

EASLHE ROLE**EASLHE**

EOSLHE

**TO PROMOTE SERVICE-LEARNING IN
EUROPEAN HIGHER EDUCATION****European Association of Service-Learning in Higher Education (EASLHE)**

The official establishment of the Association took place in Antwerp, Belgium in September 2019 at the occasion of the 2nd European Conference of Service-Learning in Higher Education.

The aim of the Association is to promote service-learning in higher education in Europe and to foster scholarly activities related to it.

The purpose of the European Association of Service-Learning in Higher Education (EASLHE) is more essential than ever before. COVID-19 has brought up new and urgent needs, in which solidarity is central and that can be faced through Service-Learning projects. We are aware that multiple volunteering initiatives are underway in many higher education institutions. We believe that through Service-Learning we can contribute to confronting and overcoming this common threat.

As an association, we encourage our members to collaborate in these actions by generating Service-Learning projects that respond to these needs. As EASHLE members, we could also contribute by disseminating this message through national networks and in our own institutions.

Furthermore, to fulfil the expectations of our members we have carried out an online survey with 15 open questions allowing the collection of written reflections on the membership expectations and contributions of the EASLHE, which was distributed to all the EASLHE members. Out of the 42 current members of EASLHE, a number of 20 responses were obtained. Although the sample size is not a large one, it still represents a significant part of the EASLHE active members. Hence, we consider that the contributions mirrored in the responses are of great informational value, allowing EASLHE to focus on its goals and its activities that can best meet its members. Next, by performing a qualitative content analysis, we highlight the most relevant questions and the responses offered by the EASLHE members.

EASLHE EXPECTATIONS SURVEY

This survey aims to collect and explore the expectations regarding EASHLE membership, as well as future implications and plans of the association.

Needs analysis survey of the EASLHE members: Expectations regarding the membership and the role of the association

1. What expectations did you have when you signed up for EASLHE?

One of the most important questions in this online survey concerns the expectations that members had when they signed up for EASLHE, from which we highlight, namely:

- Networking and sharing (knowledge, research, ideas, information, experiences on SL)
- Policy making
- Training, guidance, opportunities to learn
- European SL identity (development of a common line on SL)
- Career/professional development



In fact, the responses were surprisingly detailed, as can be seen in some of the following examples:

"EASLHE would be a space for sharing. United we would be stronger so that EASHLE could contribute to promoting SL in European Higher Ed institutions. EASLHE can also have a strong voice in policy making."

"To be part of an active community of experts in SL in HEIs; to be continuously updated about research and events regarding SL policies, implementation and outcomes; to be able to connect with people and institutions that could become partners in research and/or community-based projects."

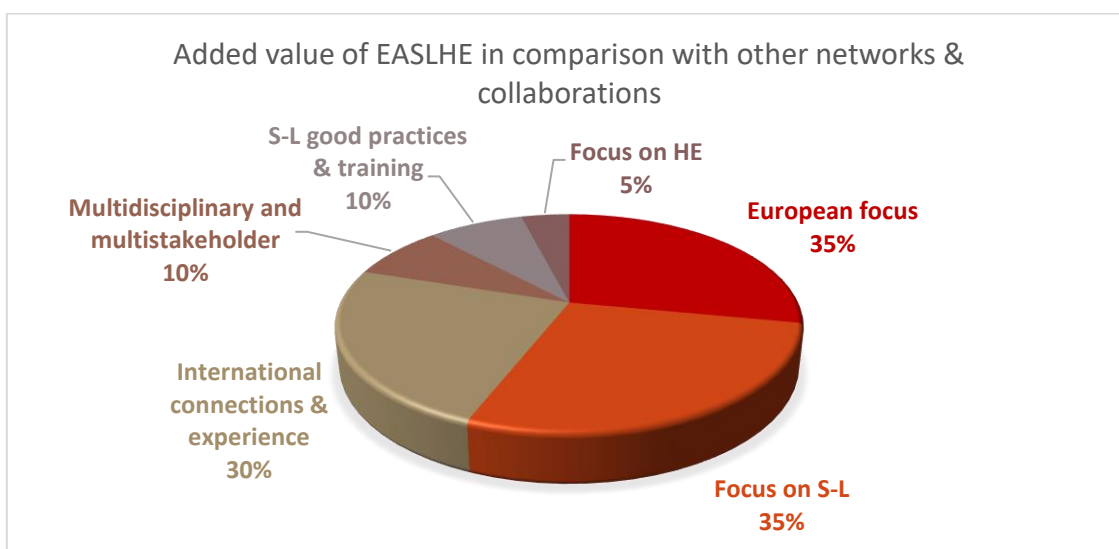
"Shared European experiences & joint efforts in research & practicioning of SL; having a policy-making body on European level. Provide for European SL-identity. Having more opportunities to learn from international colleagues. Challenge IARSLCE."

"to get informed about the further development of the network, to receive information and inspiration about how the SL-methodology is used in other countries, which ideas exist in other countries about the tasks of a higher education institution (e.g. university) as an educational institution, what added value is created by SL and community based research, what opportunities SL and community based research offers to education the next generation and to prepare same to become responsible leaders in a challenging world and to work on globally relevant issues"

2. What is the added value of EASLHE in comparison with other networks and collaborations?

The next question referred to the added value of EASLHE in comparison to other networks and collaborations. The responses were categorized as it follows:

- European focus
- Focus on Service-Learning
- International connections /experience
- Multidisciplinary and multi-stakeholder
- S-L good practices / training
- Focus on HE

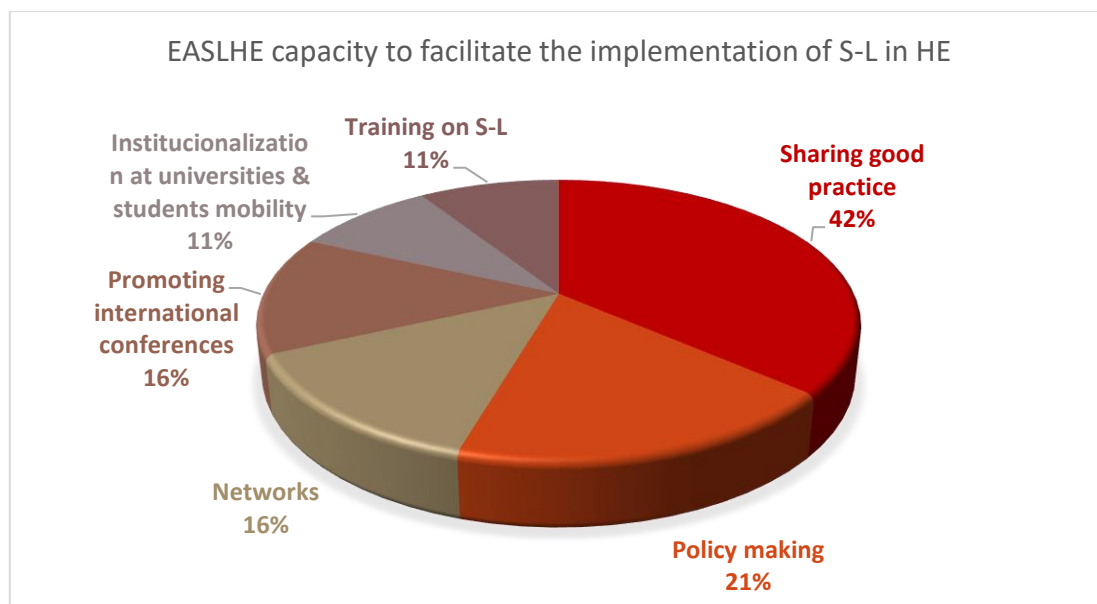


3. Do you consider that EASLHE can contribute to facilitating the implementation of S-L in Higher Education?

Regarding EASLHE capacity to facilitate the implementation of S-L in Higher Education, 95% of the responses were positive and 5% of the participants did not answer.

Out of the 95% of responses, we have categorized the following comments:

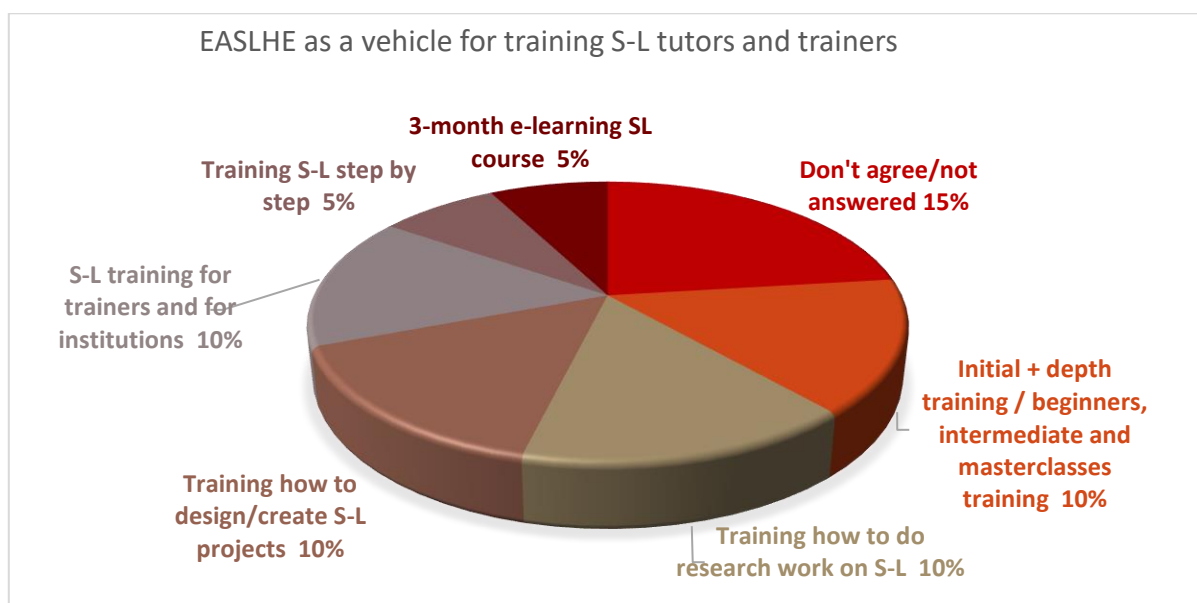
- Sharing good practice
- Policy making
- Networks
- Promoting international conferences
- Institutionalisation at universities/redesign the curriculum to make it as transferable as possible (students' mobility)
- Training on S-L



4. Do you see EASLHE as a possible vehicle for training SL tutors and trainers? What kind of trainings would you suggest?

EASLHE as a possible vehicle for training S-L tutors and trainers showed the following answers:

- don't agree/not answered
- Initial + depth training / beginners, intermediate and masterclasses training
- Training how to do research work on S-L
- Training how to design/create S-L projects
- S-L training for trainers and for institutions
- Training S-L step by step
- 3-month e-learning SL course with the following modules
 - 1) Theoretical references
 - 2) SL pedagogy
 - 3) Design
 - 4) Implementation and monitoring tools
 - 5) Logistical and administrative issues
 - 6) Evaluation



5. Do you consider that EASLHE should be a kind of aggregating body of national S-L associations?

When the EASLHE members were asked if they considered that EASLHE should be a kind of aggregating body of national S-L associations, the majority of the responses were “yes” – 60%, with some members being great advocates on this subject, as we can see in the following comments:

“It should be the primary objective of EASLHE: to be a central point for the national associations working on SL”;

“EASLHE needs the national networks to contribute to its work”;

“EASLHE can provides support to take their actions to a European level”;

“This would bring the competences of the national associations closer together and will contribute to increase the external visibility;

“Until now it is proved that the governments in Eastern European countries are very corrupted so the EASLHE has to collaborate with the national associations”.

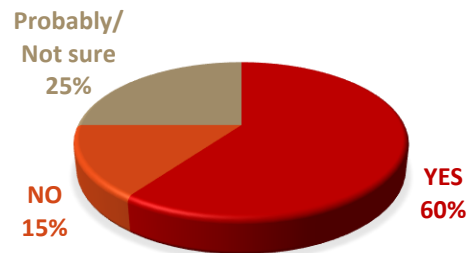
And although 15% firmly answered "no", 25% is unsure whether or not EASLHE should be a kind of aggregating body of national SL associations, as we can see from some of the comments:

“Not necessarily. Depending on the decision of each national SL association.”

“Not now - just when the topic will have a higher coverage at national level.”

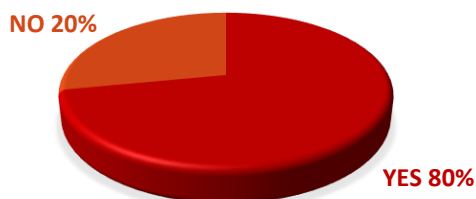
“If it's a loose aggregation, maybe. It could be helpful to build database of European Experts which could be asked for consultancy be”.

EASLHE should be a kind of aggregating body of national sl associations?



6. Do you consider that EASLHE can be helpful for the formation of European thought and culture?

Can EASLHE be helpful for the formation of european thought and culture ?



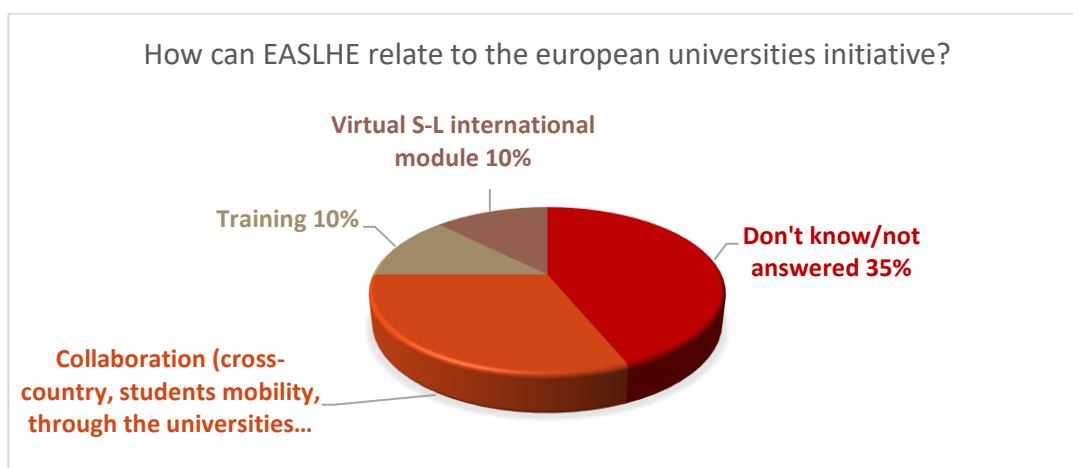
80% of the respondents consider that EASLHE can be helpful for the formation of European thought and culture, whereas 20% don't or they did not answer.

7. How can EASLHE relate to the European universities' initiative?

When asked about how can EASLHE relate to the [European universities initiative](#), the majority of the respondents (35%) did not know or did not answered, 25% said that could be by collaboration (cross-country, students' mobility, through the universities initiatives, through individual initiatives), 10% by training and other 10% by a virtual S-L international module.

The aim of this initiative is to bring together a new generation of creative Europeans able to cooperate across languages, borders and disciplines to address societal challenges and skills shortages faced in Europe.

'...strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities'.



8. Do you consider that EASLHE can be an asset for the framework of volunteering and other types of community engagement activities of students so that it can be transformed into ECTS, where possible?

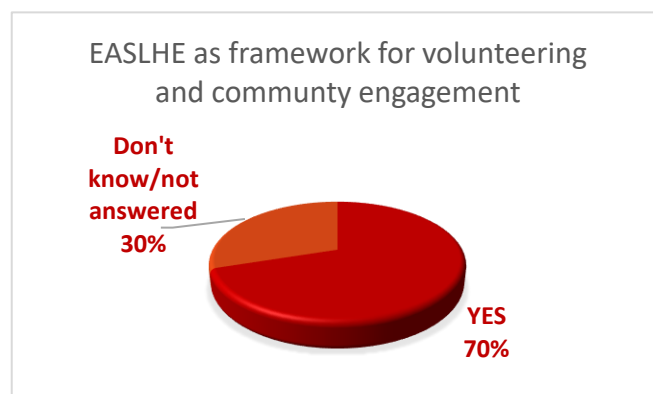
70% of respondents gave a positive answer to this question. However, these 70% respondents wrote some advices, such as:

"as long as the quality can be monitored"

"but just after developing a European common framework"

"At a local context, yes, of course. Actually, this happens constantly."

"also including reflection activities to enhance their service"



9. Do you consider that EASLHE can contribute to changes in teaching and learning, in line with the European thought and culture?

When asked if they considered that EASLHE could contribute to changes in teaching and learning, in line with the European thought and culture, **we obtained 100% of the answers "yes"**, in which the following comments are highlighted:

EASLHE can contribute to changes in teaching and learning, in line with the European thought and culture



YES 100%

"It is already transforming the concept of teaching and learning"

"especially on assisting community members in need of other skills"

"S-L could be a driving force for the change paradigm in teaching and learning"

"By promoting S-L as an innovative pedagogy."

"it should be one of the primary objectives of the association"

"it can and should work on policy frameworks to facilitate it."

"That would be ideal"

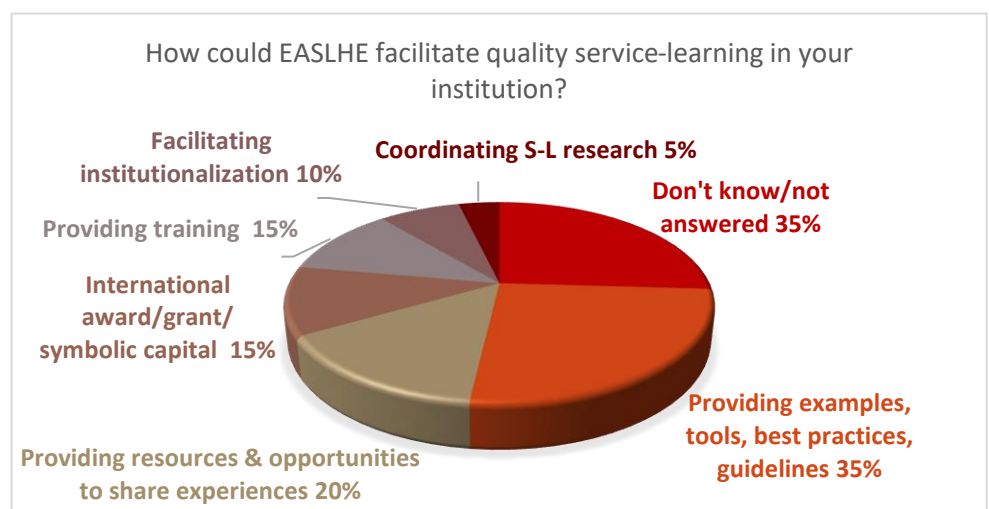
"Absolutely. If we manage good conferences and knowledge exchange."

"I really hope so. Even though it will take some time until more profound changes on the institutional level (individual higher education institution) will take place".

10. How do you think EASLHE could facilitate quality Service-Learning in your institution?

The answers to this question were categorized as following:

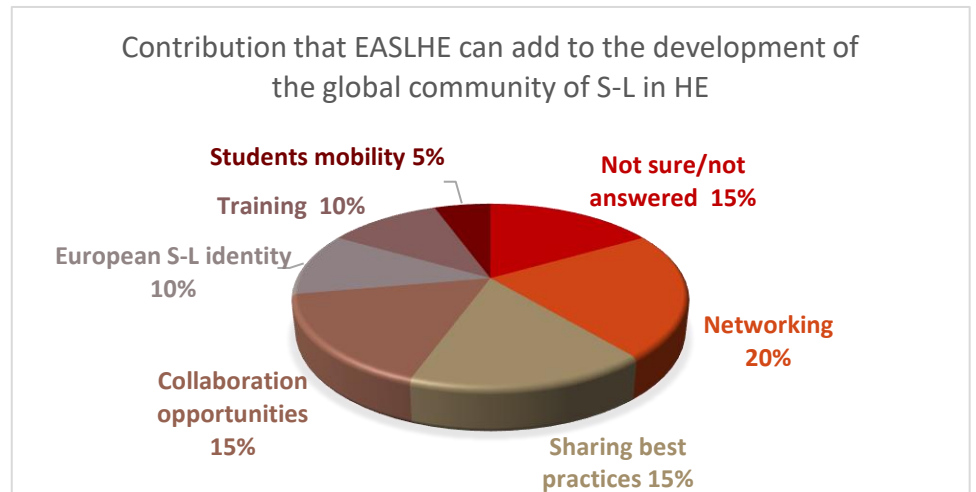
- providing resources and opportunities to share experiences (workshops, conferences, ...)
- providing examples, tools, best practices, guidelines
- international award/grant/symbolic capital
- providing training
- facilitating institutionalization
- coordinating S-L research
- don't know/not answered



11. What kind of contribution can EASLHE add to the development of the (collaborative) global community of Service-Learning in Higher Education?

Regarding the question “What kind of contribution can EASLHE add to the development of the (collaborative) global community of Service-Learning in Higher Education?” the results were the following:

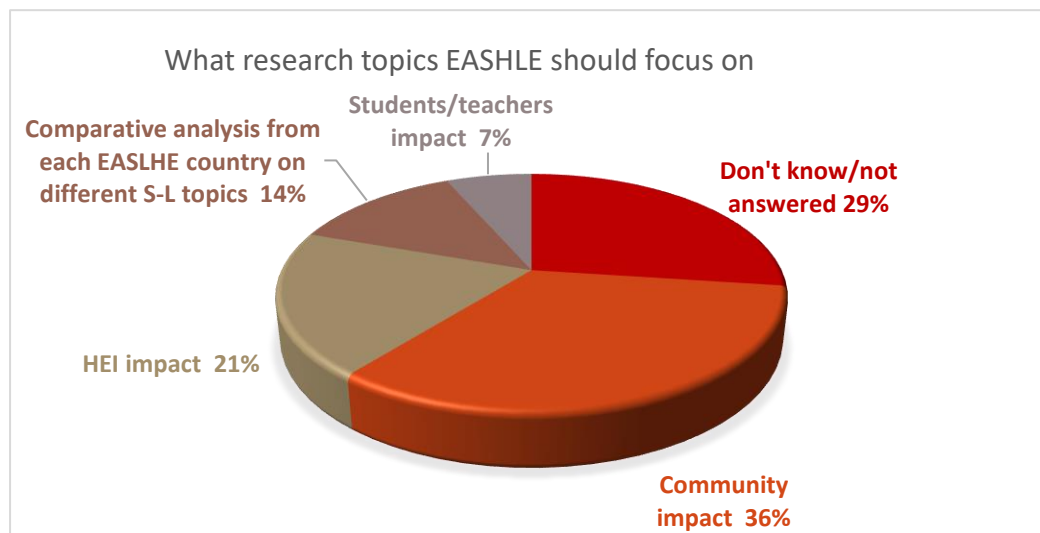
- not sure/not answered
- networking
- sharing best practices
- collaboration opportunities
- European S-L identity
- training
- students’ mobility



12. In what research topics do you consider EASHLE should focus?

Regarding the question about what research topics EASHLE should focus on, the answers (from 14 respondents) were categorized as following:

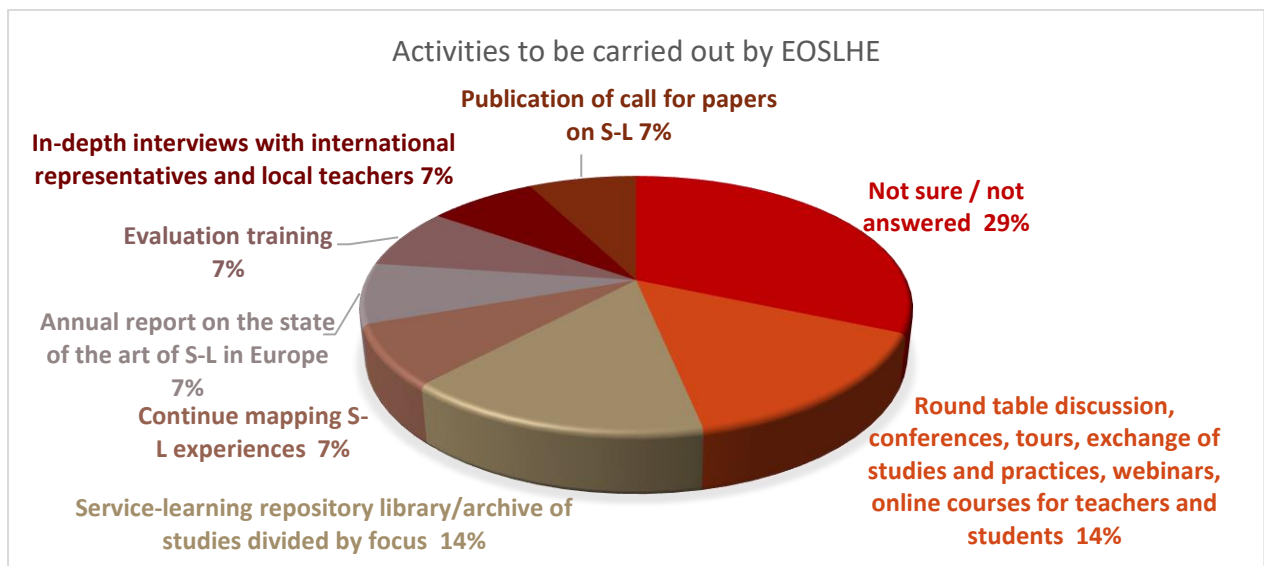
- don't know/not answered
- community impact
- HEI impact
- comparative analysis from each EASLHE country on different S-L topics
- students/teachers’ impact



13. What activities would you like to be carried out by the European Observatory of Service-Learning in Higher Education (EOSLHE)?

As regards to the question about the activities to be carried out by the European Observatory of Service-Learning in Higher Education (EOSLHE), the answers (from 14 respondents out of 20) were categorized as following:

- not sure / not answered
- round table discussion, conferences, tours, exchange of studies and practices, webinars, online courses for teachers and students
- service-learning repository library/archive of studies divided by focus
- continue mapping S-L experiences
- annual report on the state of the art of S-L in Europe
- evaluation training
- in-depth interviews with international representatives and local teachers
- publication of call for papers on Service-Learning

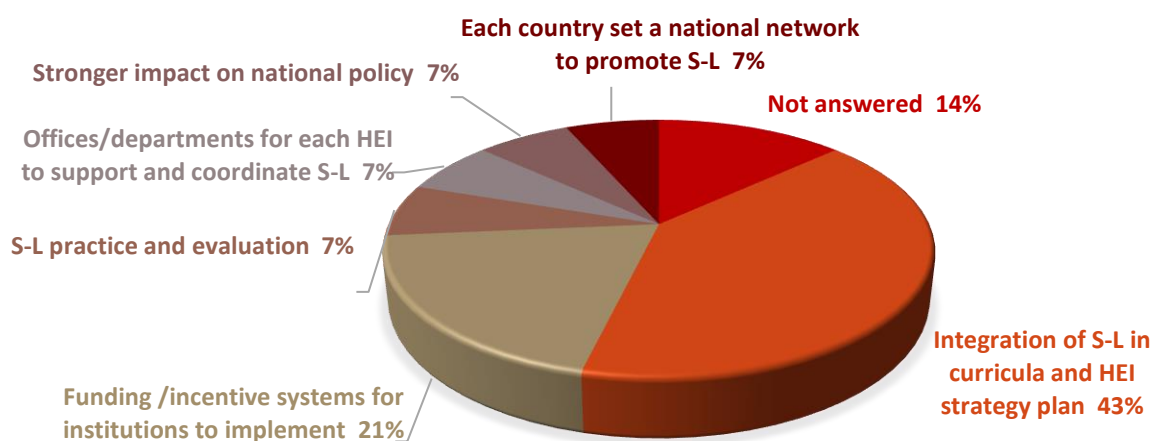


14. What issues do you consider most important regarding European Higher Education policies for Service-Learning?

Regarding the question about the most important issues regarding European Higher Education policies for SL, the answers (from 14 respondents) were categorized as following:

- not answered
- integration of S-L in curricula and HEI strategy plan
- funding /incentive systems for institutions to implement SL
- S-L practice and evaluation
- offices/departments for each HEI to support and coordinate SL initiatives
- stronger impact on national policy
- each country set a national network to promote S-L

Most important issues regarding European Higher Education policies for S-L



In conclusion, the qualitative analysis of the answers to the open questions of the survey offers valuable information on the expectations and the needs of the current members of the EASLHE in terms of future planning of networking, exchange of educational practices, training and research on Service-Learning.



Membership

To become a member of the association, you can apply at [JOIN EASLHE](#) and for more detailed information, please visit us on [EASLHE website](#)

The **annual fee is 20,00€** with a student discount fare of 10,00€.

For further information you can write to contac@easlhe.eu

NEW CONFERENCE DATE
7th to 9th of July, 2021

10th National Conference and 5th International Conference for University Service-Learning Las Palmas de Gran Canaria, Spain

The ApS(U)10 conference is structured around the Sustainable Development Goals (United Nations, 2015).



6th International Congress of Educational Research USAL-PALECH "CLIE 2021" to be held at the University of Salamanca Spain on **March 24, 25 and 26, 2021.**

The conference takes the transformation of universities as its backbone focusing on:

Internationalisation | Inclusion | Social Responsibility



European Observatory
of Service-Learning
in Higher Education

Place your S-L experience on the map



CHALLENGE!!!

**At least 100 EXPERIENCES SHARED
from 20 different COUNTRIES
by 31st December 2020**

[Share your S-L Experience](#)

Please, do not hesitate.
This is the [right time](#)

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