ServiceLearning
SL-ICP University Empowering Society

Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities.

WP4

Service-Learning Project Catalog

HELLENIC REPUBLIC
National and Kapodistrian University of Athens
EST. 1837

UAM Universidad Autónoma de Madrid

Aix*Marseille université
Socialement engagée

eurasia net

UNIVERSITATEA DIN BUCUREȘTI

SAPIENZA Università di Roma

Service-Learning Project Catalogue

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1. Reminder: What is Service-Learning?

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

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

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

2. About our project: KA2 SL-ICP Project *"Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged universities (SL-ICP)"*

Service-Learning (SL) is an innovative pedagogical approach that integrates meaningful community service into the curriculum and offers academic credit to students for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the process and the service is linked to the academic disciplines under study.

"Service-Learning: Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities" (SL-ICP) is a two-year project (15/11/2022-14/11/2024) funded by Key Action 2 Cooperation Partnership - Higher Education. It aims at bringing awareness about SL as a pedagogical methodology at European universities and supporting all involved stakeholders (academics, students and civil society organisations) to establish and cement systematic collaborations in the higher education system with civil society organisations. The innovative learning and teaching practices implemented through SL are ideal for students who wish to gain diverse soft and hard skills as well as field experiences necessary for the work market.

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

● Eurasia net (French NGO): In charge of the management and global coordination of the project;

● National and Kapodistrian University of Athens (NKUA), Greece: Responsible for the mapping and analysis of current SL practices in partner universities;

● Autonomous University of Madrid (UAM), Spain: Responsible for the training of the academic staff of the partner universities to SL methodology and implementation;

● University of Aix-Marseille (AMU), France: Assigned to promote SL projects at local and European level through events involving the stakeholders;

● University of Bucharest (UB), Romania: Responsible for creating a guide on the implementation of SL projects and organising a European Forum on SL in June 2024;

● Sapienza University of Rome (SUR), Italy: In charge of the communication, dissemination and promotion of SL teaching.

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

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

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Shepard and Islan Project by AMU

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

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

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

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

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

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

Improving the life of seniors II by NKUA

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

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

1) Mobilising seniors: Seniors in NPCH had regular intergenerational online meetings with highschool student volunteers for a period of six months, who mobilised them through various

activities. SL Participants attended the meetings and proposed activities that benefitted the seniors, evaluating their implementation and re-designing activities along with the students.

2) Offering Comprehensive Geriatric Assessment: A selected number of seniors that qualified, according to well defined medical criteria (score of the Clinical Frailty Scale), went through the Comprehensive Geriatric Assessment, a multidisciplinary clinical exam aiming at reducing their state of frailty, by proposing interventions to improve their wellbeing. SL Participants attended the assessment and conducted the follow-up of the implementation of the instructions, by visiting the NPCHs regularly, offering suggestions based on their findings and discussing with both seniors and caregivers, tackling various issues that emerged. They will also attend the second examination, conducted 8-12 months after the first one, where the results of the interventions will be medically evaluated

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

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

Cultivating Knowledge and Care by SUR

The service-learning project, titled "Cultivating Knowledge and Care," was conducted at Sapienza University with 20 first-year students from the Educational Sciences program and 6 individuals with visual disabilities. Led by pof. Emiliane Rubat du Mérac, the project ran from November 2023 to June 2024, aiming to develop environmental sustainability skills through gardening and plant care while providing an inclusive educational experience.

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

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

meaningful exchanges between students and participants, fostering mutual learning and personal growth.

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

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

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

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

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

Seniors in Green by UAM

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

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

University students design and conduct various practical sessions (nature walks, hiking, orienteering, Nordic walking, forest bathing, etc.) tailored to the needs and abilities of the elderly,

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

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

Chemistry Goes Outdoors by UB

Chemistry Goes Outdoors (acronym: ChemGO) is a Service-Learning (S-L) project conducted within the course "Design of Didactic Materials", offered to 2nd year students at the Master in Didactics of Chemistry of the Faculty of Chemistry, University of Bucharest. The 2023-3024 academic year was the first time in the Faculty of Chemistry when a S-L project was included in a course syllabus and students from a program of study received ECTS for implementing it, paving the way to more initiatives of this kind in our Faculty. The goal of this S-L project is to provide a service to children - secondary school and high school pupils from under-resourced schools -, simultaneously allowing the involved MSc students to acquire specific and transversal competencies through practical activities.

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

Throughout this S-L project, MSc students are expected to fulfil multiple responsibilities, such as: creating the project timeline (together with the coordinator), designing the chemistry workshops (documenting and creating experiments), designing and creating the didactical materials to be used during activities, promoting the results of the project, and reflecting on the outcomes. By connecting scientific concepts to the environment, this S-L project not only enhances MSc

students' academic knowledge, and their professional and personal development, but also cultivates a sense of social responsibility and environmental stewardship.

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

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

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

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

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

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

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

The implementation of the project was divided into two phases, during the first one, a literature review and an analysis of the existing public policies was carried out with the objective of drawing

up an initial list of already detected obstacles and identifying the measures implemented in the region in order to reduce them. In addition, two survey protocols were developed, one for prescribers accompanying young people in the area and a second for the young people.

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

4. Detailed Overview of Service-Learning Projects

i.   Shepard and Island Project by AMU

BACKGROUND OF THE PROJECT	The initiative known as "Illuminate to Engage" began three years ago after winning a competition sponsored by the United States Embassy in France to combat discrimination. Initially composed of Master 1 students in Digital Law from Aix-Marseille University, the collective has since expanded its scope to address various forms of discrimination affecting the artistic community. Recognized for its impactful work, the project has received prestigious awards, including the prize for the best discrimination-fighting project from the United States Embassy and the Citizen Patent from the Camp des Milles Foundation. For its third campaign, the initiative has organised a memorial and performative photographic exhibition focusing on the fight against LGBTQIA+ discrimination. Leveraging the power of art to raise awareness and effect change, the exhibition aims to provoke reflection on the injustices faced by the LGBTQIA+ community. Through the tragic stories of Matthew Shepard and Islan Nettles, the exhibition seeks to foster solidarity and legal awareness regarding LGBTQIA+ rights in France and globally. Benefitting from diverse expertise and perspectives, this year's exhibition combines photography, stage performance, and legal discourse to convey its message effectively. The exhibition's scenography features 12 doors, each showcasing a photograph of a French LGBTQ+ student engaged in activities reflecting their individuality. Accompanied by theatrical performances highlighting various forms of discrimination and legal notices denouncing

	discrimination, the exhibition aims to resonate with audiences on regional, national, and international levels.
	The project's multidisciplinary approach is reflected in its team composition, which includes Master 1 students in Digital Law, Master 2 students in Law of Artistic and Digital Creation, as well as students in DEUST (theatrical training), Art History, and Fine Arts. This diversity of backgrounds enriches the project by providing different perspectives and approaches essential for addressing the complex challenges of discrimination in society.
	Ultimately, "Illuminate to Engage" aspires to spark meaningful dialogue on LGBTQIA+ rights, promote respect, and foster inclusion through the transformative power of art.
SOCIAL NEED	The social need addressed by this project is primarily the combating of discrimination against the LGBTQIA+ community. By creating an exhibition that showcases the cultural, memorial, and performative aspects of LGBTQIA+ experiences, the project aims to raise awareness about the discriminations faced by this community. Additionally, it seeks to promote social inclusion and acceptance by demonstrating the importance of accessibility to art and culture for individuals of all backgrounds, including those with disabilities. Furthermore, the project aims to foster collaboration and partnership with various organisations and media outlets to amplify its message and reach a wider audience, both nationally and internationally. Ultimately, the goal is to inspire action and promote societal change towards greater equality and justice for LGBTQIA+ individuals.
SERVICE OBJECTIVES	The service objectives of this project, in terms of serving society, include: 1. Raising Awareness: The project aims to educate society about LGBTQIA+ issues, debunk misinformation, and promote understanding and acceptance of diversity. 2. Denouncing Inequalities and Injustices: Through the exhibition, the project seeks to shed light on societal inequalities and injustices faced by LGBTQIA+ individuals, thereby advocating for social change and equality. 3. Paying Tribute: The project honours the memory of individuals like Matthew Shepard and Islan Nettles, who lost their lives due to discrimination based on sexual orientation or gender identity, thus highlighting the consequences of discrimination and the need for societal change.

	4. <u>Challenging Stigmatisation:</u> By showcasing photographs of LGBTQIA+ students and emphasising their individuality, the project aims to challenge stereotypes and stigmatisation, advocating for respect and acceptance. 5. <u>Promoting Rights and Freedoms:</u> The project underscores the importance of respecting the rights and freedoms of all individuals, particularly LGBTQIA+ individuals, contributing to a more inclusive and equitable society. Overall, the service objectives of the project focus on promoting awareness, advocating for equality and justice, challenging stigma, and fostering respect and acceptance within society towards LGBTQIA+ individuals.
LEARNING OBJECTIVES	The learning objectives of this project encompass both specific contents and competences of academic subjects or academic degrees, as well as transversal (generic) competences. These include: 1. <u>Legal Skills Development:</u> The project provides students with the opportunity to apply their legal knowledge and skills in a practical setting. They participate in drafting contracts and legal notes for the exhibition, enhancing their understanding of legal concepts and procedures. 2. <u>Interdisciplinary Collaboration:</u> Students from different academic backgrounds, including law, arts, and literature, collaborate on the project. This fosters interdisciplinary learning, allowing students to gain insights from diverse perspectives and develop skills in teamwork and communication. 3. <u>Professional Preparation:</u> Engaging in the project gives students a taste of real-world professional environments in the fields of arts, culture, and law. They learn to navigate professional settings, interact with partners and collaborators, and manage project tasks and responsibilities. 4. <u>Rigour and Attention to Detail:</u> The project requires students to maintain a high level of rigour and attention to detail in their work. This helps them develop a critical eye for quality and thoroughness, essential skills for success in both academic and professional contexts. 5. <u>Initiative and Leadership:</u> Students involved in the project demonstrate initiative and leadership by taking ownership of tasks, organising meetings with partners, and driving the project forward.

	This cultivates qualities of initiative, proactivity, and leadership, which are valuable in various professional settings. Overall, the project serves as a platform for students to develop specific academic competences related to their field of study, as well as transversal competences such as interdisciplinary collaboration, professional readiness, attention to detail, and leadership.
LINK TO THE CURRICULUM	The subjects/curricular areas involved in this project include: 1. <u>Human Rights and Fundamental Freedoms:</u> This encompasses the study of human rights law, focusing on the defence of individual liberties and the fight against discrimination. 2. <u>Property Law:</u> This subject deals with the legal rights and obligations related to property, including intellectual property rights such as copyright law. 3. <u>Contract Law:</u> Students engage with the principles and regulations governing contracts, which are essential for drafting agreements with project partners. 4. <u>Arts and Performance:</u> This includes subjects such as directing, staging, artistic direction, and scenography, which are integral to the creative aspects of the project. 5. <u>Practical Experience:</u> The project provides students with hands-on experience in applying legal knowledge and artistic skills in a real-world context, bridging theoretical learning with practical application. Overall, the project draws upon a multidisciplinary approach, incorporating legal studies, artistic disciplines, and practical experience to address societal issues and promote social change.
ACTIVITIES	The activities carried out to achieve the project objectives include: 1. <u>Finding Collaborators:</u> The team searched for a photographer to collaborate with, essential for capturing visual elements of the exhibition and conveying its message effectively. 2. <u>Conceptualization and Design:</u> The project manager, along with collaborators, conceived and designed the entire exhibition, ensuring that it effectively conveyed the intended message and themes. 3. <u>Scenography Development:</u> The project manager and a student specialising in scenography conceptualised how the exhibition would be presented physically, considering layout, aesthetics, and thematic coherence. 4. <u>Artistic Direction:</u> The project manager took on the role of directing the scenic performance, working with collaborators to script and

	choreograph performances aimed at raising awareness of LGBTQIA+ discrimination. 5. <u>Auditions and Rehearsals:</u> Regular auditions and rehearsals were conducted with students to prepare for the scenic performance, ensuring high-quality presentations during exhibition openings. 6. <u>Communication and Outreach:</u> The team engaged in extensive communication efforts, reaching out to various stakeholders such as media outlets, museums, theatres, and associations to collaborate, secure exhibition venues, and raise awareness of the exhibition's themes. 7. <u>Follow-up and Collaboration:</u> The team implemented a systematic follow-up process with associations and media contacts, aiming to secure collaboration opportunities and ensure active participation from partners. Overall, these activities were essential for realising the project's objectives of creating an impactful exhibition that raises awareness of LGBTQIA+ discrimination, promotes social change, and fosters collaboration and inclusivity within the community.
PARTNERSHIP	The partners of this project include: 1. <u>Institute of Research and Studies in Information Law and Culture:</u> This institute, affiliated with the Faculty of Law and Political Science at Aix-Marseille University, has provided support for the project's financing needs. 2. <u>Faculty of Law and Political Science</u>: The faculty has allocated a grant under the Contribution to Student Life and Campus (CVEC) to support the project's activities. 3. <u>United States Embassy in France:</u> The embassy, along with several of its partners, including the McCain Institute for Combatting Discrimination and the Public University of Arizona, has provided support for the project. 4. <u>Camp des Milles Foundation:</u> This foundation supports the project as part of the UNESCO Chair "Education for Citizenship, Humanities, and Convergence of Memories." 5. <u>"Le Refuge '' Foundation:</u> This foundation has partnered with the project, allowing the display of its logo on project materials and collaborating on events to combat LGBTQIA+ discrimination. 6. <u>Amnesty International:</u> Although still in preparation, a partnership with Amnesty International is planned for the project.
SYSTEMIC REFLECTION ACTIVITIES	

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

CELEBRATION	The project and its results will be celebrated during significant moments at the University, such as weeks dedicated to action against discrimination and graduation ceremonies. Additionally, key dates in the fight against LGBTQIA+ discrimination, including October for the potential signing of an AMU Charter (currently under discussion), will also mark the celebration. Currently, the exhibition is scheduled to be showcased from April 30th to May 3rd, 2024, at Le Cube in Aix-en-Provence, and from May 14th to 17th in Marseille at La Turbulence.
DISSEMINATION	Communication and dissemination activities for the project include its promotion by the media outlet Têtu, which recommended it, and its participation in the Illuminate to Engage collective. This collective operates accounts on various social media platforms such as Instagram, X, Spotify, and TikTok to raise awareness about LGBTQIA+ discrimination. Têtu, a quarterly magazine and online platform focusing on LGBT+ issues, played a significant role in endorsing the project. With a history of 25 years in combating LGBTQIA+ discrimination, Têtu is influential and often chosen by individuals for coming out stories. Their support is seen as an honour for the project.
CALENDAR/RESOURCES	The project timeline began in July 2023 with initial text writing, followed by actor auditions in September. Rehearsals have been held every Friday since the start of the academic year, with some weekends dedicated to creative residencies for optimal performance preparation. Photography sessions occurred from January to February, and exhibition purchases were made in February. Scenography construction took place in March, involving door base building and painting. Email communication and partner meetings commenced in September and continue to date. Exhibition dates are set for April 30th to May 2nd at "Le Cube" in Aix-en-Provence and May 14th to 16th at "La Turbulence" in Marseille. The Illuminate to Engage collective, guided by law professor Philippe Mouron, involves a diverse range of student participants, including those in law, theatre, and art. Additionally, a volunteer scenographer contributes to the project. Legal aspects of the exhibition are developed using various educational resources, including the university library's online tools. Technical Budget: 1,406.98 euros Costume Budget: 218.98 euros Set Budget: 1,405.00 euros Communication Budget: 360.00 euros Contingency Budget: 200.00 euros

ii. Improving the life of seniors II by NKUA

BACKGROUND OF THE PROJECT	The project is an extension of the program "Improving the life of seniors'' implemented in 2021-2022, a collaboration of the Msc "Physiology of Aging and Geriatric Syndromes" of the NKUA's Medical School with the NGO Mission "ANTHROPOS", and was included in the CIVIS Open Labs. It combined the mobilisation and socialisation of seniors through online meetings with groups of highschool students, with the training and empowerment of their caregivers by the PA GE teaching staff and students of the MSc. At the end of the seminars, the MSc students compiled a Best Practice Geriatric Guideline for Caregivers in Care Homes, uploaded on the websites of both the MSc and the NGO. As it was evident from the Social Impact Measurement Study that was conducted, the program was very successful and presented an index of 5.22:1, meaning that for every 1€ that was invested, the program produced 5.22€ in social value. This inspired the partners to take the project one step further, taking into account the feedback of everyone involved. The program "Improving the life of seniors II" has retained the main elements of the previous one, with the addition of the Comprehensive Geriatric Assessment, a multidisciplinary medical examination, for a selected number of qualifying seniors, conducted by the Geriatric Assessment Unit of the Henry Dunant Hospital Center, as part of their Corporate Social Responsibility. The experience gained from the implementation of the previous program helped in carving a way for the SL participants to be more involved at all stages of the program, and to make the program more impactful for the beneficiaries.
SOCIAL NEED	In the western ageing societies, where more and more people are moving to care homes to spend the last years of their life, this project is addressing real issues the seniors face there, such as isolation, loneliness, lack of socialisation and symptoms of depression. Health protocol restrictions due to COVID-19 have further exacerbated these feelings and alienated them from the outside world. Furthermore, the common geriatric syndromes that they experience (such as frailty, sarcopenia, dysphagia, falls, urinary incontinence, depression, mild cognitive impairment, dementia, polypharmacy, inappropriate prescribing) deteriorate their autonomy and severely impact their quality of life. The knowledge of the staff in handling these cases is often suboptimal, as constant training is required. The staff at NPCHE, although doing their best, are often on the verge of burnout due to limited resources, therefore individualised care is often not available

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	to the extent the seniors need it. The project is very relevant for the S-L participants, who were able to interact directly with the seniors and see first-hand some of the geriatric symptoms they are exhibiting, while experiencing the realities of non-profit care homes. Furthermore, they become accustomed to problems the caregivers face daily, providing them with the relevant up-to-date knowledge, while developing good working practice relationships as well as empathy, for this very important group of collaborators.
SERVICE OBJECTIVES	SL participants contribute in the design and implementation of activities for the seniors, for recreation, socialising and practising different skills (cognitive, kinetic, memory etc.) in collaboration with high-school students. They follow up and report on the process of implementing the personalised interventions, as they were proposed during the Geriatric Assessment Test. During visits to the NPCHE and conversations with both the seniors and the staff, they identify problems in the implementation, propose solutions to issues that might arise, based on the realities of each NPCHE, and with practical suggestions actively help the seniors and staff to improve their quality of life. Furthermore, they contribute to the preparation and implementation of the seminars for the caregivers by the Geriatric Team and Academics. Sharing their professional and academic experience with the caregivers, they assist them to evaluate and address difficult cases, formulating ways to tackle them.
LEARNING OBJECTIVES	S-L participants learn from observing the examination of the Comprehensive Geriatric Assessment in a professional, hands-on environment. They study in depth the field of Geriatrics in order to understand the proposed interventions for each senior and the impact of their quality of life. They develop their critical thinking during the visits to the NPCHE, identifying the problems of implementation, and to propose scientific, yet practical solutions. They learn to transfer their academically-acquired knowledge in the wider society, utilising appropriate vocabulary to explain these to caregivers without an academic background. They also learn from being in direct contact with seniors, caregivers and health care providers, as they can observe closely the living conditions of seniors and the daily problems they face, as well as discuss in depth with the caregivers, and understand their problems and the realities and challenges they face, that can be different on each NPCHE. All the above help them exercise their critical thinking for creative implementation of the interventions and activities. Moreover, they develop empathy, flexibility and understanding, important social skills

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	for multidisciplinary teams that work closely together for the best possible outcome for their quality of life of seniors.
LINK TO THE CURRICULUM	This is counted as part of their practicum/internship (40h), spread across two semesters. Students are utilising subjects from all their curriculum in the implementation of this project.
ACTIVITIES	Participating in meetings with all partners. 2. Attending Geriatric Assessments appointments and participating by sharing their points of view, taking notes of the procedures and at times performed the exams on their own under the supervision of the Geriatric team. 3. Attending follow-up meetings at the NPCE where seniors reside. Discussion with seniors and staff members about changes in the everyday lives, and proposal of creative solutions to prolong their functionality. 4. Organising meetings between the S-L participants and the Geriatric Team to discuss the problems of seniors and possible ways to improve them. 5. Attending the second Geriatric Assessment appointments to assess overall improvement. 6. Creation of a questionnaire to identify the needs of the caregivers and analysing the data received. 7. Participating in the seminars for the caregivers and contributing to the presentations alongside the main presenters. 8. Participating in the meetings between high-school student volunteers and seniors, co-designing activities. 9. Written reports with their point of view and suggestions are to be filled at all stages of the program.
PARTNERSHIP	NGO Mission "ANTHROPOS" Four (4) Non-profit care homes for the elderly collaborating with the NGO Mission "ANTHROPOS" ("Panagia I Eleousa", N. Ionia, "Kalos Samareitis" N. Philadelphia, "Oikos Galinis" N. Smyrni, "Koinoniki Merimna Moschatou", Moschato) Geriatric Assessment Center of the Henry Dunant Hospital Center, as the health care provider offering the Geriatric Assessments Three (3) Secondary schools collaborating with the NGO Mission "ANTHROPOS"
SYSTEMIC REFLECTION ACTIVITIES	SL participants during the course of the Geriatric Assessment took notes regarding the procedure, gave ideas about the problems identified and the solutions suggested by the geriatric team, while they identified points that were helpful for them in order to better understand certain medical issues. They filled a report after each session, providing their reflections and suggestions that were discussed with all partners. In the follow-up sessions they filled up similar forms identifying the problems of implementation, providing possible solutions that were discussed with the geriatric team, before going back and suggesting them to the NPCHE. A reunion was held

	with all partners (SL participants, members of the Geriatric Assessment Unit, and NGO members) following the conclusion of the follow-up sessions, and improvements of the whole procedure were suggested. Active participation of the S-L participants in the caregivers seminars included a written report evaluating the content and the quality of the seminar, in respect to responding to the caregivers identified needs (through the questionnaires already prepared by the SL participants) and reflection/suggestions about its improvement. Based on the knowledge acquired during the MSc Program, SL participants were able to suggest appropriate activities to the high-school students that would improve the functional status of the seniors.
EVALUATION	SL participants were involved in a large number of different tasks: discussions about current medical issues of the seniors during the geriatric evaluation, critical reflections about solutions proposed and overcoming obstacles in their implementation, written reports about both initial geriatric assessment and follow-up, questionnaire formulation about practical caregiver's needs, active participation in seminar presentation to caregivers, critical observation about achieving this goal and co-organization of creative activities offered by high-school students to the seniors. Each SL participant was evaluated by the Geriatric Unit for his/her participation in the geriatric assessment, by their professors for their seminar involvement, and by the partner organisation NGO Mission ANTHROPOS, for the overall involvement and commitment to the project. Both their oral comments/suggestions and their written reports of all the above aspects were taken into account by their professors and are part of their final evaluation. All beneficiaries (seniors, caregivers and NPCHE administrative personnel) are providing an evaluation form about the service learning and the overall quality/satisfaction from the program)
CELEBRATION	At the end of the program, a get-together of all participants, to celebrate the achievements of the Postgraduate Program SL students and to honour the caregivers will take place. In this event, certificates will be awarded to the SL participants and there will be a chance for everyone to communicate informally, exchange ideas and enjoy in a relaxed way
DISSEMINATION	The events of the program have been posted regularly in the websites and the social media of the MSc "Physiology of Aging and Geriatric Syndromes", as well as the NGO Mission "ANTHROPOS".

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CALENDAR/RESOURCES	Signing MoUs with all parties	■	■										
	Geriatric Assessments		■	■	■	■							
	S-L participants visits at NPCHE			■	■	■	■	■	■	■			
	Survey for Caregivers by S-L participants					■	■						
	Seminars for Caregivers						■	■	■	■			
	Meetings with Seniors and Teens			■	■	■	■	■	■				
	Suggestions/redesign of projects			■	■	■	■	■	■	■			
	Second Geriatric Assessments									■	■	■	
	Evaluation of program										■	■	■
	Dissemination of results										■	■	■

HUMAN RESOURCES:

A teaching staff from the MSc program assigned for the students for the practicum 4 Msc students Geriatric Team by private Healthcare provider (2 Geriatrics, Physiotherapist, Nutritionist) 6-7 Speakers (academics and medical professionals) for the seminars 1 Administrative staff (from the NGO Mission "ANTHROPOS")

OTHER RESOURCES

Laptop – internet connection Online platform for seminars Teaching materials Rapid tests and masks for entrance in NPCHE

iii.   Cultivating Knowledge and Care by SUR

BACKGROUND OF THE PROJECT	The "Cultivating Knowledge and Care" project at Sapienza University is an integrated educational initiative conducted from November 2023 to June 2024. Led by Emiliane Rubat du Mérac, the project aims to develop environmental sustainability skills among first-year students in the Educational Sciences program and individuals with visual and cognitive disabilities. This project marks the first integration of service-learning into this curriculum, emphasising practical learning and community engagement through gardening and plant care activities.

SOCIAL NEED	Inclusive Education: Providing accessible and tailored learning experiences for students with disabilities. Environmental Awareness: Fostering sustainability practices through hands-on gardening activities. Community Integration: Promoting social inclusion and job placement opportunities for participants.
SERVICE OBJECTIVES	The primary objectives include: Skill Development: Enhancing gardening and sustainable cultivation skills. Inclusive Education: Providing future educators with practical experience in inclusive teaching strategies. Community Engagement: Creating a supportive and inclusive learning environment.
LEARNING OBJECTIVES	Aligned with the Dublin Descriptors, the project focuses on: Knowledge and Understanding: Grasping biodiversity concepts and sustainable cultivation practices. Skills Development: Planning and managing gardens, cultivating diverse plants, and constructing insect shelters. Personal Development: Enhancing teamwork, communication, and problem-solving abilities. Community Impact: Evaluating the project's influence on community well-being and sustainability.
LINK TO THE CURRICULUM	Integrated into the curriculum for first-year Educational Sciences students, the project enriches theoretical learning with practical application in inclusive education and environmental sustainability. It provides opportunities for students to engage deeply with course material and develop essential teaching skills. Specifically, future educators learn to transfer learning using sensory channels other than sight by developing teaching strategies and interacting with others in environments that require considerable sensory development. This hands-on approach enhances their ability to create inclusive educational experiences that cater to diverse sensory needs and promote holistic learning.
ACTIVITIES	Preparation Phase: Collaboration with experts to design an inclusive curriculum integrating gardening skills and sustainability. Development of accessible learning materials for participants with diverse abilities. Implementation Phase: Practical sessions on gardening fundamentals and sustainable cultivation practices.

	Theoretical sessions on biodiversity conservation and ecosystem interactions. Formative assessments to monitor participant progress and adapt activities as needed. Community Engagement: Organization of events such as the Day on Sport and Disability, including games for children with visual impairments. Collaboration with local entities like ASP Sant'Alessio MdS for inclusive community projects. Project-Based Learning: Group project on identifying edible plants in Villa Mirafiori Park and creating an educational banner with QR codes for sensory descriptions. Preparation of dishes using garden produce, emphasising nutritional values and sustainability. Reflection and Evaluation: Regular reflection sessions using platforms like Moodle to analyse experiences and learning outcomes. Continuous evaluation of project impact on participants' skills, community engagement, and environmental sustainability. Celebration and Dissemination: Closing event to showcase projects and achievements, fostering community involvement and recognition. Dissemination of project outcomes through reports, presentations, and social media to inspire others and raise awareness.
PARTNERSHIP	The project is conducted in partnership with ASP Sant'Alessio MdS – Azienda di servizi alla persona disabile visiva, ensuring tailored support and resources for participants with visual impairments. This collaboration enhances accessibility and inclusivity within project activities.
SYSTEMIC REFLECTION ACTIVITIES	Reflection is integrated into: Continuous reflection and sharing through Padlet to document and discuss ongoing experiences and insights. Group discussions and peer feedback sessions. Analysis of project impacts on participants and community.
EVALUATION	Continuous assessment using reflective journals on Padlet, capturing ongoing participant reflections and insights.

	Final assessments evaluating learning outcomes in sustainable gardening, inclusive teaching, and community engagement. Feedback gathered from participants, educators, and community stakeholders to gauge project impact and effectiveness.
CELEBRATION	Award ceremonies and certificate presentations: "Service- Learning Award" at Sapienza University on 25 March 2024. Showcasing project outcomes at community events: "Ognuno a modo suo: Sport senza barriere" at Schuster Park in Rome on 25-26 June 2024 Recognition of participants' contributions and successes: "Engage, Learn and Connect"- Local Event at Sapienza University on 29 November 2023; "Dare corpo alla conoscenza e voci alle diversità" In Sapienza University on 31 June 2024.
DISSEMINATION	Sharing project outcomes through social media and institutional platforms. Presenting findings at conferences and local events. Displaying educational materials, like the banner featuring edible plants and accessibility features.
CALENDAR/RESOURCES	Classroom Sessions and Practical Workshops: Structured sessions held at Sapienza University and Villa Mirafiori Park, integrating theoretical learning with hands-on gardening activities. Access to Resources: Utilisation of gardening tools, adaptive technologies, and educational materials to support diverse learning needs and practical sessions. Community Engagement: Collaboration with local communities and stakeholders to secure venue access and foster joint initiatives, enhancing project outcomes and community integration.

iv.   Seniors in Green by UAM

BACKGROUND OF THE PROJECT	The 'Seniors in Green' project has been ongoing since the 2016/2017 academic year as part of the subject 'Physical-Sport Activities in Natural Environments' of the Autonomous University of Madrid (Spain). Since this academic year, projects have been developed for various groups, such as youth with intellectual disabilities, homeless women, young migrants, people with Parkinson's, children with autism, youth with mental health issues, and underprivileged children. These projects were carried out in collaboration with local organisations such as Fundación Tomillo, Fundación Prodis, AMAS, Faciam, etc. Since the 2022/2023 academic year, the project has extended its activities to include elderly residents of the Dr. González Bueno Senior Residence.
SOCIAL NEED	The elderly participating in the project are, on average, 80 years old. They have good health and a high degree of independence, allowing them to perform most daily activities on their own. Most live alone in the residence, although some live with their partners. Generally, they have regular contact with their families, who visit weekly or biweekly. However, many residents experience daily loneliness (existential void), leading them to isolate from others and be more reluctant to participate in group leisure activities offered at the residence. Additionally, despite frequent physiotherapy or rehabilitation activities that help maintain or improve their health and well-being, these have a therapeutic or medical nature. Even though their mobility is good, and they often walk around the residence, they hesitate to venture into the nearby Valdelatas park area due to fear of something happening. Therefore, without support, their contact with nature is very limited. They also mainly interact with other residents and lack affectionate relationships with other generations, which make them feel "alive" and "loved".
SERVICE OBJECTIVES	The service objectives are to: ● Improve the quality of life of the elderly through physical activities in natural environments adapted to their abilities and needs; ● Provide the elderly with a socialisation space through physical activities in nature; ● Foster intergenerational relationships between university students and the elderly; ● Promote healthy lifestyle habits linked to daily outdoor physical activity in natural settings; ● Enjoy physical activities with other residents and university students.

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LEARNING OBJECTIVES	The learning objectives include to: ● Encourage students to develop a commitment to their community, involving themselves in transforming and addressing existing challenges; ● Provide an intergenerational encounter in a natural environment to enrich their academic and personal development; ● Acquire specific skills related to their future profession with a sense of social justice; ● Raise awareness among university students about inequality and the loneliness of the elderly; ● Apply subject knowledge of Physical-Sport Activities in Natural Environments in a real-world context.
LINK TO THE CURRICULUM	The project is conducted within the framework of the subject "Physical-Sport Activities in Natural Environments" (2nd year of the Bachelor's Degree in Physical Activity and Sports Sciences, Autonomous University of Madrid).

ACTIVITIES	The project's actions are grounded on three core pillars that underpin the activities undertaken: inclusion, environmental sustainability, and gender perspective.
	The project unfolds through various phases and actions:
	● PHASE 1: Preparation of the Project
	  ○ Presentation of the project (Date: 02/01/24).
	  ○ Formation of groups, allocation of roles and responsibilities, consent for participation and confidentiality (Date:l 02/15/24).
	  ○ Assessment of needs and contact with organisation/group (Date: 03/01/24).
	  ○ Preparation meetings and mentoring with faculty members.
	● PHASE 2: Intervention Design
	  ○ Intervention design (objectives, actions-timeline-planning-resources, celebration, and evaluation), organisation, timing…
	  ○ Dissemination.
	  ○ Preparation meetings and mentoring with faculty members.
	● PHASE 3: Intervention Development

	○ Implementation of the action plan according to the project, collection of evidence in reality (Dates until 05/10/24).
	○ Preparation meetings and mentoring with faculty members.
	● *PHASE 4: Evaluation-Celebration-Promotion**
	○ Celebration (4). (Until 05/10/24).
	○ Final project evaluation report.
	○ Dissemination.
	○ Preparation meetings and mentoring with faculty members.
	○ Final interview.
	○ Pecha-Kucha Video. Presentation of the work.
PARTNERSHIP	The participating entity is the Dr. González Bueno Senior Residence, managed by the Madrid Social Care Agency of the regional government of Madrid. It is one of the centres within the Network of Senior Residences that provides residential care, stable housing, living arrangements, sustenance, and comprehensive continuous care to elderly individuals. These services are aimed at those who, due to various circumstances (such as functional or cognitive decline, or their social and economic situation), cannot stay in their homes or lack a place to live. This residential care is a crucial resource for meeting the vital needs of elderly people, especially those facing issues of loneliness, insufficient financial resources, or lack of personal autonomy due to health problems, which prevent them from living independently at home.

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

EVALUATION TOOLS (Type and Timing)

· Reflective Questionnaires: Individual and Group-Intermediate reflection

· Diary: Individual-Intermediate reflection

· Final Evaluation Interview: Group-Final reflection

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

● Narration of actions and decisions made during the project's preparation, development, and evaluation phases.

● Reflections on learnings, feelings, thoughts, encountered difficulties, and solutions provided.

● Responses to questions such as: What is the starting point at different moments? What are the personal and group implications for the project's development and the group? What does this contribute to my/our education, the community, and social change?

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

● Preliminary ideas (Initial)
   ○ Why did you choose to do a SL project?
   ○ What personal commitments do you make to the project?
   ○ What are your expectations for the project?
   ○ What do you think you can contribute?

● Needs and possibilities of the elderly group (Diagnosis)
   ○ What are the main characteristics of the elderly group?
   ○ What possibilities does the group have to participate in the project?
   ○ What needs does the group present?
   ○ Which needs could be prioritised?
   ○ What are the service objectives you aim to address in the project?
   ○ What actions could you develop in the project?
   ○ What is the title of your SL project?

- What do you need to put into practice?
- What difficulties arise in developing the project?
- Session preparation (Design)
  - Have you considered the group's needs in designing the SL project?
  - How did you do it?
  - What did you consider?
  - What did preparing the intervention mean to you?
  - What difficulties did you encounter in this phase?
  - How did you solve them?
  - What have you learned from this reflection?
- Session implementation (Implementation)
  - What is the intervention number of the project?
  - What role did you assume?
  - To what extent do you think you achieved the proposed objectives?
  - What individual difficulties did you face?
  - What difficulties arose in the group?
  - What have you learned?
  - What changes would you make?
  - What do you think you contributed to the group?
  - How would you rate the quality of the service provided? (1 to 5)
  - How would you rate your involvement in this session? (1 to 5)
- Session evaluation (Evaluation)
  - How many interventions did you conduct?
  - Did you find the number of sessions dedicated to the project's development adequate? Justify your answer.
  - What has helped you the most in developing the project? What have you learned? What difficulties did you encounter?
  - What benefits does it bring to your professional and personal education?
  - What do you think you contributed to the program participants?
  - What was the most valuable aspect of this project?
  - How do you rate the contribution of the SL project to your professional education? (1 to 5)

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	○ How do you rate the contribution of the SL project to your personal education? (1 to 5) ● Tutorials (Follow-up) ○ What is the purpose of the tutorial? How long did it take? ○ What topics were discussed in the tutorial? ○ What did you contribute to improving the project? ○ What have you learned? What would you improve? ○ At the end of the project, a group interview with the students is conducted to share the developed process and evaluate its impact on their education.
EVALUATION	Project assessment follows a formative and collaborative approach. Formative evaluation tracks students' progress throughout, fostering awareness of their learning journey. It prompts reflection on strengths and weaknesses, pinpointing areas for improvement, providing feedback on their advancement, and assessing specific and overarching competencies. Collaborative evaluation fosters engagement and commitment from all stakeholders, including self-assessment, peer assessment, and external evaluation. Additionally, an evaluation rubric is provided to define assessment criteria and grading indicators for the project. Tools use for evaluating are: ● Learning contract (https://dauam.sharepoint.com/:w:/s/Section_2023_0_201_16819_203_1-MATERIALDOCENTEAFDMN/Efq1zcvuTwhFhen2hUiZauQBT09xxT3YGDHQG3haJc9xiA?e=X5H8fX) ● Work guidelines https://dauam.sharepoint.com/:w:/s/Section_2023_0_201_16819_203_1-MATERIALDOCENTEAFDMN/Ef3a2Zm85tdDmK8bTEU4lsBj8Y4y84cqVa5Ja-ZNeTurg?e=6nxxgd ● Assessment rubric: https://n9.cl/jiil5 ● Exemplification of final videos elaborated by students: https://drive.google.com/file/d/121eo-pMTl4pFkl4URr4hkWXnAOCBHWNW/view https://drive.google.com/file/d/1u0ymC9ROjETacywaRnKlTVaJ62fzLdcr/view https://n9.cl/8607wq

CELEBRATION	At the conclusion of the project, a celebratory event gathers all stakeholders, including organisation leaders, faculty, students, and participants. Typically held at the seniors residence, the celebration includes light refreshments. Elderly participants often gift students with handcrafted items from their workshops, such as paper flowers, and entertain with music and dances from their era. In return, students present cardboard medals as tokens of appreciation for the participants' engagement. This occasion serves as an opportunity for relaxed interaction and collective reflection on the project's outcomes.
DISSEMINATION	Project outreach efforts are integral to the initiative. Each group is tasked with creating at least three posts on Twitter @AFDMNUAM to share project highlights. Additionally, project videos produced by each group are showcased during a final course session. Moreover, projects are presented at conferences, workshops, and training sessions to amplify their visibility. Occasionally, physical exhibitions are organised to showcase completed projects. Other dissemination channels include social media platforms (Facebook, Twitter, Instagram, YouTube), the UAM website, and RIADIS website (www.riadis.es). For instance, students create videos and craft tweets to spotlight key moments from their project involvement. The project is integrated into research and often featured in scholarly articles, such as those found on Dialnet. (https://dialnet.unirioja.es/servlet/articulo?codigo=8122334).
CALENDAR/RESOURCES	Project activities unfold every Wednesday, from February to May, (second semester) spanning from 12:00 PM to 1:30 PM. Sessions take place in a natural setting that is to the residence. Physical activities encompass both general (physical conditioning) and specific undertakings (strolls, hiking, Nordic walking, among others). Forest immersion serves as a crosscutting activity, fostering a sensory connection with nature. https://www.lavanguardia.com/natural/20210520/7445454/que-son-banos-bosque-alargan-vida-brl.html https://www.rtve.es/play/videos/la-aventura-del-saber/aventura-del-saber-banos-bosque/6861179/ The resources for the project include the teaching staff of the course and the personnel from the organisation, such as physiotherapists, who are actively engaged. Material resources encompass those available at the residence and the University. No funding is available.

v. Chemistry Goes Outdoors by UB

BACKGROUND OF THE PROJECT	The CHEMISTRY GOES OUTDOORS project is based on my previous experience in organising outdoor educational activities, as extracurricular activities, for children, secondary school, and high school pupils. The project aims to extend these benefits to underprivileged youth.

It is recognized that:

❑ Recycling plastic packaging waste is **SERVICE**.

❑ Investigating the properties of elements and compounds to understand their role in chemical reactions is **LEARNING**.

❑ When college students collaborate with local communities to help children from under-resourced schools design and implement activities that aim to understand the beauty of chemistry and promote sustainable practices … that is **SERVICE-LEARNING**.

Therefore, we decided to design and implement a Service-Learning (S-L) Project as part of the optional course: "Realizarea de materiale didactice" (Design of Didactic Materials), from the curriculum of Master in Didactics of Chemistry study program. It is the first time in the Faculty of Chemistry, University of Bucharest, when a S-L project is included in a course syllabus and students from a program of study receive ECTS for implementing it. This S-L course connects graduate students from Master in Didactics of Chemistry to their surrounding communities by anchoring the course in community service and providing an opportunity for students to recognize its potential impact on the formation and development of scientific inquiries, abilities and knowledge of pupils from under-resourced schools. |
| **SOCIAL NEED** | The project seeks to empower children from disadvantaged backgrounds, particularly those facing economic challenges, and those who are enrolled in under-resourced schools. Through this initiative, the goal is to provide these children with enriching educational opportunities that can potentially break the cycle of poverty and social exclusion they may face. Furthermore, by targeting children at risk of educational disadvantages and school dropout, the project not only addresses immediate challenges but also contributes to long-term societal benefits. By offering tailored educational experiences and support, the project strives to create a more inclusive and equitable educational landscape for vulnerable groups. |

	By fostering a supportive environment that encourages learning and skill development, the project aims to open doors to education and vocational training for children and young people who may otherwise lack access to such opportunities.
SERVICE OBJECTIVES	The objectives of this service-learning project are to: O1. Apply academic knowledge and skills to meaningful community service. O2. Acquire specific transversal competencies. O3. Adapt the service to the specific needs of children - secondary school and high school pupils. O4. Achieve an academic, civic, and emotional engagement of students and pupils, and educate them in both contents and values. O5. Enhance students' learning, as well as recognition of community needs and social responsibility by participating in the broader contexts of the service-learning program.
LEARNING OBJECTIVES	O1. Learn abilities to combine theoretical knowledge with practical activities when they teach chemistry. O2. Develop a deep understanding of the principles of chemistry and how to effectively communicate these concepts to diverse audiences through the design of didactic materials. O3. Acquire practical skills in designing engaging and interactive educational resources tailored to the needs and interests of learners in the field of chemistry. O4. Explore innovative approaches to incorporating experimental outdoor activities into chemistry education, fostering hands-on learning experiences that enhance student engagement and comprehension. O5. Demonstrate proficiency in applying pedagogical strategies that promote active learning and critical thinking in the context of designing didactic materials for chemistry. O6. Engage in a Service-Learning project that involves collaborating with community partners to implement experimental outdoor activities, emphasising the importance of social responsibility and community engagement in education.

	O7. Reflect on the impact of Service-Learning experiences on personal and professional development, recognizing the value of experiential learning in enhancing teaching practices and fostering a sense of civic responsibility.
LINK TO THE CURRICULUM	The project is part of the "Design of Didactic Materials" course ("Realizarea de materiale didactice"), an optional course in the 2nd year (4th semester) of studies from the Master in Didactics of Chemistry, offered by the Faculty of Chemistry.
ACTIVITIES	In the context of this S-L project where chemistry is taken outdoors, the integration of the subject with the natural environment serves both educational and societal needs. This S-L project is carried out for an academic semester of 10 weeks. The work is carried out outside regular class hours. In order to fulfil the S-L objectives, the following activities should be implemented: 1. **Project management and organisation**: presentation of project objectives and requirements to students. Presentation of the theoretical background about S-L projects. 2. **Documentation** and **development of the experiments** proposed by the students. 3. **Design** and **creation of the didactic materials** that would be used during the activities. 4. **Delivery of** a series of **outdoor workshops** in the Botanical Garden; if weather is not favourable, the workshops are organised inside. Each workshop involves 3-5 experiments developed by MSc students. All experiments should involve green and sustainable reagents; experiments are hands-on. At the start and the end of each workshop, questionnaires are applied to children. 5. **Reflection** activities of the outcomes. 6. **Communication** & **dissemination** of the project and its **results**. 7. **Celebration** of the project and its results. 8. **Evaluation** of students.
PARTNERSHIP	To ensure the success of this S-L project, we joined forces with: ● Under-resourced schools and high schools, whose students took part in our workshops and constituted the target group of the project; ● The "Dimitrie Brandza" Botanical Garden of UB, where we organised the outdoor workshops; ● The Association "Attitudes and Alternatives" (Asociația Atitudini și Alternative), an experienced NGO implementing non formal education projects for children from disadvantaged areas, ethnic

	groups or with fewer educational opportunities.
SYSTEMIC REFLECTION ACTIVITIES	As reflection is the critical link between service and learning, we conduct reflective activities where: 1. **MSc students in Didactics of Chemistry** are required to reflect on past learning, consider real-world implications, and let this reflection guide future actions and activities, as well as apply an assessment on the fulfilment of the objectives and implementing the activities. 2. **Secondary school and high school pupils** are required to participate in a reflection activity for prior knowledge (a survey used prior to engaging pupils in the workshop activities) and a reflection activity for cognition acquired after the workshop. Reflection activities for assessing personal growth and change are performed on both categories of beneficiaries of this service-learning project.
EVALUATION	This S-L project, like any other teaching activity, must be qualitatively and quantitatively analysed, in order to identify possible improvements and to recognize the results and performances which were achieved. The expected outcomes from participation of students and pupils include improved academic performance, problem-solving skills, communication skills, group work skills, and positive changes in attitudes toward community involvement, leadership, and cultural diversity. To evaluate these outcomes, we elaborated several surveys trying to collect assessments of all the participants: pupils and their teachers, MSc students, and, of course, the course instructor and project coordinator. For the academic assessment of the MSc students, different rubrics were defined and adapted to the objectives of each particular component of the course. These rubrics (included in Table 1) consider items to evaluate the acquisition of several transversal competences and they are included in the course syllabus to guarantee that students know the evaluation criteria.
CELEBRATION	Recognizing and celebrating project achievements play an important role in project management. These not only boost team spirit and motivation, but also reinforce a culture of accomplishment and excellence, as well as improve collaboration and teamwork. Therefore, in order to **acknowledge contributions** of individual team members, highlighting their specific achievements, we **hold a Celebration Event**, a team luncheon or dinner, to mark the project's

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	success and we **create certificates** to honour exceptional contribution to the project, innovation in designing experiments and didactic materials, as well as teamwork.
DISSEMINATION	We used different means and platforms to popularise the S-L project itself and the results we achieved at the end of the first edition (2023-2024), namely: ● **Articles and posts** on the Faculty of Chemistry and University of Bucharest **social media channels** (website, UB newsletter, Facebook, Instagram, YouTube); ● **Good practice exchange sessions**, organised in collaboration with partners from civil society; ● **Invited Lectures and conferences**; ● **Virtual** dissemination events: "A different school week"; "ChimEcoFEST" etc. ● Other F2F and virtual events to promote the results of the project and share good practices.
CALENDAR/RESOURCES	The **timeline** of the project can be summarised as follows: ● Project management and organisation: 10/2023-06/2024 (months 1 – 9); ● Documentation and development of the experiments by the students: 10/2023-02/2024 (months 1-5); ● Design and creation of didactic materials that would be used during the activities: 11/2023-04/2024 (months 2-7); ● Delivery of a series of outdoor/indoor workshops: 11/2023-04/2024 (months 2-7); ● Reflection activities of the outcomes: 12/2023-05/2024 (months 3-8); ● Communication & dissemination: 10/2023-06/2024 (months 1-9); ● Evaluation: 04-05/2024 (months 7-8); ● Celebration of the project and its results: 06/2024 (month 9). The resources for the 2023-2024 edition of the project included: HUMAN RESOURCES: ● 1 academic coordinator, Delia-Laura Popescu; ● 10 students enrolled in the 2nd year of Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; ● 12 students enrolled in the 1st year of Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; ● 7 undergraduate student volunteers; ● Teachers from under-resourced schools; ● Children/Pupils from under-resourced schools;

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	● Representatives of Botanical Garden UB (Grădina Botanică UB); ● Representatives of NGO. **MATERIAL RESOURCES:** ● Course syllabus for the optional course "Realizarea de materiale didactice" (Design of Didactic Materials), included in the 2nd year, 4th semester of the study program: Master in Didactics of Chemistry, Faculty of Chemistry, University of Bucharest; ● Didactic materials designed and developed by MSc students; ● Collection of experimental activities proposed, adapted/developed for the course; ● Natural materials, chemical reagents, glassware, utensils, and instruments necessary for the experiments.

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

BACKGROUND OF THE PROJECT	We are already aware of the added value of international mobility (autonomy, curiosity, adaptability, interpersonal skills, networking, learning a foreign language, working methods, etc.). However, there are still many objective and subjective barriers (language barriers, communication skills, personal emotional barriers, lack of access to information, financial difficulties, family barriers, etc.) Our analysis of these barriers in the Provence Alpes Côte d'Azur territory will allow us to propose new strategies to remove them. The ultimate goal is to enable more young people to live an international experience that brings new perspectives and in particular young people furthest from mobility.
SOCIAL NEED	The project is relevant in the territory because it aims to closely know the opinions of young people and their personal situations. We surveyed young people living in priority neighbourhoods and having special situations like young people with fewer opportunities and NEET young (not in education, employment, or training).

	For us, it was significant to participate in this project because it allowed us to improve our skills of communications and our investigation methodology, it also allowed us to propose recommendations and imagine what strategies should be put in place so that young people can engage in these international mobility programs.
	It is a service learning project because we, as students, for other young people like us, so that they can have the same chances ; we have been able to serve young people, sponsors, and members of social support structures through this project. In addition, we were able to acquire new knowledge on the subject of international mobility and we are now deeply interested in this subject.
SERVICE OBJECTIVES	The goal of the study was to make an inventory of the surveys already carried out on the obstacles to engagement and mobility for young people. Then, we have developed and implemented a new survey protocol on the targeted geographical area (Southern region) and we have made public policy recommendations to adapt and/or develop existing methods, taking into account the barriers and levers identified.
LEARNING OBJECTIVES	The project is part of a Project Management course. The project is being carried out by a group of students in response to a need identified by Eurasia Net and DRAJES. The Project Management course provides students with a complete hands-on experience of setting up and implementing a project. The students use the tools and practices acquired in other M2 courses. Here is the list of 'hard' competences developed/consolidated: - Techniques for analysis of existing literary journals - Survey methodology including RGDP regulations and consent forms requirements for interviews in the frame of research projects. - Synthesis capacity - Teamwork

LINK TO THE CURRICULUM	Thus, the project is part of a S-L course aimed on Project Management. Project Management is one of the main courses in the training programme (a great part of 13 ECTS).
	The project is evaluated thanks to a step-by-step progress, a written report and an oral presentation in the presence of the whole class and the partners involved in the project.
ACTIVITIES	The initial step was a meeting with our sponsors and the presentation of the 'Project Management' course. The session began in the classroom with an explanation of the project, a meeting with Eurasia Net, and a discussion of methodology that will be established at a later time ; also, in the next week, we meet a DRAJES member, who gave us their point of view on the project and shared their expectations with us.
	After revising the initial documents, we began conducting field work at home and at the university. After that, we started contacting the young people we targeted for this study and went to meet them. The project can be resumed in two main phases :
	Phase 1 – Literature Review and Survey Methodology:
	- Summary of previous surveys and analysis of barriers to mobility.
	- Writing of 2 survey protocols for youth (78 participants) and for social support structures (6 responses).
	- Concerning young people, it is important to note that this study concerns the category "JAMO" (young people with fewer opportunities) and NEET (not in education, employment, or training).
	Phase 2 – Additional Survey and New Policy Recommendations:
	- Interviews with 17 young individuals from the region, aged between 15 and 30 years old, primarily residing in priority neighbourhoods in the cities of Marseille, Avignon, and Bollène.

	- Interviews with 3 members of support structures. (Eurasia Net, Mission Locale, neighbourhood association) - Analysis of conducted surveys and interviews. Drafting of paper containing recommendations and suggestions for improving access for disadvantaged youth to these programs.
PARTNERSHIP	The partners of this project include: 1. IMPGT-AMU 2. Eurasia Net 3. DRAJES (Regional academic delegations to youth, engagement and sports)
SYSTEMIC REFLECTION ACTIVITIES	As Service Learning allows, the project creates interaction between the students, the organisation, EURASIA NET, and the target group - young people who could benefit from international mobility opportunities. The project, as envisaged and carried out, fits in perfectly with Service Learning's modalities. Together, the organisation and the Management Institute defined a set of specifications and drew up a questionnaire and an interview guide for the young people to obtain their feedback on the factors promoting/constraining their mobility. The project had to be readjusted as it progressed thanks to constant reflection between students, partners and the teachers. The evaluation of this project was done in the context of project management subject by revising a report and creating a presentation that explains why the project mobilises the Service Learning targets (cf. 14).
EVALUATION	There are two evaluation phases: - the more informal one, in which the organisation and the partners involved in the project, receive the various deliverables. - The training phase, during the Project Management presentation, was assessed by a jury, composed of a set of partners of the training programme (Eurasia Net and the

DRAJES) and the teachers Ms Hernandez Solange et Ms Emmanuelle Moustier.

A time is set aside for feedback and discussion on the work carried out. All the students attended the presentation and asked questions about the project. In addition, several Project Management sessions were held to assess the progress of the project. The evaluation covers not only project management but also the social benefits of such a project. Usefulness for the students who took part, but also for the impact of the project on the target audience.

Recommendations were set out in the deliverable at the end of the survey protocol implemented. During the feedback session, the deliverable was presented to all the stakeholders. Then, in a second stage, we went back over the project management in order to list the difficulties and constraints encountered.

To clarify, these difficulties were the challenging work in groupe, that it was also important to keep us updated on the subject of international mobility, and definitely, finding the targeted young people for the research was definitely the most difficult step, knowing that these people targeted for the study live in priority districts and are not reachable in educational or professional structures.

Indicators of impact on learning	Indicators of social impact
How did the students manage the Project?	How did the project meet EURASIA NET's and DRAJES's expectations?
We defined the objectives of this work, and then established, with our teachers, the methodology to be used in order to carry out the survey and work according to our	This service learning project is a first for both DRAJES and EURASIA NET. It has enabled them to reflect on new public policies and tools to (1) reach young people with fewer

	timetable and the division of tasks that was made. To analyse the data obtained, we used the survey methodology and then wrote all the deliverables for our sponsors.	opportunities in the Southern Region, (2) inform them on international mobility opportunities and (3) provide tailor-made accompaniments taking into consideration the specific socio-economic personal situations of each individual.
	What difficulties did they manage? (1) Our main challenge was the time we had to devote to the project, the calendar was very tight because we ran the project at the same time as our courses. (2) It was sometimes difficult to find young people in the target categories who wanted to take part in the surveys. (3) Finally, it's important to add that working in a group is not always easy, group members have different working rhythms, but it was a great learning experience.	How has the project helped the organisations advance their missions? DRAJES: This project and especially the final deliverable "Recommendations for new public policies" will help DRAJES in its mission to provide adapted information and support for young people with fewer opportunities. EURASIA NET: Promoting interculturality, empowering young people and supporting civic projects is what Eurasia net has been doing since 2013. The organisation supports the international mobility of young people, particularly those with fewer opportunities. As a result, this project permits the association to achieve its missions on international mobility of this youth. Provided an additional perspective, highlighting the difficulty of access to this profile of young

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		people. On the basis of the recommendations resulting from this project, this association finds ideas of new tools to improve access of young people with few opportunities in the Southern region not only for international mobility, but also for their professional integration.
	How did they overcome the difficulties? We improved our internal group communication, organised work sessions and kept abreast of international mobility news. We also had the support of Eurasia net throughout the project.	How did the young people feel they were listened to? We met young people who were highly motivated and very interested in travelling abroad. As students, we're almost the same age, so this enabled us to establish a climate of trust with them and to be able to listen to them and then identify their difficulties and motivations.
CELEBRATION	The project will be presented in the presence of the organisation, its partners, the teaching team and the students involved. The deliverables were previously sent to all stakeholders for feedback. The organisation will be able to draw on the work done by the students to continue the project.	
DISSEMINATION	The teaching team will communicate on the restitution and a publication will be made on the IMPGT website and on social networks by the Institute's communication team, concerning the young people that participate in the survey, they were invited to the presentation and the results can be also shared with them.	
CALENDAR/RESOURCES	Calendar:	

1. Presentation of the study during the first session of the Project Management UE on October 19, 2023.

2. Phase 1:

- 1st Paper : Literature review & proposal of an additional survey: December 2023.

3. Phase 2:

- 2nd Paper: 2 Additionals surveys, one for the youngs and one for the support structures: January 2024

4. Phase 3:

- 2.1 Paper, Analysis of interviews and surveys : February 2024

- 2.2 Paper, recommendations, for new public policies: Before 12th March, 2024.

5. Plenary presentation (Master's program coordinator and referring teacher at the University + DRAJES + Eurasia Net + available support structures):19 March

6. Final version of papers: before April 5, 2024.

Resources:

Human Resources: A group of 3 students, a team of 2 teachers in charge of project management, two people in charge of the project within the organisation, IMPGT communication team.

Concerning the teaching resources, we received training in the project

management course and we learned and practised quantitative and qualitative research methods.

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