty in Europe, for the project 'Competences for Poverty Reduction' (EU) (2010) and UNESCO has officially recognized the project as Good Practice for its Global University Network for Innovation (2013), among others.

Sustainability

The initiative has collaborated with the EU Projects EU Competences for Poverty Reduction and Empowering Learning and Social Inclusion through Occupation. Although these collaborations have finished, the project remains viable. In fact, the project has expanded to a second phase called EcoSPORTech and continues to support the community with ongoing initiatives, numerous publications and student involvement and can be considered sustainable.

Spain

2.5.4.2 Amigos y Amigas de la Lectura [Friends for Literacy]
Background

'Amigos y amigas de la lectura' is an Engaged Learning project in which students from the Education Faculty at the University of Barcelona foster reading and good reading habits in both primary and secondary education. The earliest references for this Engaged Learning initiative date from 2008 and seem to have had less impact since 2013 but continue to form part of this university's third mission. We include this example to encompass all educational levels and point out that Engaged Learning projects are often small and that well directed local actions can benefit both students and the greater community.

Structure

The university students' involvement is part of their education degree both at the graduate as well as the postgraduate level and this collaboration is curriculum-based. The specific learning objectives include direct contact with a professional context whereby theoretical underpinnings of education are put to the test with patience, empathy and an extremely valid didactic implementation of the learner-centred approach to teaching.

Resources

Regarding partnership, 'Amigos y Amigas de la Lectura' establishes a connection between the higher educational context and the schools who receive the service together with other societal entities that have collaborated during the process.

The key collaborators include the 'Exito' Program ['Success' program] from the Education Committee of Barcelona together with the Adsis foundation. This foundation's objective is to build a 'fairer, more accepting and caring society' and is committed to those who are more vulnerable and its collaboration with 'Amigos y Amigas de la lectura' is one of many initiatives. Participating university students come from both pedagogy as well as social education. As could be expected, the university students' connection to the lower schools has been rewarding for all stakeholders.

Outputs

The network requires that the Engaged Learning be guided by two main constructs: 1) the beneficiaries of this action should be the students, both from the lower schools as well as the university students; 2) all participating institutions should fulfil their obligation so as to obtain the benefit, and in this way all stakeholders will reach their objectives (Cerda, et al 2008, p. 139). The most noteworthy outputs have been the publications regarding Service-Learning and the impact it has had within the third mission of this university.

Evaluation and sustainability

Spain

We have found no measures of evaluation to assess this project. However, we do note that there are many similar projects across Spain and the inclusion of this project may serve as an example where Engaged Learning might begin within the mindset of educators and future educators.

Existing connections between the university and the primary and secondary school systems can impact directly on children at risk of social exclusion and we have included the example as we feel that this is indeed a way to encourage many aspects of communities and students together. This points to the very core of Engaged Learning as being placed within educational centres themselves.

2.5.4.3 Science Shops
Background

In Spain, institutions pursuing similar tasks to Science Shops are loosely grouped using the term "Living Knowledge" and, as we mentioned, overlap with our definition of Engaged Learning. There is a network of persons or organisations involved in Science Shops, as well as similar organisations active in public engagement and involvement of Civil Society Organisations (CSOs) in Research & Innovation (R&I), and those who support those activities.

We have found numerous case studies developed by the Horizon 2020 funded SciShops project to investigate different models of Science Shops and community-based participatory research. We will include just one example but note that there are several ongoing projects regarding Science Shops. The Research Institute for Higher Education and Science (UC3M-INAECU) (Instituto Interuniversitario de Investigación Avanzada sobre Evaluación de la Ciencia y la Universidad [Interuniversity Institute for Advanced Investigation regarding Evaluation in Science in the University] is a university-based Science Shop at the University Carlos III of Madrid (UC3M). INAECU is promoted by the LEMI research group focusing on sustainability issues.

Structure

The Institute aims to deal with this field of study from a multidisciplinary perspective, considering the following lines of research:

- the field of evaluation of scientific and technological activity
- the field of policy and administration of universities

The Science Shop brings together researchers, students, teachers from high schools, municipalities (from Madrid, Getafe and Leganés), societal organisations (NGOs), small and medium enterprises (SME) and citizens in order to identify societal needs/problems, transform them into research questions, and subsequently co-create knowledge in order to solve and implement solutions to the problems.

Spain

A lot of effort to date has been meeting with societal stakeholders in order to identify and define potential research questions. UC3M-INAECU Science Shop has a strong focus on multi-stakeholder engagement, ensuring that projects are co-developed together with affected stakeholders.

Resources

INAECU-UC3M Science Shop is run by the INAECU multidisciplinary research group. In terms of coordination, the staff is divided into these different roles:

1) Coordinator of the Science Shop, who supervises all the activity of the Science Shop, managing the coordination, administration and running of the Science Shop.

2) Internal Committee. This committee has a supervisory role and will be responsible for the performance of the Science Shop i.e. the collection and selection of the research questions, building relationships between the stakeholders, as well as organising and disseminating the activities.

3) Advisory Board. In addition to the Internal Committee, an external Advisory Board will be created in order to advise on the feasibility of the research questions and best research methodologies to use to answer the questions. It will consist of experts from different expertise areas. In addition, this group will evaluate the research progress.

Research is conducted by investigators from different fields and topics and research teams also include students.

Outcomes/Impact

As a result of this project, Social Sciences researchers are now pursuing projects with Madrid City Council and researchers of Engineering with Getafe City Council. For example: In May 2019, UC3M-INAECU Science Shop organised a focus group in Getafe with members of the city council, neighbourhood associations and researchers to brainstorm ideas relating to mobility and urbanism and identify possible lines of action. Subsequently a Knowledge Café on urban transport mobility and pollution was organised in September 2019 together with the municipality of Getafe.

In May 2019, a co-creation event was organised to co-design and discuss collaborative solutions relating to the reuse of lots for social use in Madrid. The event brought Madrid city council and neighbourhood associations together with researchers and has resulted in further collaboration and activities.

Several events can also be considered in the impact of this project, including seminars, lectures and workshops.

Impact/Evaluation

Spain

Research or other projects run by Science Shops are, by definition community-based, but in practice there are varying degrees of community and other stakeholder involvement. The project offers a comprehensive internal evaluation including a 'roadmap.' The roadmap identifies various ways in which stakeholders can be involved to help strengthen the participatory dimension of Science Shop projects. It does so by providing a step-by-step approach to the community-based research process, as well as incorporating approaches from the practice of public engagement in science.

The project has extensive internal evaluation. Annual reports have been published since 2012 and the most recent in 2018 cites 25 publications, 1 book and 4 chapters, 45 conferences both national and international, 1 research project and 4 contracts as well as 2 theses: all of this, in just one year.

Sustainability

Regarding the continuity of the project once the European SciShops project comes to an end, the Science Shop UC3M-INAECU will be funded by the Carlos III University of Madrid and the City Hall of Getafe.

In addition, UC3M-INAECU Science Shop has initiated an Iberian Peninsula network of Science Shops, involving Science Shops in Spain and Portugal so indeed, the project does seem to be expanding. The SciShops team aims to demonstrate the benefits of starting a Science Shop for various kinds of organization, as well as to show how civil society gains from collaborating with Science Shops in community-based participatory research.

2.5.4.4 Un mundo libre de Malaria [A World free of Malaria: Mozambique]
Background and institutions

In 1970, the University of Barcelona established the first postgraduate programme in Tropical Medicine and International Health in Spain and a few years later, in 1984, the Hospital Clínic de Barcelona created the first Tropical Medicine Unit in a third-level hospital in Spain, thus laying the foundations for what would become a long tradition of this specialisation in our country. In 2006, within the framework of the programme for the creation of CERCA centres (research centres specialised in different subjects) of the Catalan Government, the Centre for International Health Research in Barcelona (CRESIB) was created.

Inserted into these two contexts, Un mundo libre de malaria: Mozambique (A world free of Malaria: Mozambique) started in 1996, with the support of AECID (Spanish Agency for International Cooperation for Development). Currently, with the establishment of the CISM Health Research Center in Manhiça (Mozambique), several research projects are carried out for the cure or prevention of diseases such as tuberculosis, AIDS or malaria.

Spain

Regarding background and structure of the project there have been key stakeholders as the project has developed. In 2010, the Institute of Global Health of Barcelona (ISGlobal) was created, promoted by Obra Social "la Caixa", the Spanish Government, the Generalitat de Catalunya and the Ramon Areces Foundation. ISGlobal aims to improve global health and promote equity in health through excellence in research and the transfer and application of knowledge.

Structure and main objectives

In June 2016, ISGlobal and CREAL (Centre for Research in Environmental Epidemiology) joined forces, with the "la Caixa" Bank Foundation, the Hospital Clínic, the Parc de Salut Mar, the University of Barcelona, the Universitat Pompeu Fabra, the Generalitat de Catalunya, the Spanish Government, the Barcelona City Council and the Ramon Areces Foundation on its Board of Trustees.

The Mozambican Alliance for the Elimination of Malaria (MALTEM) includes 8 sub-projects which aim to: generate scientific evidence on the effectiveness of the drugs used in the eradication process (i.e. DHA-PPQ and other new drugs); provide technical, operational and financial assistance to support Mozambique's National Program for Malaria Control; and to design and evaluate new strategies to eliminate malaria in the south of the country.

ISGlobal develops scientific activity with a translational approach and in collaboration with multiple partners and collaborators. The governing bodies of ISGlobal are the Board of Trustees, an Executive Commission, a Steering Committee and several advisory bodies (Academic Committee, External Advisory Committee (EAC), the International Council on Global Health.

The Steering Committee (SC) has an important role in both leadership and decision-making and ensures that decisions are made in a well-informed manner through effective planning, monitoring and supervision of the organization and its activities. The SC is composed of the general manager (chair of the SC), the scientific director (vice chair of the SC), the manager, the deputy manager, the director of Global Analysis and Development, the director of Training, the director of Innovation, the directors of Initiatives and Programs (up to 6) and three ad hoc members.

The International Council on Global Health supports and advises the ISGlobal Board of Trustees in developing and achieving its mission and objectives. It is composed of individuals and institutions of recognized prestige in the fields of work of ISGlobal.

The main institutions involved in Mozambican Alliance for the Elimination of Malaria (MALTEM) are Barcelona Institute for Global Health (ISGlobal) and Manhiça Health Research Centre (CISM). The National Malaria Control Programme (NMCP) Mozambique and the Ministry of Health (MOH) Mozambique are partners of the project. The lead researchers are Antoni Plasencia and Francisco Saute. The coordinator of the different projects working on Malaria in ISGlobal is Enrique Bassat.

Spain

Resources

The initial project and some of the subsequent projects were financed by AECID (Spanish Agency for International Cooperation for Development) and specific information regarding funding is not available. The ongoing main project Mozambican Alliance for the Elimination of Malaria (MALTEM) and its 8 sub-projects had an initial budget of 16 million euros contributed by Obra Social "la Caixa" (5 million), and the Bill & Melinda Gates Foundation (11 million).

Regarding staff and investigation, there are 15 researchers involved, including Senior Research Professors, Associate Research Professors, and Assistant Research Professors. Many graduate and postgraduate students are involved in research every year, either in the laboratories located in Barcelona or doing field work in Mozambique.

Outcomes/Impact

In support of the project's main aim to improve the quality of National Health Services as well as to strengthen the alignment of the EC with partner countries, the Manhica Health Research Centre is now managed by Mozambique. The project has clearly encouraged ownership and many activities can be mentioned regarding outcomes, such as:

- Universal coverage of intra domiciliary spraying with insecticides once a year
- Community awareness campaigns to increase the use of mosquito nets and the acceptability of different interventions
- 2 rounds of mass administration of antimalarial drugs per year.
- A census and epidemiological surveillance system which monitors and evaluates the impact of the interventions
- 71% decrease in the prevalence of infection in the district population compared to 2014.

For students, outcomes include societally impactful final projects at the various universities involved and PhD theses. For research the ties to investigation are clear, while for the community the benefits to health and welfare are long lasting.

Evaluation

Regarding peer reviewed evaluation, researchers regularly publish articles in high impact medical journals. In addition, The CISM "Health Research Center in Manhiça" (Mozambique) and the Spanish research team received the Prince of Asturias Awards in 2008.

Sustainability

The project can be considered sustainable through long standing relationships to funding and continuity. ISGlobal's projects have an international scope and receive both public funding (Government of Spain, Government of Catalonia, European Union, universities that make up the

consortium) and private funding (Obra Social "La Caixa" and other financial institutions, as well as sponsorship from large companies).

2.5.5 Summary

In our contribution we have highlighted four cases in order to present a wide-reaching overview of Engaged Learning in Spain. The idea of lifelong learning extends to the larger community as well as to continual professional development and many initiatives can be discovered in the integration of reality grounded in education with research.

Our first example is a community-based project involving a municipal garden and training module for people at risk. The second example is centred in schools to promote literacy. The third example focuses on a Science Shop interuniversity project for sustainability and the final example is one of international cooperation. With these examples we see Engaged Learning within the communities, in educational centres, with close ties between the university and municipalities as well as the outreaching of resources into the international community. Engaged Learning has a long tradition in Spain, with numerous projects for Latin America. International collaboration with pedagogical and service implications extends frequently to Morocco and other sub-Saharan countries. All initiatives may differ in size and resources, but they all serve to enlighten the student experience and create positive impact in the greater community.

The main drivers of Engaged Learning seem to be located between the two largest cities: Madrid and Barcelona. However, Spain is a country of contrasts. In Andalusia, the most populated region in Spain, 10 public universities often share initiatives regarding Engaged Learning. In 2010, this region was number one in the world for regional municipal resources dedicated to international cooperation. This is paradoxical in a region that is below the average European income and a clear testimony to an inherent solidarity and social concern. Spain has many regional contrasts regarding the higher educational context and each region makes key decisions about funding allocations.

Limitations

Although there is a decided social awareness among citizens, there continue to be challenges regarding efficiency, transparency as well as coordination. The tendency is to work within existing organisations, foundations, municipalities, among others. It would seem that grass roots initiatives have impact at the local level and often fail to address the research driven approach. In academic circles, qualitative research or an action research approach often competes with more statistical or quantitative research. One clear limitation is the research impact. There are initiatives that have no connection to the university but that would clearly benefit from such partnerships.

Emerging themes

Spain

Engaged Learning in Spain is widespread at all educational levels and tends to be managed directly by the institutions and the greater community in focused projects. In higher education, the main societal issues that concern Spaniards are tied to employability, immigration, and inclusive education, among others. Along with the development of volunteering and internships, interest in Science Shops is growing within university institutions and research centres.

In the context of a post Covid 19 world, the elephant in the room may well be how to narrow the digital breach, how to continue to 'engage' with social distancing, and indeed, which aspects are more affected by the ensuing economic challenges ahead.

2.6 United Kingdom

2.6.1 History of Engaged Learning

In the UK, the opportunity to undertake an optional year of experiential learning through work- or industrial-placements is commonplace within HEIs, especially amongst applied subjects such as engineering. The concept of the 'sandwich' degree was first conceived in 1945 by the Ministry of Education who advocated that students attending courses at technical colleges should receive a new kind of education that interwove theoretical studies and industrial training. However, at a time when community-based Engaged Learning, or Service-Learning programs were developing rapidly in North America, the concept was not widely adopted in the UK.

Meanwhile, the emergence of Science Shops in the Netherlands in the 1970s found broad appeal, providing independent, participatory research support in response to civil society concerns. Within a decade, Science Shops had been established at all Dutch universities (Living Knowledge Network, n.d.) and flourished across northern Europe in the 1980s in countries such as France, Germany, and Belgium. Their establishment coincided with the emergence of project-based education in universities and was fuelled by an emerging environmental awareness in society. Yet, in the UK, the relationship between society and science remained much more nascent and was still largely focused on the notion of the public understanding of science.

In the 1990s, the Community Service Volunteers (CSV) launched the Council for Citizenship and Learning in the Community (CCLC) (Annette 2005). The CCLC promoted and facilitated education for citizenship and Service-Learning in higher education by working in partnerships with over 200 programmes across UK HEIs. The aim of this national, multidisciplinary, and community-linked network was to promote Service-Learning through university-community partnerships, which developed students' skills and citizenship, and met community needs (Annette, Buckingham-Hatfield, & Slater-Simmons 2000). At the same time, the New Labour government extolled the importance of active citizenship, endorsing the idea of 'Education for Citizenship', recommending that '…the study and experience of citizenship should be a part of every young person's education…' (Crick 1998).

The subsequent 1997 Dearing Report (commissioned to examine the future of British Higher education), claimed that one of the main aims of higher education is to contribute to a democratic, civilized and inclusive society (NCIHE 1997). The report emphasised the importance of civic engagement and highlighted the need for the curriculum in higher education to prepare graduates to become active citizens and to play a leadership role in civil society. The Dearing Report reported that one of the major challenges facing higher education was the ability to provide an academic framework that was based on '...the acquisition of critical knowledge structured around academic disciplines, but

which also provides students with the opportunity to develop essential key skills and capabilities.'. The report endorsed the value of exposing students to the wider world as part of a programme of study and stated that '...this may be achieved through work experience, involvement in student union activities, or in work in community or voluntary settings' (Annette et. al. 2000).

The Dearing Report represented an important step-change in the UK, as it recognised the opportunities of community-based Engaged Learning as a mechanism through which students could develop key skills. In the two decades since this report, numerous UK universities have established partnerships with local and regional communities (see Fluegge, Anderson and Buysse et. al., 2019). These partnerships have manifested in a variety of different models that facilitate different ways for students to work on community-led research projects (these include CUPP at Brighton[22], SkillsBridge at Bristol[23], and CELS at UCL[24]). However, community-based Engaged Learning still largely happens in an ad-hoc manner in the UK, with relatively few HEIs embedding this partnership approach at a large-scale across their curricula. One exception to this is the Science Shop at Queen's University[25], Belfast, which is now one of the longest-running Science Shops outside of the Netherlands, and has brokered curriculum-based engaged projects between students and community organisations since the late-1980s.

2.6.2 National policy and funding drivers

Active citizenship and the political ideology of the 'Big Society' has been a key policy driver within the UK in the last couple of decades (UK Govt n.d.b). In 2001, the UK government established the new Higher Education Active Community Fund (HEACF), as part of the Government's wider 'Active Community' initiative. This package of measures was designed to stimulate and support student and staff involvement in voluntary and community activities, promoting a fairer, more cohesive society in which individuals felt they had a stake. It was also intended to help build bridges between communities and local organisations, including HEIs. This fund raised the possibility that citizenship education and Service-Learning could become an important feature of higher education in Britain, by providing funding for the development of community-university partnerships. An example of one of these projects was 'Geography with the Community', which aimed to provide opportunities for geography undergraduates to participate in community-based projects in the Plymouth and the South West. The first round of HEACF ran between March 2002 and August 2004 and resulted in 131 institutions being awarded a total of £26,750,000 (Yarwood 2005).

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[22] https://www.brighton.ac.uk/business-services/community-partnerships/index.aspx
[23] https://skillsbridge.ac.uk/
[24] https://www.ucl.ac.uk/teaching-learning/research-based-education/3-students-make-connections-across-subjects-and-out-world/community-engaged.
[25] http://www.qub.ac.uk/sites/ScienceShop//

The Higher Education Innovation Funding (HEIF) stream was also created in 2001 to build on the activity carried out under 'third stream' funding from the Higher Education Reach-out to Business and the Community (HEROBC) fund (HEFCE 2006). HEIF still supports and incentivises higher education providers to work with business, public and third-sector organisations, community bodies, and the wider public, to exchange knowledge and increase the economic and societal benefit from their work (UKRI n.d.). Currently, HEIF is allocated to all eligible providers, subject to acceptance of an institutional strategy and plan for knowledge exchange by the UK Research and Innovation's 'Research England' board. While activities benefiting from this fund primarily focus on economic development, it has also helped to support some small-scale knowledge exchange initiatives, such as Science Shops in Northern Ireland (Martin, McKenna & Treasure 2011).

The 2008 establishment of the National Co-ordinating Centre for Public Engagement (NCCPE) was successful in inspiring a culture change in how universities engage with the public. This £9million initiative was co-funded by the Higher Education Funding Councils, Research Councils UK and the Wellcome Trust. Six Beacon university-based collaborative centres were established to support, recognise, reward, and build capacity for public engagement. These Beacon centres were at the forefront of efforts to change the culture in universities, assisting staff and students to undertake different forms of engagement such as public engagement, civic (as in local government) engagement, and community engagement. The projects created by the Beacon centres demonstrated that clear benefits were received by universities, staff, and students when community engagement is embedded in daily practice (Duncan and Manners 2012).

At the European-funding level, the 'Science and Society' Action Plan was launched in 2001. It set out a common strategy designed to make a better connection between science and European citizens and led to the Science with and for Society programme (SwafS) (SwafS n.d.). The SwafS funding offers opportunities for activities such as Science Shops, which enable students and researchers in European universities to assist communities in tackling real-life problems (Living Knowledge Network n.d.).

Today, UK HEIs are accountable to three assessment metrics – the Research Excellence Framework (REF), the Teaching Excellence Framework (TEF), and the new Knowledge Exchange Framework (KEF). The TEF has been introduced as a way of better informing students' choices about what and where to study; raising esteem for teaching; recognising and rewarding excellent teaching; and better meeting the needs of employers, business, industry and the professions (DfE 2017). Meanwhile, still under development, the KEF is intended to increase the efficiency and effectiveness of public funding for knowledge exchange activities. KEF includes Working with the Public and Third Sector, and Public and Community Engagement as two of its seven equally weighted 'perspectives' (UKRI, n.d.) and could therefore provide funding incentives for community-Engaged Learning and research.

2.6.3 Institutional and societal drivers

UK universities' policies and strategies around supporting community engagement in research or learning vary across institutions. While many universities have a clear and evident community engagement strategy (such as Newcastle University which has an Engagement and Place Strategy), (Newcastle University, n.d), few go as far as the University of Manchester, where social responsibility sits equally alongside their commitment to world-class research and learning, and student experience as one of their three core strategic goals (Manchester University, n.d.). In a few UK universities, community engagement has been written into the promotions criteria so that academics who support students to work in community-Engaged Learning projects can have this recognised as contributing to a core mission (Martin and McKenna, 2016).

Martin et al. (2016), have written about attempts made by Science Shops in the UK to capitalise on and/or influence institutional policy in HEIs (Martin, McKenna, Mulder et al 2019). They describe how in many universities, there were no policies or strategies in place that directly supported community engagement, which resulted in Science Shop practitioners working to develop this agenda, by, for example, writing community engagement via student projects into an institutional education strategy. Martin et al., assert that these actions are crucial in ensuring that engagement with the community is viewed as part of a university's core work.

More recently, a 2018 independent inquiry by the UPP Foundation (UPP Foundation, n.d.), has been one of the key societal drivers for increased civic engagement within universities. The inquiry asked how universities can most successfully serve their communities in the 21st century. The Truly Civic report, published in 2019, reported a "great deal of enthusiasm" by UK universities for the "civic role," and identified many excellent individual initiatives (Civic University Commission, 2019). However, the report recommended that a more strategic approach is required by the UK HEIs to become truly civic universities. It made substantive policy recommendations to government and regulators to create an environment in which meaningful civic engagement can flourish. This included guidance to help UK institutions convene their existing local activities into a shared agenda, which can be delivered in partnership with communities in a sustainable way that meets specific, local needs. Further recommendations were made for research to address economic and social problems at a local level, greater local application and implementation of nationally or internationally designed research to help strengthen local impact, and the use of amended REF criteria to explicitly reward a locally-focussed element to research.

However, while lessons drawn from each of these recommendations could well be integrated into engaged-learning activities, there was no direct focus on locally Engaged Learning in the report. It is this gap that the Exeter contribution to the CaST project intends to fill in a UK context.

2.6.4 Examples

We describe here six distinct models which offer students a community-Engaged Learning experience in the UK. While this is by no means an exhaustive review, it provides a snapshot of the mechanisms which exist to offer community Engaged Learning in the UK. The examples come from Northern Ireland, England and Scotland and include large scale multidisciplinary initiatives as well as individual course modules.

2.6.4.1 Science Shop at Queen's University Belfast

Background

The Science Shop was established in 1988 and is a joint project between Queen's University Belfast and Ulster University. The Science Shop works across all university faculties and acts as a broker (QUB, n.d.), bringing community research needs to the two universities and finding students to do small pieces of research in response to those needs (Ulster University, n.d.).

From 2013-2018, the Science Shop has delivered over 1,300 community research projects, with approximately 5,000 students and over 360 community organisations taking part. These groups have included sports clubs, youth groups, and environmental organisations.

Structure / Process

In Queen's University Belfast, the Science Shop is based in the Centre for Educational Development. The Science Shop works across all university faculties linking the skills of students and staff with community needs through curriculum-based research projects and dissertations.

The Science Shop provides the initial point of contact between community groups and the University. Community groups submit research ideas and Science Shop staff work with them to develop their idea into a research project or dissertation topic. Science Shop staff then match the project to a student and broker the relationship with the community group. Curriculum-based projects and dissertation topics are available across all disciplines and are accessible to all students to carry out as part of their course work. New topics are submitted throughout the year, and live projects are listed on the Science Shop website. There is flexibility about the length and design of projects available.

Resources

The Science Shop has 2.2 FTE staff at Queen's University Belfast, and one at Ulster University. The Science Shop receives funding from the Department for Economy NI through the Higher Education Innovation Fund (HEIF).

Institutionalization

United Kingdom

The Science Shop is embedded in the Queen's University Education Strategy and their Engaged Research Action Plan.

It works with undergraduate and postgraduate students across the University who carry out research as part of their degree. This includes humanities, social sciences and law students as well as those studying more traditional science subjects. Over the last three decades, the Science Shop has been located in various sectors of Queen's University, but it currently sits within the Directorate of Academic and Student Affairs, in the Centre for Educational Development.

Outputs

Projects are extremely varied, and include business, policy and legal research, architecture and planning, information technology and environmental issues, as well as a broad range of social issues. While the shape of the end output is determined by the module it is done through, the content is client focused. Projects may take the form of, for example, a literature review, a business plan or a set of architectural drawings. Outputs are credit-bearing for the students.

Outcomes and Impact

Participating in a Science Shop project encourages students to apply their knowledge and learning to real-life problems, helps them understand the challenges faced by society, and enables them to give back to the community. Students also develop their skills and contribute to their Personal Development Plans (PDP) whilst still working through the curriculum.

Over the past 30 years, the Science Shop has made a real impact on communities across Northern Ireland, delivering thousands of projects across a diverse range of societal sectors.

For academic staff, supervising a Science Shop project contributes towards the administration / community service element of QUB promotions criteria. Supporting Science Shop research projects can also contribute to the Research Council's goal to create a culture of public engagement within higher education and creating a pipeline of engaged researchers.

Evaluation

As credit bearing curricular pieces of work, individual projects are always assessed in the first instance by academic supervisors and external examiners. Community partners are also asked to give feedback on how useful they find the finished project and students are asked to reflect on their experiences. The feedback from organisations forms the major plank of the Science Shop Awards where an independent judging panel assesses the best two projects from both QUB and Ulster University.

The Science Shop itself has also been independently evaluated in relation to HEIF funding and found to be a positive model which the (then) Department for Employment and Learning wished to support.

Sustainability

Like other Science Shops, the Queen's Science Shop provides an efficient and effective mechanism which enables the University to address a range of strategic priorities while facilitating communities to access university knowledge and expertise.

At over 30 years old, this is the UK's longest running Science Shop. Latterly, it has received five rounds of HEIF funding, which has largely been granted in 3-year tranches. This funding comes into each university, who then prioritise how it is spent. Within the Northern Ireland HEIF allocation there is a reference to impact on communities where Science Shop is viewed as particularly relevant.

2.6.4.2 Community-Engaged Learning Service (CELS) at UCL
Background

The Community-Engaged Learning Service (CELS) began in 2018 as a pilot consultancy at UCL that aims to mainstream partnerships between faculty, students and community partners for the design of teaching and learning opportunities that enhance student experience, enrich academic practice and have positive social impact (CELS 2019a).

Structure / Process

CELS provides a service for new and existing programmes across all UCL disciplines that want to embed community engagement into teaching. The aim is to ensure programmes follow best practice of community engagement and are pedagogically sound. The key principles and offering of CELS were co-developed by UCL staff, students and community partners during the first stage of the pilot in 2018/19 whilst co-design sessions keep informing CELS and wider institutional processes around community engagement during the second year of the service. CELS aims to enhancing understanding of how to work with community partners through curriculum co-designing sessions; conducting research; and developing networks with other Higher Education Institutions.

CELS staff act as consultants and trainers and give support to UCL staff and students and provide access to a pool of community partners. They do not administrate or broker the ongoing relationships with partners - that is left to the UCL academic staff.

Resources

CELS is funded by UCL Culture and UCL Arena. For the academic year 2019/2020 CELS also received HEIF funding to continue developing curriculum co-design sessions and university-community networking sessions.

CELS is led by Marie Xypaki; the Curriculum and Public Engagement Consultant at UCL. Marie collaborates with a number of colleagues from across the university such as the Public Engagement Managers (UCL Culture) and the Teaching Fellows (UCL Arena).

United Kingdom

Institutionalization

CELS builds on existing best practice across the institution. The new service has adopted a collaborative approach and works closely with a number of teams within UCL such as: Volunteering Services Unit; Schools Engagement team; Sustainability Team; UCL EAST Engagement and Academic Planning Teams; Innovation and Enterprise; and Careers.

Outputs

Project outputs vary according to the specific Engaged Learning programme. For example, in the UCL Public International Law Pro Bono Project (CLES 2019 b), students carry out cutting edge legal research under the direction of UCL Laws Faculty members and provide analysis and advice to partner agencies in support of their human rights protection work.

Outcomes and Impact

Learning outcomes are identified for each programme or module in order to understand how collaborations with external partners can enhance student experience and help them meet these learning outcomes.

Through participating in an engaged-learning programme, students gain knowledge and skills to help them contribute to society and be leaders of the future in their chosen field and profession. Students receive hands-on, practical experience and explore how to synthesise and exploit disciplinary expertise in pursuit of knowledge and solutions to local and global problems which often results in better student engagement and performance. They also gain increased sensitivity and capacity to manage diversity as well as an enhanced preparedness for the workplace and the world.

Academic staff benefit from enhanced teaching and increased learning opportunities, and enriched teaching practice through the use of more pedagogical tools as well as enhanced knowledge of communities and more impactful research. They can use their community engagement practice in their teaching towards their career progression (HEA Fellowship application and UCL Academic Careers Framework).

Meanwhile, community partners benefit from access to resources through connection to the university, including specialized knowledge, trained researchers, and funding opportunities, as well as possible student volunteering and a potential pool of job applicants.

Evaluation

Evaluation of Community-Engaged Learning activities tend to be informal and tailored to the needs of each module/programme leader and community partner(s). For example, for the module 'Bilingualism and Multilingualism' (UCL Centre for Applied Linguistics, UCL Institute of Education), CELS supported

the module leader to design a survey for students and community partners in order to evaluate student learning and experience as well as the benefit for the partner.

The survey was followed by a student focus group that further demonstrated the benefits of Community-Engaged Learning for students as well as the Community-Engaged Learning approaches that were most suitable to students of the specific module.

As for the evaluation of CELS, funding has been ensured to formally evaluate the service during the summer of 2020. Due to the Coronavirus pandemic and the lockdown measures, evaluation plans and timelines might be revised.

Sustainability

CELS has been funded for two-years in the first instance (up until September 2020) and there is commitment from the senior management to ensure funding for the sustainability of the service.

2.6.4.3 Participatory Research Hub – University of Durham
Background

The Participatory Research Hub was a short-term project run at the University of Durham from 2015-2017, focusing on Participatory Action Research (PAR). The hub was part of the larger Centre for Social Justice and Community Action (CSJCA) and was set up to meet a growing demand from both Durham University researchers and North East community and public sector organisations to conduct research together. The activities have promoted community-engaged initiatives, programmes, and research projects across the north-east of England and the midlands, and with the University of Warwick.

Structure/Process

The Research Hub primarily aimed to strengthen the infrastructure for co-produced social research, stimulate and foster long-term relationships, and generate learning and the capacity to undertake co-production across Durham University and its partner organisations. It also aimed to enhance the generation of high-quality research that could have an impact on social and economic policy, practice, advocacy, and activism.

The Participatory Research Hub project worked with undergraduate and postgraduate research students on specific projects, as well as offering seven small project funds to which researchers could apply and use to develop PhD projects. During the project, the Hub developed partnerships with a variety of community organisations, including Middlesbrough Interfaith Network Justice First, Regional Refugee Forum North East, and the NSPCC.

The project objectives were:

United Kingdom

1. To promote and support the co-production of social research, involving University researchers working in partnership with outside organisations.

2. To develop infrastructure to actively link third sector and other organisations that wish to learn about and undertake co-produced research with relevant researchers at Durham University.

3. To offer training and support on aspects of co-production and participatory research, from establishing partnerships through to measuring impact.

4. To support and mentor new and existing research partnerships to generate, monitor and evidence research impact.

Resources

The Research Hub was managed by five members of staff at the University of Durham and received funding from the University's Economic and Social Research Council Impact Acceleration Account (£29,142 in 2015/16 and £37,238 in 2016-17).

Institutionalization

The Participatory Research Hub was part of the interdisciplinary Centre for Social Justice and Community Action at Durham University. This centre aims to promote and develop research, teaching, public/community engagement and staff development (both within and outside the university) around the broad theme of social justice in local and international settings, with a specific focus on participatory action research.

Outputs

345 participants (186 academic and 159 community) registered during its lifetime.

36 events and training sessions were undertaken.

1,280 participants attended events and training, including 387 academics/postgraduate students and 305 participants from external/community organisations.

Seven small grants were offered to students and research staff to support academic-community research, creating projects that led to publications, toolkits, and subsequent PhD studies. These small-grants projects were based in the UK and abroad and led to a further six research collaborations with community groups in Pakistan and Indonesia.

93% of participants said their work and experiences with the Hub had increased their knowledge of participatory research.

Outcomes and Impact

United Kingdom

Students benefited from the Research Hub as it provided the opportunity to co-produce research with community partners, developing their skills and understanding by engaging with topics intellectually, socially, and emotionally outside of the university. Community-Partners benefited from the research outcomes, as well as online resources that allowed them to develop other projects using the participatory approach. Staff benefited from these projects as they fulfilled the community impact of promotions, and provided the opportunity to test, monitor, and write about different participatory approaches.

Sustainability

Although the PAR Hub project formally ended in 2017, its influence has continued in CSJCA initiatives at the University of Durham, including the *Imagine Project*, the *Co-inquiry Project*, *Debt on Teeside Project*, and others (https://www.dur.ac.uk/socialjustice/researchprojects/). These initiatives are all linked by their main themes of Participatory Action Research and Community Engagement and have grown to include staff from other UK HEIs.

2.6.4.4 Community Development BA - University of Glasgow
Background

The Community Development BA is a course that has been developed and run at the University of Glasgow within the School of Education since 1999. In contrast to many of the other case studies featured in this State-of-the-Art Review, this example confounds the traditional engaged-learning model, by inviting members of the community to come and collaborate with the University as students. Since its inception, more than one thousand students have completed the course and returned to their organisations.

Structure / Process

The Community Development BA offers a four-year professional qualification to those currently working in Community Development, Youth Work, Community Work, and related fields. The course teaches practical and analytical academic skills to improve their effectiveness in bringing about social change in the community.

The Community Development BA – along with a postgraduate teaching qualification (MEd/PgDip) – was created in partnership with the International Association for Community Development, the Federation for Community Development Learning, and the Community Learning and Development Standards Council. Its primary aim is to provide an opportunity for students to gain 'invaluable practical experiences' in both a national and international context.

As part of the course, second year students are given the opportunity to take part in either a national or international project, providing them with the opportunity to see Community Development practice around the world. These students then join a community-engaged project in their third year of study,

where they are required to both use and reflect on their transferable skills as part of a local or overseas placement.

The Community Development BA works with a number of local, national, and international partners to offer projects to students across the world. Exceptional students who develop projects through this degree programme are also featured in the University of Glasgow's Future World Changers initiative Glasgow University n.d.).

Resources

The course is primarily funded by tuition fee income and government grants through the Scottish Funding Council (SFC). A series of scholarships and bursaries – specific to community organisers – have also been made available for those wishing to complete the course.

There are a number of primary member of teaching staff who sits within the School of Education, and who is supported by a small administration team.

Institutionalization

This is one of many engaged-learning courses offered at the University, which ranges from undergraduate to postgraduate, as well as online MOOCs for distance learners.

Outputs

Graduates are trained with the practical and analytical skills to work effectively with a range of communities to bring about social change.

Outcomes and Impact

Students have the opportunity to gain invaluable practice experiences both locally and internationally. Many of these students and alumni have gone on to run their own community-based research projects, based around youth work, community arts, housing, addictions, economic development, literacies, adult education, and community regeneration work.

Community-Partners benefit from their relationship with the University of Glasgow, and access to a series of resources, trained student researchers and volunteers, and potential staff and future leaders, who can translate their work and disseminate it in an academic context.

Academics benefit from the opportunity to collaborate with organisations to teach world-leading community development students a series of skills that raise the profile of the institution around the world. Engagement with the community-partners and projects can be used as part of promotions and career progression.

Evaluation

United Kingdom

The course is evaluated through the University of Glasgow's feedback surveys, which require students to reflect on the course, what it has taught them, and asks their level of satisfaction.

In 2019, the degree course had a 92% satisfaction rate, with students commenting that:

> "Everybody should do Community Development. I am much more confident and determined to create positive social change and ready to face the world. I met friends for life, who can also be useful partners to network with. Thank you for giving me this opportunity and it will always stay with me as I continue to learn and grow as a Community Development practitioner and as a person."

Sustainability

HESA (Higher Education Statistics Agency) data on the University of Glasgow demonstrates that number of students studying within the School of Education and on the Community Development BA has broadly grown over the past five years.

2.6.4.5 Community Law Clinics – University of Exeter
Background

Based on data collected by the Public Law Project, there are 65 Community Law Clinics among the 102 University Law Schools in the UK (University of Exeter, n.d.).

These Law Clinics have been established to meet the following requirements:

To support community members by offering access to justice (free advice and guidance) that fills the gap left by cuts to public legal aid funds (since the Legal Aid, Sentencing and Prosecution of Offenders Act, 2012).

To provide Law undergraduate students with the opportunity to practice their training and hone their skills in community scenarios.

The Exeter Community Law Clinic was opened in 2017, with the aim of 'making a difference and providing access to justice' for communities in Devon, Somerset, and Cornwall.

Structure / Process

The Exeter Community Law Clinic is an optional volunteering opportunity for third-year undergraduate students within the Law School. Students can volunteer to be part of the different specialised clinics if they link to the modules they are studying. These specialised clinics include: Exeter ECF Clinic, Exeter Access to Justice Clinic, Access to Justice Advice Clinic, Exeter Immigration Clinic, Exeter Insurance Clinic, Exeter Environmental Clinic and ELF Exeter Clinic, Wills Clinic and Benefits Appeals Clinic.

In each of these services, students (under supervision from Law academics and professionals) offer personalised support, advice, and guidance to community members completely free of charge.

Resources

United Kingdom

Currently two members of University of Exeter Law School staff supervise the provision of legal advice by students in the clinics, with support from student interns and members of external legal companies for each specialised clinic. There are plans to expand the service run by the clinics, by opening in new premises off-campus. External funds are currently being sought to support this expansion.

Institutionalization

The Community Law Clinic sits within the College of Social Sciences and International Studies at the University of Exeter, where there is a strong culture of Engaged Learning and employability activities such as opportunities to undertake work placements. More broadly, Public Engagement with Research is a guiding principle of the research culture at the University of Exeter, and there are increasing opportunities for students to participate in curriculum-based Engaged Learning as part of their under- or postgraduate degrees.

Outputs

Currently, about 200 students, see approximately 25-30 clients in the clinics over a period of about 20-25 hours per month. Between 2017 and 2020, supervised students have dealt with over 300 cases, and have provided a series of Pro Bono workshops for community members, based around each specialised area. The success of the Community Law Clinic led to its inclusion in a series of Public Law Projects in the South-West region. One of these projects, 'Access to Justice in the Southwest,' was used as case study to help up-skill advisers and those looking to use the law to help people experiencing disadvantage or discrimination in the community.

Outcomes and Impact

For the community members, the clinic offers the opportunity to navigate complicated and expensive legal structures in a clear and concise way. The Pro Bono work of the clinic in the region supports those who would not ordinarily be able to fund legal challenges.

For the student volunteers, the clinic offers community-based learning opportunities to test the skills learned in their modules. It also exposes them to external legal partners, who they can secure work experience and training contracts.

For external legal partners, the clinic helps them enhances casework supervision, expertise, and capacity, and allows companies to extend clinic services, enhancing the corporate social responsibility values of these organisations. The clinic also gives them the opportunity to recruit students for their practices.

Evaluation

Students review the Law Clinic through their module evaluations. While there is currently no formal feedback mechanism for clients or legal professionals to provide feedback on the service, they do provide ad hoc feedback after cases are closed.

Sustainability

The expansion of Law Clinics across UK universities brings clear benefits for students, staff, community members, and legal organisations. In a time of continued reduction of centralised-government legal support funds, these clinics provide a vital service to the community. However, they require resourcing, and funding is an on-going problem.

2.6.4.6 Business Ignition – Idea to Implementation. Exeter Business School
Background

Business Ignition – Idea to Implementation is an optional module on the BSc Business and Management course in the Business School at the University of Exeter (University of Exeter n.d. b). It is one of five modules included in the "With Proficiency in Entrepreneurship" programme. It is a project-based course where learning occurs through students launching a semester-long, real-world social enterprise to create impact for a local charity.

The module ran for the first time in 2020, with 50 students and one external partner – Libraries Unlimited, an independent staff- and community-owned charity which runs 54 libraries throughout Devon in the South West of England.

Structure / Process

This course is an optional module for final year undergraduate students, within the BSc Business and Management Curriculum. While students must have taken at least one other entrepreneurship course before this module, there is no minimum attainment level for inclusion, and it can be taken by non-specialist students as part of an interdisciplinary pathway.

There are no required lectures or formal essays in this module. Instead, the students' remit is to 'find a new revenue stream for Libraries Unlimited.'. Working in teams of 5 or 6, each with a facilitator from the external partner, students researched potential business opportunities for the partner organisation, before launching their enterprise. At the end of the semester, the businesses were shut down, and the students reported back to Libraries Unlimited on how they could continue with their venture. Five per cent of the students' grades were based on whether their ventures made a profit during this short period.

Resources

One member of staff from the Business School runs this module, with support from 7 members of the Libraries Unlimited leadership team who worked with the teams as contact and facilitator.

United Kingdom

The module was kick-started by a loan of a £2,000 from the business school in the first year.

Institutionalization

This is just one example of Engaged Learning at the University of Exeter. While there is currently no formal programme of Engaged Learning at the University, there are several other examples of under- and post-graduate modules which offer students the opportunity to undertake a community-based project for their dissertation.

Outputs

The primary output of this module is an oral report presented to Libraries Unlimited staff. This is effectively a business pitch to try to convince the partner to take up and continue running the venture. The pitch includes financial data and a list of recommendations.

Outcomes and Impact

This module takes a skills-based approach to teaching entrepreneurship and aims to teach students how to run and evaluate a business in a real environment. The process requires students to consider accounting, legal and technical issues related to setting up a business which they would not have encountered without the real-world scenario. Each student learned a different set of soft skills, and lessons based on what had been a struggle for them. Dr Molecke, module lead, describes the process as "a playground where students can experiment, try out what they're learning and put things into practice".

Meanwhile, the external partner has benefited from the acumen of the final year business students which this year, has led to at least three viable business ideas. They have also benefited from the profits achieved by each of the businesses. Unfortunately, in the inaugural year, the businesses were hampered by the Coronavirus pandemic, which meant that the enterprises had to be prematurely closed down. In spite of this, four of the nine groups made a profit during this short period (a total of approximately £300), and it is likely that three or four of the ventures will be continued by the partner.

Successful enterprises included: selling targeted advertising space within the library e.g. advertising garden centres in the plant book section; developing resources for the home schooling community which regularly use the library spaces; and selling ear plugs to library visitors to help deal with increasing noise levels in the libraries due to them being used as community spaces.

Evaluation

The module is being evaluated through the University of Exeter's usual feedback survey. The module also includes a final reflection which involves the students giving advice to next year's student cohort and advising on how the course can be improved.

Sustainability

To date, the module has only run for one year. However, it has proved to be extremely popular, has provided good proof of concept and there are plans to run it again in the 2020/2021 academic year. While there is an upfront cost to running the course (£150 per group), and a small financial risk, it is expected that this money will be paid back at the end of the module if the businesses break even. The module lead is considering looking for additional external partners for next year in anticipation that there will be a greater number of students wishing to participate.

2.6.5 Summary

Historically, opportunities for community-Engaged Learning have been offered to students in the UK in a variety of ways, through placements, fieldwork, and projects which offer mutual benefit to the student and the organisation with which they work. However, with no formal UK network for this pedagogy, and no agreed or defined terminology or methodology, Engaged Learning has failed to become embedded in UK curricula or HEIs. Instead it has been undertaken largely on an ad-hoc basis, and without the recognition that Service-Learning has received in other countries such as the United States of America.

While the Science Shop at Queen's University Belfast has brokered relationships between students and community groups for over 30 years, more recent initiatives such as the National Co-ordinating Centre for Public Engagement (NCCPE) and the funding of the Beacon centres for public engagement in 2008, have helped to demonstrate the clear benefits to all parties when community engagement is embedded in daily practice. With austerity taking its toll on voluntary sector services, and increased challenges faced by communities and third sector organisations in light of global emergencies such as climate change, and the Covid-19 pandemic, it is recognised that universities can support the sector in so many ways. Meanwhile top-down drivers such as the pressure for universities to demonstrate societal impact, the emergence of the "civic university agenda" and the availability of funding streams such as HEIF, mean that more universities are looking for ways to embed community-Engaged Learning in their curricula.

We briefly describe six different models from UK HE that support students to engage with communities as part of their under- or post-graduate studies. The initiatives range from a single module on a Business Management course in the University of Exeter, to a large-scale multidisciplinary Science Shop in Queen's University Belfast, which delivers hundreds of community research projects each year. We also describe a course on Participatory Action Research in the University of Durham and another on Community Development in the University of Glasgow, the Community Law Clinic in Exeter, and the Community-Engaged Learning Service in UCL. All these initiatives give students the opportunity to put their learning into practice in a real-world environment. They differ in size and resources, but they all have the dual purpose of enriching the student experience and having societal impact.

Concluding Summary

This report explores the history, distribution, drivers, and challenges of Community Engaged Learning in each of the six CaST partner countries. We have found that despite the varying degrees of community engagement and the involvement of students in third mission and community identified activities, the notion of Engaged Learning is increasingly becoming part of the educational offer across each of the partner countries.

The principles of the Service-Learning concept which emerged in the United States in the 1960s still hold true for majority of the models of Engaged Learning described above. While the mechanisms of engagement and delivery have evolved due to different internal and external pressures, the premise of mutual benefit – where students gain a broader appreciation of their discipline while helping a community meet an identified need – is very much the basis of the Engaged Learning construct.

In line with an increasing number of universities and networks in the UK and North America (for example, UCL in the UK and Stetson University and Michigan State University in the USA), we chose to use 'Engaged Learning' as an umbrella term for the pedagogical approach that enables students to derive learning from meaningful community engagement while working on real-world problems. Although many of the initiatives described in this review are curriculum-based and credit bearing, we also describe standalone programmes, including a hackathon and some larger models, such as Science Shops that provide a mechanism for supporting or delivering community Engaged Learning initiatives. Nonetheless, all the examples described in this review enable students to benefit from the experiential or lived knowledge of communities and organisations, while simultaneously applying the theory they learned in the classroom to the complexity of a real environment. In return, the partner organisation or community receives the benefit of a supervised student to help them address their specific needs. Through participating in Engaged Learning projects, students acquire skills and experience that enhance their employability, as well as their personal and professional development. Such skills include team working; the ability to be flexible, resilient, and responsive as projects evolve in unexpected ways; project management; leadership and enterprise; and independent learning.

The emergence of Science Shops across parts of Northern Europe in the 1980s refuelled the notion of universities being civic institutions that provide independent participatory research support in response to concerns identified by civil society. Despite this, the adoption of community-Engaged Learning by each of the CaST partner countries has been relatively slow, and overall, the practice in these countries remains fragmented. An example of this is in Flanders in Belgium, which despite having a history of involvement in Science Shops, is currently limited in reach to just two Flemish universities – the Free University of Brussels and University of Antwerp. Similarly, in the UK, few UK universities have developed a models of brokering relationships between students and communities, despite the

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Science Shop at Queens University Belfast having been established for over 30 years. In Germany, as in much of Eastern Europe, most Science Shops are legally and economically independent institutions and currently, only two of the eleven Science Shops in Germany are affiliated to a university – the Science Shop "kubus" of the TU Berlin established 1986 and the Science Shop Vechta/Cloppenburg established 2012. Meanwhile in Italy, Engaged Learning has a relatively recent history, with a gradual emergence over the past ten to twelve years. Similarly, while we can find examples of Service-Learning in the Spanish literature from 2003-2004, a recent report from Spain suggests that two thirds of all Spanish universities now have civic engagement or Service-Learning as part of their strategic plans. Conversely, a recent analysis on Service-Learning in Finland concluded that pedagogical approaches fostering civic engagement are "in their infancy" in Finnish HEIs (EOSLHE 2019). Nonetheless a variety of activities resembling Engaged Learning can be still found in each of these CaST partner countries.

The drivers of Engaged Learning vary across the nations. Globally, there is renewed impetus in the 'third mission' and social responsibility across higher education. In the UK, top-down drivers such as the emergence of the 'civic university agenda,' the Teaching Excellence Framework (TEF) and the Knowledge Exchange Framework (KEF) – as well as the availability of funding streams such as the Higher Education Innovation Fund – have fostered and supported opportunities to embed community-Engaged Learning into research and learning. Nonetheless, with no formal UK network for this pedagogy, Engaged Learning has yet to become embedded across UK curricula or HEIs. In Germany, a network called 'Bildung durch Verantwortung e.V.' was founded in 2009 with the main goal of strengthening the social responsibility of universities. The network now comprises 45 members including universities and non-profit organisations, but with education in Germany being the responsibility of the federal states, funding decisions are still made at the local level. In Finland there are some research funding sources that support active societal engagement, and these in turn may influence teaching practices with a societally engaged element. Other protagonists of the Engaged Learning approach in Finland are the socially-motivated academic community who often partner with their municipality, which plays an essential role in local development. Indeed, the strong role of the public sector is likely to be part of the explanation as to why Engaged Learning seems poorly developed in Finland. Engaged Learning in Italy is driven by national and local policies which are aimed at promoting active citizenship and attention to societal needs among the young. Nonetheless, as seen elsewhere, initiatives are usually instigated by individual proposals from either single or groups of professors.

Other larger models offering an Engaged Learning approach have emerged through participation in national, or internationally funded projects. For example, The University of Florence created its first Science Shop through the participation to the Horizon 2020 funded project InSPIRES (Ingenious Science Shops to promote Participatory Innovation, Research and Equity in Science). This project brought

together Civil Society, practitioners and other stakeholders from across and beyond Europe to co-design, jointly pilot, implement, and roll out innovative models for Science Shops (https://inspiresproject.com/). Similarly, in Spain, a university-based Science Shop has been created at the University Carlos III of Madrid (Uc3m) through participation in the SciShops Project – also funded by Horizon 2020. The other main societal driver of Engaged Learning in Spain is seen to be the 'foundations' or NGOs that are actively involved in funding and matching stakeholders in the community, while the Red Española de Aprendizaje de servicio is a national Spanish Service-Learning Network which acts as a broker for Service-Learning.

We describe 28 different examples of Engaged Learning initiatives across the six different partner countries. Each varies in structure and approach, as well as size and the availability of resources. The initiatives sit within a surprisingly diverse range of university disciplines, and tackle an array of societal challenges, ranging from inclusive education to the integration of asylum seekers. One Belgian initiative 'Learning Together in Detention' is organised in collaboration with the Belgian prison service and taught from within Beveren Prison, with students from the University and inmates from the prison taking part.

Recurring themes include urban gardening (Italy and Spain), legal clinics (in Belgium and UK), and entrepreneurship (in Germany, Italy and UK). The degree of institutionalisation of the programmes also varies substantially, with some having a more structured (and well-funded) approach from a higher, university level while other initiatives are working predominantly at an individual level, with little to no funding from the university or elsewhere. In Finland, there are no permanent infrastructures – such as Science Shops – to support Engaged Learning. The approach is largely 'bottom-up,' with Engaged Learning activities generally occurring as standalone courses and project-based activity dependent upon individual members of academic community or occasional collaborative arrangements. As such, Engaged Learning in Finland is neither institutionalized, nor driven in university curricula by financial incentives. Similarly, in the UK while the practice is much more embedded in some institutions than others (e.g. UCL, Queen's University Belfast, and Sheffield University) Engaged Learning still largely occurs in an ad-hoc manner. However, British universities are increasingly becoming more socially responsible and are looking for opportunities for their students and researchers to be able to respond to local societal challenges. At the same time, many universities are exploring innovative pedagogies where learning is inspired by research (e.g. The Education Incubator at the University of Exeter). Engaged Learning activity in Flanders is also considered to be quite fragmented. Although only represented by two Flemish Universities, The Flanders Science Shop Network, (the Free University of Brussels and the University of Antwerp), has been created to give a more recognisable identity to Engaged Learning in these universities. Meanwhile, the Flemish Science

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Agenda (https://www.vraagvoordewetenschap.be) aims to strengthen the links between society and scientific research and to stimulate Flemish science towards innovation, creativity, and connection.

The benefits of the Engaged Learning approach are well documented and similar across the different initiatives in each of the partner countries. Reciprocity is a fundamental feature of all the initiatives. Students gain an enriched education which provides them with new competencies and prepares them for their future career, while increasing their sense of civic responsibility. Many initiatives also enable students to produce an impactful dissertation or thesis that provides useful knowledge or evidence to the community or partner with whom they engage. The contribution to society can range hugely from the inception of a helpful idea to an on-going collaborative project that yields multiple benefits to wider society. However, no matter the scale of the initiative, the act of engagement, collaboration, and / or participatory action can help break down the traditional teacher-student hierarchies and encourage student-led learning and innovation that can benefit all partners.

In the examples described above, most students worked with local partners and tackled local societal challenges. However, the impact of Engaged Learning is not necessarily received locally. In Spain, for example, international collaboration with pedagogical and service implications frequently extends to Morocco and other sub-Saharan countries. Similarly, students from Kempton University in Germany are involved in Ecotopia, a place of learning for exchange, experimentation and cooperation in eco-tourism in Sri Lanka.

Unsurprisingly one of the main challenges of Engaged Learning is sustainability. Many examples of community-Engaged Learning described in the literature are one-off initiatives, and this is regularly due to the lack of resources (or changes to the curriculum). Engaged Learning courses can require much more preparation and time than traditional courses. Indeed, we found that many activities across the partner countries are organised by individual HEI members with a keen societal awareness and as such, are dependent on the on-going capacity and goodwill of that one individual.

Moreover, with the global trend of reduced funding seen in higher education, there is greater competition for core or external funding, such that programmes that require additional resources are at constant risk. We also found that there is often no institutional-wide incentive for lecturers to adopt an engaged approach in their teaching other than an 'inherent expectation to do so.' Therefore, it would seem that a top-down structure including institutionalised support, coordination and strategic planning is required to ensure the longevity of future programmes. In addition, formal acknowledgement, incentives, or even rewards (financial or promotion-based) are required for higher education teaching staff who take the initiative to incorporate an Engaged Learning approach in their pedagogy.

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Annex 1

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Belgium

Belgium is a highly functioning welfare state with an extensive social security system. While these services are extended to the entire country, the functioning of higher education institutions, and education more generally, is dependent on region. Though Belgium is divided into three regions (Flanders, Wallonia, and Brussels), the education systems are typically divided by language (Flemish, French, and German) with Brussels being comprised of both French and Flemish speaking schooling systems. Flanders, and thus the Flemish-speaking education sector, constitutes the largest proportion of the population, followed by French-speaking Wallonia, and then the German-speaking areas which comprise only 5%. Because of differences in education systems between the two main regions, the Flemish context will be the focus of this overview with regard given to Brussels.

The Flemish higher education system consists of universities, higher education institutions, and arts colleges. However, only universities have the autonomy to award university level degrees (e.g. BA, MA, PhD, etc.). At this level, there are government legislated standards for qualification structures and funding, but generally this oversight is very limited, and all institutions have a high level of autonomy. When compared to OECD averages, Belgium has slightly higher investments in all levels of education, but this is contributed to a significantly higher contribution from public funding (OECD). This considered, funding in the Flemish higher education sector is under pressure to meet the demands of an ever-increasing student population. This demand is due to a combination of factors including the relatively low cost of tuition (though this varies by institution), free choice of programme, affordable living costs, and university standards.

Finland

The Finnish higher education system consists of universities (13) and universities of applied sciences (UAS, 22). Universities do scientific research and provide highest level of education based on research. Universities of applied sciences have a fairly pragmatic approach with emphasis on applied research and working life connections. In 2019, there were 153 000 students enrolled at the universities and 142 000 students at the universities of applied science. Education is free of charge for the students coming from EU/EEA area, and Finns and other citizens with permanent resident rights are eligible for study grants. (Yliopistolaki 558/2009; OSF 2019; MINEDU 2020 a & b; KELA 2020.)

The HEIs in Finland have an extensive autonomy in internal matters. Universities are independent legal entities and the UAS are public limited companies. On a national level, the Ministry of Education and Culture steers activities in HEIs, including negotiations on the objectives for higher education and measures used in allocating public funds. The Ministry also allocates the core funding for HEIs. The amount of core funding depends on measured outcomes, most importantly the amount of degrees conferred, acquired external funding, and the quantity and quality of the publications produced. Besides that, the HEIs fund their research activities with external funding from various sources such as the Academy of Finland, foundations, enterprises, and EU funds. (Yliopistolaki 558/2009; MINEDU 2020a & b.) Therefore, the funding per HEI depends on how well they meet the outcome measures and how much they acquire external funding.

Germany

The Universities in Germany are in the tertiary education of the Federal Republic Germany. To get access, i.e. be allowed to study, the individuals need to show specific educational qualifications from the secondary education – depending on university type so called "Fachhochschulreife" or "Allgemeine Hochschulreife". Some Universities restrict the access by numerus clauses or entrance examinations.

All in all, there are three different types of Universities[26]:

University – primarily impart scientific theory to students and focus on research. They also have the right to award doctorates. Some Universities specialise in specific fields like technology (TU) or pedagogy (PH).

University of applied science – focus on the teaching of (professional) Appliance of scientific findings. The students apply their knowledge in practical semesters to contexts outside of their university.

Art Colleges – offer courses for artistic activities and professions. To study at such a college, one has to prove a certain skill in an art-discipline.

About 2.87 million people studied in winter semester 2018/19 at Universities approved by the state – 62% at Universities, 35% at Universities of applied Science and 1.3% at Art Colleges. The number of foreign students is about 14%[27].

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[26] https://www.study-in-germany.de/de/studium-planen/hochschultypen_26607.php Accessed 18th March 2020

[27] https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Hochschulen/Publikationen/Downloads-Hochschulen/studierende-hochschulen-endg-2110410197005.html Accessed 18th March 2020

In addition to the classic studies, that is either one-step (e.g. Diploma, Magister degree, State Examination) or two-step (Bachelor / Master), there is a German peculiarity called "dual study", which is a mix of scientific study and vocational training in cooperation of University and training company.

About 60% of the German universities are in the hands of public law, 30% are private and roughly 10% are sponsored by the church[28]. The German educational system is federally organised, i.e. the higher education and its financing is for the most part the task of the 16 federal states. With 75%, they bear the lion's share of university funding – the federal government contributes nearly 15% in form of research projects and special programmes and only 10% comes from contract research, sponsorship and tuition fees (ibid).

The Basic Law for the Federal Republic of Germany gives the universities a relative autonomy – "Arts and sciences, research and teaching shall be free"[29]. In addition to its own statutes, self-government law contains own rules for funding, human resources and the organisation of universities.

Italy

The Italian Higher Education System is mainly provided by a large network of public and state-affiliated Universities. Universities generally offer strong theoretical and academically-oriented degree programmes covering a broad range of disciplines, although a number of these institutions is more specialized on certain subject areas (e.g. Polytechnics which focus on Engineering, Architecture). The majority of the 97 HEIs in Italy are State Universities (67), followed by 30 legally-recognized Private Universities, 11 of which are Online Campuses (www.miur.gov.it).

Besides Universities, HEIs in Italy also comprise Institutes for Higher Artistic Education (*AFAM- acronym for - Alta Formazione Artistica e Musicale*), that is Academies of Fine Arts, Music Conservatories, Schools of Design or Academies for Dance and Drama; Higher Technical Institutes (*ITS - Istituti Tecnici Superiori*) offering strongly practice-oriented programmes and training in technological areas (e.g. energy, sustainable mobility, communication technologies) to prepare students for the real-world professional life; Superior graduate schools (*Scuole Superiori Universitarie*), commonly referred to as "Schools of Excellence" (i.e. "*Scuole di Eccellenza*"), such as the *Scuola Normale Superiore* in Pisa, awarding nationally and internationally recognized qualifications, either individually or jointly with other universities.

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[28] https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2018-05-17_Final_fuer_Homepage_2018.pdf Accessed 18th March 2020

[29] Article 5, Paragraph 3, Sentence 1

Annex 1: Overview of Higher Education in the Partner Countries

The great majority of higher education students (88%) are enrolled in public universities in Italy (OECD, 2019). Depending on the type of degree course, access to University can be either open or restricted by an admission test: in fact, some disciplines like Medicine and Surgery, Dentistry, Architecture, Veterinary Science and the Healthcare Professions have a limited number of students, whose admission is regulated by a national entrance test; limits on the number of students per course may also be set by universities at a local level, with access regulated by a local admission test or interview. Lastly, a percentage of the total number of admissions is reserved for foreign students.

The Italian University System is organised into three cycles. The first two cycles actually correspond to the so-called "3+2 system", that is the three-year First Cycle Degree Course (*Laurea Triennale o di 1°livello* i.e. Undergraduate or Bachelor's Degree – accessible after the secondary school diploma), followed by a further two-year Second Cycle Degree Course (*Laurea Magistrale o di 2°livello* i.e. Graduate or Master's Degree). While the former provides with general knowledge, basic skills, methodology and contents, the latter offer rigorous, advanced training in specific sectors with a deeper focus on professional skills. Even though it is possible to enter the labour market just after a Bachelor's Degree, obtaining a Master's Degree can represent a plus in most sectors when finding a job, thanks to a general better integration of curricula with more practical-oriented subjects. Students can access a Second Cycle Degree Course even in the case their Bachelor's Degree was obtained in a different field of study, provided they meet the necessary admission requirements or integrate their previous qualification with additional credits functional to enter the new course.

Degree Courses in specific fields like Medicine and Surgery, Law, Dentistry, Veterinary Medicine, are accessible at the end of secondary school studies, mostly upon national admission test, but last for a 5- or 6-year cycle instead (Single Cycle Degree Courses - *Corsi di Laurea Magistrale a Ciclo Unico*). At the completion of the 3+2 or 5/6-year cycle, students can either find a job or keep on with PhD (*Dottorato di Ricerca*) or Specializing/Professionalizing schools (*Scuole di Specializzazione*) in case they wish to follow the academic career or research scholar positions, or become specialized professionals respectively, especially in the medical or legal sector (e.g. Surgery, Lawyer, Judge, etc.). The HEI system in Italy also includes the so-called "Master Programmes" (not to be confused with Master's Degree Courses), that is one- or two-year professionalizing courses which guarantee a more practical education and training, often offered in collaboration with famous companies or firms. However, these programmes do not give access to further levels of studies and, since they are not part of the European university system defined in the 1999 Bologna Process, the qualifications they award are not always internationally recognized.

As regards funding, most universities in Italy are state-supported, that is under the supervision of the Italian Ministry of Education, University and Research (MIUR – now Ministry of Education and Ministry

of University and Research). Besides its main functions of coordination and planning of the activities and related objectives, the Ministry also plays a fundamental role for the functioning of the entire higher education system through the yearly allocation of public funds to state Universities and non-state Universities legally recognized[30]. In fact, every year state Universities receive the *FFO - Fondo di Finanziamento Ordinario* (Ordinary Financing Fund) covering management and institutional expenses, including staff costs. The amount of the FFO funding is allocated according to specific criteria measuring the quality of the course offer and scientific research, the results and efficiency of academic performances. The largest part of the fund is allocated on the basis of the indicators set by the periodical *VQR - Valutazione della Qualità della Ricerca* (Evaluation of Quality and Research), while another part is allocated upon the periodical evaluation (every 5 years) conducted by the ANVUR (National Agency for the Evaluation of University and Research) to verify how the institution meets the requirements of a proper internal organisation and quality of teaching and research in all its sites. Besides that, HEIs in Italy can receive other sources of funding, either for the whole institution or for targeted projects or programmes, from foundations, enterprises, European funds and other stakeholders. Citizens can also decide to donate a part of their annual taxes to a University through the "5X1000".

Italy spends about 3.6% of its GDP on primary to tertiary education, below the OECD average of 5% and one of the lowest levels of expenditure among OECD countries (OECD, 2019). Tuition fees in Italy are higher than in many other European countries and economies and close to the levels of the Netherlands and Spain, but lower than in United Kingdom. However, the share of students receiving public grants/scholarships in the form of total exemption from payment of fees increased from 17% to 39% (ibid.). Student loans can be assigned on the basis of family income, merit, or for both. Scholarships are allocated from the Ministry, the University itself, or by other bodies, e.g. Regional Agencies for the Right to Higher Education (e.g. ER-GO in Emilia-Romagna).

Spain

Post-secondary education in Spain is divided between university and vocational training (in Spanish: 'Formación Profesional'). Spain has made a specific provision for distance learning with the Universidad Nacional Española de Distancia (UNED) offering over 45 different degrees available across the nation. In addition, there are 50 public universities, 32 private universities and approximately 150 different certifications for vocational training. The third level of vocational training is considered equivalent to university and many of the credits are transferable.

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[30] Non-state Universities legally recognized receive another contribution as stated by Italian Law 243/1991. Retrieved May 19, 2020 from https://www.miur.gov.it/web/guest/finanziamenti1

The Spanish model for funding higher education is a subsidized model like many other states across the EU with approximately 77.5% of funding coming from the public sector. Students cover approximately 20% of the costs and only about 5% is covered by the private sector. Many scholarships are offered based both on academics as well as economic situation. Between 25 to 49% of students receive scholarships to compensate for economic hardship in order to create equal access to higher education (CRUE, 2019).

Andalusian public universities have been responsive to the financial barriers of higher education for low income families and for the 2018/2019 and 2019/2020 academic years have approved grants that cover 99% of credits for incoming students. This applies to students at Andalusian public universities both in undergraduate studies as well as in master's degree studies.

Contrasts

Spain has many regional contrasts regarding the higher educational context and each region makes key decisions about funding allocations; on average 65% of funding stems from regional authorities. There are striking contrasts not only between regions, but between degrees. For example, in 2014, a degree in Madrid might cost 1,820 a year on average, when in Galicia the average is 713 euros annually. Or a telecommunications major could pay 20,62 euros per credit, while a business major pays 15,32 per credit (Paula, 2019).

These discrepancies make the national context one of ever-changing parameters. For example, in the Andalusian public universities, the average annual cost is below the national average and sits at 757 euros for each year on average. Public universities spend on average 6,480 euros per student, but again the regional differences are striking and vary as much as 4.000 euros (Fundación Conocimiento y Desarrollo, 2013).

When discussing the higher educational context in contrast to the partners in this project, we will make use of some contrastive statistics to unify when possible. Regarding the size of Spanish universities, Spain is at the middle of EU statistics. There are 1.03 universities for each one million inhabitants. Italy is at 1.01, Germany at 1.07. Regarding university degrees, 27% of Spaniards hold a university degree as compared to 22% of Germans, 35% of Americans or the OECD average of 31% (INE, 2016).

United Kingdom

In the UK, we use the umbrella term higher education provider (HE provider) to describe all publicly-funded universities and other higher education institutions (HEIs), alternative providers that offer HE courses but do not receive annual public funding, and further education colleges in Wales which

provide some HE level courses[31]. In 2017–18, there were 164 higher education institutions in the UK[32], plus over 700 institutions that provide courses leading to recognised UK degrees, but do not have degree awarding powers (Euroeducation n.d.). Education in the UK is devolved, with each of the constituent countries (England, Scotland, Wales and Northern Ireland) having slightly different systems under separate governing bodies.

The UK Higher Education qualifications include diplomas, Bachelor's degrees, foundation degrees and post-graduate degrees (including Master's, postgraduate diplomas (PgDip), postgraduate certificates of education (PGCE) and professional degrees, and/or Doctorate degrees). An undergraduate course usually takes 3 years (4 years in Scotland), although many universities offer 4-year undergraduate courses that include a one-year work placement.

Students attending a HEI in the UK pay a tuition fee, which is currently capped at £9,250 a year for UK and EU students. Students are able to take out a loan to pay for these fees as they study, repaying it after they graduate and earn above a defined threshold (currently £21,000). For these students, there are two different types of monetary support, with the tuition fee loan paid to their university directly, while the maintenance loan is paid to support a student's living costs. The latter is means-tested so that only those with a household income below £25,000 are eligible for full financial support, while those above this figure receive support on a sliding scale.

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[31] HESA higher education providers. Retrieved June 1, 2020 from https://www.hesa.ac.uk/support/providers

[32] https://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx. Retrieved June 1 200

Annex 2

Tabular summary of the national context examples

Belgium

	Categories	Example 1	Example 2	Example 3	Example 4	Example 5
	Name of Initiative	Live Lab	Human Rights and Migration Law Clinics	Inclusive Web Design	Zoom Out	Learning Together in Detention
Structure	**Location**	Hogeschool Vives	UGent	KU Leuven	UCLL	VUB
	Curriculum-based? (y/n)	Yes	Yes	Yes	Yes	Yes
	(Single / Multi) Faculty / (Inter) Discipline	Nursing, speech therapy, audiology, occupational therapy, nutritional and dietetics, and socio-agogic work	Law - open to students outside of law as volunteers	Computer Science	Bachelor Kindergarten Teacher Education	Criminology
Process	**Accessibility/Limitations**	3rd year course	Masters students	3rd year mandatory course	3rd year elective course – only six students. Need to meet course requirements (pre-reqs)	Masters students – students must apply to be accepted on course
	Mediators between Organisations / Groups	Students are randomly assigned to care patients who have chosen to take part in the programme	Students are paired with organisations based on submitted project proposals	KU Leuven CSL Department connects courses to community partners	Students choose a non-profit organisation they want to work with	Partnership between university, students, and prisoners

Inputs/ Resources	**Funding by…through…/ in the amount of…**	University does not provide funding	External funding	Philanthropic benefactor for all of KU Leuven CSL courses	University does not provide funding	Small incentives given to course coordinators from university to develop CSL course
	Employees and Volunteers	Coordinated by drs. Tony Claeys	Students are supervised by nine clinicians and overseen by prof. dr. Eva Brems (lecturer), prof. dr. Ellen Desmet (co-lecturer), and dr. Saïla Ouald-Chaib (co-lecturer and coordinator)	Professor: Vennekens Joost	Lecturers: Leene Leyssen and Nele Vanhemel	Dr. An-Sofie Vanhouche
	Philosophy / Stated Aims	Students provide individualised care to patients that work for the person; also aids in fostering genuine connections for care patients	Provide real world legal advice for those who are less able to afford/access legal clinicians	Students create real world computer applications to teach children with disabilities computer skills	Non-profit organisations are provided with individualised as well as necessary research solutions to current real world problems they face	Provide university level education as well as outside integration/connections to those who are currently incarcerated
Stated Outputs / Benefits for	**Students**	Real-world, hands on experience	Students can make a real-world impact in contemporary human rights law issues	Gives them the opportunity to apply their skills to real world needs	Allows students to use their learned skills to provide research to the organisation they partner with	Increase insights in viewpoints of students
	Community-Partners	Care patients are given practical solutions to their problems that are designed to work for them	Partners have their projects selected and completed to benefit the vulnerable groups/individuals within their remit	Organisation is provided with a service that is needed for its users	Non-profit is provided with the research to help better serve their community members	Provides education and connections to the outside world to the prisoners
	Staff		Staffed largely by teaching assistants who gain real world experience	The professor has been able to publish/promote their course and the	Course coordinators have undertaken research on CSL and are working to	

				benefit of CSL to students in STEM	form a CSL network in UCLL	
	Evaluation	Reflection is based on feedback, observations, and tasks based on questionnaires	Official evaluations from the university and unofficial evaluations conducted by the clinic. Staff also meet to reflect on improvements for the next academic year.	Evaluation of the course by students is limited because of access. Evaluation of course from community partner is accessible.	The course is limited to six students, with close contact between students/coordinator, feedback is kept informal	Based on interviews focus groups and written evaluations from students who participated in a penology course

Annex 1: Tabular summary of the national context examples

Finland

	Categories	Example 1	Example 2	Example 3	Example 4
	Name of Initiative	Course on public sociology	Urban activism course	Hack for Society	Opinsauna – Learning Spaces
Structure	**Location**	Tampere, Finland	Helsinki, Finland	Helsinki, Finland	Joensuu, Finland
	Curriculum-based? (y/n)	Yes (voluntary)	Yes (voluntary)	No	Yes (voluntary)
	(Single / Multi) Faculty / (Inter) Discipline	Single faculty, multi-disciplinary	urban sociology, multi-disciplinary, organised by a research project	multi-disciplinary, multiple partners	Single faculty, multi-disciplinary
Process	**Accessibility / Limitations**	available for all students in Tampere University / part of master's studies	available for all students of Helsinki Open University and University of Helsinki	University of Helsinki's graduate, post-graduate and PhD students could apply	Available for all students in UEF
	Mediators between Organisations / Groups	The course teacher (if needed)	Research project and the course teacher (who worked for the project)	Helsinki Think Company	Research project, project coordinator
Inputs/ Resources	**Funding by…through… / in the amount of…**	The university	Mainly the research project, some funding from the university	Partners	Ministry of Education and Culture, the university
	Employees and Volunteers	1 teacher	1 coordinating teacher, visiting lectures	Core team of 4 people, few others with a small workload	1 person in charge, 1 project coordinator, 14 periodical workers, dozens of volunteers
	Philosophy / Stated Aims	Learning about public sociology, voluntary public sociology informed participatory group project	Analysing activism through participatory groupwork, learning by doing	Creation of a new kind of multi-actor dialogue and test a new method to solve societal problems	Supporting integration of refugees and asylum seekers by developing liberal adult education, put into practice a Service-Learning model

Annex 1: Tabular summary of the national context examples

Stated Outputs / Benefits for	**Students**	Critical thinking applied into practice	Abilities to analyse urban activism	Unable to assess (feedback does not sort out student feedback from others) (introduction to new method of inventive thinking, inventions in the groups, new contacts)	Applying knowledge into practice, new competences for working life, sense of civic responsibility
	Community-Partners	Informational benefits for various activist groups & societal and political debates	Informational benefits for the activist groups (a written report), know-how for the municipalities and local institutionalised actors to understand the new phenomena	Unable to assess (focus on dialogue between research and politicians) Many projects were developed further after the hackathon, outputs include e.g. a research report	New knowledge on practices, support for implementing new course models, expanding network, possibilities to develop practices based on research
	Staff	Test case for new kind of pedagogy, critical examining of the teacher-student hierarchies	Research material for the project, a meaningful teaching experience in a new kind of pedagogy	Fun and interesting experience, variation from the usual projects (where focus is more on students)	Research material, implementing the "third task" of university, applying new ways of doing research and planning courses (Service-Learning, co-creation)
	Evaluation	No formal evaluation, course experiences reported by the professor (Suoranta 2009)	No formal evaluation, description of the course outcomes in a blog post and student feedback collected	No formal evaluation. A public final report, feedback collected from the participants	Self-evaluation. A public report available (Käyhkö et.al. 2019).

Annex 1: Tabular summary of the national context examples

Germany

	Categories	Example 1	Example 2	Example 3	Example 4
	Name of Initiative	International Engagiert Studiert	Service Learning Digital	KUBUS (Cooperation and advice center for environmental issues)	Ecotopia
Structure	**Location**	Martin-Luther-Universität Halle-Wittenberg, Halle (Saale), Saxony-Anhalt	Universität zu Köln, Cologne, North Rhine-Westphalia	Technische Universität Berlin, Berlin	Hochschule Augsburg, Augsburg, Bavaria
	Curriculum-based? (y/n)	Yes	Part of Studium Integrale for Bachelor-Students Extracurricular for Master-Students	No	No
	(Single / Multi) Faculty / (Inter) Discipline	interdisciplinary	interdisciplinary	interdisciplinary	interdisciplinary
Process	**Accessibility / Limitations**	for Bachelor-students only access especially for foreign students	Access also for students of Technische Hochschule Köln Excluding PhD students, students on vacation semester, guest auditors and UzK employees	Primarily citizens' initiatives, environmental associations, non-profit and municipal institutions, small and medium-sized enterprises and their associations.	Students from 7 different study programs (energy efficiency design, architecture, tourism, civil engineering, MBA, water management and IT) from university of Augsburg and Kempten
	Mediators between Organisations / Groups	project-database for choosing a project StudIP (internet-based working environment) for communication between students and teachers Juliane Kolbe & Denise Malorny from Freiwilligen-Agentur Halle-Saalkreis e.V. (volunteer agency)	Zoom and ILIAS (internet-based working environments) Meike Bredendiek & Kira Marie Nessau from University of Cologne's Professional Center	kubus *is* the mediator	German Society for International Cooperation (GIZ)

	Funding by…through… / in the amount of…	Diakonie Mitteldeutschland Halle (Saale)	Ford Motor Company Fund	Partners are: Baufachfrau-Berlin e.V. (qualification and education provider for women in construction and expansion occupations) UfU (independent institute for environmental issues) Netzwerk Großbeerenstraße (network of local companies) Sustainable Design Center (independent center of excellence for all aspects of sustainable and eco-intelligent design)	unknown
Inputs/ Resources	**Employees and Volunteers**	Freiwilligen-Agentur Halle-Saalkreis e.V.	Different Project-Partners	Three scientific associates and two student assistance	Prof. Dr.-Ing. Christian Bauriedel (Augsburg) Prof. Dr. Peters (Kempten) 40 students
	Philosophy / Stated Aims	Provide the students with the opportunity to: Gain insights into social fields of activity and the work of non-profit organizations develop and improve key competencies (such as teamwork, intercultural communication, project management) reflect on their own behaviour, competencies and values gain insights into previously unknown social contexts gather new or additional experiences in the area of civic engagement	Anchoring social engagement of students in everyday university life Social commitment despite social distancing	The aim of kubus is to bring social processes into the university and to promote exchange and cooperation with non-university partners	To analyse the potential for eco-tourism on the east coast of Sri-Lanka Pushing ecotourism and creating a place of knowledge exchange at the east of Sri-Lanka

		become more independent and take on responsibility			
Stated Outputs / Benefits for	**Students**	See "Philosophy / stated Aims" + 5 ECTS	Chance to socially engage by digital methods + 3 LP	unknown	Apply theoretical knowledge and develop skills
	Community-Partners	Depends on the respective project e.g. Create a new Homepage Help with homework A weekly organized coffee-meeting for senior citizens	Depends on the respective project e.g. A campaign and street-performance about fair wages and violence against Closers Teaching material for job-orientation for refugees A film about traumatization and therapy	Access to the university for citizens' initiatives, environmental associations, non-profit and municipal institutions, small and medium-sized enterprises and their associations.	Become a place of learning for exchange, experimentation and cooperation in eco-tourism Establishment of a sustainable hotel facility based on renewable energies and raw materials Training and raising awareness among the population and entrepreneurs on topics such as energy-efficient construction, environmental awareness, sustainability, dealing with tourists and social justice
	Staff	University faculty and research associates are provided with new ideas for their teaching and research, and find themselves in new roles	unknown	unknown	unknown
	Evaluation	Evaluation of: regular participation in the six accompanying seminars proof of at least 60 hours of commitment in a project development of two written Portfolios with the focus on reflecting the learning experiences project presentation	Depends on the specific course, but mostly through a presentation of results at the closing event:	Depends on the specific project	Self-Evaluation trough documentary in form of Poster, film-trailer, presentation

Annex 1: Tabular summary of the national context examples

Italy

	Categories	Example 1	Example 2	Example 3	Example 4	Example 5
	Name of Initiative	Ambasciatori della Legalità	Florence Science Shop project on urban gardening	FOIST	Simulimpresa. Virtual Enterprise	Quality Assurance in Ambito Formativo: Processi, Metodi e Strategie nella Universita' in Italia
Structure	**Location**	University of Parma and secondary schools in Parma	University of Florence; city of Prato	University of Sassari	University of Parma	University of Parma
	Curriculum-based? (y/n)	No	No	No	Yes (optional curricular credits)	Both (optional curricular credits or extra-curricular credits)
	(Single / Multi) Faculty / (Inter) Discipline	Department of Law, Politics and International Studies (all courses)	Multidisciplinary and inter-departmental project (Dept. Physics and Astronomy and CSDC; Dept. Chemistry; Botanic Garden, Natural History Museum; Dept. Agrifood Production and Environmental Sciences; Department of Architecture; Associazione Caffé-Scienza Firenze-Prato)	Multidisciplinary and inter-departmental (Economics, Social Services and Policies, Education	Department of Economics and Management	Corso di Laurea in Economia e Management (Dipartimento di Scienze Economiche e Aziendali) – but open to students of every Department (interdisciplinary)

Annex 1: Tabular summary of the national context examples

Process						
Process	**Accessibility / Limitations**	Open to students of all degree courses of the Department of Law, Politics and International Studies provided they first attend two compulsory training days	Accessible to students of the involved departments; participation of citizens	Accessible to students of the involved departments; participation of citizens	Selection of students (upon merit and number of credits obtained within a set deadline) from the Department of Economics and Management – 2nd and 3rd Year of Bachelor's Degree Courses in Economics and Management and Food System: Management, Sustainability and Technologies	All students enrolled at the University of Parma who participate at the University boards (students' representatives in Academic Senate and Board of Administration, in the Re-examining Groups, in the Peer Commissions Professors – Students and in the Boards of the Departments)
	Mediators between Organisations / Groups	Rector's Delegate for Anti-corruption and Transparency; Rector's Delegate for Teaching Activities and Didactics; Municipality of Parma (City Counsellor for Young and Students Policies) + Department of Law Law, Politics and International Studies	University of Florence + Associazione Caffé-Scienza Firenze-Prato	University of Sassari	Legacoop; international network Simulimpresa + Department of Economics and Management	*Presidio di Qualità* (Quality Unit) of the University (student members) with the Student Council – and the Department of Economics and Management
Inputs/ Resources	**Funding by…through… / in the amount of…**	University of Parma	University of Florence + external project funding (INSPIRES)	Internal and external funding from public and private sources, including projects	University of Parma; Legacoop via Coopfond	University of Parma
	Employees and Volunteers	Professors and tutors of the Department of Law; experts and representatives from institutions and associations operating in the legal, civic and social sphere; Secondary Schools	Professors and tutors of the department involved, researchers, citizens	Professors and researchers of the department involved, researchers, citizens	Professors and tutors of the Department of Economcs; experts in business management from local companies and entreprises, especially as regards cooperative management	Professors and tutors of the Department of Economics + other experts in University Quality Assessment processes

	Philosophy / Stated Aims	Promoting and disseminating the values of legality and of Italian Constitutional Law in a peer-to-peer approach, since students are talking to students.	Realization of a co-garden in order to promote urban gardening as a means of sustainable agricultural practices (growth of edible vegetables in town) and for its educational, nutraceutical, therapeutic and social relevance. Enhancing action-research and participation of local community.	Development of projects raising awareness on and promoting active citizenship, community empowerment; social inclusion and cohesion; educational and social policies, research responsibility and public engagement of universities; sustainable and responsible consumption.	"Learning by doing"; "Cooperation as an opportunity for entrepreneurship". Involving students as decision-makers in all the sections of an enterprise, from its management to its HR, finance, and accounting offices.	Promoting the active participation of students in the University Quality Assessment system
Stated Outputs / Benefits for	**Students**	Assignment of 4 extra-curricular credits; improvement of knowledge of social, civic, ethical and legal issues through an interactive and interdisciplinary approach	Setting-up and management of urban co-gardens for sustainable agricultural products for the University canteen.	Enhanced learning needs and skills; increased perception of "doing something useful" for both the community and themselves.	Assignment of curricular credits; Acquisition of practical experience, taking up decisions and responsibility; developing individual entrepreneurship; acquisition of business culture and development of interdisciplinary and behavioural skills. Narrowing the gap between university and the world of work after graduation. Creation of a bottom-up business run by students	Assignment of 3 curricular or extra-curricular credits. More active participation to University life as regards decisional and assessment processes
	Community-Partners	Enhancing relationships between university and local community (schools and local institutions and associations); better education to the young as regards social, ethical, civic and legal issues in order to make them become	Bottom-up approach, promotion and valorisation of community and citizens as a resource.	Participatory approach and raising awareness in the community about educational issues, social disadvantage and civic responsibility. Also functioning as a training centre in the field of social services.	Creation of a business run by students; stronger relationship with the University as a source for potential workforce and future professionals in the business and economics sectors. Raised awareness on the connection with the	Involving students in Quality assessment processes is necessary to constantly improve the course offer of the University

		more responsible and civically-engaged citizens			local territory and application to the cooperation model to a business	
	Staff	Overcoming the traditional lecture in order to enhance interaction and participation of students; training on contrast to illegality and corruption	Greater awareness of the needs of both students and local community in terms of environmental and agricultural sustainability	Greater connection with the local community and improved working methodology – also through sharing of best practice thanks to the participation to EU projects.	Development of practical skills in students and creating more interaction with the local territory	Feedback from students in order to improve and update the contents of the University course offer
	Evaluation	Feedback from secondary school students and evaluation of the students' performance by the supervising professors	Science Shop project collecting many data about the citizens involved in this practices, technical methodologies used and also emotions and motivations.	Feedback from students, the stakeholders and the local community	No examination or final mark but evaluation by the project supervisors of the student engagement and skills learned on the job. Positive assessment will award curricular (in optional subjects) credits. Participation to international fairs of simulated enterprises.	Feedback from students in order to improve and update the contents of the University course offer. Evaluation of students' acquired knowledge through an interview and mock situation

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Spain

	Categories	Example 1	Example 2	Example 3	Example 4
	Name of Initiative	Jardin Terapéutico Miguel Marti i Pol MMiP [THERAPEUTIC COMMUNITY GARDEN]	Amigos y amigas de la lectura [Friends for Literacy]	The Research Institute for Higher Education and Science (UC3M-INAECU)	A World free of Malaria. Mozambique
Structure	**Location**	Vic, Barcelona, Spain	University of Barcelona	University Carlos III of Madrid (UC3M) SCISHOP	Mozambique/ Barcelona
	Curriculum-based? (y/n)	Yes	Yes	Not exclusively	Not exclusively
	(Single / Multi) Faculty / (Inter) Discipline	Multi Faculties, but the main focus is occupational therapy.	Education & Social Education	Interdisciplinary	Multi Faculty & Interdisciplinary: Biology, Medicine, Pharmacologie…
Process	**Accessibility / Limitations**	Accessible to under- and post-graduates Over 200 students annually. Designed for Migrants, People with functional diversity or other impairments	Accessible to undergraduates 80 students annually (approx.)	Not always credit curriculum-based. Multiple events organized with the community	Limited to predoc and postdoc students from the implicated areas. Working also on continuing education

Mediators between Organisations / Groups		**Key mediators** Caritas Arxiprestal and Osona Mental Health Foundation. **Non-profit** Fundacion cepaim, **Univeristy** Universitat de Vic, **MUNICIPAL:** TOWN HALL de Vic, + REGIONAL COUNCIL Consell Comarcal de Osona)	**Regional non-profit Aps Network** Centre Promotor d'Aprenentatge Servei University of Barcelona **MUNICIPAL** Consorci d'Educació de Barcelona	The Research Institute for Higher Education and Science (UC3M-INAECU) is a university-based Science Shop and is promoted by the LEMI research group focusing on sustainability issues. UC3M-INAECU Science Shop has a strong focus on multi-stakeholder engagement, ensuring that projects are co-developed together with affected stakeholders.	Institutional support from Global Health Institute of Barcelona/ 3 participating Universities -Eduardo Mondlane University in Maputo (Mozambique) -The University of Barcelona -Pompeu Fabra University Research through The Health Investigation Center of Manhiça (CISM)
Inputs/ Resources	**Funding by…through… / in the amount of…**	**FUNDING** EU:Competences for Poverty Reduction EU:Project Empowering Learning and Social Inclusion through OccupatioN **PUBLIC AND UNIVERISTY SUPPORT** PUBLIC CO-FUNDING (Universitat de Vic, + TOWN HALL de Vic, + REGIONAL COUNCIL Consell Comarcal de Osona)	University provides students completing teacher training.	The project is considered sustainable Once the European SciShops project comes to an end, the Science Shop UC3M-INAECU will be funded by the Carlos III University of Madrid and the City Hall of Getafe. Additional funding by Spanish Government. https://www.scishops.eu/uc3m-inaecu-science-shop-spain/	**Funding by** Spanish Government **Through** AECID (Spanish Agency for International Cooperation and Development) Amount: NA but between 1996 and 2008: 10 million euros

		PRIVATE FUNDING (Rotary Club, Caixa Bank Amount: NA but considered varied and stable			
	Employees and Volunteers	Staff (12) Volunteers +/- 100 'Gardeners' 10/12	Local schools assume the role of mentoring **CLIENTS** Local schools both primary and secondary	INAECU-UC3M Science Shop is run by a multidisciplinary research group whose staff is divided into these different roles: 1) Coordinator of the Science Shop, 2) Internal Committee who selects research questions 3) Advisory Board. that advises on the feasibility of the research questions, approaches and evaluation	Health workers Researchers
	Philosophy / Stated Aims	Their main aim is to confront the social and ecological challenges of contemporary Europe. The project began its focus on the mentally ill in 2005 and since then has extended to include people at risk of social exclusion.	Students with learning needs are targeted in primary and secondary schools and given additional academic support.	The Science Shop brings together researchers, students, teachers from high schools, municipalities (from Madrid, Getafe and Leganés), societal organisations (NGOs), small and medium enterprises (SME) and citizens in order to identify societal needs/problems, transform them into research questions, and subsequently co-create knowledge in order to solve and implement solutions to the problems.	Philosophy: Wealth equity /Aims: -To develop a vaccine and new medications against malaria. -To train Mozambican doctors and researchers and Spanish researchers, -To prevent and cure malaria.

Stated Outputs / Benefits for	**Students**	Outputs for students include: Participatory Action research Doctoral Thesis, Final projects	Credit bearing for uniiversity students Targets younger students at risk of exclusion	Multiple events to raise awareness on key issues https://researchportal.uc3m.es/	-Master final projects - PhD
	Community Partners	Benefits for partners: -Has facilitated the integration of mentally ill in the greater community -Has reached out to several age groups from the very young to adults. -Has promoted insertion into the labour force -has encouraged a wider acceptance of these citizens	Local Schools Regional Libraries	As a result of this project Social Sciences researchers are now pursuing projects with Madrid City Council and researchers of Engineering with Getafe City Council For example: In May 2019, UC3M-INAECU Science Shop organised a focus group in Getafe with members of the city council, neighbourhood associations and researchers to brainstorm ideas relating to mobility and urbanism and identify possible lines of action.	Mozambican Doctors and Researchers. Mozambican children and pregnant women. Mozambician health system

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Staff	Outputs include -EXTENSIVE blog http://www.buenaspracticascomunitarias.org/buenas-practicas/6-jardin-miquel-marti-i-pol-ecosportech-universidad-de-vic-barcelona.html Outputs for research include: Numerous publications	Publications: <u>Maribel de la Cerda</u>, <u>Ma. Jesús Martín García</u>, <u>Josep Maria Puig Rovira</u> (2008). "Amigos y amigas de lectura. Una experiencia de aprendizaje servicio en la formación de profesionales de la educación," *Aprendizaje servicio y responsabilidad social de las universidades* / coord. por <u>Miquel Martínez Martín</u>, 2008, ISBN 978-84-8063-969-9, págs. 129-150 Josep, M., Casares, M. G., García, X. M., & Serrano, L. R. Aprendizaje-servicio y Educación para la Ciudadanía Learning-service and Citizenship Education.	The Institute aims to deal with this field of study from a multidisciplinary perspective, Focused the evaluation of scientific and technological activity as well as policy and administration of universities the most recent report in 2018 cites 25 publications, 1 book and 4 chapters, 45 conferences both national and international, 1 research project and 4 contracts as well as 2 theses Professional development Events include: Seminar for academics and researchers interested in RRI on 'Participatory research in the European Union: some experiences (among others). https://www.uc3m.es/ss/Satellite/UC3MInstitucional/en/Detalle/Organismo_C/1381809878292/1371206581851/Research_Institute_for_Higher_Education_and_Science_(INAECU)	Numerous publications and subsidiary projects at Global Health Institute of Barcelona/ The University of Barcelona and the Pompeu Fabra University

	INTERNAL evaluation The University of Vic highlights the publications and outputs as measures. EXTERNAL The Caixa Bank assesses with the Social work frame. The most recent is from September 2013. INTERNATIONAL or Official recognition' -Good Practice el Programa Global University Network for Innovation de la UNESCO (2013).	INTERNAL evaluation as directed by the university Similar initiatives have been found across the nation where educational centres address real world problems with practical solutions	INTERNAL The project has extensive internal evaluation. Annual reports have been published since 2012 The project offers a comprehensive internal evaluation including a 'roadmap.' The roadmap identifies various ways in which stakeholders can be involved to help strengthen the participatory dimension of Science Shop projects. EXPANSION In addition, UC3M-INAECU Science Shop has initiated an Iberian Peninsula network of Science Shops, involving Science Shops in Spain and Portugal	INTERNAL: Publications and outputs EXTERNAL: AECID /Mozambican Government NATIONAL official recognition: Prince of Asturias Awards in 2008
Evaluation				

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United Kingdom

	Categories	Example 1	Example 2	Example 3	Example 4	Example 5	Example 6
	Name of Initiative	QUB Science Shop	Community Engaged Learning Service (CELS)	Participatory Research Hub	Community Development BA	Community Law Clinics	Business Ignition – Idea to Implementation
Structure	**Location**	Centre for Educational Development, Queen's University Belfast and Ulster University	UCL	University of Durham Department of Geography and Centre for Social Justice and Community Action (CSJCA)	University of Glasgow Department of Education (Community Development)	University of Exeter Law School (Model also used by various universities nationwide)	Exeter Business School
	Curriculum-based? (y/n)	Yes	Includes both	Yes	Yes	Yes	Yes
	(Single / Multi) Faculty / (Inter) Discipline	Multi-Disciplinary	Institution wide service offering training and support	Multi-Disciplinary	Multi-Disciplinary	Single (Law)	Single (Business & Management) but can be part of interdisciplinary pathway
Process	**Accessibility / Limitations**	Accessible to all students	Varies between projects	Short-term project (2015-17) as part of the CSJCA. Limited to research students only.	Four-year undergraduate degree, only available at Glasgow main campus.	Open to all third-year law students at the University of Exeter. Open to all members of the public for a series of free legal services.	Inclusive to all students who have taken a prior entrepreneurship module
	Mediators between Organisations / Groups	Science Shop staff broker the relationship	No – UCL academics broker the relationship	Participatory Research Hub Staff (as part of the CSJCA)	No – Glasgow Academics	Academic and Professional staff at Exeter	Module lead

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					broker the relationship		
Inputs/ Resources	**Funding by…through… / in the amount of…**	External funding from Department for Economy NI HEIF	Internal (UCL Culture and UCL Arena) & HEIF	Internal (Economic and Social Research Council Impact Acceleration Account)	External funding from student fees and SFC funding	Internal (Law School)	£2,000 business school loan (but expected to be cost neutral)
	Employees and Volunteers	2.2 FTE staff at Queen's 1 FTE staff at Ulster	1 member of staff who collaborates with colleagues across the university	5 members of staff	3 members of staff	2 members of staff, Legal Professionals, Third-year law student interns	1 business school staff 7 Partner staff
	Philosophy / Stated Aims	To broker and facilitate opportunities for community based Engaged Learning between community groups and students	Aims to mainstream partnerships between faculty, students and community partners to enhance student experience, enrich academic practice and have positive social impact	To strengthen the infrastructure for co-produced social research, stimulating and fostering long-term relationships, generating learning and the capacity to undertake coproduction across Durham University and its partner organisations; and to enhance the generation of high-quality research, which can have an impact on social and economic policy, practice, advocacy and activism.	To enable students to develop practical and analytical skills to work effectively with a range of communities to bring about social change.	To enable law students to gain valuable pro bono legal experience which enhances their employability, while providing free, supervised legal advice to members of the local community.	To teach how to run and evaluate a business in a real environment
Stated Outputs / Benefits for	**Students**	Encourages students to apply knowledge and learning to real-life problems; helps them understand the challenges faced by society,	Enhanced student experience, engagement & leadership; Increased sensitivity and capacity to manage diversity;	Students develop their skills and understanding through engaging them intellectually, socially, and emotionally outside of the university.	Students have the opportunity to gain invaluable practice experiences both locally	By collaborating with legal professionals, the students gain valuable skills, and are exposed to legal practices, providing work experience	Real world opportunity to learn soft and business skills

		and enables them to give back to the community. Contributes to their Personal Development Plans (PDP)	Preparedness for workplace & world		and internationally, demonstrating the transferability of their community engagement skills.	and opportunities to apply for training contracts.	
	Community-Partners	Thousands of projects have delivered real impact across a diverse range of societal sectors across Northern Ireland	Access to resources through connection to the university; Further missions and goals.	Creation of useful research outcomes, impact measurement, and training sessions between partners and relevant researchers at Durham University. Online hub with resources, materials, and toolkits for how to develop PAR projects: http://communitylearningpartnership.org/wp-content/uploads/2017/01/PARtoolkit.pdf	The degree offers community partners the opportunity to join a world-leading institution, to develop skills and academic rigour to then translate back to their community projects. https://www.gla.ac.uk/postgraduate/taught/adulteducationcommunitydevelopmentyouthwork/	Having a variety of specialized clinics, allows individuals to obtain focused and personalized attention to their cases. http://socialsciences.exeter.ac.uk/law/communitylawclinic/	Potential revenue making ideas & opportunities & profit from new ventures
	Staff	Contributes towards the administration / community service element of QUB promotions criteria.	Enhanced teaching & learning opportunities; Knowledge of communities &	Opportunity to use and develop PAR theory and methodology, focusing on interaction between students and community-partners.	Opportunity to teach world-leading community development scholars a series of	Opportunity to work with students to test their skills in a real-world context.	

			impactful research; Career progression	Used to develop research infrastructure to generate high-quality outcomes Career Progression	skills they can take back into the community.		
	Evaluation	Individual projects evaluated by academic supervisors, external examiners and community partners. Science Shop independently evaluated – found to be a positive model	Evaluation of individual projects is informal and tailored. CELS is due to be formally evaluated in 2020	Reflective advice to next year's cohort of both researchers and community organisations on project work	Reflective advice to next year's cohort and on course improvement	Module evaluations Ad hoc feedback from clients (but this is being formalised) No formal mechanism with legal professionals	Reflective advice to next year's cohort and on course improvement