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ServiceLearning
SL-ICP University Empowering Society

The Brief Version

Project's title:

Service-Learning:
Intersectoral Collaboration Practices
for the development of students´ soft skills and
socially engaged universities (SL-ICP)

Project's partners:

5 universities from CIVIS Alliance

- Aix-Marseille University (AMU) - France
- National and Kapodistrian University of Athens (NKUA) - Greece
- Universidad Autónoma de Madrid (UAM) - Spain
- University of Bucharest (UB) - Romania
- Sapienza University of Rome (SUR) - Italy

Project's Coordinator:
Eurasia Net - France

Work Package No 2:
**Mapping, data design and analysis of
current Service-Learning and
Civic Engagement implementation practices
existing in each partner University**

Edited by Marlen Mouliou (NKUA)

Co-funded by the European Union

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ServiceLearning
SL-ICP University Empowering Society

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https://eurasianet.eu/en/service-learning-the-power-of-collaboration-between-students-universities-and-civil-society/

Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged universities (SL-ICP)

Mapping, data design and analysis of current Service-Learning and Civic Engagement implementation practices existing in each partner University (coordinated by NKUA)

"SL activities make you a better person"

Panayiotis Chraniotis,
BA student of Archaeology, NKUA

UAM Universidad Autónoma de Madrid

HELLENIC REPUBLIC
National and Kapodistrian
University of Athens
EST. 1837

SAPIENZA
Università di Roma

Aix Marseille université
Socialement engagée

UNIVERSITATEA DIN
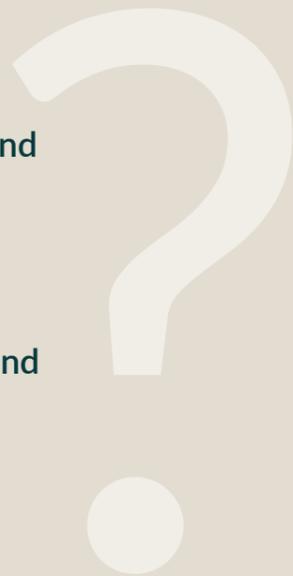BUCUREȘTI
VIRTUTE ET SAPIENTIA

1 Key objective

The "Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged Universities (SL-ICP)" project aims to disseminate the implementation of Service-Learning within European Universities and to support stakeholders (students, professors, teaching and administrative staff, civil society organisations).

Innovative learning and teaching practices must help students develop transversal skills and acquire the field experience necessary for their integration into the job market.

2 Key questions

- How is SL applied in different Universities, Faculties and disciplines?
- Are there other methodologies similar to SL applied by the Universities but named differently?
- Is the use of SL methodologies coherent, systematic and institutionalised in these five CIVIS Universities?

3 Mapping SL - Research tools

Surveys

Responses from

51
teachers (academics)

656
students

Focus Group discussions

15 meetings
124 participants
c. 50 academics & administrative staff
c. 45 students
c. 29 civil society partners
c. 1850 minutes of discussions

Interviews

21

Case Studies

10

Videos

6 My SL experience in video

All videos are available at
https://www.youtube.com/@servicelearningKA2-SL-ICP

4 Service-Learning in a nutshell

What is Service-Learning? Complete definitions

Both suggested definitions are equally valid and useful.

1 **Service-Learning (SL)** in higher education
is an experiential educational method
in which students engage in community service,
reflect critically on this experience, and
learn from it personally, socially and academically.
The activities address human, social and environmental needs
from the perspective of social justice and sustainable development, and
are focused on enriching learning in higher education,
fostering civic responsibility and strengthening community engagement.
SL is recognised with ECTS. (EASLHE, 2021)[1]

2 **Service-Learning (SL)** (sometimes referred to as community based or community engaged learning)
is an innovative pedagogical approach
that integrates meaningful community service or
engagement into the curriculum and
offers 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 discipline. (Europe Engage)[2]

1. https://www.easlhe.eu/about-us/
2. https://www.eoslhe.eu/europe-engage/

SL as defined by students

SL blends classroom learning with active participation in community service. It goes beyond conventional teaching methods by offering

*students tangible avenues to put their theoretical knowledge into practice through real-world projects that tackle social challenges.
By participating in Service-Learning activities, students not only gain valuable practical skills but also become agents of positive change in their communities. This methodology fosters learning through hands-on involvement, empowering students to make a positive impact on the lives of others.*

Eleonora Miaci, PhD Student, SUR

*SL is a pedagogical method that encourages shared experience between two parties (academia and civil society) and requires from both parties to coexist freely in a space that does not judge / does not condemn possible failures but rather fosters experimentation (learn how to fail because through failure it is a way to reach a learning progress). SL helps students I process much better what they want to do professionally. It gives them a moment of clarity and truth to try something new.
Through SL, students have the opportunity to reassess and redo everything.*

Yiannis Papanikolaou, MA Student in Museum Studies, NKUA

*SL is a pedagogical approach that combines classroom learning with active engagement in voluntary activities in the community. This means that students apply what they learn in the classroom by working on concrete projects that address societal needs. By participating in SL activities, students learn practical skills while having a positive impact on their community.
It's a way to learn while doing good for others!*

Amel Benamara, 2nd year MA student in Foreign Languages, AMU

What is Service-Learning in brief?

It is learning by providing a service to the community; it is a contribution to the education of competent citizens capable of transforming society.

What Service-Learning is NOT?

A volunteering programme or an internship

SL can be remunerated as part of an internship, as long as it meets a societal need. Nevertheless, not all internships are SL activities.

Which are the basic requirements for a Service-Learning activity?

Reflection Learning Service Participation

How can Service-Learning be integrated in the curriculum?

SL projects must be linked to the content of the subjects and to social organisations. Its integration in the curriculum can take different formats...

- in the teaching syllabus of any subject;
- in internships;
- in final bachelor or/and master thesis;
- in specific SL courses that recognise student participation in SL projects with ECTS.

In what context is Service-Learning relevant?

- In response to the Renewed EU Agenda for Higher Education (2017; art. 2.2), that invites Universities to "not be ivory towers, but civic-minded learning communities connected to their communities".[3]

- In the context of CIVIS 2.0 whereby there will be many opportunities for developing SL projects across Hubs, Streams and Work Packages. According to the CIVIS Board of Rectors "Service-Learning experiences, through community engagement, certifiable practical skills, and co-creation spaces for social innovation, are some of the shared instruments our Alliance will mobilise to assert its civic identity and help enrich its wider communities" (11-02-2022).[4]

3. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0247&rid=4

4. In Stream 1 "Challenge-based Education & Civic Engagement" (WP 4 "Local and Global Civic Engagement projects") and in Stream 3 "Embedded Joint Educational Offer" (WP 9 "Accredited Joint Educational Offer" and WP 11 "Accrediting modular Educational Offer").

Which are the key steps to be carried out in a Service-Learning project?
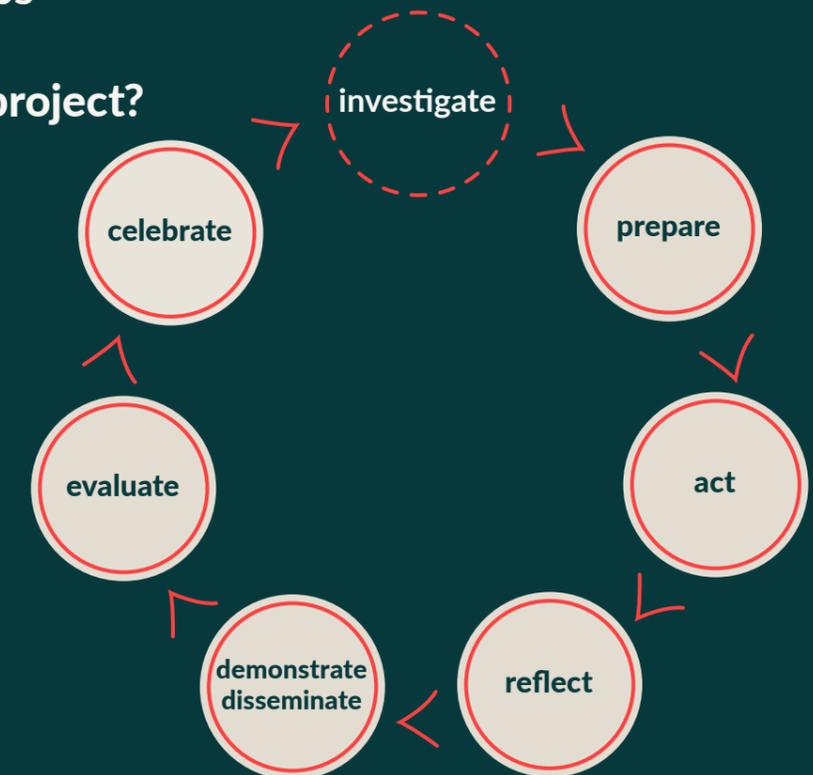
What are the benefits of Service-Learning?

- Conceive of innovative pedagogies and experiment with new teaching approaches;
- Build bridges between the academic world and local social, economic, political and cultural stakeholders;
- Foster more informed and engaged citizens;
- Facilitate access to educational and citizen science resources to a broad public;
- Offer learning opportunities for staff (academic and professional);
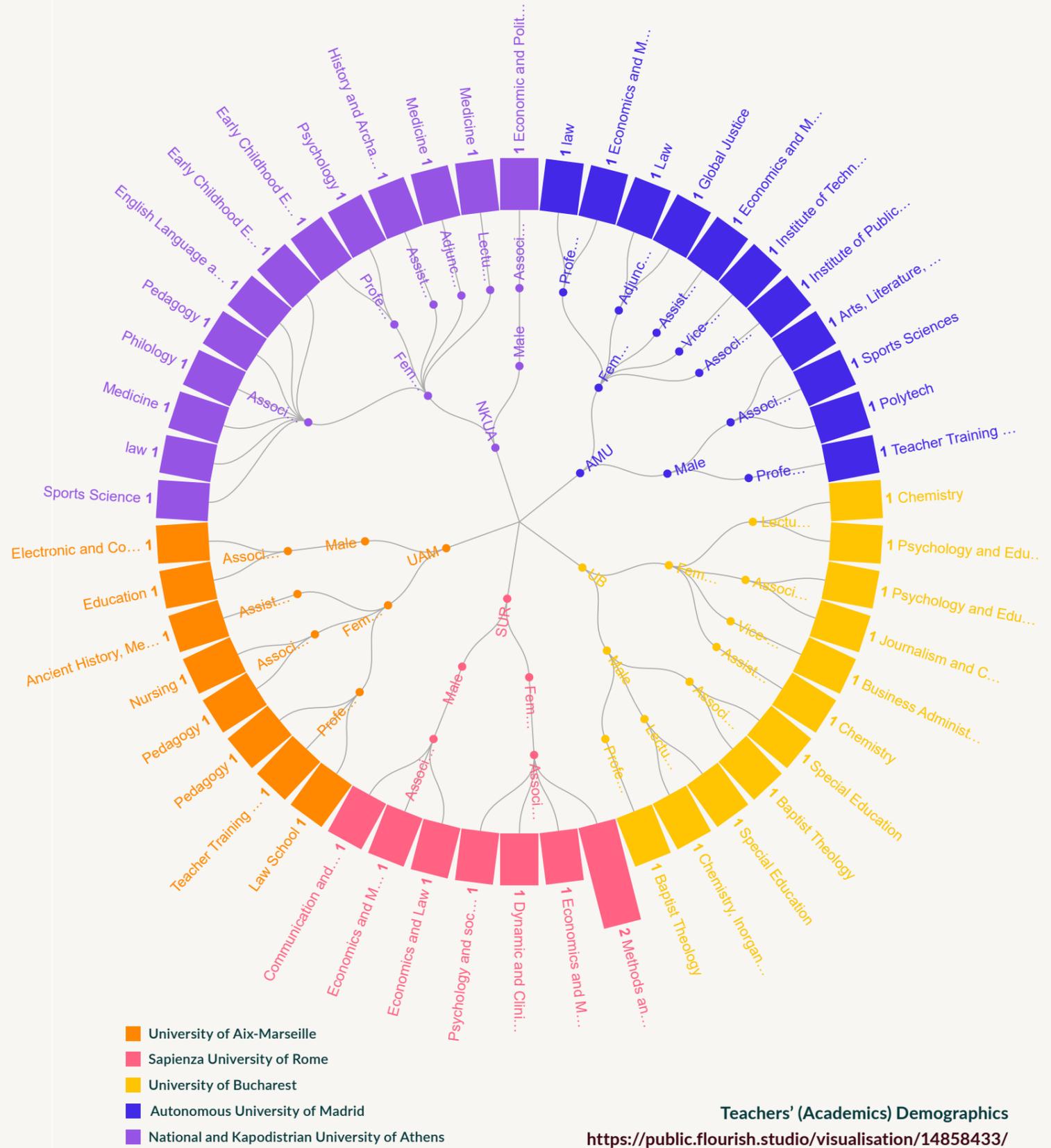- Establish knowledge co-creating teams involving the Universities, local and global partners...

...and much more

Key findings

Student Demographics

437
undergraduates students

130
postgraduate students

61
graduates

28
PhD students

Only **4 out of 10** students know what SL is.

UAM students are the most familiarised with SL and **UB** students the least.

Students' diverse educational background may impact their familiarity with SL and their views in favour or against it.

AMU 43 students
mostly from
Humanities (30%),
Engineering (16%),
Law (16%)

NKUA 118 students
mostly from
Humanities (49%),
Teacher Education (12%),
Sports Sciences (13%)

UAM 61 students
mostly from
Teacher Education (92%)

SUR 211 students
mostly from
Humanities (20%)
Medicine (10%)
Psychology (9.5%)

UB 223 students
mostly from
Business Administration (30%)
Geography (20%)
Public Administration & Political Science (15.5%)

- ■ University of Aix-Marseille
- ■ Autonomous University of Madrid
- ■ National and Kapodistrian University of Athens
- ■ Sapienza University of Rome
- ■ University of Bucharest

Students Demographics
https://public.flourish.studio/visualisation/14585411/

Teachers' Demographics

51
teachers

70%
of them female

Most teachers responding know what SL is

an impressive
84%

Teachers' (Academics) Demographics
https://public.flourish.studio/visualisation/14858433/

Legend:
- University of Aix-Marseille
- Sapienza University of Rome
- University of Bucharest
- Autonomous University of Madrid
- National and Kapodistrian University of Athens

9. Do you think experiential learning is a must within your studies for your future professional life? (rate in a scale from 1 to 7)

Legend:
- Autonomous University of Madrid
- National and Kapodistrian University of Athens
- Sapienza University of Rome
- University of Aix-Marseille
- University of Bucharest

Data labels: 104, 92, 75, 62, 47, 46, 34, 40, 22, 17, 24, 16, 19, 23, 13, 11, 1

Not at all   to   Absolutely yes
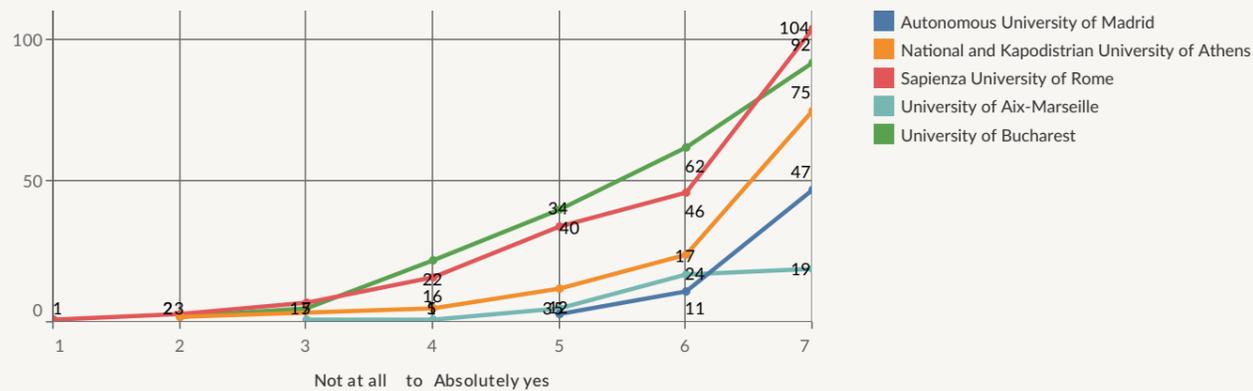
Q: Do you think experiential learning is a must within your studies?

Mean rate
6.1/7
(in a scale from 1 to 7)

UAM students scored 6.7
(the highest among the five Universities)

6.7

5.9
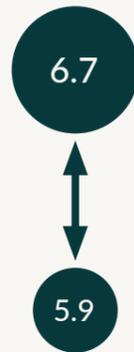
UB students scored 5.9
(the lowest)

Students from all Universities agreed
by vast majority
that experiential learning
is a "must" within their studies
for their future professional life.

In all five Universities
"**learn**" and "**experience**"

are **key reasons** for the students
when selecting SL courses

Most common other choices
per University…

UAM ------> "Future" &
"Practice as teacher"

NKUA ------> "Knowledge" &
"Community"

AMU ------> "Course engagement"

SUR ------> "Work" & "Money"

UB ------> "Development" &
"Improvement"

UAM

SUR

NKUA

AMU

UB
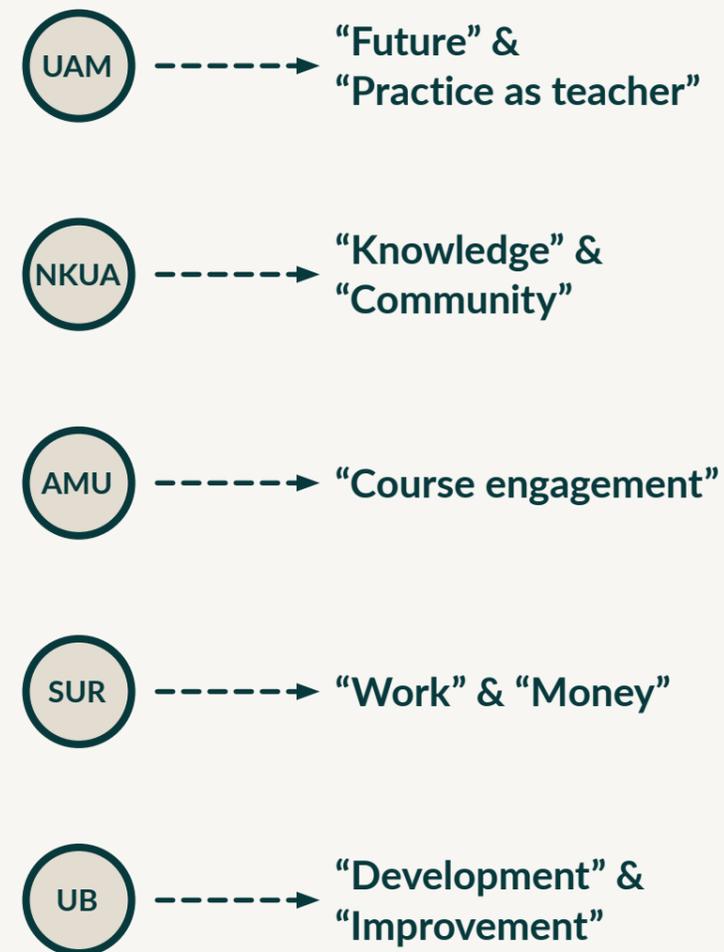
12. Which were your reasons for selecting a course with experiential learning?
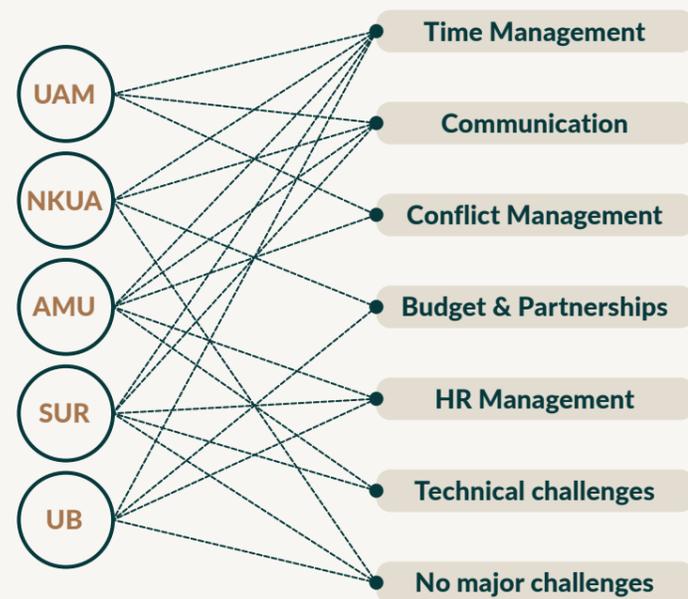
Q: Reasons for selecting a course
with experiential learning
per University

Challenges for the implementation of SL courses

Toughest challenges FOR STUDENTS

"Time Management" and "Communication"

Most common choices per University...

- UAM
- NKUA
- AMU
- SUR
- UB

- Time Management
- Communication
- Conflict Management
- Budget & Partnerships
- HR Management
- Technical challenges
- No major challenges

Toughest challenges FOR TEACHERS

"Time Management"

Conflicts are of less importance.

19. Were there any specific challenges in this course because of its Service-Learning approach in terms of ......

UAM

SUR

NKUA

AMU

UB

Q: Specific challenges in a SL course

---

among STUDENTS:

Time Management scored the highest rate in **UAM**, **NKUA**, **AMU**.

SUR gave highest score in Budget and **UB** in Human Resources (which are also very important for the **NKUA**).

Technical challenges are considered the second most important challenge for **UAM**, whereas Communication is considered as the second most important challenge for **AMU**.
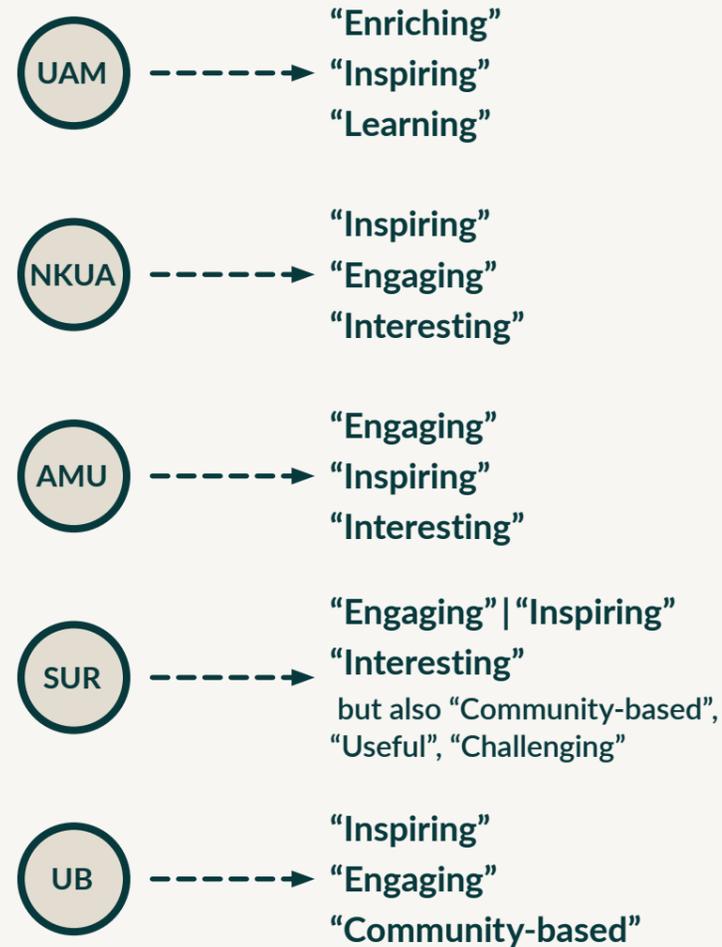

In the interviews, the students focused particularly on challenges like those below...

Learn to communicate within a group and overcome conflicts

Time management in relation to teaching-related work; missing classes because of SL obligations

Need to confront and overcome personal biases while embracing diverse perspectives

Learn to overcome communication barriers because of different language, cultural, financial, gender or/ and academic backgrounds

Not easy to work in a group with very different working styles and personalities

Digesting large amounts of new information

Learn to get organised and liaise with all types of people even when there are incompatibilities in characters

Requiring high levels of commitment on personal time, very tense everyday life

To be able to reflect deeply about the experience and share the reflections with the SL participants and supervisor

Learn to be adaptable and find solutions on the spot when unforeseen problems arise

Dealing with different offices and bureaucracy

"
Inspiring Engaging Interesting
"

Most common choices per University...

UAM ------> "Enriching"
"Inspiring"
"Learning"

NKUA ------> "Inspiring"
"Engaging"
"Interesting"

AMU ------> "Engaging"
"Inspiring"
"Interesting"

SUR ------> "Engaging" | "Inspiring"
"Interesting"
but also "Community-based",
"Useful", "Challenging"

UB ------> "Inspiring"
"Engaging"
"Community-based"

20. Describe the Service-Learning project you have participated in just three (3) words

UAM

SUR

NKUA

AMU

UB

Q: SL in three words

STUDENTS' OPINION

Students from all Universities agree strongly that SL teaches how to build bridges between the academic world and society (mean 5.65) and develops several hard and soft skills in a rounded way (mean 5.63).

	UAM	NKUA	AMU	SUR	UB
Solid learning input thanks to innovative pedagogy	5.51	5.81	5.72	4.58	5.48
Build bridges between the academic world & society	5.97	6.02	5.67	5.27	5.74
Become more informed and engaged as a citizen	5.77	5.64	5.7	4.89	5.81
Become better equipped to enter the job market	6.08	5.81	5.67	5.07	5.65
Democratic academic process engaged with civic society	5.74	5.58	5.44	4.87	5.69
Develop in a rounded way several key hard and soft skills	5.79	5.87	5.79	5.33	5.72

Q: Benefits for the students (Average rates per University) rate in a scale from 1 to 7

TEACHERS' OPINION

Teachers from all Universities also agree that learning how to build bridges between the academic world and society is the most important benefit from SL activities (mean 5.73).

Becoming more informed and engaged as a citizen is second best (mean 5.56).

Teachers' opinions regarding the potential benefits their students had by participating in their SL courses

a. More solid learning input thanks to the use of innovative pedagogy;

b. Learn how to build bridges between the academic world and society;

c. Become more informed and engaged as a citizen;

d. Become better equipped, academically and practically, to enter the job market;

e. Participate in a more extrovert and democratic academic process that is engaged with civic society;

f. Develop in a rounded way several key hard and soft skills.

Options that scored the highest overall rate per University...

UAM - - - - - - ▶ a|b|c

NKUA - - - - - - ▶ b|c|d

AMU - - - - - - ▶ a|b|d|c

SUR - - - - - - ▶ f|b|a|c

UB - - - - - - ▶ c|b|d
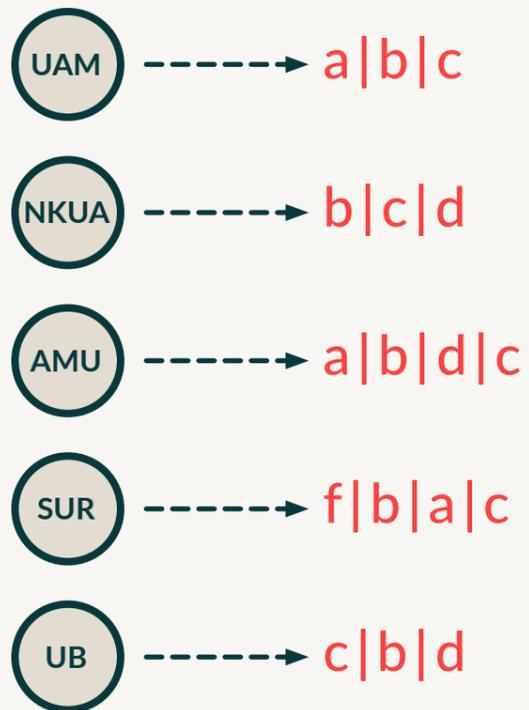
For **SUR** teachers, the development of students in a rounded way (both in terms of soft and hard skills) is very important.

Skills gained

STUDENTS' OPINION

Students from all Universities agree strongly that SL offers mostly "Communication skills" (mean 5.86) and "Adaptability" (mean 5.83), whereas "Critical Thinking" comes last in the ranking (mean 5.39).

	UAM	NKUA	AMU	SUR	UB
Teamwork	6.05	6.05	6.26	4.96	5.69
Problem Solving	6.01	6.01	6.24	5.33	5.64
Communication	6.11	6.11	6.22	5.64	5.95
Adaptability	6.15	6.15	6.23	5.56	5.84
Critical Thinking	5.62	5.62	6.2	4.82	5.54
Time Management	6.07	6.07	6.24	5.25	5.57
Interpersonal	5.84	5.84	6.31	5.52	5.53

Q: Skills gained from the students per University (average rates per University) rate in a scale from 1 to 7

TEACHERS' OPINION

Teachers from all Universities agree with students' top choices, but in reverse order.

"Adaptability" comes first followed by "Communication skills".

In **NKUA** and **UB**, the responses by students and teachers align **totally**.
In the other three Universities, there are many variations.

In the interviews, the students listed a series of skills gained through SL activities.

- Executive teamwork, practice team building, team management and coordination; Learn conflict resolution within a team;
- Improve time management skills;
- Develop communication skills for public debate/speech; practice in communication both as a speaker and as a listener;
- Develop intercultural communication and dialogue;
- Learn how to communication better with children;
- Acquire leadership skills; have the opportunity to step up and gain confidence;
- Engage with problem-solving situations;
- Acquire administrative and digital skills;
- Cultivate empathy (management of emotions);
- Balance theory with applied knowledge. Digest the essence and subject matter of their studies;
- Learn how to prepare budgets and explore how to do things in a low budget;
- Develop projects responding to specific needs;
- Explore networking, contact people in professional fields;
- Acquire skills in human resources and social bonding with their peers;
- Enhance personal and professional growth;
- Develop digital literacy in social media;
- Create and manage an association and understand how it really works;
- Raise awareness on environmental protection;
- Be more adaptable to different work conditions and needs of different beneficiaries;
- Become more responsible;
- Learn how to ask for help;
- Learn about foreign bureaucracies and cultures;
- Practice justful citizenship;
- Be more patient;
- Acquire new abilities in budget keeping and management;
- Learn to spot and overcome biases;
- Learn to being receptive to alternative narratives, embrace diverse perspectives;
- Develop an ability to respond promptly to certain problems;
- Expand research skills and combine different fields/aspects. Create preparedness for a more difficult SL project undertaken during for the needs of a MA dissertation;
- Become more pragmatic.

time management

administrative skill

communication

teamwork

professional networking

public speech

empathy

budget synthesis

personal growth

leadership skill

SL partnerships

Most prominent choices from teachers are the following three...

- SL partners shared knowledge and understanding of higher education institutions and community assets and needs, and view each other as valuable resources;

- Civil society and community organisations were aware of the learning objectives;

- SL partners discussed and collaborated to establish a shared vision and set common objectives to address community needs.
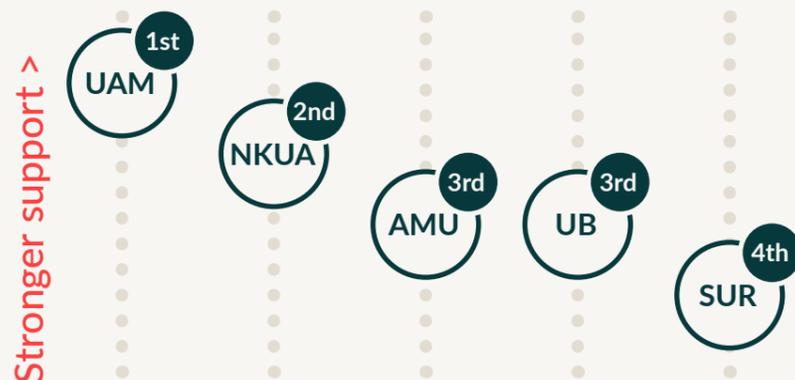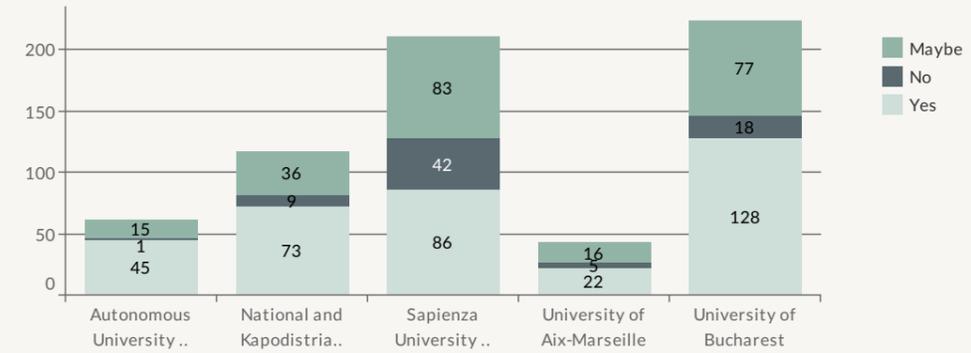
Impact from SL experiences

STUDENTS' OPINION

The majority of students in all five Universities feel that SL experience did transform them and will help them accessing the job market in the future.

TEACHERS' OPINION

Teachers agree that SL experiences can be highly impactful for the students.
Their responses average above 6 with the following order of stronger support:

Stronger support >

- 1st UAM
- 2nd NKUA
- 3rd AMU
- 3rd UB
- 4th SUR

26. Do you feel Service-Learning experience has transformed you in any specific way?

Legend: Maybe / No / Yes

University	Yes	No	Maybe
Autonomous University ..	45	1	15
National and Kapodistria..	73	9	36
Sapienza University ..	86	42	83
University of Aix-Marseille	22	5	16
University of Bucharest	128	18	77

27. Do you think that Service-Learning offered you experiences that will help you significantly accessing the job market in the future?
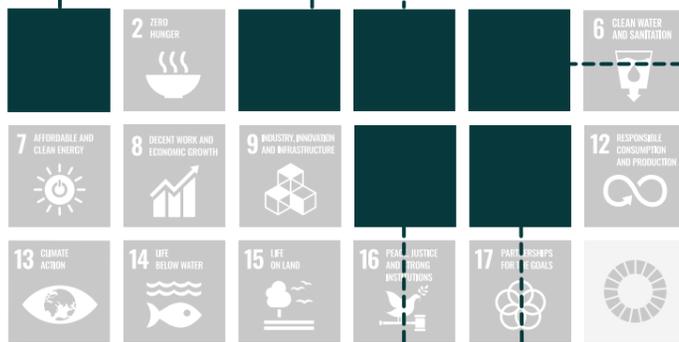
Legend: Maybe / No / Yes

University	Yes	No	Maybe
Autonomous University ..	42	1	18
National and Kapodistria..	70	11	37
Sapienza University ..	91	33	87
University of Aix-Marseille	27	4	12
University of Bucharest	143	17	63
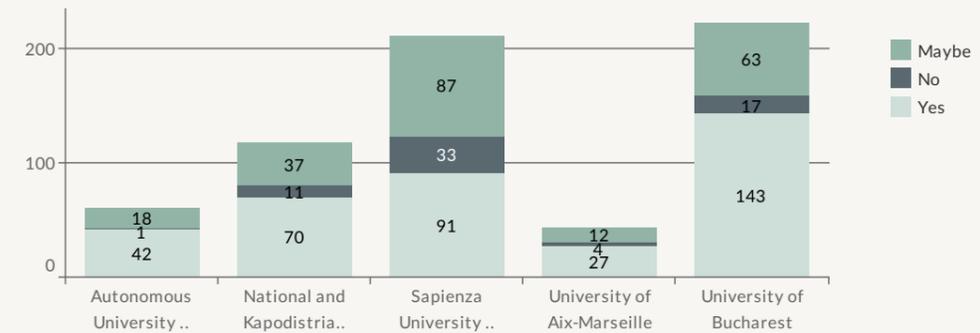
28. If you are already working, did Service-Learning help you get recruited in your current job;

Legend: Maybe / No / Not applicable / Yes

University	Yes	Not applicable	No	Maybe
Autonomous University ..	5	35	13	8
National and Kapodistria..	18	43	39	18
Sapienza University ..	10	107	70	22
University of Aix-Marseille	11	19	4	8
University of Bucharest	21	91	74	37
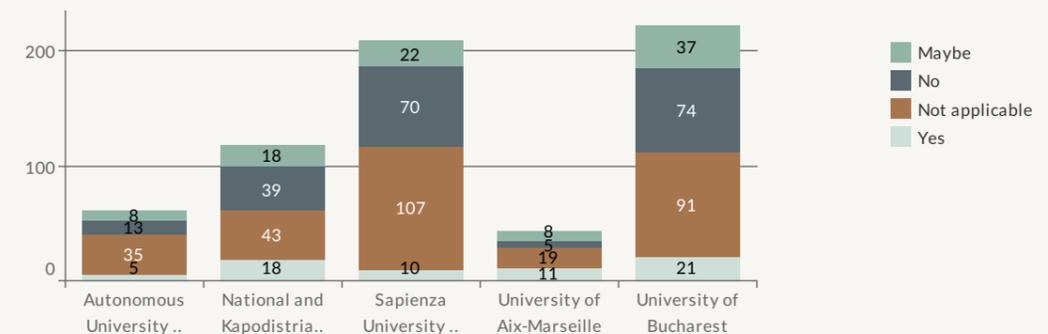
Q: Impact of SL

Teachers relate SL with certain SDGs.

1 NO POVERTY

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

2 ZERO HUNGER

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES
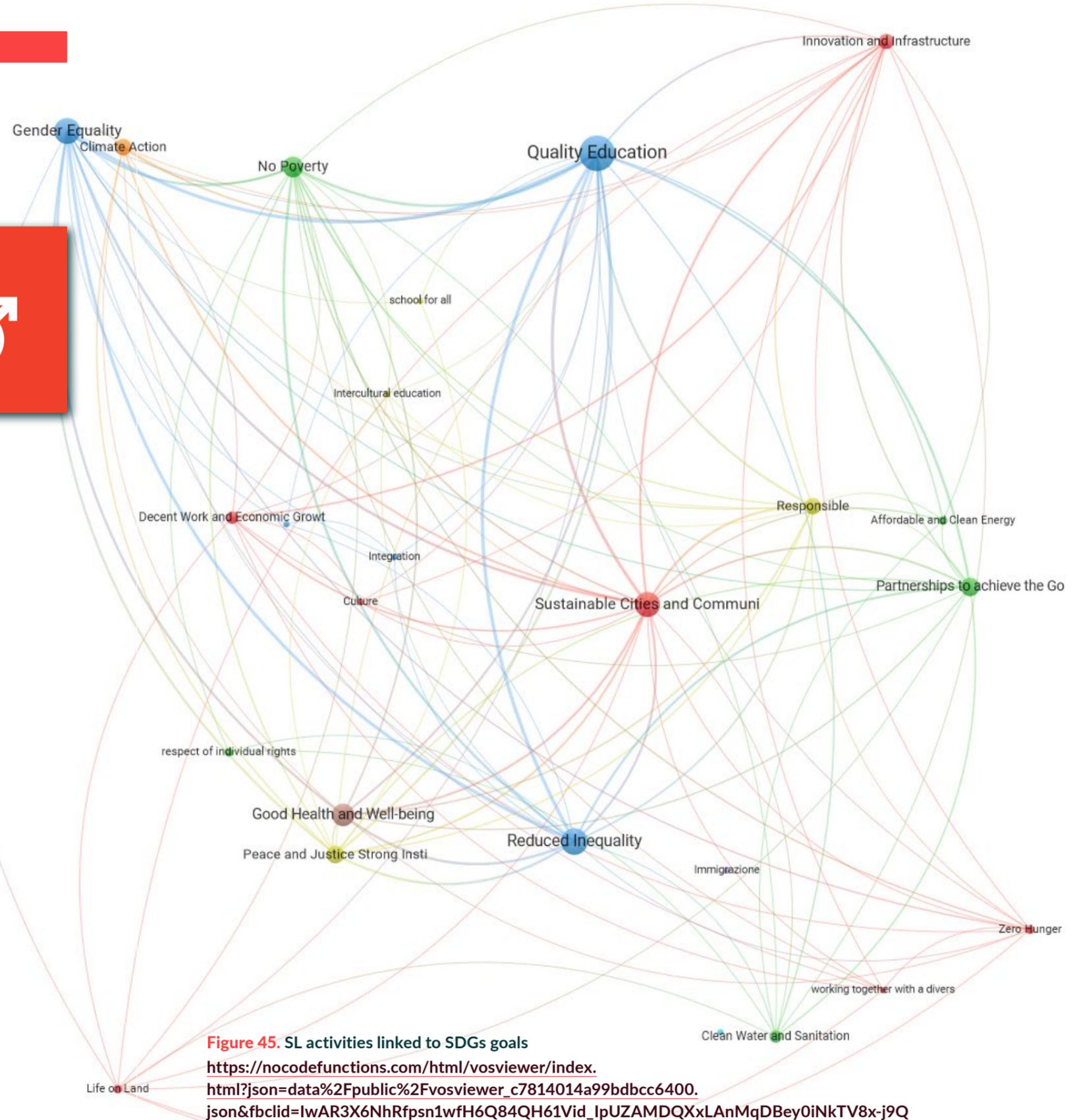
Figure 45. SL activities linked to SDGs goals
https://nocodefunctions.com/html/vosviewer/index.
html?json=data%2Fpublic%2Fvosviewer_c7814014a99bdbcc6400.
json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Q

Teachers offered the following ranking in these options:

Mean

5.80 SL activity is transdisciplinary

5.78 SL helps participants learn how to transfer knowledge and skills from one setting to another

5.59 Academic theory is viewed in a real-world context

5.59 Civic learning relies on personal and social competencies, and is important in students' learning objectives

5.18 Defined learning objectives are reachable and measurable

5.14 Contents, specific and transversal competencies are defined

5.02 SL objectives are linked to the curriculum

4.98 Teachers / academic staff are actively involved

4.98 Defined service objectives are reachable and measurable

4.31 SL is explicitly integrated in the syllabus / study programme

4.31 SL has credit recognition

3.67 SL in higher education institutions is formally recognised in the board policies and student records

NKUA AMU SUR UB UAM
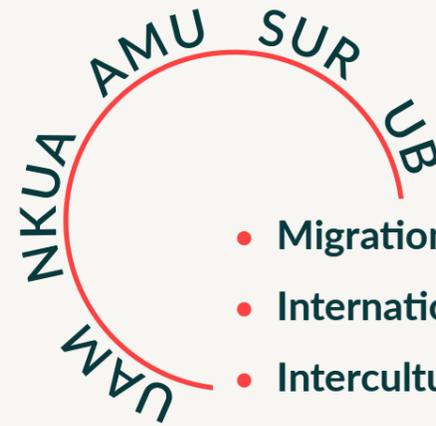
- **Migration Studies**
- **International Relations**
- **Intercultural Exchanges**
- **Humanitarian Aid for Refugees and Asylum Seekers**
- **Teaching of English**
  (or of any other language) as Foreign Language to displaced populations
- **Law Clinics**
- **Environmental, social and governance sustainability**
- **Environmental activities**
- **Cultural Heritage & Museums**

◎ The Road Ahead

STRATEGIES FOR SUPPORTING SL

- Work more on terminology issues and adjust them locally and globally;

- Create new cultures of openness and integration of SL within the Universities;

- Integrate SL into the Curriculum with defined ECTS;

- Create Guides for SL, for Teachers, Students and Civil Society;

- Produce communication material to introduce SL in all involved stakeholders;

- Create a model of management steps for the implementation of SL projects;

- Enhance the institutional support of SL within the Universities of CIVIS Alliance;

- Combat bureaucratic and management obstacles;

- Promote multidisciplinary and collaborative approaches to the design of SL projects;

- Intergrade more SL options into doctoral research;

- Create unified lists of civil stakeholders in each University;

- Work systematically for the sustainable development of SL projects;

- Make the results of SL_ICP project widely known.

6 Portrait of a student with a SL experience

Info

DATE:	11/05/2023
PLACE:	Marseille (AMU)
INTERVIEWER:	Noémie Toni, Volunteer at Eurasianet providing support to KA2 SL_ICP Coordination
INTERVIEWEE:	Amel Benamara, 2nd year Master Student, Volunteer at Eurasianet for KA2 SL_ICP Project Coordination, involved in a S-L Project 2022-2023

Presentation Profile, Studies, Career aspirations...

❝ *My name is Amel BENAMARA, I am 23 years old and I am in my second year of a Master's degree in Foreign Languages applied to humanitarian and cultural project management and currently working on the KA2 project as part of Eurasianet as coordination of the project. My field of study combines the study of foreign languages at a high level, combined with knowledge and skills conducive to professional integration: how to train in management, project management, marketing, strategic business management and international trade. In addition, we study American and British civilization and translation in theme and version.*

To be honest, I still don't have a clear and defined idea about my professional future yet but I think that I'm going to set up international cooperation projects abroad, preferably in Asia, for the benefit of young people and their professional integration and social engagement. ❞

Experience with S-L...

❝ *S-L is something I experienced as a member of an association integrated into my master's degree. The Association Action Solidarité Communication for which I was also treasurer. It is an association that trains its members as project engineers by carrying out development and international solidarity projects linked to sustainable development.* ❞

Any experience in civic engagement and social work as a volunteer outside the academic environment?

Yes, I am currently doing a civic service at Eurasianet. It is divided into two phases, one local and one international. At Eurasianet, I am supporting the current project which aims to set up the SL in the 5 Universities of the consortium in favour of the rise in competences of young people. I am also involved in the implementation of an international solidarity project aiming to enhance Euro-Asian links in the Aix-Marseille metropolis and to create a connection between the different local actors by co-creating an event based on international solidarity and interculturality.

How do you assess / evaluate / measure the balance between practical and theoretical work in your studies?

The balance between the practical in my studies is quite good. We have 6 months to implement our project. During 2 months, we are trained in depth in the technical aspects of project engineering and evaluated through deliverables for the planning phase. Then we have 4 months of implementation to manage different poles of the project: logistics, partnerships, treasury, communication and human resources continuously.

What is SL for you, how do you simply define it?

In my opinion, SL is a pedagogical approach that combines classroom learning with active engagement in voluntary activities in the community. This means that students apply what they learn in the classroom by working on concrete projects that address societal needs. By participating in SL activities, students learn practical skills while having a positive impact on their community. It's a way to learn while doing good for others!

Can you briefly describe the project in which you were involved, its context, objectives and timeline?

Our fundraising project was aimed at Burkina Faso and precisely the village of Tangaye, in order to finance field actions (hydrogeological study), then the repair and construction of new water boreholes which are dug and seek water in the resources of the water table, to make water gush out under pressure.

This work, which has been going on since 2005, will therefore, in the long term, allow for food sovereignty, to compensate for the economy that has been suspended due to the lack of water, and in the same logic, to contribute to the empowerment of women, who had, for example, succeeded at one point in time, thanks to the water, in making compost, a profession.

We therefore organised two events centered around the issue of water, particularly in Africa. The first was an evening consisting of a film screening, musical entertainment with drums and a buffet with African specialities. The film was entitled "Walking on Water" and was directed by Aïssa Maïga. It dealt with our theme by exposing the daily life of a village in northern Niger, a victim of global warming.

Our second event was an awareness-raising day made up of fun and creative workshops, in partnership with well-known associations such as Eau'dyssée, Terres-Solidaire and Aroma-Zone, which had a stand, a workshop for creating reusable washable sponges and a tote-bag personalisation workshop. At the end of the project, we raised a total of 2000 euros.
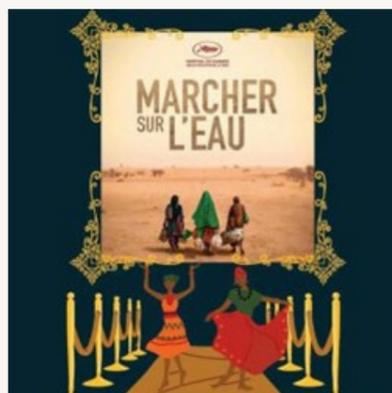
Tell us more about the specific skills you gained or developed through this SL and experience?

When you implement a project as part of your field studies, you learn a lot. You combine soft and hard skills. I learned how to manage my time, how to coordinate a team, I acquired skills in human resources management, in financial management, in communication on social networks and in interpersonal communication.

How has this project contributed to your personal and professional growth?

This project and its development were a real challenge for me, which I am proud to have overcome. It was not easy to work in a group with very different working styles and personalities but we finally managed to deliver our project successfully and on time. The trials we had to overcome throughout the project have taught me how to react when things don't necessarily go well in a project. The Eau'rizon project allowed me to become aware of my personal and professional strengths and weaknesses and to try to improve myself, especially in terms of communication and stress management. I saw myself changing throughout the project and developing new skills that I am now fully implementing in my professional life.

We want to learn more about you... Can you describe a time during your SL experience when you had to demonstrate leadership or teamwork skills?

It was difficult to have a certain stable group cohesion throughout the implementation of the project. Some members clearly lacked commitment, which created tensions and conflicts. In these moments I was able to take the lead, show professionalism and remind the whole group of our objectives. In addition to being the treasurer, I was the project coordinator and I was able to learn more about human relations by managing a team myself.

Another Important element we have to highlight, how did you work with the local community or civil society organisations during your service learning experience?

We worked with civil society by creating useful partnerships for our self-financing events. For example, we established a partnership with Emmaus, which allowed us to raise 1000 euros through the sale of crepes on their premises and assisting them in sorting the clothes that we later sold. We also established a partnership with a Lyon-based association specialised in organising workshops related to water management, which facilitated a workshop booth.

What impact did you make on the community or organisation you served?

Our main client was the Water Management Committee in Tangaye, Burkina Faso. Our project raised 2000 euros, which were used to finance a hydrogeological study to plan the construction of a water well.

And please, can you tell us what were some of the key takeaways from your SL experience?

I gained experience through being evaluated within a master's programme. I was able to directly apply what I was learning by serving social needs. What I take away from it is the professional aspect: we are in direct and constant contact with local organisations to establish partnerships and enhance our event, and that is fantastic!
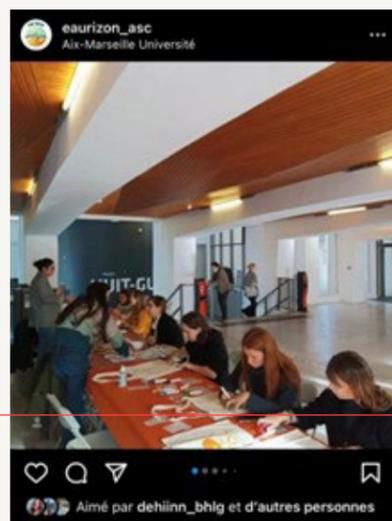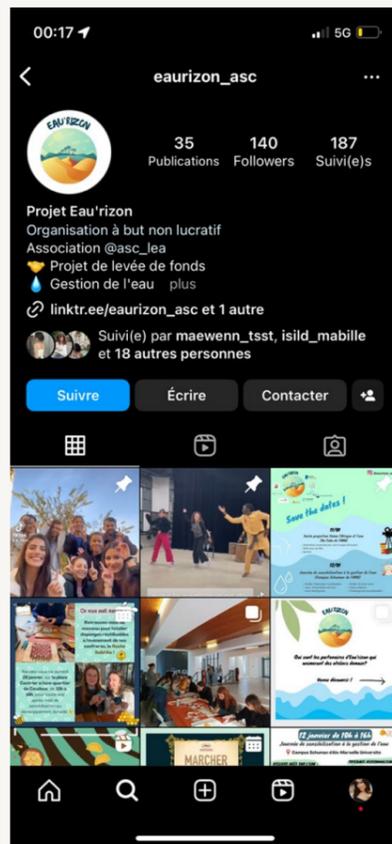
How did your service learning experience help you develop your communication skills?

Firstly, in terms of our event's communication strategy, we approached it by consistently feeding our social media platforms with attractive content and by establishing interpersonal connections to build trusted partnerships. Secondly, professionally speaking, we had to present and defend our project in front of a grant application committee, and we succeeded.

To conclude, can you describe a specific moment when you felt particularly proud or accomplished during your SL experience?

Honestly, the most rewarding moments were when we achieved our budget goal upon completion and when we received positive and constructive feedback from our partners!

Useful links
to interactive graphs

TABLEAU PUBLIC

Students part 1
https://public.tableau.com/app/profile/sophia.messini/viz/SLStudentspart1/SLSTUDENTPART1

Students part 2
https://public.tableau.com/app/profile/sophia.messini/viz/SLStudentspart2/SLStudentspart2

Academics part 1
https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART1/Story1

Academics part 2
https://public.tableau.com/app/profile/sophia.messini/viz/ACADEMICSSERVICELEARNINGPART2/Story1

FLOURISH

Students Demographics:
https://public.flourish.studio/visualisation/14588634/

Civic Engagement per Faculty:
https://public.flourish.studio/visualisation/14588705/

Civic Engagement per gender and field of studies:
https://public.flourish.studio/visualisation/14909196/

Departments that combine theory and practice and those which don't:
https://public.flourish.studio/visualisation/14922977/

Views of students whose courses do not combine theory with practice:
https://public.flourish.studio/visualisation/14914635/

Views of students whose courses combine theory with practice:
https://public.flourish.studio/visualisation/14914471/

Knowledge on SL per University, gender, status:
https://public.flourish.studio/visualisation/14897810/

VOSViewer

https://nocodefunctions.com/html/vosviewer/index.html?json=data%2Fpublic%2Fvosviewer_c7814014a99bd-bcc6400.json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Qhtml?json=data%2Fpublic%2Fvosviewer_c7814014a99bdbcc6400.json&fbclid=IwAR3X6NhRfpsn1wfH6Q84QH61Vid_IpUZAMDQXxLAnMqDBey0iNkTV8x-j9Q

You can find more information about the SL-ICP Project in the Extended Version **of the Research Report**

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