

Evaluation of the upscaled model of service-learning (PLACE model) in the SLUSIK project

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Year of publishing: 2022

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1. INTRODUCTION - ABOUT THE SLUSIK PROJECT AND EVALUATION REPORT

The "SLUSIK: Service-Learning Upscaling Social Inclusion for Kids" project was aimed to promote and support social inclusion among school leavers. The actions focus on enhancing the acquisition of social and civic competences and fostering the understanding of fundamental values and rights among 12–16-year-olds.

The lack of social and civic competencies amongst school leavers, especially early school leavers, severely limits their capacity to become socially included adults. By upscaling existing best practices from universities to schools across 5 EU countries, the SLUSIK project aims at addressing the need for a more substantial civic education component in the curriculum.

The SLUSIK project is led by the CEV (Belgium) in collaboration with Out of the Box International (Belgium), Rijeka University (Croatia), University of Limerick (Ireland), University of Granada (Spain), University College of Teacher Education, Vienna (Austria), and Matej Bel University (Slovakia). The SLUSIK Project is co-funded by the Erasmus+ Programme of the European Union. For more information, please visit www.slusik.eu.

Between October 2021 and May 2022, a set of pilot initiatives were implemented in the five participating countries of the SLUSIK Project (Spain, Ireland, Austria, Croatia, and Slovakia) in collaboration with local CSOs and NGOs (Community Partners). The piloting activities were based on the work done in the State of Art Report and encompassed testing an upscaled service-learning curriculum model called PLACE MODEL.

This report aims to evaluate the PLACE model of service learning. Based on different inputs, an evaluation report documenting the effects of the model on the:

- Development of civic and social competencies of young secondary school students
- Changes regarding the impact of the models on early school leaving and improving their chances for social inclusion.

For the evaluation of the upscaled model and its outcomes and impact, we gathered views from different stakeholders involved in the project:

- partners involved in the project,
- university students – role models,
- secondary schools teachers,
- secondary schools students,
- community,
- grassroots partners.

The evaluation is based on an interdisciplinary **approach and a combination of quantitative and qualitative methodologies**. The methodology is seen in this area's broader context of international research.

Service-learning can be understood as a teaching and learning strategy that integrates meaningful community service with education and reflection. Service-learning, also called Engaged-learning,

involves enabling students to engage with the local community in identifying common challenges and developing fitting solutions, with students at the heart of the process. SL can promote and support the social inclusion of young people by enhancing the acquisition of social and civic competencies and fostering knowledge, understanding, and ownership of values and fundamental rights. A service-learning project involves students engaging with others and applying their ideas and skills to make a difference in their communities. Service-learning can provide young people with community experience, contact with NGOs, and volunteering in a structured and safe way regardless of their circumstances and family context. This reduces the chances of early school drop-outs and increases their chances of becoming socially included adults.

2. THE PLACE MODEL DESCRIPTION

“PLACE” focuses on enabling young people (secondary school level) to acquire social and civic competencies, fostering knowledge and ownership of values and fundamental rights. Through the use of the PLACE model, secondary school teachers can easily create quality opportunities for young people to engage with community partners on local and global challenges within a structured environment that fosters both formal and nonformal learning, enhancing social and civic competencies.

The PLACE model brings secondary-level schools and universities together at the nexus of community needs and service-learning. This model offers the possibility of cooperating with universities and setting up sustainable relationships. This is done through the engagement of role models – university students who were engaged in service-learning at the university and who can help facilitate and guide the service-learning at the secondary school. Role models will be willing, as volunteers or as part of their university course, to share their time, experience, and enthusiasm with younger peers in secondary schools and accompany them as they go through their own Service-learning.

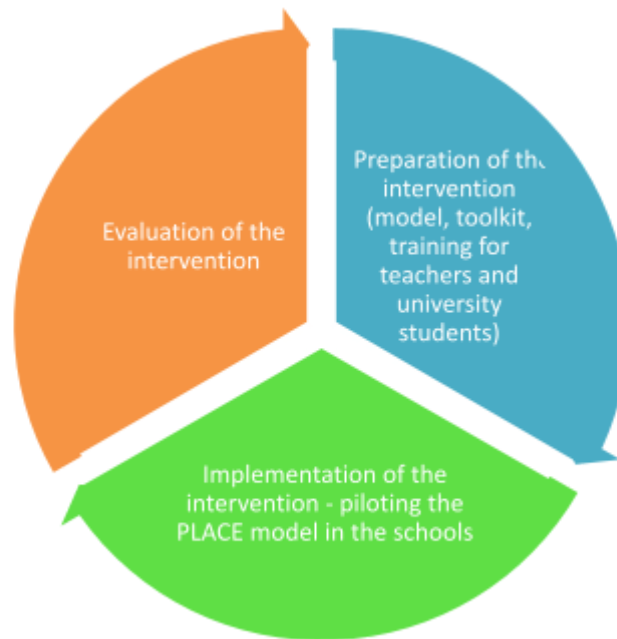
The scope and size of the PLACE model implemented in each location can vary; it may be different lengths and have different themes (e.g. environment or social justice), responding to a specific localised need (e.g. crisis resilience).

PLACE Model is implemented in 5 stages:

- 1) **Preparation:** Designing and planning the service-learning experience to support students learning goals. This stage is all about preparing and designing the service-learning experience. Understanding if you and your school are ready to implement service-learning using the PLACE model and, if not, what you need to do to be prepared.
- 2) **Link:** Connecting young people with their community partners, role models, and one another and choosing the type of community needs or activities that best support student learning goals within the desired curriculum content and establishing a shared understanding of each participant's role.
- 3) **Action:** Linking learning to real-life issues and developing students' ideas with community partners. Action is the stage for students to show they can link their knowledge to real-life problems and opportunities, developing responsible outlooks and behaviours towards the community within and beyond the school. Action is also about reflecting on what was done and what students learned from experience.
- 4) **Celebrate:** Demonstration of what students have learned and accomplished in partnership with the community. Students can present their impact at a public event open to community partners, including friends, families, and policymakers.
- 5) **Effect:** The effect stage is when students' ideas are complete, they can apply their formal and informal learning, and there is reciprocal benefit realised; the student has made a valued contribution to the community.

3. MODEL OF THE EVALUATION

Picture 1 The role of the evaluation in the project cycle



Source: Remr, 2017

In the evaluation, we included assessing the benefits and effects for different stakeholders, not only for secondary school students. For each evaluation, we defined the indicators and instruments for the assessment, but our main aim was to prove the enhancement of young people's social and civic competencies.

The training for the teachers and university students was not part of the intervention. From the project's perspective, it was part of the preparation for the intervention. In the evaluation report, we also included results and an assessment of the benefits of the training because they are an integral part of the project, and the evaluation focused on the benefits for teachers and university students. But our main focus in the evaluation report is to evaluate **the intervention – the upscaled model of service learning – PLACE model**, which means the intervention in which the secondary school students were involved.

3.1. Two types of evaluation of the PLACE model implementation

In the process of the evaluation, we included **two types of assessment**:

1. Formative evaluation
2. Summative evaluation

Picture 2 Formative and summative evaluation in the PLACE model implementation

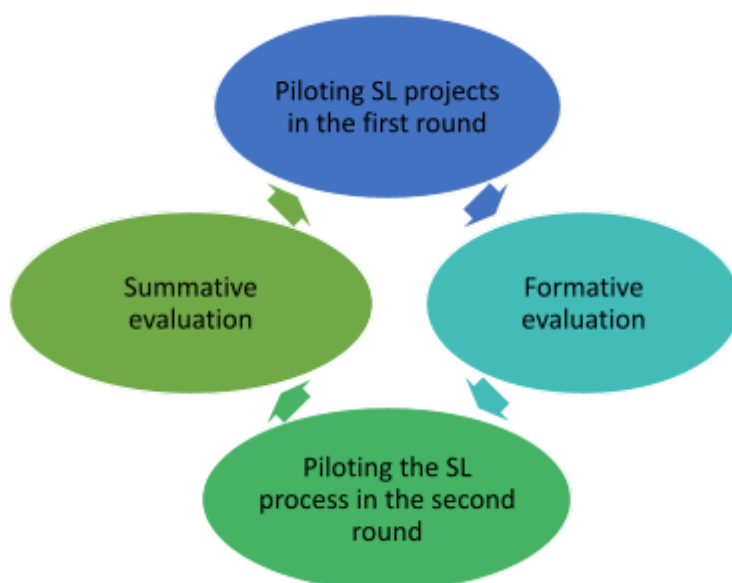


Table 1 Comparison between formative and summative evaluation

	Formative evaluation	Summative evaluation
Aim	Development of the intervention	Support the decision about the future of the intervention
Purpose	Give feedback for the improvement of the intervention (if there are many ideas on how we can improve the intervention, it doesn't mean it is an intervention of low quality, the formative evaluation is not focused on the usefulness of the intervention) Correspondence between what is planned and what is actually done	Give the information based on which we decide about the intervention
Questions	What works? What do we need to improve? How can we improve?	What are the results/outcomes? In which conditions do we reach the outcomes? What costs?

Formative evaluation

For the formative evaluation, we gathered feedback after the first round of piloting from:

- Teachers implementing the PLACE model of service-learning
- University students involved in the mentoring process
- Community partners involved in the PLACE model

For each group, we prepared the form for feedback. The role of the partners was to gather the feedback, prepare a summary from it and give recommendations for improvement in the second round of the pilot during the joint meeting.

The main questions for the formative evaluation for each target group were:

1. How do you see the implementation of the service-learning PLACE model until now?
2. What works?
3. What doesn't work?
4. What do you think should be improved?
5. How do you think we can reach an improvement?

Summative evaluation

The summative evaluation was based on the model of results, effects evaluation, and gathered information about the following:

- Outputs of the PLACE model
- Outcomes focused on the secondary school students
- Outcomes focused on the teachers involved in the piloting
- Outcomes focused on the university students involved in the piloting
- Outcomes focused on the community partners

The effects evaluation was focused primarily on the description, exploration, and determination of changes in the target group or other stakeholders due to the intervention (Fitzpatrick, Sander, Worthen, 2004). The primary purpose of this evaluation was to analyse changes in the target group's behaviour after their participants were exposed to the intervention.

4. REPORT FROM THE FORMATIVE EVALUATION

4.1. Methodology of the formative evaluation

The formative evaluation aimed to develop the PLACE service-learning model after the first pilot round.

Each project partner implementing the PLACE service-learning model was responsible for its country's formative evaluation. The role of the partners was to gather feedback on the PLACE model from teachers, university students, and community partners involved in the piloting. The partners collected the data from the beginning of the piloting and submitted the report from the formative evaluation in January 2022.

After collecting the data, each partner prepared a summary from the formative evaluation. The formative evaluation was focused on the PLACE model implementation, the strength and weaknesses of the model, and recommendations for model improvement. The partners summarised the results from the formative evaluation in the online meeting, which took place online 1st of February 2022.

4.2. Results from the formative evaluation

Implementing the PLACE service-learning model in the first round of piloting was at a different stage in every country during the formative evaluation phase. This was mainly due to the e. COVID19 situation and consequential school restrictions. t. The formative assessment also showed that the context of the country and particular school strongly determines the implementation of any service-learning model or practice. Despite this fact, partners identified in the reports, and during the joint meeting, several areas which we considered essential for increased success in the second round of the piloting, the overall PLACE model implementation, and SLUSIK project.

4.2.1 Implementation of the PLACE model into the curriculum should reflect different realities

Rationale: The piloting demonstrated that the starting point for the PLACE model implementation in the curriculum is different in every school. Thanks to the variety of project partners, we were able to include in the piloting activities countries and schools in which the PLACE model fits the national curriculum (Ireland) and on the other side of the spectrum, countries and schools in which there are only recommendations for the involvement of the schools and students into community activities. Still, they are more formal as integrated into actual practice (Slovakia). The results showed that the PLACE service-learning model seems to fit both types of schools and countries on the one hand, but on the other hand, countries in which service-learning or engaged learning is a new concept are considered a pioneer and need to overcome more challenges in the process of the PLACE model implementation. Overall, teachers found the model relevant and productive and were motivated to extend the projects and include their input to increase the effect.

4.2.2 The PLACE model needs time and flexibility

Rationale: The first round of piloting showed that, like other service-learning approaches, the **PLACE service-learning model also needs sufficient time for full implementation to achieve maximum**

effect. To achieve the development of social and civic competencies and changes in the communities and integration of service in the curriculum is not an activity “lasting just one day”. Some cases showed that implementing the full service-learning PLACE model to be a bit overambitious, especially for some specific age groups, i.e. younger secondary school students. As there was not enough time to go over all the steps in-depth, teachers had to simplify some steps, which created hesitation in terms of the productivity and effectiveness of the model. The steps of the PLACE model consumed more time than the school schedule can sometimes allow.

Partners and other stakeholders evaluated the flexibility of the PLACE model as crucial. The flexibility during the implementation process has made the approach more accessible and allowed the implementation of the PLACE model concerning the specific conditions of each school.

4.2.3 Training of the teachers and preparation for the PLACE model implementation are essential

Rationale: Training teachers and preparing them for the PLACE model implementation is an essential part of the PLACE model implementation. Especially for the teachers who did not have experience with the service-learning methodology, the piloting showed that the preparation stage was crucial. The recommendations for the teacher's training after the first stage of the piloting was to incorporate examples from the piloting activities within the SLUSIK project and include a teacher giving direct experience with the PLACE model.

4.2.4 Motivation and support for teachers should be based on the Teacher's needs

Rationale: The piloting showed that teachers should be engaged in the process of PLACE model implementation from the stage of the planning. The more they are involved, the more motivated they would feel through the process. Teachers who had little or no experience with service-learning needed support in the process to achieve success. Teachers already engaged in social engagement and similar projects could implement the steps more easily than teachers with little or no experience. Partners recommended more follow-up sessions by the university team without compromising school teachers' sense of autonomy.

Teachers' difficulties assuming their leadership role within the PLACE model has led to a higher-than-expected participation of the university team. They tended to leave the mentors and the university team members responsible for the session's task delivery, with them playing an auxiliary role.

4.2.5 Secondary school students' motivation for the PLACE model implementation is key

Rationale: Secondary Schools Students have responded amazingly to their duties and tasks assigned by the PLACE model. Their enthusiasm and commitment during all the stages of the PLACE model implementation has been outstanding. Students were interested and responsive, while teachers were open to their involvement, especially in raising aspirations for young people. Students were very impressed with what they achieved at the project's end. Students' independence in terms of generating ideas for service-learning projects could be limited as they did not have any idea or experience. Younger children had more difficulties deciding on their own, and they expected teachers to guide them. The conclusions indicated that in some cases teachers should be involved more in explaining the possibilities about what to include in the service-learning project than the model suggested. For students who are not motivated in school, the PLACE model implementation was a new way of learning and engaging. The students implemented at least a small project that responded to other people's needs, and they had a chance to see the actual results of their effort's. .

4.2.6 Role models are an essential part of the PLACE model, but their availability is problematic

Rationale: The role models played an essential role in the PLACE model implementation. Involving university students was welcomed by both teachers and students. However, partners had different approaches to engaging university students in implementing the PLACE model. Students in all countries were motivated to participate in the PLACE model. Secondary school teachers appreciated the involvement of university students. In all countries, role models had challenges with their time schedules. The schedule of the university students is different from the schedule of secondary school students, so it was complicated to align role model (3rd level) schedules with school timetables.

4.2.7 The community partner's role can differ

Rationale: The role of the community partners and engagement was different in every service-learning project implemented as a part of the PLACE model. Useful experiences of the partners connected with the involvement of the community partners were:

- Consolidating the Link stage into a whole day welcome session outside of the classroom allowed for a flow of interaction in a different space; students, community partners and role models got to know one another, creating a strong foundation to understand the partner's needs.
- Initial engagement focused to clearly convey the community partner's needs, in such a way students can easily understand and inspire creativity/innovation. Important as some community partners are not used to working with school students.
- The appearance of the NGO in the final steps of the project brought the "hands on" component that school students didn't expect to increase their motivation and enthusiasm.

4.2.8 School as a community for the PLACE service-learning model

Rationale: In some cases, students were unable, due to the restrictions caused by COVID19, engage with the specific community partners, so they decided to engage with the school community - meaning other children and young people from the school. It was also a good option for students and teachers without experience with community activities or non-formal teaching and learning methodologies.

4.2.9 The online mode of the PLACE model is challenging

Rationale: Despite a lot of evidence about online service-learning's effects on students of all ages, it is more common in a university environment. The PLACE model implementation in the online environment with secondary school students is manageable, but it brought a lot of challenges. Virtual substituted for face-to-face made building relationships difficult for students, as they could not establish close, meaningful relationships through online interaction. Virtual engagement does not replicate natural face-to-face interactions and prevents the gradual building of trust and understanding. The reflective activity was described as a "casualty of COVID19 & distance". As the focus was on constantly addressing challenges as they arose, it wasn't easy to embed reflective activity to a desirable level. Using different systems and applications often made it difficult in the physically constrained COVID19 environment for students to interact freely and share their work with community partners and role models.

4.2.10 The toolkit for the PLACE model implementation needs to be improved

Rationale: The Teacher's feedback in some cases showed that the toolkit developed in the SLUSIK project needed improvement. The formative evaluation showed the toolkit was often found to be hard to apply; it was not teacher-friendly, and it was too long and not easy to navigate.

Summary of the formative evaluation

All partners faced some challenges during the first stage of the PLACE model implementation. Some were similar, some were different and specific, but many were linked with the COVID19 situation and restrictions. Fortunately, the **model is very flexible**. Partners agreed that no significant changes were necessary before starting the second stage of the PLACE model implementation.

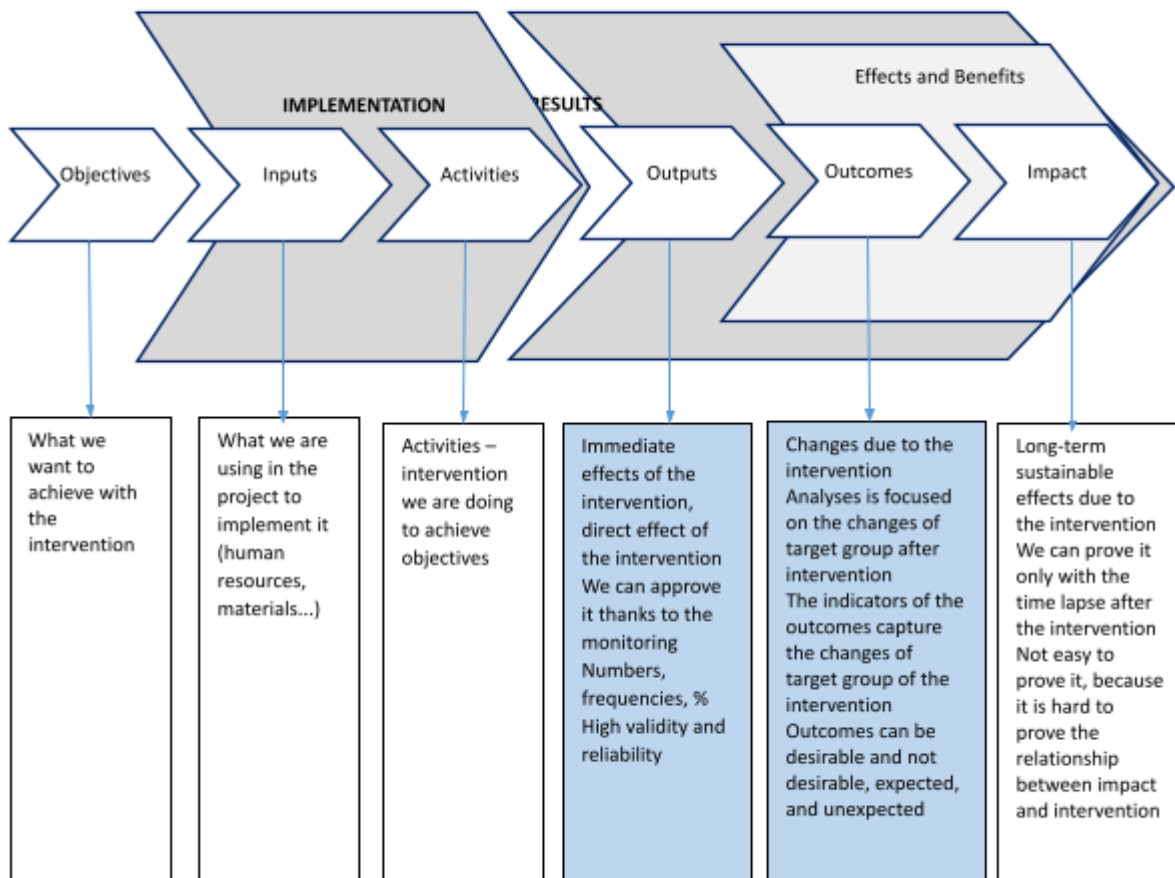
Partners appreciated that service-learning projects change the "stereotypical mood" of students and pupils in the class. They could develop changes and ideas and cooperate with others, which brought them more social connections. This aspect was outstanding in those bad COVID19 times.

The toolkit for the PLACE model implementation needs to be improved to be more helpful and valuable for future users.

5. REPORT FROM THE SUMMATIVE EVALUATION

The summative evaluation focuses on the description, exploration, and determination of changes in the secondary school students and other involved target groups due to the PLACE model. The primary purpose of this evaluation was to analyse changes in target groups' behaviour after participating in the PLACE service-learning model. The SLUSIK model for the summative assessment (results, effects evaluation) is presented in Picture 3.

Picture 3 The SLUSIK evaluation model for the summative evaluation – results, effects evaluation



5.1. Methodology of the summative evaluation

For the summative evaluation, we gathered inputs from all stakeholders– secondary school students, teachers, university students, and community partners. The methods and tools used for collecting the data for the summative evaluation are summarised in Table 3. For each target group, we created separate tools to collect and later record the data.

Table 3 Summary of tools for the summative evaluation

Stage of collecting the information	Target group involved	Focus on	Instrument
Training	Teachers	Self-perceived level of core knowledge, skills and competencies for PLACE model implementation and evaluation of training	Questionnaire for teachers after the training
	University students	Self-perceived level of core knowledge, skills and competencies for PLACE model implementation and evaluation of training	Questionnaire for university students after the training
	Partners	Reporting the training for teachers	Report from training for teachers
		Reporting the training for university students	Report from training for university students
Initial testing – pre-tests	Secondary schools students – experimental and control group	Initial screening of social and civic competencies and engagement in the school and motivation to finish the study	Questionnaire for secondary school students – initial
Final testing and feedback	Secondary schools students - experimental and control group	The final screening of social and civic competencies and engagement in the school and motivation to finish the study	Questionnaire for secondary school students –specific for experimental group and control group
	Secondary schools students – experimental group	Subjective reflection on changes in civic and social competencies and students retention	Possible options: Written reflection, diaries Interviews Focus groups
		Outcomes and outputs of service-learning projects	Report from service-learning projects
	Teachers	Self-perceived level of competence development required for service learning application after PLACE model implementation + feedback on the PLACE model	Final questionnaire for teachers
		Subjective reflection on changes in civic and social competencies and students retention	Possible options: Written reflection, diaries Interviews Focus group
	University students	Self-perceived level of competence development after PLACE MODEL implementation + feedback on the PLACE model	Final questionnaire for university students
		Subjective reflection on changes in civic and social competencies and students retention	Possible options: Written reflection, diaries Interviews Focus group
	Community	Benefits for community	Final questionnaire for

	partners	partners	community partners
		Subjective reflection on changes in civic and social competencies and students retention	Possible options: Written reflection, diaries Interviews Focus groups

In the report, the outputs of the PLACE model implementation are summarised in the first part. In the second part, the focus is on the outcomes specific to each target group involved in the process. Because there are differences between the number of members of each target group involved in the PLACE model implementation and from which it was possible to gather quantitative and qualitative data, we also include this information and a more detailed description of the tools for collecting the data.

5.2. Evaluation of the outputs of the PLACE model implementation

Table 4 Outputs of the piloting of the PLACE model

OUTPUTS INDICATORS	Slovakia	Croatia	Austria	Spain	Ireland	Total
Number of secondary schools teachers involved in the training	13	3	5	4	4	29
Number of university students involved in the training	3	5	10	8	6	32
Number of secondary schools involved in the piloting	2	1	2	1	3	9
Number of secondary school students involved in the SL projects	69	27	40	30	68	234
Number of secondary school students involved in the SL projects with special needs	3	0	0	1	2	5
Number of secondary schools teachers involved in the piloting of the model	11	1	2	4	5	23
Number of secondary schools teachers who filled questionnaire	5	1	2	4	3	15
Number of university students involved in the mentoring during the piloting of the model	3	2	22	7	3	37
Number of university students who filled the questionnaire	1	2	5	7	0	15
Number of community partners involved in the piloting of the model	1	1	1	2	3	8
Number of community partners						4

who filled questionnaire						
Number of beneficiaries involved in the piloting of the model	200+325 = 525	350+110+299 = 759	450+22+= 472	47+45=92	600+185= 785	2633
Number of other people involved in the piloting of the model (directors, other teachers, other NGOs)	2 directors		1 teacher	1 director	2 principals, 1 UL lecturer, 1 Programme Officer	8
Number of service-learning projects implemented during the piloting	3	2	1	2	14	22

Before the service-learning PLACE model implementation, SLUSIK partners organised a specific training process for secondary school teachers and university students – who were involved in the model as mentors or role models. In total, 29 secondary school teachers and 32 university students participated in training in five partner countries. The evaluation of the training process is included in separate chapters focused on the effects on teachers and university students.

SLUSIK project partners established cooperation within the PLACE model implementation with nine schools. In total, 234 students were involved in the piloting activities, meaning they were engaged in service-learning projects, 5 of whom were students with special needs. Of 29 trained teachers, 23 were involved in the piloting activities, and 37 university students participated as mentors/role models. During the piloting activities, secondary school students cooperated with eight community partners. Students implemented 22 service-learning projects providing a positive impact to more than 2600 direct and indirect beneficiaries.

In the next chapter, examples of the projects implemented illustrate a variety of service-learning projects' different outputs and outcomes. We also summarise the outcomes and outputs of service-learning projects in the chapter focused on the benefits for communities.

5.2.1. Examples of service-learning projects implemented during the SLUSIK projects

Period Poverty Initiative

Country: IRELAND

A team of six students from the school, Coláiste Iósaef, in County Limerick were interested in addressing the inequality and stigma surrounding periods at school. After doing some general research, the team realised that several of their fellow students may not have access to sanitary products, which could result in embarrassment and self-exclusion from school activities.

Recognising that this was a largely not-talked about issue, they sought to normalise discussion about periods in the wider school environment. Following various educational presentations, that aimed to educate their peers about reproductive health.

Specific project benefits

The students got agreement from the principal that basic sanitary products should be provided in school toilets for free.

Teachers gave donations and the team approached several local shops to get sponsorship and donate sanitary products to the school, raising awareness in the wider community.

Their project was so successful that Coláiste Iósaef entered them into the Young Social Innovators Awards, and the students were invited to record an interview with a local radio show.

Learning

- Empathy and awareness of others.
- Inclusive behaviours.
- Interpersonal skills.

Challenges during the project

- Understanding the extent of the problem as people are too embarrassed to discuss openly.
- Finding an appropriate way of communicating their messages.
- Identifying solutions that were affordable and easily implemented.

Quotes – students, teachers or community, partners

"The highlight for me was probably the project where we went around the classrooms. It was great to get people involved... it was just nice to see people getting so involved in a matter that is actually so close to heart." *Student, Coláiste Iósaef*

"My favourite part was raising awareness about our topic and seeing how it benefited our community." *Student, Coláiste Iósaef*

Promoting bottle & crisp packet recycling

Country: IRELAND

A team of four students from the school, Coláiste Mhichíl, in Limerick City were inspired after meeting with their community partner who had spoken about the impact of everyday items on the environment; and what the Urban Co-op was doing to reduce this in the local area.

Listening and realising it was something they and other students were unknowingly contributing to, the team decided to increase awareness across the school about the importance of recycling, and to take some action.

Specific project benefits

Responded to a need to increase recycling in the school by designing and arranging their own collection points for fellow students to recycle their used plastic bottles and crisp packets. This initiative was approved by the Principal and has increased awareness across the school of the importance of recycling.

The students were surprised how quickly they could start to make a practical difference. After early success the team were keen to continue their collections.

Learning

- Awareness of local environmental issues.
- Ability to affect social change.
- Empathy and inclusive behaviours.

Challenges during the project

- Time constraints due to pandemic shortening the school term.
- Finding ways to communicate their message to others wasn't as easy as first thought.

Quotes – students, teachers or community, partners

"If people don't put their bottles and crisp packets anywhere and just throw them away, it affects their community in a bad way". *Student, Coláiste Mhichíl*

"I didn't know about climate change, that food can have that effect. I really like doing something to help the environment." *Student, Coláiste Mhichíl*

"Well in most projects we were stuck at the computer, but in this project, we participated practically you know we got to gather the bins and the bottles and crisp packets, so it was different than other projects." *Student, Coláiste Mhichíl*

Referendum!

Country: Croatia

After familiarising themselves with the three branches of government, the students decided to tackle a problem of their community – their school. They met with representatives of an organisation for youth, Association Delta, that works on making active young citizens recognised and respected in their communities. After some brainstorming and debating, students agreed that their pain lies in school bathrooms. After that, they fashioned a referendum question related to the gender segregation of toilets in the school: "Do you want to separate the bathrooms?" They prepared the campaign and made posters and announcements to all their colleagues. They also met with the principal and communicated with other school employees. After gathering needed signatures in just

one day, students made their custom ballot boxes. An astounding 60% of the student body voted. Of that, 64% wanted to change the school bathrooms. Students brought the results to the principal, who started the procedures for it to happen.

Specific project benefits

The students got to work on their teamwork, communication, and civic skills. They got to know their school and school employees better. They also got more confident, and some were motivated to join other projects or start their own. **The target group were other students** who got to see their (younger!) colleagues making a fundamental change in the school. They participated in a referendum and got better bathrooms with sanitary products. **The community partner** had a chance to try and develop a new method for activating youth. **Schools** benefited from better bathrooms but way more from the change to school culture and atmosphere. Not every day, students engage with professors and school leaders in a structured way and demand their rights.

Learning

After the project, students were supposed to know how to:

- Describe the role of the Constitution of the Republic of Croatia,
- Describe the purpose of the referendum, list the steps in organising the referendum,
- Analyse the needs of the community and formulate them into a referendum question,
- Describe their role and contribution in initiating the referendum in school.

Students met the learning outcomes with a combination of lectures and practical work.

Challenges during the project

The referendum was lengthy, and due to COVID19, some students didn't participate from beginning to end. It was also time-consuming, with some students feeling they would've been better off with a lecture. Community partners and role models felt students would benefit from more time for each activity and focusing on group-building activities.

Quotes – students, teachers or community, partners

Laura, 15: *"What I found useful is seeing the results of my efforts. If I am in school, usually it is not that important."*

Sonja, Teacher: *"Examples left the greatest impact from practice, the way children learn through problems that arise in their community. Students feel that their actions change school – they are proud and feel more connected to the school community!"*

Shoebox

Country: Austria

With the help of the NGO "Kinderschue für Osteuropa" secondary school students work under the guidance of role models and prepare boxes full of basic school materials for children in Eastern European countries. The school materials in these boxes were all handmade by the students.

Specific project benefits

Thanks to the project, the communication among the school children increased. They had new topics to communicate about and they mentioned that it was something new to them. Talking about community topics or charity topics was not something common to them. They recognized this change in the classroom. Thanks to the project they also had the chance to work with classmates with whom they were not close. Students were also happy to get some specific tasks during the project. Everyone

had some steps to go through and tasks to finish. They could work as a team and be part of a team. Everyone was responsible for their own tasks but at the same time for the success of the team.

Learning

School students were happy that they developed competencies for being an active citizen and having a perspective that goes beyond their own life. Way of encouraging the other classmates who did not show too much interest was another point that they developed.

Challenges during the project

The communication between teachers and role models did not work really well. Teachers mentioned that the inclusion of role models in the projects was not really necessary, and the steps of the project can be implemented without role models. This created a bit of difficulty in terms of having the required cooperation and harmony among the people included.

Quotes

Students:

"It was nice to talk to others about this topic. Normally we do not do that."

"Working in a team means you work with people you did not before."

Community Partners:

"I think it is very good; our kids know that somewhere in another part of the world, there are children who need basic things that our children have anyways."

"Working with community partners and NGOs when they are children can motivate them to go on this kind of engagement in the future."

SLUSIK Reforesta and Recetas de la abuela

Country: Spain

The first action (SLUSIK Reforesta) was focused on environmental awareness, and the students contacted a local NGO that works with natural spaces and reforestations. Students built a greenhouse for the high school with autochthonous trees and conducted reforestation on a burned hill near the high school. The second action (Recetas de la Abuela) was focused on connecting with elderly people so they could spend time with the students and share experiences and old recipes. For this action, the students contacted the local neighbour's association, which made the middleman role between the students and retired neighbours without relatives or an active social life. The students elaborated a script for interviewing the volunteering neighbours and the interviews took place in the high school.

Specific project benefits

- The goals of the project have been achieved by the students, and the benefits in the target group and the community are still to come, though.
- The school has gained popularity regarding community engagement.
- Teachers have learned a different way to conduct lessons, and they shall apply it indeed.
- Students have developed their social skills since they've proactively participated in the activities from the beginning, and their motivation for the project has been increasing along with the sessions. They've worked on their negotiation and communication skills and have improved their capacity to hear and understand others' opinions and ideas.

Learning

The program has shown positive outcomes when it comes to students' socio-emotional learning, social skills and civic competencies. The engagement grew along with the phases of the project because it took some time for the students to understand the final goal of the project and to feel it was theirs, instead of "one more school project". The implication of the mentors definitely helped in the process since they were an educational reference as well, but they were not part of the high school staff, and that contrast really helped with the bonding.

Challenges during the project

- The teachers' misunderstanding of their role in the project since they couldn't see clearly from the beginning how their work would be different from the role models' activity in the classroom.
- The students' lack of motivation at the beginning made them approach the project as an excuse to skip class, so some of the sessions were deliberately slowed down by a certain group of students, and they didn't clearly see that it wasn't another school project.
- The difficulty to implement the project as part of the school curriculum has been a constant struggle, and yet wasn't totally solved.
- The lack of participation of the elder people of the community due to covid effects.

Quotes

"The project has helped us to know each other and ourselves better, and now we feel really close with the rest of the class"

- María, secondary school student -

"We've witnessed some unexpected leadership from girls who were so quiet and shy at the beginning of the academic year. The project created the context they needed to actually exploit their potential"

- Antonio, Teacher -

Spojová connects - Spojová night of literature and other reading activities

Country: Slovakia

As part of the project, students organised several activities on the topic of developing reading literacy. One group of pupils organised a special event - Night of Literature, at which various books were read within the school. Another group visited seniors in a social service facility, where they read books with them. Students also rehearsed theatre for the younger grades and read in the newly opened space dedicated to books in the school.

Specific project benefits

The project supported the development of reading literacy in the school community and relationships in the school and in the wider school community. Students learned to use their free time effectively and developed a culture of reading. Within the community of seniors, the project contributed to their sense of usefulness, but also supported their social relationships and created a space for passing on the experience of the older generation to the younger. The project also contributed to the visibility of the new library and reading room open to students at the school.

Another benefit of the project: increased students' interest in books and reading, greater independence in organising cultural events, skills in taking photos and videos of events, students' independence in choosing examples, working with a literary text, acceptance of volunteering as a natural part of school activities.

Learning

Active participation of students in individual activities improved the general overview of world literature. At the same time, it strengthened soft skills - communication, presentation, critical thinking, empathy and social skills.

Challenges during the project

- Insufficient estimation of the time allowance
- Communication noises and failure to complete some details, insufficient communication between some team members
- In some cases, students may have been too influenced by the Teacher and did not bear sufficient responsibility for the aspects of the activity that they managed to implement by themselves

Quotes – students, teachers or community, partners

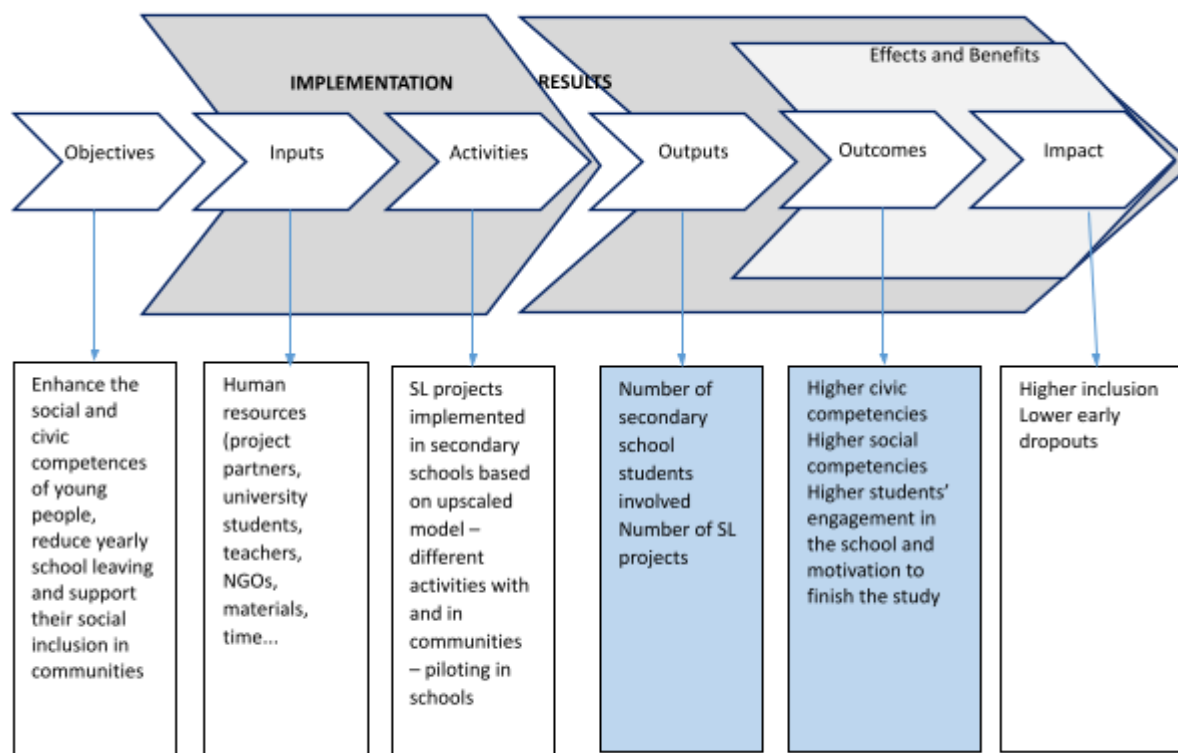
"It gave me an insight into civil society.", Maria, student, 13

"So it certainly shifted the relationship between the teachers." Jan, student 14

"Everyone is a part of society and should somehow contribute to it.", Anna, student, 13

„The students are interested in the project. They communicate with management, bring ideas. It is beautiful to see them wanting to do something. It also improved my relations with them. And it somewhat grounded the main leader in the class. They stop paying so much attention to it, because suddenly there is a real thing in front of them that they are solving. He gets involved, but it doesn't lead there.“ Teacher

6. EFFECTS EVALUATION FOCUSED ON SECONDARY SCHOOL STUDENTS



6.1. Methodology

The purpose of the SLUSIK project was to promote and support social inclusion by enhancing the acquisition of social and civic competencies and fostering knowledge, understanding, and ownership of values and fundamental rights in school leavers. In the evaluation, we focused on the effects connected with social and civic competencies, students' engagement in school, and motivation to finish the study. The outcomes in these areas can have a long-term impact on higher inclusion and lower early drop-outs and social exclusion of secondary school students.

6.1.1. The design of the evaluation focused on secondary schools students

We used a combination of quantitative and qualitative approaches to evaluate the outcomes of the service-learning PLACE model focused on secondary school students.

For the quantitative analysis, we applied a quasi-experimental approach and worked with the experimental and control group of students in each school. Both groups of students were tested at the beginning of the PLACE model implementation (September – October 2021) and at the end (May–June 2022). For measuring the outcomes of the PLACE model focused on secondary school students, we used a combination of instruments (see next chapter) delivered as one questionnaire.

For the qualitative analysis, we gathered data using different methods and perspectives: the perspective of students, teachers, university students, and community partners. Partners used several methods in each country: open questions in questionnaires, written reflections, focus groups, and individual interviews. Data was collected in the language of the partner. Each partner prepared the report in the English language from the qualitative analyses to summarise different qualitative perspectives focused on the development of social and civic competencies of students, retention of students in the school, and other perceived benefits.

Table 5 Summary of outcomes, indicators, and methodology

OUTCOME	INDICATOR	METHODOLOGY
Higher civic competencies	Differences in the pre-test and post-test in the experimental group in the measured factors + subjective reflection on changes in civic and social competencies and students retention	QUASI-EXPERIMENTAL APPROACH <ul style="list-style-type: none"> • Experiment group and control group of secondary school students in each Country • Pre-test and post-test in each group QUALITATIVE PERSPECTIVES <ul style="list-style-type: none"> • Analyses of students' written self-reflections, reports, focus groups and interviews with the students • Interviews with the secondary school teachers • Interviews or focus groups with the university students • Reflection of the community partners
Higher social competencies		
Higher students retention in the school (motivation to finish the study)		

6.1.2. Definitions of measured outcomes and research instruments for the quantitative part

SOCIAL COMPETENCE

There is no agreement in the literature on what can be considered social competence and how it can be defined. [The APA Dictionary of Psychology](#) defines **social competence** as effectiveness or skill in interpersonal relations and social situations, which is increasingly considered an essential component of mental health. Social competence involves the ability to evaluate social problems and determine what is expected or required, to recognize the feelings and intentions of others, and to select social behaviours that are most appropriate for that given context. According to Semrud-Clikeman (2007), **social competence** consists of social, emotional, cognitive, and behavioural skills needed for successful social adaptation. Social competence also reflects the ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the foundation upon which expectations for future interaction with others are built and upon which individuals develop perceptions of their behaviour. Social competence frequently encompasses social skills, social communication, and interpersonal communication.

Personal, social, and learning-to-learn competence is the ability to reflect upon oneself, effectively manage time and information, constructively work with others, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to

learn, support one's physical and emotional well-being, maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, and empathise and manage conflict in an inclusive and supportive context (Directorate General for Education, Youth, Sport and Culture, 2019).

To measure social competencies in the SLUSIK project, we chose the concept of **trait emotional intelligence**. The reason was the Faculty of Education MBU, responsible for the evaluation report, had extensive experience with measuring this concept. The measuring instrument is available in all partner's languages.

Trait emotional intelligence can be formally defined as a constellation of emotional perceptions assessed through questionnaires and rating scales (Petrides, Pita, & Kokkinaki, 2007). Trait EI essentially concerns our perceptions of our inner world. An alternative label for the same construct is the trait emotional self-efficacy. Below is a list of the 15 trait emotional intelligence facets, along with a brief description. These facets comprise the current sampling domain of trait emotional intelligence in adults and adolescents.

The Sampling Domain of Trait Emotional Intelligence in Adults and Adolescents

Facets High scorers perceive themselves as...

- Adaptability ...flexible and willing to adapt to new conditions.
- Assertiveness ...forthright, frank, and willing to stand up for their rights.
- Emotion perception (self and others) ...clear about their own and other people's feelings.
- Emotion expression ...capable of communicating their feelings to others.
- Emotion management (others) ...capable of influencing other people's feelings.
- Emotion regulation ...capable of controlling their emotions.
- Impulse control ...reflective and less likely to give in to their urges.
- Relationships ...capable of having fulfilling personal relationships.
- Self-esteem ...successful and self-confident.
- Self-motivation ...driven and unlikely to give up in the face of adversity.
- Social awareness ...accomplished networkers with excellent social skills.
- Stress management ...capable of withstanding pressure and regulating stress.
- Trait empathy ...capable of taking someone else's perspective.
- Trait happiness ...cheerful and satisfied with their lives.
- Trait optimism ...confident and likely to "look on the bright side" of life.

To measure the level of trait emotional intelligence, we used **The Trait Emotional Intelligence Questionnaire** (TEIQue, Petrides 2001, 2009), which can be considered one of the most widely studied models of trait EI (as explored by WoS with 184 results, October 2019). The TEIQue is defined as a constellation of emotion-related factors located at lower levels of personality hierarchies and is also referred to as a trait of emotional self-efficacy (Petrides, Pita, & Kokkinaki, 2007).

The model comprises 15 facets loading on 4 factors (emotionality, sociability, self-control & well-being) and one **global factor**. The first factor, the **emotionality** factor, reflects the perception and expression of emotions and includes the facets of trait empathy, emotion perception, emotion expression, and relationship skills. High scores on this indicator suggest traits in perceiving, mirroring and sharing one's own and others' emotions. Low scores indicate difficulties in recognizing emotions and problems in expressing them. The facet of relationship skills represents competence in close relationships with others as well as influencing emotional well-being, productivity, and tendencies to listen to others. Low-level scores give evidence of the inability to form deeper emotional bonds.

The **self-control** factor covers tendencies to control emotions and impulses and comprises the facets of emotion regulation, (low) impulsiveness, and stress management. A healthy level of self-control,

low level of impulsiveness and use of effective coping strategies represent a potential for combating negative emotions such as those associated with clinical conditions (i.e. depression).

The **sociability** factor reflects the inner affectivity in interpersonal relations and comprises the facets of assertiveness, emotion management of others, social relationships and social competence. High scores in these facets represent the ability to successfully operate in social interactions without difficulties while low scores indicate uncertainty, shyness and timidity as manifested not only in typical situations but more significantly when under stress.

The facets of trait optimism, trait happiness, and self-esteem are clustered under the **well-being** factor. High-level scores show subjective satisfaction and a feeling of happiness, a positive view of life, inner fulfilment, and well-being based on achievements in the past and expectations of the future. Low scores by contrast, indicate tendencies leading to life disappointments, feelings of failure and lack of appreciation. Two facets stand separately from the four major factors: self-motivation suggesting perseverance in the face of adversity and adaptability, referring to flexibility in adaptation to new conditions.

The big advantage of this instrument was that it was available in all language mutations. See link: <https://psychometriclab.com/translations-of-teigue/>. We used the short version for the evaluation, consisting of 30 questions.

CIVIC COMPETENCE

Civic competence has recently become the focus of European Union education policy. European Union Countries have agreed that this competence is one of the 8 core competencies necessary for economic success in Europe and greater social inclusion (Education Council 2006). The 2007 Council Conclusions on 'A Coherent Framework of Indicators and Benchmarks' (Education Council 2007) identified that civic competence, the individual learning outcomes required for active citizenship, should become one of the 16 indicators used to measure progress on the education and training Lisbon Strategy.

Civic competence was defined in the European Council and European Parliament's (2006) Recommendation on Key Competencies for Lifelong Learning. It highlights the importance of knowledge of the development of institutions that reflect democracy, justice, equality, citizenship, and civil rights. It draws attention to the skills of communication, problem-solving, critical and creative reflection, decision making, responsibility, and respect for other values, including awareness of diversity and the attitudes and values of solidarity, human rights, equality, and democracy (Education Council 2006).

Professional organisations, governmental entities, think-tanks, scholars from universities, and experts from foundations have provided definitions and frameworks to establish more coherent approaches to constructs related to civic competency and engagement at all levels of education. There are many concepts connected with civic competence. A useful overview with definitions and instruments can be found here:

- Torney-Purta, J., Cabrera, J. C., Roohr, K. C., Liu, O. L., & Rios, J. A. (2015). Assessing civic competency and engagement in higher education: Research background, frameworks, and directions for next-generation assessment (Research Report No. RR-15-34). Princeton, NJ: Educational Testing Service. <http://dx.doi.org/10.1002/ets2.12081>
- Wolfram Schulz, et al: Becoming Citizens in a Changing World. IEA International Civic and Citizenship Education Study 2016 International Report

- The 2011 Civic Competence Composite Indicator (CCCI-2) Measuring Young People's Civic Competence across Europe based on the IEA International Citizenship and Civic Education study prepared by Bryony Hoskins, Cynthia M.H. Villalba and Michaela Saisana can be also useful.
- Steven E. J. Tedeschi, R. Marc Brodersen, Kai Schramm, Mckenzie Haines, Jing Liu, David McCullough, Matt Eide, and Trudy Cherasaro: Measuring Civic Readiness: A Review of Survey Scales, 2021.

These sources offer useful tools and complex approaches, but they are not specific to service-learning.

Another group of studies are focused on developing civic learning connected with service-learning. Examples: Civic Attitudes and Skills Questionnaire (CASQ), Civic engagement scale CES, Marbey scale, the civic-minded graduate scale, and many others.

For the purpose of the SLUSIK project, the concept of civic readiness for measuring civic competence was chosen. **Civic readiness** possessing the knowledge, skills, and disposition needed to be an informed and active member of one's community after graduation (Brennan & Railey, 2017) . Table 6 presents categories of civic readiness and their definitions.

Table 6 Categories of civic readiness and their definitions

Category	Definition	Examples of content measured
Civic attitude	A student's disposition toward or opinions about diversity, the environment, community, community involvement, and the importance of helping others.	<ul style="list-style-type: none"> • Attitudes about service to one's Country. • Level of social trust. • Sense of responsibility to the community.
Civic behaviour	Community-focused actions a student has taken, intends to take, or has expressed interest in taking.	<ul style="list-style-type: none"> • Helping the community. • Encouraging others to volunteer. • Expressing interest in joining a community organisation. • Caring about the well-being of others.
Civic/political knowledge	A student's content knowledge about the policies, processes, and historical events of the nation.	Knowledge of: <ul style="list-style-type: none"> • The powers of the president of the United States. • The law-making process. • Historical events of significance (for example, the 4th of July, 1776). • The political parties. • The constitutional amendments.
Civic-related skills and character traits	A student's skills, personality disposition, and competencies related to civic readiness.	<ul style="list-style-type: none"> • Conflict resolution. • Leadership. • Personal responsibility. • Gratitude. • Humility. • Perseverance. • Efficacy to perform relevant behaviours.
Political attitude	A student's sense of responsibility to engage in the political process; opinions on what constitutes a good citizen; attitudes toward media; and disposition toward or opinions about the government and its policies, processes, institutions, and leadership.	<ul style="list-style-type: none"> • Attitudes about the appropriate level of government responsiveness. • Attitudes about the fairness of the democratic process. • Level of trust in leadership (politicians). • Sense of responsibility to engage in the political process. • Attributes that constitute a good citizen. • Level of trust and disposition toward the news media.
Political behaviour	Politically focused actions a student has taken or intended to take, or has expressed interest in taking.	<ul style="list-style-type: none"> • Communicating ideas of a political nature (for example, a blog post or a discussion of politics). • Intending to vote. • Participating in a boycott. • Contacting or endorsing a representative. • Signing a petition. • Seeking information about politics and current events on social media, television, or radio, or in printed media.

Source: Steven E. J. Tedeschi, R. Marc Brodersen, Kai Schramm, Mckenzie Haines, Jing Liu, David McCullough, Matt Eide, and Trudy Cherasaro: Measuring Civic Readiness: A Review of Survey Scales, 2021.

From the list mentioned above of the different concepts included in civic readiness, several concepts considered useful for the SLUSIK project were chosen. The overview of measured concepts and used scales and subscales is in Table 7.

Table 7 Measured subscales and used items

Category	Subcategory/subscale	Measuring scale from	Used items
Civic attitude	Civic efficacy /civic responsibility	Furco et al., 1998	<p>I feel I am part of the community</p> <p>I pay attention to news events that affect the community</p> <p>Doing something that helps others is important to me</p> <p>I like to help other people, even if it is hard work</p> <p>I know what I can do to help make the community a better place</p> <p>Helping other people is something everyone should do, including me</p> <p>I know a lot of people in the community, and they know me</p> <p>I feel like I can make a difference in the community</p> <p>I try to think of ways to help other people</p> <p>Everyone should pay attention to the news, including myself</p>
	Civic efficacy	Syvertsen, A. K., Wray-Lake, L., & Metzger, A. (2015).	<p>I can make a positive difference in my community</p> <p>Even though I am a teenager, there are ways for me to get involved in my community.</p> <p>I can use what I know to solve „real-life“ problems in my community</p>
	Social responsibility, personal beliefs	Syvertsen, A. K., Wray-Lake, L., & Metzger, A. (2015).	<p>I am responsible for protecting our planet</p> <p>I have a responsibility to improve my community</p> <p>I often think about ways that I can make the world a better place</p> <p>I have a responsibility to help others in the neighbourhood</p>
	Social responsibility and personal values	Syvertsen, A. K., Wray-Lake, L., & Metzger, A. (2015).	<p>It is important to me consider the needs of other people</p> <p>It is important to me to help those who are less fortunate</p> <p>It is important to me to make sure that</p>

			all people are treated fairly It is important to me to think about my actions affect people in the future
Civic-related skills	Participation skills	Syvertsen, A. K., Wray-Lake, L., & Metzger, A. (2015).	Create a plan to address a problem Get other people to care about a problem. Express my views to others in-person or in writing Contact someone in the leadership position about a problem Listen to conflicting viewpoints and identify where they agree and disagree. Summarise what another person said to make sure I understood

STUDENTS' ENGAGEMENT IN SCHOOL AND MOTIVATION TO FINISH THEIR STUDIES

Students drop-out of school for a variety of reasons but some of the more prevalent are that they find school to be uninteresting, non-engaging, and its purpose to be insignificant (Bridgeland, Balfanz, Moore & Friant 2010). Because of this, students' educational experiences fail to foster a sense of attachment or commitment to school (Bridgeland, et al, 2010). A review of the current literature concerning drop-outs has brought to light many ideas, theories, and strategies to assist with the national drop-out crisis. Lack of engagement, interest, motivation, and connection all adversely affect student achievement and initiates a downward spiral that may lead to dysfunctional school behaviour and the potential for students dropping out of school.

As it seems, the theory of student involvement developed by Astin could prove to be of great benefit for student retention by encouraging "the instructor to focus less on content and teaching techniques and more on what students are actually doing—how motivated they are and how much time and energy they are devoting to the learning process."

There was a consensus among researchers that schools that offer programs that offer authentic, relevant learning experiences lead to increased student engagement (Billig, 2002; Deeley, 2010; Bridgeland, Balfanz, Moore, & Faint, 2010; Giles & Eyler, 1994). Billig (2002, 2004, 2011) and Billig, Root, & Jesse (2005) found that one such program that provides a curriculum that involves students in the construction of knowledge, ownership of the cognitive work, and authentic connection to real-world learning through partnerships with the community is service-learning. For that reason, an examination of student perception of engagement while participating in a service-learning-based classroom enlightened this body of literature and potentially will provide educators with programs and practices that will engage students and increase their academic achievement and perspective of lowering the drop-out rate.

To measure the student's engagement and motivation in the school, we used the [Students engagement and motivation scale](#) (SEMS 3.0). The purpose of this tool is to increase the collective understanding of students' beliefs about themselves and their capacity to be successful in school.

The scale consists of several subscales are included with items in Table 8.

Table 8 Subscales of student engagement and motivation scale

Subscale	Item
Academic perseverance	I complete my schoolwork regularly I work hard at school I am good at staying focused on my goals I finish whatever I begin I concentrate on my schoolwork Getting a college education is important to me
Learning mindsets	How smart I am is something that I can change What we do in school will help me succeed in life I try things even if I might fail One of my goals in class is to learn as much as I can It's important to me that I improve my skills this year I can do almost all the work in class if I don't give up;
School belonging	I enjoy going to school most days I feel proud of my school I am treated with as much respect as other students I am comfortable asking my Teacher (s) for help In my school, I feel I belong to a group of friends
Intention to drop out	I'm thinking on dropping out from this school

The measuring instrument used for the evaluation consists of the scales and subscales mentioned above and the items covered :

- the sociodemographic characteristics of students (gender, age, locality of living, home language)
- previous experience with volunteering or community service
- Participation in organised activities outside the school
- Students' level of performance (self-evaluation)

For the post-test measuring, the tool prepared for the experimental group of students consisted of items covered:

- hours spent working on the service-learning project;
- duration of a service-learning project
- direct contact with the beneficiaries
- overall participation in a service-learning project
- course value.

To see the questionnaires used in the SLUSIK project, please see Annex 1 of this report.

The questionnaires were created in English and later translated into the partner country's language (Slovakian, Croatian, Spanish, and German). The questionnaires were printed for distribution and filled by hand, and later recorded to one dataset by partners.

Reliability in terms of internal consistency was assessed by Cronbach's alpha for all questionnaires and all of them reached satisfactory values, which we report in Table 9.

Table 9 Reliability of the data of the observed variables in the pre-test and post-test

scale	Pre-test	Post-test
Global Trait Emotional Intelligence – Short form	0.805	0.824

Civic Responsibility Survey Level 2	0.799	0.845
Civic Efficacy (Syversten, 2015)	0.701	0.781
Social responsibility personal beliefs (Syversten, 2015)	0.702	0.697
Social responsibility personal values (Syversten, 2015)	0.762	0.783
Participation Skills	0.788	0.801
Student engagement and motivation scale (SEMS 3.0)	0.820	0.829

6.1.3. Secondary school students – research sample

In Table 10, we offer an overview of the secondary school students involved in the SLUSIK project implementation and evaluation of the PLACE model.

Table 10 Number of secondary school students involved in the evaluation

Secondary school students	SK	HR	AU	ES	IR	Total
Number of secondary school students involved in the SL projects – an experimental group from reports	69	27	40	30	68	234
Number of secondary school students who filled the questionnaire from the experimental group – initial testing	31	25	43	30	75	204
Number of secondary school students who filled the questionnaire from the experimental group – final testing	25	22	42	30	43	162
Number of secondary school students who were involved in the quantitative evaluation from the experimental group	23	19	38	30	28	138
Number of secondary school students who filled the questionnaire from the control group – initial testing	49	19	34	29	0	131
Number of secondary school students who filled the questionnaire from the control group – final testing	42	21	18	28	0	109
Number of secondary school students who were involved in the quantitative evaluation from the control group	36	10	21	27	0	94

As can be seen in the Table, there were 234 students involved in the PLACE model evaluation as an experimental group. Not all of the students filled out the questionnaire at the beginning of the project. From the experiment group of students, the questionnaire was filled as a pre-test by 204 students and as a post-test by 162 students. In the final stage, after pairing the pre-test and post-test questionnaires (for pairing, we used the anonymous codes) and excluding questionnaires not filled correctly, the sample of the experimental group consisted of **138 students**.

From the control group of students, in the beginning, 131 students filled out the pre-test questionnaire; in the final testing, 109 students filled out the post-test questionnaire. In the final stage, **94 students** from the control group were involved in the quantitative evaluation.

The research sample consisted of a total of 232 respondents ($N=232$; $Am_{age}=14.9$; $SD_{age}=0.3$; Male 47.4%), of which the experimental group included 138 respondents ($n=138$; $Am_{age}=13.8$; $SD_{age}=1.3$; Male 39.8%) and the control group consisted of 94 respondents ($n=94$; $Am_{age}=13.5$; $SD_{age}=0.7$; Male 57.4%). Respondents were from the five European countries involved in the SLUSIK project; a more detailed overview of the participants is presented in Tables

Table 11 Type of the group

Type of the group	N	%
experimental	138	59,48%
control	94	40,52%
Total	232	100,00%

Table 12 Type of the group and Country

	EXPERIMENTAL	CONTROL	Total
SPAIN	30	27	57
AUSTRIA	38	21	59
IRELAND	28	0	28
SLOVAKIA	23	36	59
CROATIA	19	10	29
TOTAL	138	94	232

Table 13 Type of the school

Type of the school	N	%
Pubic	176	75,86%
Private	30	12,93%
Religious	26	11,21%
Celkový súčet	232	100,00%

Table 14 Type of school and Country

	Private	Public	Religios	Total
SPAIN	57	0	0	57
AUSTRIA	29	30	0	59
IRELAND	28	0	0	28
SLOVAKIA	33	0	26	59
CROATIA	29	0	0	29
TOTAL	176	30	26	232

Table 15 Gender of students and country

	Male	Female	Total
SPAIN	38	19	57
AUSTRIA	29	30	59
IRELAND	5	22	27
SLOVAKIA	35	23	58
CROATIA	2	27	29
TOTAL	109	121	230

Table 15 Age dcriptives of students

	EXPERIMENTAL	CONTROL	Total
Average	13,8	13,5	14,9
SD	1,3	0,7	0,3

The experimental group of students was involved in each country; the control group is missing in Ireland both because of the barriers created by special law regulations regarding gathering data and because the schools were not willing to involve control groups of students. Most of the students were coming from public schools (75,86%), 12,93% from private and 11,21 from religious schools.

Based on the genders, 47,4% of male students and 52,6% of female students were involved. The average age of the students was 14,9 years, the minimum was 12 years, and the maximum was 17 years.

6.2. Results of the quantitative analyses

To begin with, the descriptive indicators of the variables of interest in the study groups are presented in Tables 16 and 17.

Table 16 Descriptive indicators of the observed variables in the experimental group (n=138)

			Mean	SD	Median	Mode	Skewness	Kurtosis
P R E - T E S T	Socio-emotional competencies	Well-being	5.15	0.98	5.3	6.0	-0.482	-0.255
		Self-control	4.25	0.81	4.2	3.8	0.058	-0.046
		Emotionality	4.66	0.84	4.7	4.5	0.012	-0.739
		Sociability	4.66	0.91	4.7	4.3	-0.353	0.069
		Global Trait Emotional Intelligence	4.68	0.64	4.7	4.4	-0.053	-0.011
	Civic competencies	Civic responsibility	4.36	0.72	4.4	4.0	-0.433	0.363
		Civic Efficacy	3.57	0.67	3.7	3.3	0.205	-0.154
		Social responsibility personal beliefs	3.51	0.78	3.5	4.0	-0.557	0.233
		Social responsibility personal values	4.03	0.70	4.0	4.5	-0.406	-0.647
		Participation skills	3.73	0.65	3.8	3.8	-0.109	-0.385
	Engagement and motivation in school	Academic perseverance	3.75	0.91	3.8	5.0	-0.645	0.085
		Learning Mindset	3.99	0.65	4.0	4.8	-0.548	-0.035
		School belonging	3.54	0.72	3.6	3.2	-0.186	-0.636
		Intention to drop-out	1.85	1.22	1.0	1.0	1.246	0.333
		Overall student engagement and motivation scale	3.28	0.40	3.3	3.4	-0.265	0.06P9
P O S - T E S T	Socio-emotional competencies	Well-being	5.08	1.26	5.2	6.2	-0.964	0.953
		Self-control	4.26	0.85	4.3	4.5	-0.062	-0.061
		Emotionality	4.80	0.81	4.9	5.0	-0.761	0.725
		Sociability	4.74	0.94	4.8	4.2	-0.278	0.632
		Global Trait Emotional Intelligence	4.72	0.72	4.8	4.3	-0.442	0.661
	Civic competences	Civic responsibility	4.35	0.84	4.4	5.0	-0.424	-0.073
		Civic Efficacy	3.57	0.77	3.7	4.0	-0.34	0.331
		Social responsibility personal beliefs	3.45	0.78	3.5	3.8	-0.336	-0.159
		Social responsibility personal values	3.89	0.74	4.0	4.0	-0.395	-0.458
		Participation skills	3.64	0.71	3.8	3.8	-0.516	0.124
	Engagement and motivation in school	Academic perseverance	3.55	1.04	3.6	3.4	-0.472	-0.541
		Learning Mindset	3.72	0.71	3.8	4.0	-0.323	-0.333
		School belonging	3.51	0.75	3.6	3.8	-0.512	0.272
		Intention to drop-out	1.72	1.12	1.0	1.0	1.542	1.403
		Overall student engagement and motivation scale	3.12	0.51	3.2	3.6	0.105	0.428

Table 17 Descriptive indicators of the observed variables in the control group (n=94)

			Mean	SD	Median	Mode	Skewness	Kurtosis
P R E- T E S T	Socio-emo- tional competen- cies	Well-being	4.99	1.19	5.0	4.5	-0.25	-0.272
		Self-control	4.23	0.92	4.2	3.5	-0.04	-0.54
		Emotionality	4.84	0.95	4.9	4.8	-0.385	-0.132
		Sociability	4.61	0.97	4.7	5.0	0.183	-0.2
		Global Trait Emotional Intelligence	4.67	0.78	4.7	4.2	0.104	-0.116
	Civic competen- cies	Civic responsibility	4.33	0.81	4.3	3.9	0.007	-0.694
		Civic Efficacy	3.41	0.97	3.4	3.0	-0.254	-0.35
		Social responsibility personal beliefs	3.41	0.86	3.5	3.0	-0.122	-0.547
		Social responsibility personal values	3.90	0.78	4.0	3.5	-0.359	-0.491
		Participation skills	3.65	0.82	3.7	3.5	-0.593	0.076
	Engagem- ent and motivatio n in school	Academic perseverance	3.80	0.84	3.9	4.2	-0.281	-0.865
		Learning Mindset	3.91	0.71	4.0	4.5	-0.444	-0.259
		School belonging	3.45	0.79	3.4	3.6	-0.006	-0.359
		Intention to drop-out	1.94	1.29	1.0	1.0	1.156	0.122
		Overall student engagement and motivation scale	3.27	0.45	3.3	3.5	-0.139	0.002
P O S T- T E S T	Socio-emo- tional competen- ces	Well-being	4.73	1.20	4.7	4.0	0.088	-0.498
		Self-control	4.15	0.76	4.2	4.3	0.109	0.148
		Emotionality	4.77	0.85	4.8	4.5	0.191	0.16
		Sociability	4.51	0.95	4.5	4.0	-0.076	-0.586
		Global Trait Emotional Intelligence	4.54	0.73	4.4	3.8	0.264	-0.633
	Civic competen- cies	Civic responsibility	4.03	0.80	4.1	3.6	-0.193	-0.707
		Civic Efficacy	3.27	0.83	3.2	2.7	0.104	-0.212
		Social responsibility personal beliefs	3.28	0.77	3.3	3.0	-0.075	-0.002
		Social responsibility personal values	3.48	0.82	3.5	3.0	0.127	-0.783
		Participation skills	3.50	0.75	3.4	3.0	0.093	-0.955
	Engagem- ent and motivatio n in school	Academic perseverance	3.45	0.84	3.4	3.0	-0.023	-0.612
		Learning Mindset	3.58	0.72	3.7	3.7	-0.29	-0.776
		School belonging	3.22	0.71	3.2	3.4	0.344	-0.537
		Intention to drop-out	2.35	1.29	2.0	1.0	0.474	-0.965
		Overall student engagement and motivation scale	3.15	0.50	3.1	2.7	0.297	0.222

The effect of SLUSIK was verified by comparing the data in the monitored variables, which were measured before and after the application of service-learning (SL) in the experimental group, and at the same time, in order to comply with the rules of the experiment, parallel measurements were made in the control groups where service-learning was not applied. The first interest was in whether there were statistically significant differences in the observed variables between the measurements

before and after SL. Statistical testing of differences using the Wilcoxon test was done. The results for the experimental group are presented in Table 18 and the control group in Table 19, only those variables in which differences were found to be statistically significant are reported.

Table 18 Difference in the observed variables between the measurements before and after SL in the experimental group (n=138)

		Mean	SD	Median	Z	CSES
Social responsibility personal values	pre	4.03	0.70	4	-1.896a*	0.16
	post	3.89	0.74	4		
Academic perseverance	pre	3.75	0.91	3.8	-2.727a**	0.23
	post	3.55	1.04	3.6		
Learning Mindset	pre	3.99	0.65	4	-4.297a***	0.37
	post	3.72	0.71	3.8		
Overall student engagement and motivation scale	pre	3.28	0.40	3.3	-3.801a***	0.32
	post	3.12	0.51	3.2		

NOTE: *p < 0.05; **p < 0.01; ***p < 0.001

The experimental group demonstrated statistically significant differences in the Social responsibility personal values, Academic perseverance, Learning Mindset and Overall student engagement and Motivation scales; however, participants scored higher on the pre-test versus post-test on the mean score. The same trend was observed in the control group of respondents where the variables Social responsibility personal values, Academic perseverance, Learning Mindset, School belonging, Intention to drop out and Overall student engagement and motivation scale showed higher scores in the pre-test and the scores in the post-test were statistically significantly lower. However, the Intention to drop out variable showed a statistically significant difference in the control group, with higher scores in the post-test. In all the variables studied where statistical significance of differences was confirmed, these were medium substantive significance differences.

Table 19 Difference in observed variables between pre- and post-measurements in the control group (time-parallel by SL completion in the experimental group) (n=94)

		Mean	SD	Median	Z	CSES
Social responsibility personal values	Pre-test	3.90	0.78	4.0	-3.580a***	0.37
	Post-test	3.48	0.82	3.5		
Academic perseverance	Pre-test	3.80	0.84	3.9	-4.222a***	0.44
	Post-test	3.45	0.84	3.4		
Learning Mindset	Pre-test	3.91	0.71	4.0	-3.774a***	0.39
	Post-test	3.58	0.72	3.7		
School belonging	Pre-test	3.45	0.79	3.4	-2.715a**	0.28
	Post-test	3.22	0.71	3.2		
Intention to drop out	Pre-test	1.94	1.29	1.0	-2.696b**	0.28
	Post-test	2.35	1.29	2.0		
Overall student engagement and motivation scale	Pre-test	3.27	0.45	3.3	-2.284a*	0.24
	Post-test	3.15	0.50	3.1		

NOTE: *p < 0.05; **p < 0.01; ***p < 0.001

In addition to the changes observed in the different research groups, what statistically significant differences existed between the experimental and control groups in the variables of interest was also of interest. The differences were tested using the Mann - Whitney test in both pre-test and post-test. In the pre-test, there were no statistically significant differences between the experimental and control groups in any of the variables studied. Statistically significant differences between the experimental and control groups were demonstrated in the post-test in the variables that are presented in Table 20.

Table 20 Differences in the post-test variables between the experimental (n=138) and control (n=94) groups

		Mean	SD	Median	Mann-Whitney U	CSES
Well-being	Exp	5.08	1.26	5.2	4102*	0.37
	Control	4.73	1.20	4.7		
Global Trait Emotional Intelligence	Exp	4.72	0.72	4.8	4249.5*	0.34
	Control	4.54	0.73	4.4		
Civic responsibility	Exp	4.35	0.84	4.4	5053**	0.22
	Control	4.03	0.80	4.1		
Civic Efficacy	Exp	3.57	0.77	3.7	4994**	0.23
	Control	3.27	0.83	3.2		
Social responsibility personal values	Exp	3.89	0.74	4.0	4604***	0.29
	Control	3.48	0.82	3.5		
School belonging	Exp	3.51	0.75	3.6	3867**	0.40
	Control	3.22	0.71	3.2		
Intention to drop out	Exp	1.72	1.12	1.0	3682.5***	0.43
	Control	2.35	1.29	2.0		

NOTE: *p < 0.05; **p < 0.01; ***p < 0.001

Post-test differences testing showed statistically significant differences in the variables Well-being, Global trait emotional involvement, Civic responsibility, Civic Efficacy, Social responsibility personal values and School belonging, with statistically significant higher scores for participants in the experimental group. The only variable where the control group respondents scored statistically significantly higher was the Intention to drop out variable. In all the variables studied where the statistical significance of differences was confirmed, these were medium substantive significance differences.

One of the characteristics that was of interest when collecting data in the experimental group was the number of hours the participants devoted to their SL projects and activities and also in whether the number of hours had an effect on the results in each of the variables of interest. Since the number of hours completed through set levels was measured it was possible to verify the differences through Chi-square. According to the number of hours devoted to SL projects, statistically significant differences in the experimental group were demonstrated in the Learning Mindset variable, where an indicated tendency that as the number of hours devoted to SL projects increases, the average score of the participants in this variable also increases can be observed. The results of this data validation are presented in Table 21.

Table 21 Differences in the Learning Mindset variable for participants in the experimental group (n=99) according to the number of hours they devoted to their SL projects

		Mean	SD	Median	Chi-Square
Le	less than 10 hours (n= 16)	2.83	0.81	2.8	17.074*

ar nin g Mi nd set	11 - 20 hours (n= 28)	3.42	0.68	3.3
	21 - 30 hours (n= 12)	3.79	0.44	3.8
	31 - 40 hours (n= 9)	3.53	0.32	3.5
	41 - 50 hours (n= 6)	3.54	1.24	3.6
	51 - 60 hours (n= 11)	3.97	0.71	4.0
	61 - 70 hours (n= 8)	3.98	0.55	4.2
	71 - 80 hours (n= 4)	3.46	0.81	3.3
	81 - 90 hours (n= 3)	4.20	0.54	4.0
	91 - 100 hours (n= 2)	4.00	0.00	4.0

NOTE: *p < 0.05

The length of SL projects undertaken and their effect on the observed variables of the experimental group participants was also of interest. The results of the validation of the between-group differences are presented in Table 22. The length of time devoted to SL projects was again measured through categories, so the differences through the Chi-square statistical test were again validated.

Table 22 Differences in the observed variables of the experimental group participants (n=99) according to the length of time devoted to SL projects

		Mean	SD	Median	Chi-Square
Particip ation skills	less than 1-month (n=6)	3.17	0.58	3.33	11.574*
	more than 1 month, less than 2 months (n=8)	3.58	0.86	3.67	
	more than 2 months, less than 3 months (n=19)	3.95	0.83	4.17	
	more than 3 months, less than 4 months (n=15)	3.83	0.59	3.83	
	more than 4 months, less than 5 months (n=15)	3.54	0.53	3.50	
	more than 5 months (n=36)	3.75	0.67	3.83	
Acade mic perse verance	less than 1-month (n=4)	2.50	1.01	2.70	13.93*
	more than 1 month, less than 2 months (n=6)	2.10	0.90	2.40	
	more than 2 months, less than 3 months (n=6)	3.87	1.20	4.10	
	more than 3 months, less than 4 months (n=10)	3.14	0.88	2.90	
	more than 4 months, less than 5 months (n=12)	3.67	1.05	3.80	
	more than 5 months (n=33)	3.55	0.90	3.80	
Learnin g Mindse t	less than 1-month (n=4)	2.96	0.94	2.83	11.844**
	more than 1 month, less than 2 months (n=6)	2.78	0.80	2.75	
	more than 2 months, less than 3 months (n=6)	3.92	0.83	3.92	
	more than 3 months, less than 4 months (n=10)	3.55	0.56	3.67	
	more than 4 months, less than 5 months (n=12)	3.63	0.55	3.58	
	more than 5 months (n=33)	3.86	0.63	4.00	
Intentio n to drop out	less than 1-month (n=4)	2.25	1.50	2.00	15.624**
	more than 1 month, less than 2 months (n=6)	3.17	1.47	3.50	
	more than 2 months, less than 3 months (n=6)	2.17	1.17	2.00	
	more than 3 months, less than 4 months (n=10)	1.10	0.32	1.00	
	more than 4 months, less than 5 months (n=12)	2.00	1.04	2.00	
	more than 5 months (n=33)	1.52	0.94	1.00	
Overall student engage	less than 1-month (n=4)	2.85	0.53	2.67	11.264*
	more than 1 month, less than 2 months (n=6)	3.43	0.69	3.53	
	more than 2 months, less than 3 months (n=6)	2.84	0.37	2.84	

ment and motivat ion scale	more than 3 months, less than 4 months (n=10)	2.84	0.37	2.84
	more than 4 months, less than 5 months (n=12)	3.26	0.38	3.25
	more than 5 months (n=33)	3.13	0.42	3.18

NOTE: *p < 0.05; **p < 0.01

In the experimental group, statistically significant differences emerged in the Participation skills, Academic perseverance, Learning Mindset and Overall student engagement and motivation scale variables, with the highest scores recorded by participants whose project lengths ranged from more than 2 months to less than 3 months.

As service-learning falls under the domain of volunteering, the partners were also interested to know whether participants from both experimental and control groups volunteered and whether this was reflected in the variables assessed by them in our research battery. Differences showing the patterns that can be explained were not identified.

In addition to information on the involvement in volunteer activities of experimental group participants and control group respondents, information on how often they were involved in organised activities outside of school (sports, arts or music, after-school programs, religious or cultural activities, etc.) were also collected. The results are presented in Tables 23 and 24 with differences detected using Chi-Square coefficients.

Table 23 Differences in observed variables in the experimental group (n=109) according to the frequency of participants' involvement in organized activities outside the school

		Mean	SD	Median	Chi-Square
Social responsibility personal beliefs	Not at all (n=16)	0.71	3.35	3.50	13.219**
	A few times a year (n=15)	0.57	3.88	4.00	
	Once or twice a month (n=8)	0.62	3.71	3.75	
	Once or twice a week (n=29)	0.86	3.51	3.50	
	Three or more times a week (n=41)	0.80	3.19	3.25	
Social responsibility personal values	Not at all (n=16)	0.78	3.79	4.00	11.536*
	A few times a year (n=15)	0.62	4.21	4.25	
	Once or twice a month (n=8)	0.50	4.33	4.25	
	Once or twice a week (n=29)	0.77	3.90	3.88	
	Three or more times a week (n=41)	0.71	3.69	3.75	

NOTE: *p < 0.05; **p < 0.01

Statistically significant differences between the participants of the experimental group according to the frequency of their involvement in organised activities outside the school in the variables Social responsibility personal beliefs and Social responsibility personal values. The highest scores were achieved by those participants who marked the category of frequency of involvement Once or twice a week for Social responsibility personal beliefs, while for Social responsibility personal values, it was the same category, with an almost identical result achieved by participants who marked the alternative Not at all.

In Table 24, the same testing results for the control group, where statistically significant differences were observed for the overall student engagement and motivation scale variable, where again the

highest scores were reported by those respondents who marked the alternative once or twice a week are presented.

Table 24 Differences in the variables for the control group (n=94) according to the frequency of respondents' involvement in organized activities outside the school

		Mean	SD	Median	Chi-Square
Overall student engagement and motivation scale	Not at all (n=19)	2.95	0.46	2.85	10.822*
	A few times a year (n=21)	3.33	0.50	3.47	
	Once or twice a month (n=7)	3.28	0.61	3.35	
	Once or twice a week (n=15)	3.56	0.57	3.50	
	Three or more times a week (n=32)	3.19	0.51	3.13	

NOTE: *p < 0.05

Overall evaluation of the service-learning experience

Students involved in service-learning implementation evaluated their experience on a scale of 1 – 5: one was terrible, two was poor, three was average, four was good, and 5 was excellent. The evaluation average was 4,0, mode 4, and the standard deviation was 0,82. Students mainly evaluated the experience as good.

Table 25 presents the evaluation of the service-learning experience in specific aspects.

Table 25 Evaluation of specific aspects of SL experience (n=99)

	Mean	Median	Mode	SD
It is important for me to learn what is taught during service-learning projects.	3.93	4.00	4	0.80
I think that I will be able to use what I am learning in this class in other classes later on.	3.72	4.00	4	1.01
I think that what we are learning in this course is valuable.	4.12	4.00	4	0.86
I think that what I am learning in this course is useful for me to know.	3.99	4.00	4	0.93
Participation in service-learning projects is relevant to everyday life.	3.81	4.00	4	1.03
I feel that I made a real contribution through my service-learning activity.	3.58	4.00	4	1.08
My service-learning activity met the needs of the community.	3.54	4.00	4	0.99
My service-learning project was useful for the community/beneficiaries	3.76	4.00	4	1.08
I learned to apply concepts from school to real situations.	3.76	4.00	4	1.07

Students evaluated positively all aspects of the service-learning experience that were chosen for the evaluation. They consider learning in the service-learning project as necessary, valuable, and useful. They think they will use the knowledge also in other classes and everyday life. They also feel that they made a real contribution to the community and learned to apply concepts from school to real situations,

Summary from quantitative evaluation

The presented report verifies the impact of service-learning on the Socio-emotional competencies, Civic competencies of pupils and their Engagement and motivation in school. The main results of our validation were the findings that there was a statistically significant decrease in the self-assessment of service-learning competencies in the group of pupils who implement service-learning activities during the school year 2021/22, as well as in the group of pupils who did not implement service-learning as a form of education. These were the competencies Social responsibility personal values, Academic perseverance, Learning Mindset and Overall student engagement and motivation scale in both groups of pupils, while in the control group of pupils where service learning was not implemented, there was also a statistically significant decrease in the School Belonging variable.

The decrease in individual scales can be attributed mainly to the consequences of the COVID pandemic. The measures associated with preventing the spread of the COVID-19 disease also significantly affected schools. Schools in many countries (also participating in the research) switched to online teaching and contact between students was limited. These limitations also persisted during the implementation of service-learning projects. The subsequent return to schools was complicated for the children and again associated with measures, and all these facts could be perceived as a burden. This could also be reflected in this decline in individual competencies. The control and experimental groups did the same, so a particular trend outside the implementation of service-learning can be observed; therefore, cannot be attributed to the intervention itself.

However, it is considered an important finding that the statistically significant increase in the control group pupils' ratings on the Intention to drop out variable, whereby the end of the school year, these pupils rated their tendencies significantly higher for Intention to drop out. In contrast, pupils who completed service-learning projects during the school year remained stable in this variable, i.e., there were no statistically significant changes in their Intention to drop out of school (there was even a decrease in this variable when comparing the mean measured values for this group of pupils, however, the decrease was not statistically significant).

In the same way, in the variables studied, the measurements for pupils where service-learning was not implemented, and those where it was, were also compared. The pre-implementation measurements showed no statistically significant differences. Measurements after service-learning (and matched over time for the control group) already identified statistically significant differences, and these were in the variables Well-being, Global Trait Emotional Intelligence, Civic responsibility, Civic Efficacy, Social responsibility personal values, School belonging, in which the experimental group scored significantly higher than the control group, and a statistically significant difference in the variable Intention to drop out, in which the experimental group showed a lower tendency to drop out than the control group was also observed. Thus, the completion of service-learning activities also had an impact in this respect on those competencies and characteristics of the pupils that sensitised them towards their own needs, but especially towards the needs of others, but at the same time, this is also the impact of the completion of SL, which was demonstrated by statistically significantly lower scores in the variable Intention to drop out. This variable, as mentioned above, also saw an increase in the control group itself and there was also a statistically higher value between the experimental and control groups.

In conclusion, based on our research findings, it can be asserted that completion of service-learning activities had the most significant and clear impact on Intention to drop out, as those pupils who completed service-learning activities showed a statistically lower tendency to drop out than pupils who did not complete service-learning activities.

6.3. Results of qualitative analyses

The qualitative analyses of the effects of the service-learning PLACE model focused on secondary school students

The overall qualitative analyses from different stakeholders' perspectives involved in the PLACE model implementation show that the development of social and civic competences of students and increasing their motivation and engagement with the school, thanks to the PLACE model implementation, is highly individualistic. Many factors can play a role in this process. Some students participating in service-learning projects brought significant changes in several areas, while the changes were minor for others. The report summarises the different perspectives focusing on developing social competencies, civic competencies, motivation and engagement with the school, and other perceived benefits.

Development of social competences of students

From the different perspectives – students, teachers, university students, and community partners several areas of development of student social competences can be identified in their reflections, which are categorised into several areas: communication skills, teamwork, leadership skills, ability to solve the problems, flexibility, presentation skills, responsibility, and self-esteem.

Communication skills

In all countries, it could be observed that communication among children increased as a result of the participation in service-learning projects. Children had new topics to communicate about, and they mentioned that it was something new to them. Talking about community topics or charity topics was not something familiar to them before.

"It was nice to talk to others about this topic. Normally; we do not do that." (student)

"We are a big class, and there is often no communication between us. We are not united." (student)

"This helped. I feel some of us got talking for the first time." (student)

Students also talked about **initiating communication with other students** with whom they didn't have a chance to communicate.

"You could be put into groups with people you don't know, and you find out more stuff about them." (student)

"...you get outside of your comfort zone and start chatting with people."

Students said they feel more comfortable and relaxed when **talking with the authorities**. And they were able to **"express themselves more assertively."**

"I talked to the principal. It was a bit scary, but it went fine, so I went again. I feel more confident now because I know she will listen if I describe and listen in return." (student)

Other stakeholders also expressed the development of the communication skills of students. Teachers reported some overall changes, such as **listening to others' ideas** or **talking about their ideas without fear**. The teacher felt students learned to **express themselves more clearly**. Students had to work with different classmates than they work all the time and could voice what they thought about the project steps.

The role models (university students) find the work within SLUSIK very promising in improving students' social competencies.

"They spoke and interacted more than normal during lessons. They were helpful and grateful because they were aware of what they have and others don't." (university student).

Community partners reflected that students had to communicate more and learned to use arguments in their discussions. They also started sharing their needs more clearly and talking about the problem, not attacking the person. They also listened to each other and tried to summarise others' work.

"We feel that ineffective communication in the group (peer to peer), active listening, and relationship management made the most progress."(community partner)

Teamwork

Thanks to the project, the students had the **chance to work with classmates** with whom they were not close.

"Working in a team means you work with people you did not before." (student)

Service-learning projects were not only about communication but also about sharing responsibilities and tasks and about real teamwork. Students were also happy to get some specific jobs during the project. Everyone had some steps to go through and tasks to finish. They could **work as a team** and **be part of a team**. Everyone was responsible for his/her own tasks but at the same time for the success of the team. They also learned how **to make compromises**.

"Working as a team and not leaving one person to carry the team." (student)

"Well, I don't know, more cooperation with classmates, I really enjoyed it..." (student)

"It definitely moved it forward. Greater cooperation ..." (student)

Thanks to different tasks and teamwork, students felt they also improved in **conflict resolution, negotiation, and respect for others**.

"... cooperation, respect other opinions, we needed to agree..." (student)

Teachers noted that engaged learning encouraged students to **work well with others, presenting and listening to one another's ideas**. The projects meant they had to work and cooperate in groups, and there were numerous examples of the students expressing appreciation for one another's unknown skills.

"Some students engaged more with others in the class as academic ability was not as required." (teacher)

Teachers, in their reflections, also mentioned that for some of the students, participation in the service-learning PLACE model was the first time they **worked as a group** and **showed improvement and motivation** for that kind of work.

Student role models felt students improved their collaborative skills, talked more between themselves, and improved teamwork. They shared that the project could allow students to engage in social issues, recognize what needs to be handled in society, and generate ideas on how to solve social problems. Students were creative but also cooperative in working together to plan a project to tackle a social issue. Their awareness of their surroundings increased, and they recognized the importance of collaboration with their peers and other stakeholders.

"They spoke and interacted more than normal during lessons. They were helpful and also grateful because they were aware of what they have and what others don't." (university student)

"They helped each other, gave more positive feedback, and worked more as a group." (university student)

"At the end of the project implementation, it was evident that they were collaborating more than before. They had horrible communication as a group and with us as student mentors initially." (university student)

"Comparing the students at the end and the beginning of the project, I can only say that they better understood different opinions, were better at resolving conflicts, more willing to compromise and more open to cooperation." (university student)

Through mentoring, their routine in class has been changed into a more participative class. Thus, after the piloting, role models perceived that school students worked better individually and as a group. They've experienced how to play a role individually within the group tasks.

Thanks to the participation in the project, school students *"have discovered what they do best and what they need to reinforce"*, and they have developed their social skills through working in teams and organising the division of work and shared tasks, but also by taking some of their schoolmates in the celebration phase, conducting interviews and developing their communication skills by talking to people from another generation apart from their relatives

Leadership skills

Students also mentioned the development of **leadership skills** as a specific area they felt they or others, had developed through their experience.

"Someone in our group taking the leadership role and taking control...when things are up in the air." (student)

Teachers reflected that the students who did not have the leadership role had a chance to have it, thanks to the project.

Self-esteem

Some students reported higher self-esteem and confidence thanks to participation in the service-learning project. They had a chance to experience success in the project, the feeling that they contributed something they didn't contribute before or fulfilled the tasks successfully.

"It would give you the confidence to pick up the phone and ring somebody and contact different community groups and ask them for help." (student)

"Taking part in this project has meant that I have boosted my confidence and I now feel valued in my school community and my wider community." (student)

"This gave me confidence. Who knows, maybe I will organise a referendum in the future sometime!" (student)

Teachers also reflected that students who would have usually remained silent in the classroom contributed more frequently and appeared to develop confidence in themselves. An example of this was a young person with Autism who was willing to participate in a focus group to provide feedback.

Presentation skills

Service-learning also brings several opportunities for the development of **presentation skills**.

"I always presented stuff, but now I got some feedback. I feel I will improve in the future because I know what to work on." (student)

Flexibility

When working in a team and creating activities collectively, the students expressed their ability to improvise.

"Improvise when communicating with others, when getting things done." (student)

Also, teachers reflected that students *"learned how to react flexibly and operative to the changes of conditions, which sometimes happened."* (teacher)

Responsibility

Another observed change in the social competences of students was the **awareness of their responsibility in decision-making** and increased activity or effort during cooperation on a project created by the class collective.

"To have the responsibility to make the right choice." (student)

"I tried harder during it." (student)

From teachers' point of view, overall changes in students' social competencies are highly individualistic. There was no apparent change for some students due to the PLACE model experience, as they already demonstrated high social competency.

Civic competences

Based on the qualitative analyses, we can identify several benefits connected with the changes in the civic competences of students. For the thematic analysis, we used the model of the development of altruistic behaviour developed by Schwartz (1977), which also corresponded with the concept of social and personal responsibility set by Conrad and Hedin (1981).

Perception of a need to respond

The first stage of personal and social responsibility development is the activation step or perception of **a need to respond**. From the different perspectives gained for the qualitative analyses, we identified that thanks to the involvement of the students in the service-learning PLACE model, students **raised awareness that others are in need**.

"I know now that there are people and social matters that need to be improved." (student)

"I did not know that some children do not have shoes. Now I am more sensitive." (student)

Students have realised that society is *"complex"* and many things need to *"change for the better"*. They **perceived that there were actions that could relieve the need**. They felt concerned about problems and issues in the wider society.

"It is important that we know what others do not have. You learn how to say thank you, and you learn how to help." (student)

Another point was encouraging the other classmates who did not show much interest.

"Some did not care. But we talked to them. They should understand this. We helped them to understand. This is our world." (student)

Some students also reflected on their increased **responsibility to become involved** based on a sense of connectedness with the community or the people in need.

"Yes, if you live in it (community) you should look after it." (student)

"Everyone is a part of society and should somehow contribute to it." (student)

Teachers mentioned that their students were happy they achieved something for the community, and *"they are more aware that they are a part of the local community and they can contribute."* (teacher). Teachers reflected that the PLACE model increases students' social awareness (*"The most immediate is the mere awareness of problems that they may not have considered before and to know all the possibilities that their immediate environment offers them."* (teacher)) and sense of **ownership of their actions toward others**.

Student mentors also mentioned increased awareness of the social problems of students.

"Comparing the students at the end and the beginning of the project, I can only say that they were more interested in action aimed at promoting social values." (university student)

Also, the community partners included in PLACE model implementation think that such a project increases the awareness of the community in society. They think thanks to such initiatives; students can be aware of problems they did not recognize before. According to community partners, service-learning can offer a platform for students to voice their concerns about their community constructively.

They also reflected that students increased their *"awareness of groups and organisations in a community"*. The PLACE model creates opportunities for students to become directly involved in their communities in ways they may not have been previously aware of. Partners commented on the increased confidence the experience appeared to provide the students.

Moral obligation to respond

Students reflected the development of a feeling of a moral obligation to help, which is generated through personal or situational norms to help and empathy. This is another step in the development of social and personal responsibility.

"We have to do something because we felt something, we wanted to do something..." (student)

Competency to take responsibility

Competency to take responsibility is a further step in developing social and personal responsibility. While a person may have a positive attitude toward others, they may still not be able to act in a responsible way if they do not have the competence or skill to do so. Students perceived that they could do something for others with their abilities or were prepared to "try it."

Efficacy regarding responsibility

Efficacy regarding responsibility means that a person must be willing or be able to believe that taking responsible action will have an impact on the social or physical environment. Students reflected that kind of belief:

"So that something would be left behind for us, so that we would not only learn something from books but also so that we could try it out." (student)

"My favourite part was raising awareness about our topic and seeing how it benefited our community." (student)

Engage in helping behaviour

The student engagement with the service-learning project grew along with the phases, and they developed an actual commitment to the activities and the outcomes.

"Even if we thought that this would be useful just to skip classes, we actually liked it, and at the end, we wanted more sessions and we wanted to have a nice project ending". (student)

For community partners, it seems that students might become more 'active' because they participated in the PLACE model, which creates an opportunity to connect with the community in new ways. After this experience, there is potential for some students to continue to develop these connections once established.

"The student also will experience the impact they can have in a community, so positively contributing to destinations they might settle in." (community partner)

"Some students also expressed interest in continuing with volunteering or other forms of engagement after the project ends." (community partner)

"The interest of students in other activities of our organisation. Some of them expressed a wish for long-time commitment". (community partner)

The teachers felt that organising themselves was challenging for some students initially. Reaching out to people in the community and getting a positive response gave them encouragement and ideas. Examining issues in their local community they were interested in was a unique experience. Many students were more highly engaged with their learning, as they had a sense of ownership. Several of the teachers thought this new connection to others in the community would likely be continued by some students.

*"Their sense of social responsibility was heightened as they realised they can be **agents of change**." (teacher)*

There were opportunities to bridge social groupings, which many students would not otherwise have done, e.g., visiting a university campus and speaking with an environmental researcher. There was a natural dialogue among students that some projects generated that would not otherwise have been discussed in the classroom, for example, gender identity and the corresponding socially sanctioned roles.

There was a greater environmental understanding fostered and the soft skills needed to create future leaders that support sustainable development goals. One teacher commenting

"...help them change the way they see their world." (teacher)

The piloting has tested and improved school students' civic competencies since they've worked on accepting everyone's opinions or even coming to a decision in a democratic way by voting and avoiding anger, arguments, or conflicts.

"Students have learned to empathise with their environment." (university student)

Thanks to the project activities, some students got positive feedback from their families or grandparents from the community partners. This was encouraging for them. Teachers mentioned that their students were happy they achieved something for the community. The community partners mentioned that students become more active world citizens through their participation. By working collectively with each other on their ideas with community partners, prosocial behaviours are more likely to develop, be enhanced, and progress more voluntarily in future.

"I think it is very good; our kids know that somewhere in another part of the world, there are children who need basic things that our children have anyways." (community partner)

"Working with community partners and NGOs when they are children can motivate them to go on this kind of work in the future." (community partner)

"Students learned some of the methods of active participation (petition, structured dialogue, referendum) and conducted their structured discussion and referendum. They expressed they will know how to get in touch with the school and local authorities for their needs." (community partner)

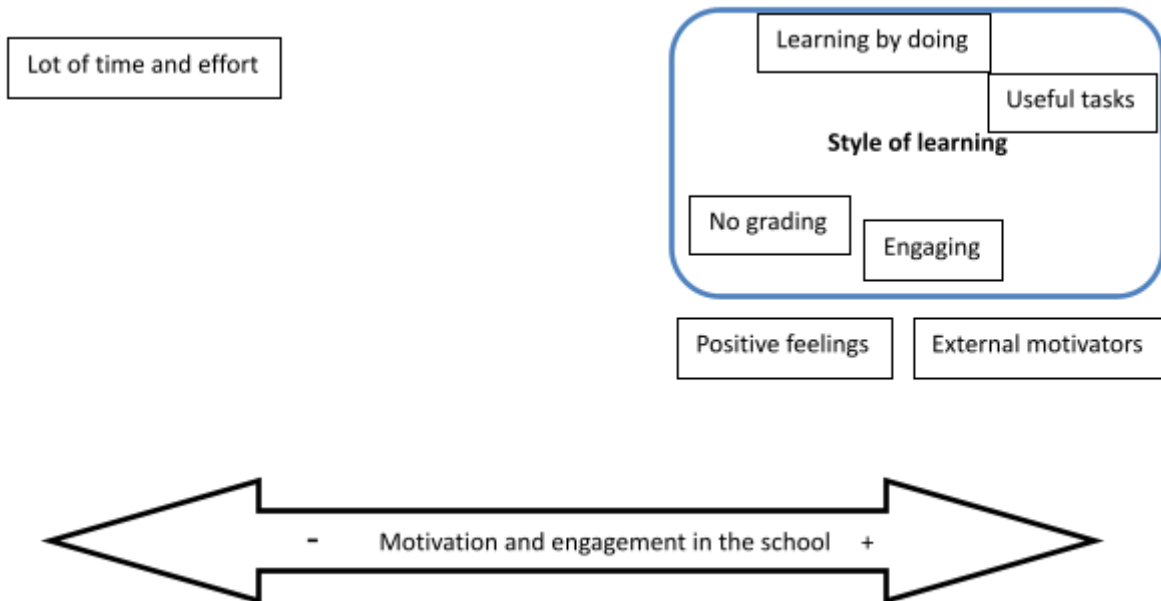
The civic competencies of the students differed significantly. Still, there appeared to be an increased likelihood that they would be more active in the community given the right opportunity to do so. The students broadly increased their knowledge and attitudes essential for becoming active citizens who will promote the protection of European rights and civic freedoms and contribute to their communities. However, this was a highly individualised change and varied considerably between the students.

Motivation and engagement with the school

As in the previous areas of development, also in the area of motivation and engagement with the school development of students differs.



Picture 6 Changes in motivation and engagement of school – factors



Students were divided about the impact on their connection to the school. For some, it was a better and more engaging way to learn. There were largely positive responses from the students about the **style of learning** they had experienced in service-learning projects, which created a higher degree of interest.

"Everyone is doing something – it's not like you're just coming to class to listen." (student)

"It's good ...a lot of options to do what you want because then you get to take the initiative." (student)

"It was great to get out of the school for a bit. I like the change of scenery." (student)

Students connected to other students in the school and had a chance to **learn by doing and engaging**.

"I had much more fun than usual. It is a better way to learn because I will always remember what I did. Textbook knowledge goes away pretty quickly for me. I have difficulty concentrating on written material." (student)

It was good to have teamwork where students worked together **without being graded**. They completed the tasks with no fear of getting a bad mark. This was very motivating for them. The things were done because they should be done and because students wanted to make them happen. This also increased motivation.

Students were also motivated to learn because of the cause – they saw that what they were doing was **helpful** and **useful** for them and somebody else.

"What I found useful is seeing the results of my work. If I am in school, usually it is not that important." (student)

"We had some flexibility in the class. We reserved time for a good cause". (student)

Students have realised that *"they can do useful things in the school other than using books and taking exams"*, so they feel more comfortable with their high school.

The motivation was also connected with the **positive feelings** from the experience, results, and helping others. These feelings reflected the awareness of the difficulty of all the activities carried out, which led to the project's final form.

"... but then these were there in it, and they were excited with it, they got something out of it, profit." (student)

"Positive. I don't regret going into it." (student)

"To have some good and nice memories and it's a good deed, a good feeling. It fills it with happiness." (student)

"Good feeling, I'll enjoy it." (student)

"You feel good after it." (student)

The motivation of students was also influenced by **external influences**, which included, for example, praise from other people or the realisation that additional activities at the current school can help them when applying to another school.

"We've received a lot of praise, which motivates us." (student)

"We can get to other schools more easily." (student)

There was also another group of students who weren't motivated. The process of service-learning implementation asked a **lot of their time and effort** for them.

"I think this would be too much if we did it in every subject. It took a lot more time." (student)

"I feel like this overtook my life at some point, and I don't know how to feel about it." (student)

"It was too much work. Sure, there were results, but it is easier to sit and listen. I don't want to do this in my everyday life. I have better things to do!" (student)

Teachers' reflections regarding the motivation and engagement of students in the school also differ. For some teachers, it was difficult to comment on motivation and connection with the school, and it appears any **change was marginal**.

"Didn't see much of a difference." (teacher)

Some teachers mentioned that students were **motivated but did not attribute this to the implementation of the PLACE model**. They said children are growing up, and these developments are typical at this age. Such projects can support these developments, but they are unsure if this has happened because of what they did within the PLACE Model.

"Some students are more engaged than before. Is it because of this project, or is he growing old? I can not say." (teacher)

Some teachers reflected more motivation for the project, but an explicit increase in motivation toward school was not visible.

"This project definitely developed a connection between students. But to the school maybe." (teacher)

Other teachers reflected the **increased motivation of students for learning and connection with the school** thanks to PLACE model implementation and stressed different factors which supported motivation. One teacher thought connecting with the university increased motivation for some students, who seemed more inspired about their learning.

Another teacher said some of the students shone and were leaders of others in the process. Several students have taken clear leadership roles in the group and were pushing the others to fulfil their tasks in the project, although there remains a group that has become even more relaxed in the subjects. She is also happy students talked with the principal and colleagues that don't necessarily teach that class.

"These are first-class kids. They went to every class in school and changed things not even our graduate students could. I think that is a great achievement." (teacher)

"Students feel that their actions change school – they are proud and feel more connected to the school community!" (teacher)

One teacher also spoke about **changes in attitude towards learning**. *"I think their attitude towards learning has changed. They have difficulty going back to the frontal method of work."* (teacher)

In some cases, the service-learning projects, thanks to the space that was given to the students, helped increase not only motivation but also **changed how schools are perceived by students**.

"The students were excited when the physical education teacher taught them how to mix paint, when they could paint the wall themselves in the room where they were planning the clubhouse, when they could do demolition work on the furniture, and when they had the opportunity to set up their own buffet. Lethargic students waiting to ring and the end of the school year - "woke up." (teacher)

"Important - at the beginning of the year, the students negatively evaluated the school in their privacy statements. They were very disturbed that they could hardly do anything at school. After the chance the director gave them - that you can work on something you want, you have space for it - their expressions softened. They were aware of a greater sense of freedom and the responsibility entrusted to them. And it improved their insight into the teachers (at least some) and the school management." (teacher)

University students - mentors, could not elaborate upon the changes. They didn't know the students before. They, however, felt the motivation level changed much but cannot give details. Most of them are eager to do the activities they propose to themselves. They put effort and time into their fulfilment.

From the point of view of university students, students felt more connected with the high school as they observed that *"they were not only there to receive information, but also to create it."* Instead of working on the values and skills they usually work, they have discovered that there are activities and projects like this that could make social change for the better in the future. Students have developed skills that they will later put to the test outside the centre, and in other areas of their lives, as the *"motivation for social issues and human rights."*

Other perceived benefits of the PLACE model

As for the other perceived benefits, students and teachers mentioned a **better relationship among the students; the group is more cohesive**.

"A class that was broken, had its outsiders, united." (teacher)

"They respect each other's turn to speak and have opinions, and interpersonal relationships have improved. The group is eager to help." (teacher)

"It improved our relationships in the classroom." (student)

Also, university students recognized the changes in the group: *"At the end of the project, students were more connected than before."* (university student)

Students also improved their **project management skills**. They learn to plan activities, the budget. During the implementation, they had the opportunity to encounter various tasks typical for the creation of a project of this kind.

"Such a smaller experience that how it works, in that buffet how it works..." (student)

"In my opinion, we already know how to organise such events better than at the beginning." (student)

"I can see what is behind such an activity." (student)

Students who were involved in the project in Croatia felt they could explain the referendum procedure to others and organise a simple referendum in their school. They said the role of the various forms of government on the local and national levels is more evident to them, and they would know who to contact for some questions they have about the needs of their local community. They also expressed they learned more about the EU than they would in a "traditional" setting: history, EU structure, Schengen, and Eurozone, respectively, were mentioned.

"This gave me confidence. Who knows, maybe I will organise a referendum in the future sometime!"

"Now I know what the local council is for. I thought it was the mayor, and that's all."

"The European Union has more impact on my life than I thought. It's crazy! Usually, I don't think about it at all."

"I thought the European Union was bad for our country. Now I also think that, but I know it helps us."

Summary of qualitative analyses

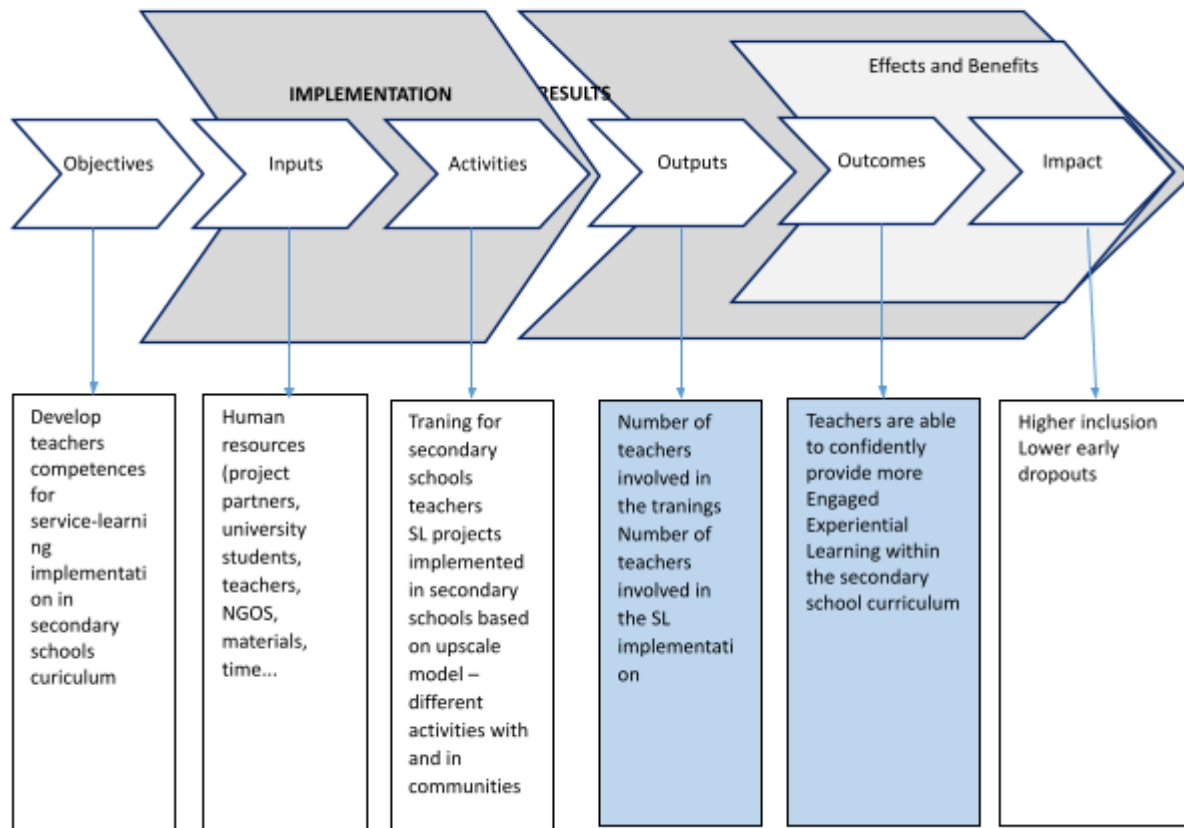
As can be seen from the reflections of individual participants, the participation of students in service-learning projects provided space for the development of social and civic competences, and motivation to learn and to school. Although these changes can be highly individualistic, as they depend on the characteristics of the students themselves, the implemented projects, teachers, or other external factors and variables, the qualitative analysis showed that the PLACE model of service-learning could be a source of student development.

Participation in service-learning projects created space for greater communication and interactions between students, which have different qualities. Thanks to engaging in common tasks, students got to know each other better, expand the circle of students they work with, learn to express their opinions, and also listen and respect the views of others and work with differences. This also improved relationships in the classroom. Working in a team provided space for the development of other skills, such as the ability to cooperate, make compromises, negotiate, and also supports the leadership ability for some. Project implementation is associated with positive feelings and increases self-esteem and confidence. Students work on real tasks and mastering them contributes to confidence. It is also supported by appreciation from the external environment and outside the school (for example, from parents). At the same time, they learn to take responsibility for assigned tasks.

The development of civic competences in service-learning is supported by the fact that the projects on which students work are not based only on ideas or fictitious situations but are based on the real needs of people, communities, and organisations. This makes it possible to develop personal and social responsibility and awareness of various social problems, life circumstances, topics, communities, or organisations. At the same time, it contributes to developing a sense of moral obligation to be involved in solving social problems, a sense of responsibility for solving them, and an interest in getting involved. Service-learning enables students to be active agents of change and, through this experience, supports their active interest in the events around them and active citizenship.

Service-learning is a teaching and learning strategy which is different from traditional school teaching. Students are involved in projects that require listening or writing but active involvement in various useful activities for themselves and others. Learning occurs through experience. In this context, the positive feeling of helping others also appears to be important. These facts undermine students' motivation to learn and their relationship to the school and consequently can impact the intention to drop out and social inclusion.

7. EFFECTS EVALUATION FOCUSED ON SECONDARY SCHOOL TEACHERS



7.1. The design of the evaluation focused on teachers

We used an ex-post evaluation to evaluate the outcomes of the service-learning PLACE model focused on teachers. In the assessment, we focused on the self-perceived level of competence development required for service-learning applications after training and after PLACE model implementation. We used two questionnaires – the first was distributed after the training and the second after the piloting of the PLACE model. Both questionnaires used closed and also open questions. Partners translated the questionnaires into their national languages. The partners conducted reports from the training based on the prepared structure, and questionnaires after the piloting were recorded in one form. The questionnaires are included in Annex 1. Table 26 summarises the outputs focused on secondary school teachers.

Table 26 Outputs focusing on the teachers

OUTPUTS INDICATORS	Slovakia	Croatia	Austria	Spain	Ireland	Total
Number of secondary schools teachers involved in the training	13	3	5	4	4	29
Number of secondary schools teachers involved in the piloting of the model	11	1	2	4	5	23
Number of secondary schools teachers who filled questionnaire	5	1	2	4	3	15

In total, 29 teachers were involved in the training, which prepared teachers to implement the PLACE service-learning model. 23 teachers were engaged in the piloting of the PLACE model, and 15 completed the evaluation questionnaire after the piloting.

7.2. The effects evaluation after the training for teachers

Part of the piloting activities was preparing teachers for the PLACE model implementation based on the toolkit prepared as a part of the SKUSIK project. Each country trained a different number of teachers and delivered training in various formats. The training process was implemented online and offline in all countries involved from September 2021 to December 2021.

The evaluation of the knowledge, skills, and competences for the PLACE mode implementation after the training is included in the table. The teachers assessed their level of development in specific areas on a scale from 1 to 5 (1- poorly developed and 5 – highly developed) after the training process.

Table 27 Self-evaluation of development of knowledge, skills, and competences for PLACE model implementation after the training for teachers

Statements	Ireland	Croatia	Slovakia	Spain	Austria	Total
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences	5	4	4.7	4.5	4.7	4.6
I am able to explain service-learning as a community-oriented educational tool/strategy	4.6	4	4.4	3.5	4.4	4.2
I am able to explain the main features of service-learning	4.6	4	4.5	4.3	4.5	4.4
I can identify steps to the implementation of service-learning projects within the PLACE model	4.6	4.5	4.9	4.3	4.9	4.6
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model	4.3	3.5	4.2	3.5	4.2	3.9
I am able to prepare my own plan for the implementation of the PLACE model in my	4.6	3.5	4.7	3.0	4.7	4.1

subject/school						
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Teachers assessed the training positively. The average evaluation was 3,9 – 4,6 on a 5-point scale. Teachers reflected that they were able to recognize the benefits of service-learning, explain service-learning and the main features of this strategy, identify steps of the PLACE model implementation and prepare their plan for the service-learning implementation. The less developed was self-evaluated the ability to describe the roles and responsibilities of different stakeholders involved in the PLACE model.

In the open question focused on the specific knowledge participants acquired during the training, teachers mentioned:

- *"new skills and theoretical knowledge in general",*
- *"ability to implement service-learning projects and set up objectives in service-learning",*
- *"new approach to learning for both students and teachers",*
- *"a greater understanding of the PLACE model and a clearer picture of the role of the student",*
- *"to organise the project and to distribute tasks and adjust them in time".*

As the essential part of the training, teachers reflected on different aspects. For most teachers, the most crucial part was the actual examples of service-learning projects. For others, significant was meeting with the community partners, dividing the PLACE model into its parts to understand each step of the process fully, and developing the civic competencies that will mean to our students.

The overall evaluation of the different aspects of the training for teachers is in Table 28.

Table 28 Evaluation of the training for teachers

Statements	Ireland	Croatia	Spain	Slovakia	Austria	Total
I will use the knowledge and skills acquired at the training in my further work with young people	4.6	4.0	4.8	4.8	4.8	4.6
The training met my expectations	4.6	4.0	3.5	4.3	4.2	4.1
The presentation was clear and understandable	5.0	4.0	3.3	4.6	4.4	4.3
I had enough opportunities for active participation during the training	5.0	5.0	4.5	4.6	4.6	4.7
The quantity of written material (teaching aids, scripts, PowerPoint presentations, references, utilised online elements) was exactly right.	5.0	5.0	4.5	4.5	4.2	4.6
The written material (teaching aids, scripts, PowerPoint presentation, references, utilised online elements) is clear and understandable.	5.0	5.0	4.0	4.6	4.6	4.6
I am satisfied with the overall quality of the training	5.0	5.0	4.0	4.4	4.6	4.6
Handouts and materials for participants were sufficient	4.6	5.0	4.3	4.6	4.6	4.6

The teachers assessed different aspects of the training positively; the average evaluation was from 4,1 to 4,6 points on the 5-point scale.

The recommendations regarding the training were connected with more personal meetings and contacts, earlier contact with the community partner to allow discussions with the teachers about the 'need' in the community, more visual presentation with some complete examples and being more specific with the key concepts and more clear and brief explanation.

7.3. The effects evaluation after the PLACE model piloting

In the evaluation after the PLACE model piloting, we included teachers who filled out the questionnaire. In total, 15 teachers participated in this evaluation. Five teachers were from Slovakia, one from Croatia, 2 from Austria, 3 from Ireland, and 4 from Spain. For 11 teachers, the piloting of the PLACE model was the first experience with the service-learning implementation. The teachers taught different subjects, for example, Geography, History, Physical Education, English, Special Education Needs, Technology, Chemistry, Introduction to the state and law, Art, and Ethics. 3 teachers were male, 12 were female. Teachers had different years of teaching practice, from 6 years until 30 years.

The teachers should assess on a scale from 1 to 5 (1- poorly developed and 5 – highly developed) the level of development of their knowledge, skills, and competencies related to implementing the PLACE service-learning model. The results of the evaluation are in Table 29.

Table 29 Self-assessment of teachers' development after the PLACE model implementation

Statements	Average
I am able to recognize the potential and benefits of the service-learning strategy in education for the individual participants	4.5
I can explain service-learning as a community-oriented teaching tool/strategy	4.2
I can identify steps to the implementation of service-learning projects within the PLACE model	4.2
I am able to describe the roles and responsibilities of different stakeholders involved in the PLACE model	4.3
I am able to create my own plan for the implementation of service-learning within my subject / subjects	3.8
I am able to implement service-learning in my own subject	4.0
I can explain service-learning to my colleagues	4.0
I can explain why service-learning should be a part of education	4.2
I am able to connect with the community partners within the service-learning implementation and cooperate with them	4.0
I can facilitate the learning process of students in my subject with service- learning	3.7
I am able to give consultations to the students regarding the service-learning project	4.2
I am able to connect service with the curriculum	4.1
I am able to use different methods for reflection in the service-learning implementation	4.0
I am able to accompany students through the itinerary of the project at the group and personal levels, both in moments of enthusiasm and those of confusion and doubt.	4.4
I am able to accompany students through the itinerary of the project at the group and personal levels, both when in conflict and in those of growth and celebration.	4.2
I am able to create an environment of co-agency that enables students to lead'	4.4

As can be seen in the table, teachers evaluated that thanks to their participation in the PLACE model, they developed several skills related to the service-learning and PLACE model implementation. In the open question, they also mentioned different aspects of their learning. Teachers reflected that thanks to the participation in the PLACE model implementation:

- They understand better steps of service-learning (*"To better define the steps to be taken to implement a project of this type"*),
- They were able to see the benefits of service-learning for the students (*"That engaged learning and group work development my students' confidence and self-development"; "Different approach to learning reveals new problems, but also a lot of benefits for the students."*),
- They developed different skills in teaching, for example, in grouping methods, how to support kids in decision making -, linking the service with the specific topics of subjects they teach, and flexibility.

Teachers reflected they would **also use the knowledge and skills they acquired during the PLACE model piloting in the future**. They mentioned that they would be able to use service-learning in their subjects. Also, in the future, they will be able to define stages that can be used to increase partnerships and encourage group work in the classroom.

In answer to the question, which part of the PLACE model had the most significant impact on you, teachers also mentioned different aspects. For some teachers, it was essential to see the benefits for the students (*"Seeing the confidence of students grow"*); for others, it was essential the ACTION stage – working in the field and to see everyone working together. The other teacher mentioned, as a most important, the structure and guidance in the PLACE model (*"I do like to be organised and the structure and guidance in the PLACE model allow me to plan more effectively and also helps to lead new partners in the connection process. The clear guidelines will help me to create more connections for the benefit of our students."*).

Two teachers stated that they would not recommend the PLACE model to the other colleagues at all. , Two others however mentioned the reasons for speaking about no recommendations. The grounds were connected with the lack of examples from the local context and the lack of support and time needed for the implementation.

"At times, I felt overwhelmed with this project. Besides one day of workshops, a lot of work is required from students and teachers."

"I felt it was not run as smoothly as other programs we are involved in. Other programs offer a lot more concrete help, skills, and learning. When asked for help with project ideas, we were sent American videos of students."

"It's not practical with the current school model."

"No, because too many hours and the group falls behind in the curriculum."

Other teachers would recommend the PLACE model to the other schools and colleagues, but the reasons were also different:

"The model itself was well thought out, consultative in nature, and allowed us to make connections and partnerships with several groups which will be maintained in the future."

"Because it helps to work in groups."

"Because you see how the students develop other competences than the ones they are used to."

"Because it can contribute to competency-based learning in some subjects that traditionally do not contemplate it, or that still find it difficult to bring competency-based work to the classroom."

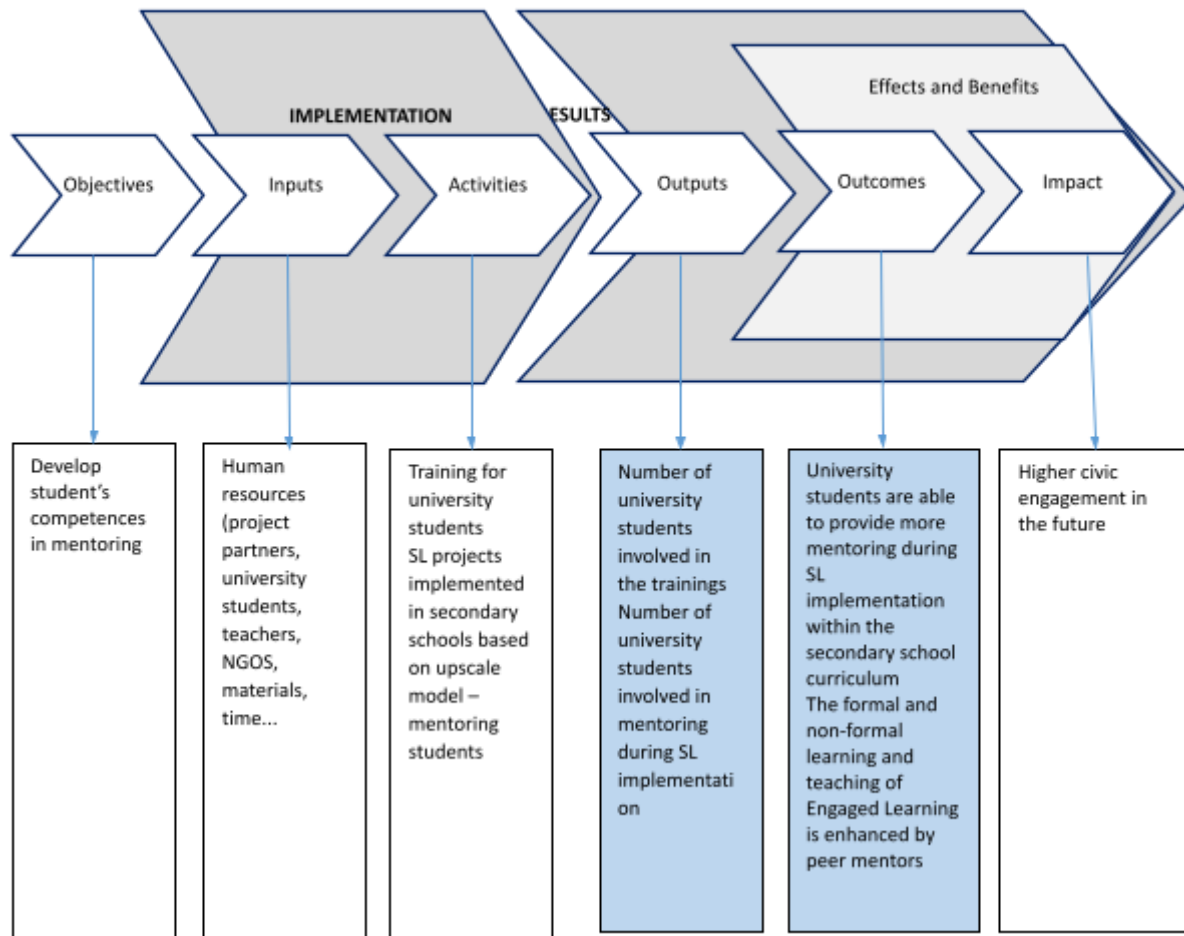
"New approach to learning, getting out of the comfort zone, a more fun way of learning."

"It is very encouraging."

Summary of the effects of PLACE model implementation on teachers

After training and piloting, teachers positively evaluated the development of knowledge and skills related to the service-learning and PLACE model. They understood better service-learning steps, could see the benefits of service-learning for the students, and developed different skills in teaching and interacting with students. Teachers reflected they would also use the knowledge and skills they acquired during the PLACE model piloting in the future; they would be able to use service-learning in their subjects and encourage group work in the classroom.

8. EFFECTS EVALUATION FOCUSED ON UNIVERSITY STUDENTS



8.1. The design of the evaluation focused on university students

An ex-post evaluation was used to evaluate the outcomes of the service-learning PLACE model focused on university students engaging as Role Models. The assessment focused on the self-perceived level of competence development required for being a Role Model after training and after PLACE model implementation. Two questionnaires were used – the first was distributed after the training and the second after the piloting of the PLACE model and involvement of university students as Role Models. Both questionnaires used closed and also open questions. Partners translated the questionnaires into their national languages. The partners conducted reports from the training based on the prepared structure, and questionnaires after the piloting were recorded in one

form. The questionnaires are included in the Annex. Table 30, summarises the outputs focused on university students.

Table 30 Outputs focusing on the university students

OUTPUTS INDICATORS	Slovakia	Croatia	Austria	Spain	Ireland	Total
Number of university students involved in the training	3	5	10	8	6	32
Number of university students involved in the mentoring during the piloting of the model	3	2	22	7	3	37
Number of university students who filled out the questionnaire	1	2	5	7	0	15

In total, 32 students were involved in the training, which prepared students for mentoring within the PLACE service-learning model. Thirty-seven students were engaged in the mentoring during the PLACE model piloting, and 15 completed the evaluation questionnaire after the piloting.

8.2. The effects evaluation after the training for university students

Part of the piloting activities was preparing university students for their role as Role Models. Each country trained a different number of students and delivered training in various formats. The training was implemented in Slovakia, Spain, Austria, and Ireland in October 2021 and in Croatia in December 2021.

The evaluation of the knowledge, skills, and competences for the PLACE mode implementation after the training is included in the table. The students assessed their level of development in specific areas on a scale from 1 to 5 (1- poorly developed and 5 – highly developed) after the training.

Table 31 Self-evaluation of development of knowledge, skills and competences for PLACE model implementation after the training for university students

Statements	Croatia	Ireland	Slovakia	Austria	Spain	Total
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences	5.0	4.0	4.8	3.9	4.13	4.4
I am able to explain the main features of service-learning	5.0	3.6	4.7	3.6	3.88	4.2
I can identify steps to the implementation of service-learning projects within the PLACE model	4.3	4	4.4	3.5	3.50	3.9
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model	4.3	4	4.2	3.9	4.25	4.1
I am able to explain my role in the PLACE model implementation	4.6	4.3	4.7	3.7	4.38	4.3

I am able to explain my responsibilities, tasks, and rights as a role model in the PLACE model implementation	4.6	4.3	4.7	4	4.25	4.4
I am able to explain relationship monitoring requirements (e.g., response time, frequency, schedule)	3.6	3.6	4.1	4.5	3.75	3.9
I am able to explain what to do in emergency and crisis situations	4.6	4	3.8	4.4	3.63	4.1
I am able to explain safety measures and risk management policies within the PLACE model implementation	3.6	4	3.2	3.9	3.38	3.6

University students assessed their knowledge, skills, and competences relevant to the PLACE model implementation as developed after the training. Based on their self-evaluation, they perceived that they could recognize the potential impact and benefits of the service-learning for secondary school students in connection with developing social and civic competences. They also developed knowledge about service-learning strategy and steps for PLACE model implementation. They understood their roles and responsibilities and other stakeholders' roles in the PLACE model and were prepared to deal with emergency and crisis situations. In all countries, the less developed were evaluated for the ability to explain safety measures and risk management policies within the PLACE model implementation.

In the open question focused on the specific knowledge participants acquired during the training, the university students mentioned **knowledge about service-learning and the PLACE model in general:**

"I learned more about engaged learning and the SLUSIK program."

"The SL concept and all that it encompasses"

"I learned about the PLACE model and my role in service-learning project implementation in cooperation with the secondary school."

"I learned about service-learning, its importance, and how it differs from volunteering."

"The objectives, the basis, and the principles of the program."

Students also mentioned that they learned about their **roles and responsibilities in the PLACE model** implementation as role models/mentors.

"My role and responsibilities."

"My role and the timeline of the process itself."

"I learned the program's objectives, requirements, and role."

"What the program consists of and my role in it."

"I learned about the SLUSIK program and the importance of a role model concerning the PLACE model."

Some of the university students also mentioned that the training **motivated** them to be included in the PLACE model implementation:

"During the training, I acquired new knowledge that I did not know, which has motivated me to have new experiences."

"Training motivated me."

The overall evaluation of the training for university students is in Table 32.

Table 32 Evaluation of the training for university students

Statements	Croatia	Ireland	Slovakia	Austria	Spain	Total
I will use the knowledge and skills acquired at 5	4.6	4.6	4.8	3.3	4.9	4.5

the training in my further work with young people

The training met my expectations	5	4.6	4.8	3.5	4.9	4.6
During the training, I acquired new knowledge and skills in service-learning methodology	4.6	4.6	4.8	3.5	4.9	4.5
The presentation was clear and understandable	5	4.3	4.6	3.6	4.9	4.5
The presentation was interesting and inspiring	5	4.3	4.5	3.7	4.9	4.5
I had enough space for sharing experiences between participants during the training	5	4.3	4.8	3.8	4.9	4.6
I had enough opportunities for active participation during the training	5	4.3	5.0	3.5	5.0	4.6
The quantity of written material (teaching aids, scripts, PowerPoint presentations, references, 5 utilised online elements) was exactly right.		4.3	5.0	3.7	5.0	4.6
The written material (teaching aids, scripts, PowerPoint presentation, references, utilised 5 online elements) is clear and comprehensible.		4.3	5.0	3.8	5.0	4.6
I had enough opportunities for learning during the training	5	4	4.7	3.5	4.9	4.4
I am satisfied with the overall quality of the training	4.6	4.3	5.0	3.6	5.0	4.5
Handouts and materials for participants were sufficient	4.6	4	5.0	3.7	5.0	4.5
Spaces and refreshments were adequate	5	4	4.5		4.8	4.6
The time allotted for the training was utilised/filled in an optimal way.	5	4.3	5.0	3.4	5.0	4.5

University students evaluated the different aspects of the training positively. As the **most important parts of the training**, they mentioned:

- The introduction to the service-learning model and differences between service-learning and volunteering.
- Importance of the experience for the service model to succeed.
- Communication with the trainers.
- Working directly in the educational environment.
- Projects that students will implement.
- The rationale and objectives as mentors.
- My roles and responsibilities

The recommendations for improvement of the training were connected with addressing the lack of time and issues with the schedule and using more examples, problem situations, and experiential learning during the training.

8.3. The effects evaluation after the mentoring in the PLACE model implementation

Students who filled out the questionnaire were included in the evaluation after the mentoring and PLACE model implementation. In total 15 university students participated in this evaluation. One

student was from Slovakia, two from Croatia, 5 from Austria, and 7 from Spain. University students from Ireland did not respond to our call to fill out the questionnaire. 8 students were involved in the community and engaged in learning or service-learning also before they participated in the PLACE model, for 7 it was a new experience. Only 2 students had previous experience with mentoring and/or as a Role Model in a specific process. The students were from different study programs: primary education, social education, and social work. 13 were from bachelor studies, 2 from masters. 14 students were females and 1 male. The age of the students ranged from 19 until 25 years. University students participated as Role Models in the project, ranging from 5 to 36 weeks.

The students were assessed on a scale from 1 to 5 (1- poorly developed and 5 – highly developed) on the level of development of their knowledge, skills, and competencies related to the PLACE model implementation and mentoring after they participated in the PLACE model and cooperation with secondary school students and schools. The results of the evaluation are in Table 33.

Table 33 Self-assessment of university students' development after the PLACE model implementation

Statements	Average
I understand the service-learning strategy as one of the strategies of the development of civic and social competences	4.5
I am able to recognize the potential and benefits of the service-learning strategy in education for the individual participants	4.2
I can identify steps to the implementation of service-learning projects within the PLACE model	4.1
I am able to describe the roles and responsibilities of different stakeholders involved in the PLACE model	3.9
I can explain why service-learning should be a part of education	4.5
I can facilitate the learning process for students	4.3
I am able to give consultations to the students regarding the service-learning project	4.4
I am able to accompany students through the itinerary of the project at the group and personal levels, both in moments of enthusiasm and those of confusion and doubt	4.5
I am able to delegate and give leadership to students	4.3
I have employed strategies to improve communication with mentees	4.0
I have coordinated effectively with my mentees' other mentors	4.1
I have worked with mentees to set clear expectations for the mentoring relationship	4.0
I have aligned my expectations with my mentees'	4.3
I have helped mentees develop strategies to meet the goals of their SL project	4.4
I have employed strategies to enhance my mentees' knowledge and abilities	4.2
I have motivated my mentees	4.4
I have built mentees' confidence	4.3
I have stimulated my mentees' creativity	4.3
I have acknowledged my mentees' contributions	4.3
I have worked effectively with mentees whose background is different from mine (age, race, gender, class, region, culture, religion, family composition, etc.)	4.4
I have helped my mentees network effectively	4.3
Currently, how would you rate the overall quality of my mentoring	4.3

As we can see in the table, students evaluated that thanks to their participation in the PLACE model, they developed several skills related to the service-learning, mentoring, and PLACE model. They mentioned different aspects in the open question about what they learned during the PLACE model implementation and mentoring of secondary school students.

University students reflected that they **learned about mentoring** and the importance of the connection with students, encouraging the active participation of students:

"When it comes to mentoring, I have learned that it is a demanding process that requires constant reflection and self-reflection."

"It can respond to the class's needs, encouraging active student participation."

"I learned to create a bond with the students, to know how to ask them questions in a way that captures their attention."

"I have learned that mentoring is very important as students need to rely on someone other than teachers. They need to get out of the classroom routine."

Students also expressed that they learned about the **benefits of the service-learning** and PLACE model:

"I learned that service-learning projects are significant. It isn't that easy to do them with children."

"This model enables young people in the 2nd year of ESO to acquire social and civic competences, helping to increase knowledge, values, and rights, as well as the acquisition of social responsibility."

"I learned what SLUSIK works and its benefits."

"I also learned what the PLACE model is, and how it can be implemented in education."

"I confirmed the validity of the SL strategy applied to the environment of elementary schools in bigger cities. I had the opportunity to see a real shift and change in the pupils involved in this strategy. I also became convinced that it is necessary to pay attention to these students, young people, to give them support, to offer them opportunities because their stagnation in social and collective thinking can be dangerous for the whole neighbourhood."

Another area of the student's reflection in connection with the PLACE model implementation was the **learning process**. They reflected they learned about the learning process itself in service-learning:

"I learned how individual and social learning can be combined and how real-life topics can be addressed in an interesting way."

"I have learned to conduct learning horizontally, where we all contribute and collaborate to create and build learning together."

"I have learned to change learning processes with social commitment linked to the community."

Students also mentioned that they developed **skills and confidence working with young people**:

"I have learned to deal with the group of teenagers, I have developed patience, and it has awakened my social conscience a little more."

"I learned to be confident in unknown classrooms and participate in new school settings."

"I learned to communicate with younger students and to awaken their interest in various topics or, based on the topic that the students like to focus on, to open another topic in the discussion."

All students reflected they would **also use the knowledge and skills they acquired during the PLACE model piloting in the future**. Because they mainly studied education, they mentioned they will use them in their future jobs, pedagogues, and future work with the community.

"In my future job as a pedagogue, I must be really organised and ready to face unexpected situations. This experience will help me maintain my goals and future personal development."

Several students mentioned the motivation for **using the service-learning and PLACE model in the future** because they could see the benefits of this approach in education and also for society:

"I think I'm gonna do more service-learning projects in my future because it was cool to see how happy the people are, which are gonna receive the end product."

"As a method to work out social skills in my classroom with my students."

"I will use such activities more often."

"I will support other teachers for such projects."

"Instead of working on values and skills as it is usually done, there are activities and projects like this that could make social change for the better in the future."

Students also saw that they could use what they have learned in their future work with the students, and they will be able to **apply it also in other situations to empower young people:**

"Applying it in other situations and contexts that allow for co-creation. As well as transmitting everything learned to other people."

"To foster the skills and abilities of the people you work with."

"To promote the skills and competences of the people I work with, guiding and facilitating learning, breaking with traditional methodology."

"To continue to awaken people's social consciences so that together we can all help to improve aspects of life that need to be improved."

Students mentioned different parts of the PLACE model implementation that had the biggest impact on them.

For most of the students, the **most crucial part was the ACTION stage** because they saw in the stage the connection with real life:

"Action" can be highlighted, as learning is triangulated with being a responsible citizen, acting on the needs of their community."

"Action, linking learning to real life issues and developing students' ideas."

"Action, as it links learning with real life."

"What has had the greatest impact on me is the part where users act in response to the needs of their environment."

Some students also reflected as an **essential part EFFECT**, because they were able to see the impact on students:

"Last activity when we realised that we had some impact on students."

"The positive impact that this project had on pupils was very special to watch. Pupils came together and made something for other children."

One student mentioned as a **most critical part LINK:**

"The second phase of the PLACE model, Link, had the biggest impact on me. It was also the hardest, most challenging part for me. This was the hardest part because of connecting with students who were initially uninterested. That is why we, the student mentors, had to make an extra effort to connect with them and encourage them to get acquainted with the topic. We had to use our existing personal, social, and professional competencies here. Also, in that situation, we had to think like the students we mentored to understand what needed to change."

All students agreed they would recommend participation in the PLACE model to the other university students primarily because of the personal and professional development and connection with the target group they will work with in the future and for their future work.

"Students can improve their competences and work in a dynamic environment."

"I would recommend the project to other students because it allowed me personal and professional development. I would also recommend implementation in other schools, in other subjects because it is a good model for learning."

"Yes, as learning is developed horizontally, creating and building joint learning."

"Yes, because it helps to establish experiences with future work populations."

"Yes, because it fosters group cohesion and allows us to establish contact with possible recipients of our future work, In addition to the acquisition of professional skills."

"Yes, because it is an experience that helps you discover new learning and interaction methodologies."

"Yes, because it is very interesting, you learn a lot and share experiences."

"Yes, because it is a good contact to know how teenagers are nowadays and how to work with them."

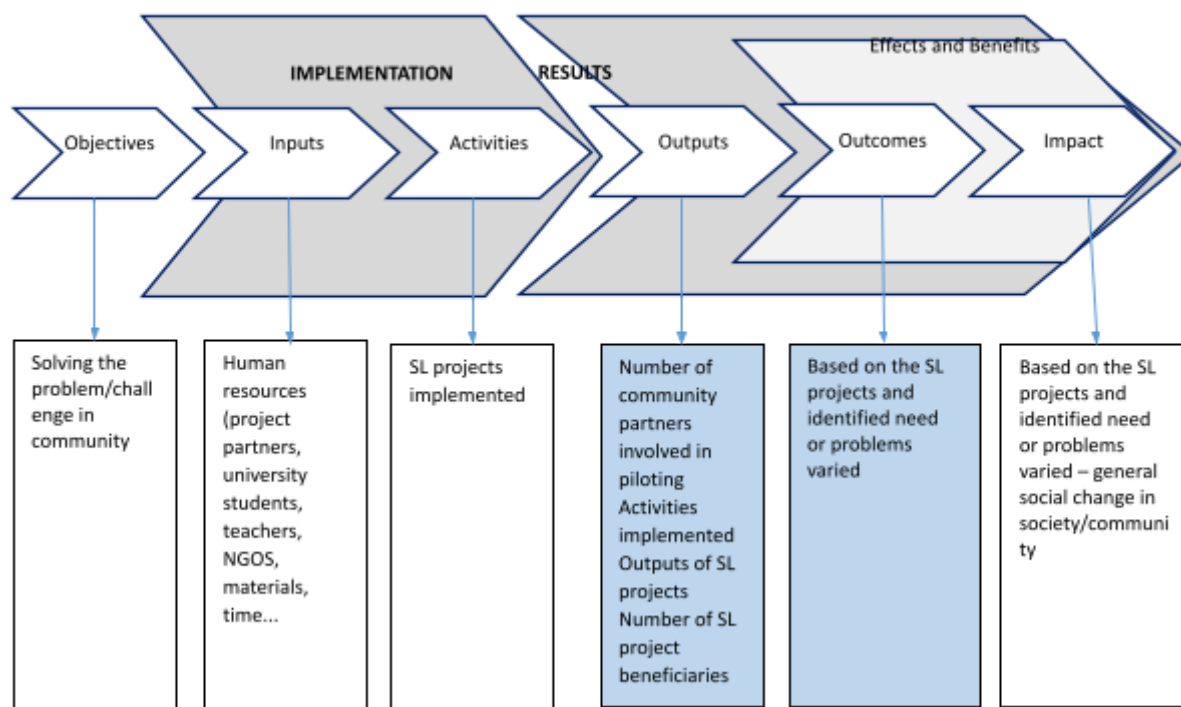
"Yes, because this model allows a better development of work and a way of working with the students."

Summary of the effects of PLACE model implementation on university students

University students evaluated their participation in the training and implementation of the PLACE model positively. They reflected that thanks to their involvement in the PLACE model, they developed knowledge and skills related to the service-learning, mentoring, and PLACE model. The participation contributed to their personal and professional development, and they see the potential of using the gained knowledge and skills in the future. As for the secondary school students and university students, the experience with the PLACE model implementation was highly individualistic and reflected the benefits of participation in different areas. After participating in the PLACE model, all students included in the evaluation would recommend the involvement to the other university students.

9. EFFECTS EVALUATION FOCUSED ON COMMUNITIES

One of the essential and unique characteristics of service-learning as a teaching and learning strategy is the connection with the community and the focus on solving the real problems, needs, and challenges in the communities. This is why service-learning's effects are evaluated not only in connection with the schools, students, and teachers but also with the beneficiaries, societies, and community partners.



An ex-post evaluation was used to evaluate the outputs and outcomes of the service-learning PLACE model piloting focused on communities. The reports from service-learning projects implemented in each country and a questionnaire for community partners were used to gather information about the effects related to the communities. The structure of the report and questionnaire are included in the Annex. Table 34 summarises the outputs focused on community partners and beneficiaries of service-learning projects.

Table 34 Outputs indicators related to the community partners and beneficiaries of service-learning projects

OUTPUTS INDICATORS	Slovakia	Croatia	Austria	Spain	Ireland	Total
Number of community partners involved in the piloting of the model	1	1	1	2	3	8
Number of community partners who filled questionnaire						4
Number of beneficiaries involved in the piloting of the model	525	759	472	92	785	2633
Number of service-learning projects implemented during the piloting	3	2	1	2	14	22

In total, 22 service-learning projects were implemented during the PLACE model piloting, which included 8 community partners. Projects were beneficial for more than 2 600 people.

9.1. Community needs, community partners, and beneficiaries of the service-learning projects

The service-learning project reacted to various needs in the communities inside and outside the schools. In some cases, the service-learning projects were primarily focused on the needs and challenges of other students in the school. Still, they also had a later impact outside the school and involved beneficiaries in external communities. The project's focus inside the school was mostly caused by the COVID19 situation (it was hard for the students to connect with the communities outside the schools because of the safety measures). Still, it was also a choice of the students and teachers. From previous experiences it can be seen that many teachers start with service-learning inside the school, and later when they feel more confident, they search for projects and challenges in communities outside the school.

Needs that students addressed in the service-learning projects, which included the community inside the school, were:

- Old bathrooms; missing privacy in the toilets in the school,
- Missing space in the school for the informal meetings of students,
- Missing buffet for the students in the school – students do not have any possibility to buy food or drink while in school.

Needs and challenges of the service-learning project outside the school were focused on:

- Social isolation and loneliness of older people,
- Reforestation and forest conservation awareness,
- Old people need to organise activities that support brain activity, and they need to see their benefits to society,
- Lack of school items for children from socially disadvantaged groups,
- The need for local communities to address the level of plastic pollution and declining bee numbers, with 30% of Irish bee species threatened with extinction leading to critical issues with maintaining ecosystems.

- Derelict or underused land is having a negative impact on the local community, attracting anti-social behaviour, becoming overgrown, or simply being an eyesore.
- The rise of cheap, ready-to-go food in Ireland has led to overbuying, obesity and increased food waste. There is also a need for more local, pesticide-free, sustainable food production to improve diets to support better health.
- Hundreds of people experience violence and antisocial behaviour every day. While the extent and type vary across demographic groups, anti-social behaviour negatively impacts youth in all communities.
- Action is needed in communities to ensure that everyone is included, heard, and empowered in social processes.

Service-learning projects, which included communities inside and outside the school, reacted to the needs:

- Euroscepticism, fake news about the role of the EU,
- Less reading literacy inside and outside the school,
- Not all students are treated equitably so that they feel safe and secure and this is reflected in issues of social injustice in our communities.

Community partners in the service-learning projects during the PLACE model piloting were:

- Association Delta (Croatia), is a youth organisation that aims to strengthen the active participation of youth and the ways the society includes young people in decision-making on all levels.
- "Árboles Contra el Cambio Climático" (Trees Against the Climate Change) (Spain), a local NGO that focused its activity on environmental interventions, such as reforestation and forest conservation awareness.
- Local Neighbourhood Council Albayda, (Spain), and its role was to be the middleman between the students and the target group (i.e., the elderly).
- NGOs organise campaigns and events to support children from poor backgrounds (Austria).
- House for seniors (Slovakia).
- Ballyhoura Development (Ireland)- is a community-led Local Development Company that works in partnership to develop empowered and inclusive communities that inspire and embrace new opportunities, drive positive, sustainable social, environmental, and economic change, and reduce inequalities.
- Urban Co-op (Ireland) works to contribute to a more sustainable & fairer world by supplying local produce & enhancing the lives of our members, customers, and the community.
- Limerick Food Partnership (Ireland) – raises awareness in local communities around issues of healthy food and healthy lifestyle.

Target groups of the service-learning projects:

- Students in the schools,
- Teachers and educators that deal with civic education,
- Local communities near the school,
- Elderly people in the neighbourhood
- Students from low-socio-economic background,
- Parents and families of students in the school,
- Elderly people in the House of seniors,
- New migrant families,
- Local farmers/shops/local community,
- Autistic children, local adults with intellectual disabilities.

9.2. Outputs and outcomes of service-learning projects

Outputs of service-learning projects

- Realised referendum in the school in which over 350 students voted.
- Bathrooms separated by sex, menstrual supplies added to the bathroom, locks on the doors of bathroom stalls;
- Study materials – the students produced one study material about the EU, which was disseminated to teachers of civic education and two Facebook groups.
- 150 trees were planted; a greenhouse with 75 plants was created in the high school, being taken care of by the students until they reached the size to be transplanted to the mountain.
- 2 interviews with elder people were conducted and recorded;
- Prepared boxes full of basics of children, the school materials in these boxes were all handmade by the students
- Created and renovated space for the children in the school for informal meetings.
- Buffet for the students in the school.
- Event Connecting Night of Literature for the community.
- Regular reading for seniors from House for seniors.
- Theatre performance for younger students in German.
- Reading during breaks in the newly opened study room in March.
- Developing a presentation for local primary school children in a fun, engaging format
- Production of an information booklet on food sustainability outlining actions that can be taken at home to ensure food security for current and future generations.
- Outlined easy designs to build a bug hotel at the school or people's homes.
- Approved by the principal, students designed and arranged collection points for fellow students to recycle their used plastic bottles and crisp packets.
- A cookbook incorporating recipes from different cultures.
- Seeking to create an outdoor space away from the main school area that is peaceful and private so that students can relax and look after their mental health.
- Obtained approval from the principal to allow the provision of basic sanitary products in all the school toilets and secured sponsorship from local shops for these products.
- Using the school's polytunnel facilities to grow fruit and vegetables, the students plan to grow some of their own produce as well as promote local organic farmers.
- Arranged for all first-year students to do a basic cooking skills class.
- Working with the Tidy Towns community group, students have approached a local building supplies shop for sponsorship of paint and cleaning supplies to add a "Splash Of Colour" to the town.
- Research issues in the area and arrange for local community police to give a presentation at the school.
- Using recycled products in their design, a safe space is being created on school grounds adjacent to a community walkway for students, local autistic children, and local adults with intellectual disabilities

Outcomes of the service-learning projects

- School toilets are more functional and safe; students say they find bathrooms more beneficial to their needs;
- Less Euroscepticism by offering information;
- Raised awareness about forest conservation and the importance of trees for a community;
- Reduced loneliness of the elderly people in the neighbourhood.

- Increased awareness about access to resources and that the resources are not distributed to all people equally.
- Increased interest of students in books and reading.
- Acceptance of the volunteering model as a self-evident part of the school's activities.
- Raised awareness about the importance of bees in the production of food and the environment in general.
- Showed the benefits of food sustainability and how it facilitates conservation of the environment.
- Highlighted the importance of a healthy ecosystem with bugs playing an important part.
- Increased awareness across the school of the importance of recycling.
- Promoted healthier eating options using local foods that are reflective of the different cultural backgrounds of students.
- Raised awareness about the recycling problem in their school to the younger classes
- Recognition of younger people's mental health in their school.
- Normalised periods in the school environment and encouraging open conversation.
- Promote organic vegetables' growth locally and sell them at affordable prices.
- Encouraged students to get involved with the environment to help promote sustainability and improve their health.
- Challenged societal gender stereotypes.
- The local town is more attractive by camouflaging/cleaning derelict buildings in the community.
- Raising awareness about the problem of drugs and violence in their community
- Safer space on school grounds for all students to use, including those from St. Joseph's special care services in the local town.

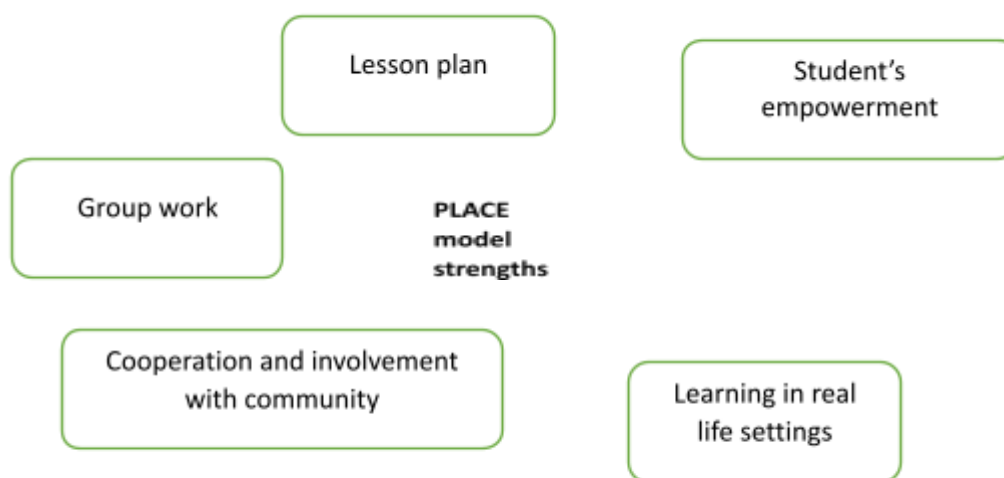
Because there were only four answers to the questionnaire for the community partners, we decided not to make any conclusions from the answers, just a summary. Community partners who filled out the questionnaires would recommend the PLACE model to other organisations, but they could not evaluate it. They positively assessed support from the university and are willing to cooperate in the future on service-learning projects. On the other side, they missed the human and financial resources for the successful implementation.

10. EVALUATION OF THE PLACE MODEL FROM THE POINT OF VIEW OF STAKEHOLDERS INVOLVED IN THE PILOTING

10.1. Evaluation of the PLACE model from the point of view of teachers

The last part of the questionnaire for teachers focused on the place model evaluation from the teachers' point of view. Teachers were asked about the strengths, added value, and weaknesses of the PLACE model and the recommendations for the improvement of the model. The strengths of the PLACE model are in the figure.

Figure 7 PLACE model evaluation from the point of view of teachers



The teachers saw the strengths of the PLACE model in the cooperation of the school with the community and the involvement of students in real-life settings. They also saw the potential in developing group work and student empowerment. They also reflected the structure of the PLACE model and lesson plan as a positive aspect.

Teachers named the weaknesses of the PLACE model time and lack of examples. For some teachers, more help and support were needed from the university.

The evaluation of university students' involvement in the **service-learning project implementation from the teachers' point of view varied**. All teachers assessed the participation positively. They saw that they helped the students:

"They help the group a lot and help to carry out and guide the tasks."

"It has been very positive because, without their presence, we would not have been able to make progress in the dynamics."

"Great! Help was provided in all fields of work."

"Student feedback forms and discussion."

Some teachers also reflected the development of university students as an essential part of the PLACE model:

"As essential for their competency development, any future professional who is going to engage in this type of activity must do fieldwork."

One teacher assessed the involvement positively, but he/she also reflected that university students were not ready (*"...it is good, but they are not ready"*).

The teachers evaluated the cooperation with the university in the process of the PLACE model piloting as essential. It was assessed as "excellent," "fundamental in all steps", "close, accessible and committed", "helpful", "very high level". For one teacher, it was crucial for the implementation: *"It would not have been possible without the collaboration and follow-up of the university."*

10.2. PLACE model evaluation from the point of view of university students

The last part of the questionnaire focused on the place model evaluation from the point of view of university students. We asked students about the strengths, added value, and weaknesses of the PLACE model and the recommendations for the improvement of the model. The strengths of the PLACE model are in the figure.

University students mentioned **strengths of the PLACE model** connected with the specific style of learning in the service-learning PLACE model, which includes collaborative learning, student-centred learning, learning in natural life settings and the democratic environment:

"It enables learning through partnership, encourages student-centred learning, addresses real-life topics, and encourages learning in a democratic environment."

They also mentioned the interest and motivation of young people as an essential point, which is also connected with working for the common goal.

"Above all, it is worth highlighting the interest of the students and their participation in achieving the objectives set."

"Students' interest and work towards the achievement of the goals set."

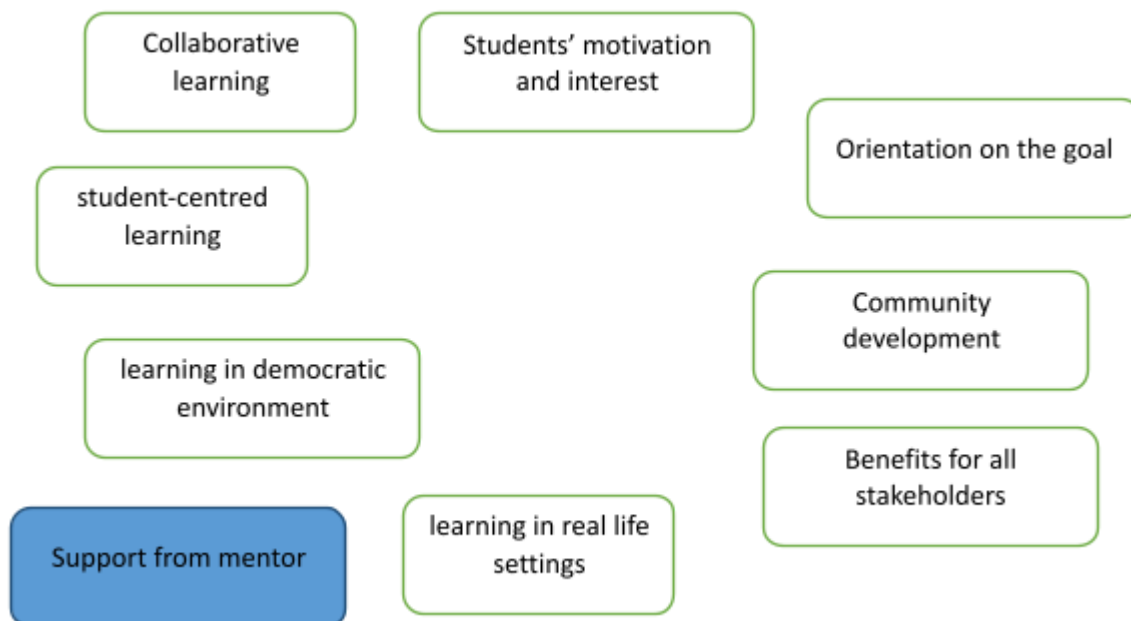
"The strengths are the people involved, their interest and their desire to achieve the objectives. Motivation."

The university students also saw the strengths of the PLACE model in the benefits of all stakeholders involved in the process:

"We all could profit. Teachers could learn something about their teaching skills, pupils developed more social skills and the children who will get the workpieces will have something of their own to take to school."

"We all could profit."

Figure 8 PLACE model evaluation from the point of view of university students



PLACE model strengths

As an added value of the PLACE model, students saw **their support as Role Models/ mentors.**

"External help, in this case from the mentors and the university team, to the students."

"My added value is that I was closer to the students in terms of age, so they were more relaxed in my society. Also, my added value is that I had experience in this form of learning so I was able to critically look at some of its aspects."

"Sharing experiences with people from other educational levels, thus allowing these students to make contact with university students and favouring Service-Learning."

"I consider that I have offered support to the students, accompanying them in their learning process." LI produced a new medium with my students and opened their eyes for children and their needs in poor countries. I showed the students a way of helping others."

"I believe that with my participation, I have helped the students at the school to see a different way of working from the routine, and I have supported them in their decisions."

Weaknesses of the PLACE model from the point of view of university students

The weaknesses of the PLACE model implementation from the point of view of university students can be gathered into two groups. One group is expressed by lack of commitment which was mentioned in connection with the secondary school students and teachers.

"Perhaps the lack of commitment on the part of the students and the lack of involvement of the school's teaching staff."

"Lack of commitment on the part of some of the teaching staff and lack of time to carry out some activities."

"Some lack of commitment on the part of the teaching staff or lack of time to carry out everything that is proposed."

"The low motivation of teachers."

The second weak point of the PLACE model mentioned by university students was time. In this case, students saw that the implementation of service-learning projects needs time but also that it is hard to combine the participation of university students in the mentoring with the schedule of the school.

"It is a big expenditure of time."

"The schedule in which it is carried out is hardly compatible with the class schedule at the university."

Recommendations for improvement of the PLACE model from the point of view of university students

The recommendations for the improvement of the PLACE model were connected with two aspects. One aspect was working with the motivation of students and teachers using different approaches:

"Carry out some kind of dynamic or activity to encourage the motivation and involvement of both pupils and teachers involved."

"More motivation on the part of the pupils, focusing more on the activities proposed."

"Working on the motivation of both teachers and students."

"I would include a few minutes of socio-cultural animation in all sessions to increase motivation, for example, short performances or creation of team symbols."

The second aspect of the improvement was connected with the closer relationship with the community outside the school, which was also connected with more time:

"To implement it, take another subject that is more interesting to students, and that will allow real entry into the community. Also, for greater success, it is necessary to extend the time of implementation of the PLACE model and enable students to actually enter a community other than their school."

"Greater involvement of local associations and NGOs."

"More activities outside the school."

10.3. Challenges and obstacles in the piloting process

Most of the challenges in the piloting of the PLACE model were connected with **COVID19**. It influenced the training for the teachers and university students and the involvement of schools and community partners. For example, many students were sick and "jumped in" later, so they lacked the preparation phase and onboarding process. That led to some miscommunication between students and lessened motivation. Virtual substituted for face-to-face made building relationships difficult for students, as they could not establish close and meaningful relationships through online interaction. Virtual engagement does not replicate natural face-to-face interactions and prevents the gradual building of trust and understanding between partners. Using different systems and applications often made it difficult in the physically constrained COVID19 environment for students to interact freely and share their work with community partners and role models.

Time was seen as a frequent challenge also. Time obstacles were connected with the end of the school year, full of administrative and evaluative work for teachers, so they didn't have time for children. At that time, student mentors were also unavailable because of their college tasks (in their final year), so the high school students had less support. In some cases, it was complicated to align role models' schedules with school timetables, limiting their availability and contact time.

The lack of motivation of secondary school students was mentioned not only in connection with COVID19 but also with their participation in the project. As one of the partners mentioned: *"...students' lack of motivation at the beginning since they approached the project as an excuse to skip classes, so some of the sessions were deliberately slowed down by a certain group of students, and they didn't see that it wasn't another school project."*

Implementing the project as part of the school curriculum was also mentioned as a struggle in some countries.

The **communication between teachers and role models did not work well** for some teachers. Teachers mentioned that the inclusion of role models in the projects was not necessary, and the steps of the project can be implemented without role models. This created difficulties in terms of having the required cooperation and harmony among the people.

In some cases, teachers also mention **insufficient leading roles for secondary school students**. There was a lot of influence from the teacher, and the children also didn't take responsibility for activities; they could implement themselves.

Limited resources in disadvantaged schools (often with no budgets for any project work) meant that everything that was needed for the projects had to be sourced externally through sponsorship and similar arrangements.

Table 35, summarises the strengths and weaknesses and recommendations for improving the PLACE model.

Table 35 PLACE model strengths, weaknesses, and recommendations for improving

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Contact and cooperation with the community ● Potential for development of the group work ● Student empowerment ● Support from university ● Support from university students ● Specific learning style – learning with the community, learning in life real settings, student-centred learning, learning in a democratic environment ● Benefits for all involved stakeholders ● Community development ● Lessons plan 	<ul style="list-style-type: none"> ● Lack of time ● Lack of local examples ● Hard to implement in the school as a part of the school's curriculum ● Conflicts in the schedules of university students and secondary school
Recommendations	
<ul style="list-style-type: none"> ● Working with the motivation of secondary school teachers and students ● Closer connection with the community outside the school ● Needed resources for the schools and community partners ● Better communication between teachers and university students ● Working on the leading role of secondary school students 	

Annex – Instruments used for the evaluation

Pre-test questionnaire for secondary school students

Your code:

Make a code from your mother's initials and day of your birth

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7
 Completely disagree Completely agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

1=Strongly disagree; 2=Disagree; 3=Slightly disagree; 4=Slightly agree; 5=Agree; 6=Strongly agree

1. I feel I am part of the community	1	2	3	4	5	6
0. I pay attention to news events that affect the community	1	2	3	4	5	6
0. Doing something that helps other is important to me	1	2	3	4	5	6
0. I like to help other people, even if it is hard work	1	2	3	4	5	6
0. I know that I can do to help make the community better place	1	2	3	4	5	6
0. Helping other people is something everyone should do, including me-	1	2	3	4	5	6
0. I know a lot of people in community and they know me	1	2	3	4	5	6
0. I feel like I can make a difference in community	1	2	3	4	5	6
0. I try to think of ways to help other people	1	2	3	4	5	6
0. Everyone should pay attention to the news, including myself	1	2	3	4	5	6

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

1=Strongly disagree; 2=Disagree; 3= somewhat disagree and somewhat agree; 4=Agree; 5=Strongly agree

1. I can make a positive difference in my community	1	2	3	4	5
0. Even though I am a teenager, there are ways for me to get involved in my community.	1	2	3	4	5
0. I can use what I know to solve „real-life“ problems in my community					
0. I am responsible for protecting our planet	1	2	3	4	5
0. I have responsibility to improve my community	1	2	3	4	5
0. I often think about ways that i can make a world better place	1	2	3	4	5
0. I have a responsibility to help other in the neighbourhood	1	2	3	4	5
0. I complete my schoolwork regularly	1	2	3	4	5
0. I work hard at school	1	2	3	4	5
0. I am good at staying focused on my goals	1	2	3	4	5
0. I finish whatever I begin	1	2	3	4	5
0. I concentrate on my schoolwork	1	2	3	4	5
0. How smart I am is something that I can change	1	2	3	4	5
0. What we do in school will help me succeed in life	1	2	3	4	5
0. I try things even if I might fail	1	2	3	4	5
0. One of my goals in class is to learn as much as I can	1	2	3	4	5
0. It's important to me that I improve my skills this year	1	2	3	4	5
0. I can do almost all the work in class if I don't give up	1	2	3	4	5
0. I enjoy going to school most days	1	2	3	4	5
0. I feel proud of my school	1	2	3	4	5

0.	I am treated with as much respect as other students	1	2	3	4	5
0.	I am comfortable asking my teacher(s) for help	1	2	3	4	5
0.	In my school, I feel I belong to a group of friends	1	2	3	4	5
0.	I'm thinking on dropping out from this school	1	2	3	4	5

Instruction: How important are the following to you?

1=Not at all important; 2= a little important; 3 Somewhat important; 4 = quite important; 5 = extremely important

1.	It is important to me consider the needs of other people	1	2	3	4	5
0.	It is important to me to help those who are less fortunate	1	2	3	4	5
0.	It is important to me make sure that all people are treated fairly	1	2	3	4	5
0.	It is important to me to think about my actions affect people in the future	1	2	3	4	5

Instruction: Below is a list of skills. Rate how well you can do each skill

1=I definitely can't; 2=A probably can't; 3=I am unsure if I can; 4=I probably can; 5=I definitely can

1.	Create a plan to address a problem	1	2	3	4	5
0.	Get other people to care about a problem	1	2	3	4	5
0.	Express my views to others in-person or writing	1	2	3	4	5
0.	Contact someone in the leadership position about a problem	1	2	3	4	5
0.	Listen to conflicting viewpoints and identify where they agree and disagree	1	2	3	4	5
0.	Summarise what another person said to make sure I understood	1	2	3	4	5

Instruction: Please answer the following final questions.

A. Have you been ever involved in providing unpaid help to other people or the environment outside your family or household?

- a. Yes
- a. No
- b. I am not sure

B. How often do you participate in organised activities outside of school (sports, arts or music, after-school programs, religious or cultural activities, etc.)?

- a) Not at all
- b) A few times a year
- c) Once or twice a month
- d) Once or twice a week
- e) Three or more times a week

C. What is your gender:

- a. Male
- a. Female

D. Your age:

E. Do you live in:

- a. City
- a. Village

F. Which language do you speak at home?

- a. Same as in the school (add the language based on your country)
- a. Different as in the school

G. How would you evaluate yourself as a students on the scale where 1 is the worst student and 5 is the excellent student

1 2 3 4 5

Post-test questionnaire for the experimental group

Your code:

Make a code from your mother's initials and the day of your birth

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

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0.	In my school, I feel I belong to a group of friends	1	2	3	4	5
0.	I'm thinking on dropping out from this school	1	2	3	4	5

Instruction: How important are the following to you?

1=Not at all important; 2= a little important; 3 Somewhat important; 4 = quite important; 5 = extremely important

1.	It is important to me consider the needs of other people	1	2	3	4	5
0.	It is important to me to help those who are less fortunate	1	2	3	4	5
0.	It is important to me make sure that all people are treated fairly	1	2	3	4	5
0.	It is important to me to think about my actions affect people in the future	1	2	3	4	5

Instruction: Below is a list of skills. Rate how well you can do each skill

1=I definitely can't; 2=A probably can't; 3=I am unsure if I can; 4=I probably can; 5=I definitely can

1.	Create a plan to address a problem	1	2	3	4	5
0.	Get other people to care about a problem	1	2	3	4	5
0.	Express my views to others in-person or writing	1	2	3	4	5
0.	Contact someone in the leadership position about a problem	1	2	3	4	5
0.	Listen to conflicting viewpoints and identify where they agree and disagree	1	2	3	4	5
0.	Summarize what another person said to make sure I understood	1	2	3	4	5

Instruction: Please answer the following final questions.

A. How many hours did you spend working on the service-learning project? You can include all hours connected with the planning of the project, implementing, evaluating, and celebrating.

- a. less than 10 hours
- a. 11 - 20 hours
- b. 21 - 30 hours
- c. 31 - 40 hours
- d. 41 - 50 hours
- e. 51 - 60 hours
- f. 61 - 70 hours
- g. 71 - 80 hours

- h. 81 - 90 hours
- i. 91 - 100 hour
- j. more than 100 hours

B. How long have you been involved in the service-learning project? You can include all months connected with the planning of the project, implementing, evaluating, and celebrating.

- a. less than 1-month
- a. more than 1 month, less than 2 months
- b. more than 2 months, less than 3 months
- c. more than 3 months, less than 4 months
- d. more than 4 months, less than 5 months
- e. more than 5 months

C. Did you have direct contact with the beneficiaries during the service-learning project implementation?

- a. yes
- a. no
- b. I am not sure, I don't know

D. Please try to evaluate your overall participation in service-learning project

Terrible poor average good excellent

Instruction: Please choose on which level do you agree with each statement:

1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Neither Disagree nor Agree, 4 = Somewhat Agree, and 5 = Strongly Agree.

It is important for me to learn what is taught during service-learning projects.	1	2	3	4	5
I think that I will be able to use what I am learning in this class in other classes later on.	1	2	3	4	5
I think that what we are learning in this course is valuable.	1	2	3	4	5
I think that what I am learning in this course is useful for me to know.	1	2	3	4	5
Participation in service-learning project is relevant to everyday life.	1	2	3	4	5

I feel that I made a real contribution through my service-learning activity.	1	2	3	4	5
My service-learning activity met needs of the community.	1	2	3	4	5
My service-learning project was useful for the community/beneficiaries	1	2	3	4	5
I learned to apply concepts from school to real situations.	1	2	3	4	5

Post-test questionnaire for the control group

Your code:

Make a code from your mother's initials and the day of your birth

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7
 Completely disagree Completely agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7

28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

1=Strongly disagree; 2=Disagree; 3=Slightly disagree; 4=Slightly agree; 5=Agree; 6=Strongly agree

1. I feel I am part of the community	1	2	3	4	5	6
0. I pay attention to news events that affect the community	1	2	3	4	5	6
0. Doing something that helps other is important to me	1	2	3	4	5	6
0. I like to help other people, even if it is hard work	1	2	3	4	5	6
0. I know that I can do to help make the community better place	1	2	3	4	5	6
0. Helping other people is something everyone should do, including me-	1	2	3	4	5	6
0. I know a lot of people in community and they know me	1	2	3	4	5	6
0. I feel like I can make a difference in community	1	2	3	4	5	6
0. I try to think of ways to help other people	1	2	3	4	5	6
0. Everyone should pay attention to the news, including myself	1	2	3	4	5	6

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

1=Strongly disagree; 2=Disagree; 3= somewhat disagree and somewhat agree; 4=Agree; 5=Strongly agree

1. I can make a positive difference in my community	1	2	3	4	5
0. Even though I am a teenager, there are ways for me to get involved in my community.	1	2	3	4	5
0. I can use what I know to solve „real-life“ problems in my community					
0. I am responsible for protecting our planet	1	2	3	4	5
0. I have responsibility to improve my community	1	2	3	4	5
0. I often think about ways that i can make a world better place	1	2	3	4	5
0. I have a responsibility to help other in the neighbourhood	1	2	3	4	5
0. I complete my schoolwork regularly	1	2	3	4	5
0. I work hard at school	1	2	3	4	5
0. I am good at staying focused on my goals	1	2	3	4	5
0. I finish whatever I begin	1	2	3	4	5
0. I concentrate on my schoolwork	1	2	3	4	5
0. How smart I am is something that I can change	1	2	3	4	5
0. What we do in school will help me succeed in life	1	2	3	4	5
0. I try things even if I might fail	1	2	3	4	5
0. One of my goals in class is to learn as much as I can	1	2	3	4	5

0.	It's important to me that I improve my skills this year	1	2	3	4	5
0.	I can do almost all the work in class if I don't give up	1	2	3	4	5
0.	I enjoy going to school most days	1	2	3	4	5
0.	I feel proud of my school	1	2	3	4	5
0.	I am treated with as much respect as other students	1	2	3	4	5
0.	I am comfortable asking my teacher(s) for help	1	2	3	4	5
0.	In my school, I feel I belong to a group of friends	1	2	3	4	5
0.	I'm thinking on dropping out from this school	1	2	3	4	5

Instruction: How important are the following to you?

1=Not at all important; 2= a little important; 3 Somewhat important; 4 = quite important; 5 = extremely important

1.	It is important to me consider the needs of other people	1	2	3	4	5
0.	It is important to me to help those who are less fortunate	1	2	3	4	5
0.	It is important to me make sure that all people are treated fairly	1	2	3	4	5
0.	It is important to me to think about my actions affect people in the future	1	2	3	4	5

Instruction: Below is a list of skills. Rate how well you can do each skill

1=I definitely can't; 2=A probably can't; 3=I am unsure if I can; 4=I probably can; 5=I definitely can

1.	Create a plan to address a problem	1	2	3	4	5
0.	Get other people to care about a problem	1	2	3	4	5
0.	Express my views to others in-person or writing	1	2	3	4	5
0.	Contact someone in the leadership position about a problem	1	2	3	4	5
0.	Listen to conflicting viewpoints and identify where they agree and disagree	1	2	3	4	5
0.	Summarize what another person said to make sure I understood	1	2	3	4	5

Thank you very much for your cooperation.

Report from the subjective reflection of students' changes in civic and social competencies and students retention in the SLUSIK project

Possible options for collecting the data: Written reflection, diaries, Interviews, Focus groups

Structure:

Please describe what are the student's reflections on the changes in their social competencies, use also quotations from the students:

Please describe what are the student's reflections on the changes in their civic competencies, use also quotations from the students:

Please describe what are the student's reflections on the changes in their motivation and connection to the school, use also quotations from the students:

Please describe other perceived benefits from the service-learning project that students mentioned, use also quotations from the students:

Summary from the outputs and outcomes of the service-learning projects implementation

This should be filled by the partner based on the individual reports from schools (students and teachers)

Number of students participated in the project:

Number of students with special needs:

Number of teachers involved in the project:

Country:

.Community needs, community partners and target groups

- a. Please describe the needs in the community before the implementation SL projects.

- b. Community partners and target group (please describe who were the partners in the community and what was their role?)

- c. Who was the target group of the project? How many participants participated in your project as a target group?

II. Aims, outputs and outcome of the projects

- a. Please describe the aims of SL projects

- b. Please describe briefly outputs of the projects (how many people participated, how many materials did you produce....) – quantitative

- c. Please describe briefly outcomes of the project (for example which changes do you see? – qualitative

III. Project activities and timeline of the projects

Please describe briefly the activities implemented within the projects.

IV. Challenges and obstacles

Please describe the challenges and obstacles in the implementation of the projects.

V. Other reflections

Report from the training for teachers involved in the PLACE model implementation

Country:

Dates of the training:

Place of the training:

Names of the trainers:

Number of participants of the training:

1. Knowledge, skills and competences for PLACE model implementation

Statements	Average
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences	
I am able to explain service-learning as a community oriented educational tool/strategy	
I am able to explain the main features of service-learning	
I can identify steps to the implementation of service-learning projects within the PLACE model	
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model	
I am able to prepare my own plan for the implementation of the PLACE model in my subject/school	

0. Evaluation of training:

Statements	Average
I will use the knowledge and skills acquired at the training in my further work with young people	
The training met my expectations	
During the training I acquired new knowledge and skills in service-learning methodology	
Presentation was clear and understandable	
Presentation was interesting and inspiring	
I had enough space for sharing experiences between participants during the training	
I had enough opportunities for active participation during the training	
The quantity of written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) was exactly right.	
The written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) is clear and comprehensible.	
I had enough opportunities for learning during the training	
I am satisfied with the overall quality of the training	
Handouts and materials for participants were sufficient	
Spaces and refreshment were adequate	

The time allotted for the training was utilized/filled in an optimal way.	
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0. **Specific knowledge of participants acquired during the training:**

0. **Most important parts of the training from the view of the participants:**

0. **Recommendations for improvement of the training:**

0. **Additional comments (suggestions for the training content or training flow from the perspectives of trainers):**

Questionnaire for teachers after training

Please fill in all questions in the questionnaire. All of your answers will be used to improve future trainings and PLACE mode used in SLUSIK project

1. In a scale from 1 to 5 (1- poor developed and 5 – high developed) please assess the level of development of your knowledge, skills and competences related to the PLACE model implementation Add any comments relevant to support your assessment.

1 poor developed 5 high developed

Statements	1	2	3	4	5	Comments
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences						
I am able to explain service-learning as a community oriented educational tool						
I am able to explain the main features of service-learning						
I can identify steps to the implementation of service-learning projects within the PLACE model						
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model						
I am able to prepare my own plan for the implementation of the PLACE model in my subject/school						

0. Please express the level of your agreement with this statements:

1 strongly disagree 5 strongly agree

Statements	1	2	3	4	5
I will use the knowledge and skills acquired at the training in my further work with young people					
The training met my expectations					
During the training I acquired new knowledge and skills in service-learning methodology					
Presentation was clear and understandable					
Presentation was interesting and inspiring					
I had enough space for sharing experiences between participants during the training					
I had enough opportunities for active participation during the training					
The quantity of written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) was exactly right.					

The written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) is clear and comprehensible.					
I had enough opportunities for learning during the training					
I am satisfied with the overall quality of the training					
Handouts and materials for participants were sufficient					
Spaces and refreshment were adequate					
The time allotted for the training was utilized/filled in an optimal way.					

0. What did you learn during the training?

0. Please specify the part of the training that had the biggest impact on you.

0. Which changes or recommendations for improvement of the training would you propose to the trainer(s)?

0. In case you have additional comments, please add them here:

Questionnaire for teachers after participation in the PLACE model

Please fill in all questions in the questionnaire. All of your answers will be used to improve PLACE mode used in SLUSIK project

Part A information about teacher

- 1. Country
- 2. Type of the school
 - a. public
 - a. private
 - b. other
- 0. Duration of SL project (in weeks)
- 0. Experiences with community-based/engaged learning/service-learning
 - a. it was my first experience
 - a. I was involved also before
- 5. Subjects you teach
- 6. Gender
- 7. Age
- 8. Years of teaching practice:

Part B experiences from SL

1. In a scale from 1 to 5 (1- poorly developed and 5 – high developed) please assess the level of development of your knowledge, skills, and competencies related to the PLACE model implementation after your participation in the PLACE model.

1 poor developed 5 high developed

Statements	1	2	3	4	5	Comments
I understand the service-learning strategy as one of the strategies of development of civic and social competences						
I am able to recognize the potential and benefits of the service-learning strategy in education for the individual participants						
I can explain service-learning as a community-oriented teaching tool/strategy						
I can identify steps to the implementation of service-learning projects within the PLACE model						
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model						
I am able to create own plan for implementation of service-learning within my subject / subjects						
I am able to implement service-learning in my own subject						
I can explain service-learning to my colleagues						

I can explain why service-learning should be a part of education						
I am able to connect with the community partners within the service-learning implementation and cooperate with them						
I can facilitate the learning process of students in my subject with service-learning						
I am able to give the consultations to the students regarding the service-learning project						
I am able to connect service with the curriculum						
I am able to use different methods for reflection in the service-learning implementation						
I am able to accompany students through the itinerary of the project at the group and personal levels, both in moments of enthusiasm and those of confusion and doubt.						
I am able to accompany students through the itinerary of the project at the group and personal levels, both when in conflict and in those of growth and celebration.						
I am able to create an environment of co-agency that enables students to lead'						

- 0. What did you learn during the PLACE model implementation?**

- 0. How do you think you can use what you learned in the future?**

- 0. Please specify the part of the involvement in the PLACE model implementation that had the biggest impact on you.**

- 0. Would you recommend the participation in the PLACE model to other teachers?**
 - a. yes, please explain why:**
 - a. No, please explain why:**

Part C PLACE model evaluation

- 0. How do you see the strengths of the PLACE model?**

- 0. How do you see the weaknesses of the PLACE model?**
- 0. How do you evaluate the involvement of university students in the process of service-learning projects implementation?**

0. How do you evaluate the cooperation with the university in the process?

0. Which changes or recommendations for improvement of the PLACE model do you have?

Part D Reflection on students' competencies

0. Which changes did you see in the social competencies of the secondary schools' students in connection or thanks to the participation in the service-learning projects?

0. Which changes did you see in the civic competencies of the secondary schools' students in connection to the participation in the service-learning projects?

0. Which changes did you see in the motivation and connection with the school of the secondary schools' students in connection or thanks to the participation in the service-learning projects?

0. Are there any other benefits for the secondary school's students that you can see in connection s to the participation in the service-learning projects?

0. In case you have additional comments, please add them here:

Report from the training for university students in the PLACE model implementation

Country:

Dates of the training:

Place of the training:

Names of the trainers:

Number of participants of the training:

1. Knowledge, skills and competences for PLACE model implementation

Statements	Average
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences	
I am able to explain the main features of service-learning	
I can identify steps to the implementation of service-learning projects within the PLACE model	
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model	
I am able to explain my role in the PLACE model implementation	
I am able to explain my responsibilities, tasks and rights as a role model in the PLACE model implementation	
I am able to explain relationship monitoring requirements (e.g., response time, frequency, schedule)	
I am able to explain what to do in emergency and crisis-situations	
I am able to explain safety measures and risk management policies within the PLACE model implementation	

0. Evaluation of training:

Statements	Average
I will use the knowledge and skills acquired at the training in my further work with young people	
The training met my expectations	
During the training I acquired new knowledge and skills in service-learning methodology	
Presentation was clear and understandable	
Presentation was interesting and inspiring	
I had enough space for sharing experiences between participants during the training	
I had enough opportunities for active participation during the training	
The quantity of written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) was exactly right.	
The written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) is clear and comprehensible.	
I had enough opportunities for learning during the training	
I am satisfied with the overall quality of the training	

Handouts and materials for participants were sufficient	
Spaces and refreshment were adequate	
The time allotted for the training was utilized/filled in an optimal way.	

0. Specific knowledge of participants acquired during the training:

0. Most important parts of the training from the view of the participants:

0. Recommendations for improvement of the training:

0. Additional comments (suggestions for the training content or training flow from the perspectives of trainers):

Questionnaire for university students after training

Please fill in all questions in the questionnaire. All of your answers will be used to improve future trainings and PLACE mode used in SLUSIK project

1. In a scale from 1 to 5 (1- poor developed and 5 – high developed) please assess the level of development of your knowledge, skills and competences related to the PLACE model implementation Add any comments relevant to support your assessment.

1 poor developed 5 high developed

Statements	1	2	3	4	5	Comments
I am able to recognize the potential impact and benefits of the service-learning for students in connection with the development of social and civic competences						
I am able to explain the main features of service-learning						
I can identify steps to the implementation of service-learning projects within the PLACE model						
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model						
I am able to explain my role in the PLACE model implementation						
I am able to explain my responsibilities, tasks and rights as a role model in the PLACE model implementation						
I am able to explain relationship monitoring requirements (e.g., response time, frequency, schedule)						
I am able to explain what to do in emergency and crisis-situations						
I am able to explain safety measures and risk management policies within the PLACE model implementation						

0. Please express the level of your agreement with this statements:

1 strongly disagree 5 strongly agree

Statements	1	2	3	4	5
I will use the knowledge and skills acquired at the training in my further work with young people					
The training met my expectations					
During the training I acquired new knowledge and skills in service-learning methodology					
Presentation was clear and understandable					
Presentation was interesting and inspiring					
I had enough space for sharing experiences between participants during the training					

I had enough opportunities for active participation during the training					
The quantity of written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) was exactly right.					
The written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) is clear and comprehensible.					
I had enough opportunities for learning during the training					
I am satisfied with the overall quality of the training					
Handouts and materials for participants were sufficient					
Spaces and refreshment were adequate					
The time allotted for the training was utilized/filled in an optimal way.					

0. What did you learn during the training?

0. Please specify the part of the training that had the biggest impact on you.

0. Which changes or recommendations for improvement of the training would you propose to the trainer(s)?

0. In case you have additional comments, please add them here:

Questionnaire for university students after participation in the PLACE model

Please fill in all questions in the questionnaire. All of your answers will be used to improve PLACE mode used in SLUSIK project

Part A information about student

1. Country
2. Duration of SL project (in weeks)
3. Experiences with community-based/engaged learning/service-learning
 - a. it was my first experience
 - a. I was involved also before
4. Experiences with mentoring
 - a. it was my first experience
 - a. I had previous experiences
5. Your study program, please specify
6. Master or bachelor study:
7. Gender
8. Age

Part B experiences from SL

1. In a scale from 1 to 5 (1- poorly developed and 5 – high developed) please assess the level of development of your knowledge, skills, and competencies related to the PLACE model implementation and mentoring after your participation in the PLACE model and cooperation with students and schools.

1 poor developed 5 high developed

Statements	1	2	3	4	5	Comments
I understand the service-learning strategy as one of the strategies of development of civic and social competences						
I am able to recognize the potential and benefits of the service-learning strategy in education for the individual participants						
I can identify steps to the implementation of service-learning projects within the PLACE model						
I am able to describe roles and responsibilities of different stakeholders involved in the PLACE model						
I can explain why service-learning should be a part of education						
I can facilitate the learning process of students						
I am able to give the consultations to the students regarding the service-learning project						
I am able to accompany students through the itinerary of the project at the group and personal levels, both in moments of enthusiasm and those of confusion and doubt						

I am able to delegate and give leadership to students						
I have employed strategies to improve communication with mentees						
I have coordinated effectively with my mentees' other mentors						
I have worked with mentees to set clear expectations of the mentoring relationship						
I have aligned my expectations with my mentees'						
I have helped mentees develop strategies to meet goals of their SL project						
I have employed strategies to enhance my mentees' knowledge and abilities						
I have motivated my mentees						
I have built mentees' confidence						
I have stimulated my mentees' creativity						
I have acknowledge my mentees' contributions						
I have worked effectively with mentees whose personal background is different from my own (age, race, gender, class, region, culture, religion, family composition etc.)						
I have helped my mentees network effectively						
Currently, how would you rate the overall quality of my mentoring						

0. What did you learn during the PLACE model implementation and mentoring of the students?

0. How do you think you can use what you learned in the future?

0. Please specify the part of the involvement in the PLACE model implementation that had the biggest impact on you.

0. Would you recommend the participation in the PLACE model to other students?

a. yes, please explain why:

a. No, please explain why:

Part C PLACE model evaluation

0. How do you see the strengths of the PLACE model?

0. How do you see the weaknesses of the PLACE model?

0. In what way do you see the added value of your involvement in the process of PLACE model implementation in the schools?

0. Which changes or recommendations for improvement of the PLACE model do you have?

Part D Reflection on students' competencies

0. Which changes did you see in the social competencies of the secondary schools' students in connection to the participation in the service-learning projects?

0. Which changes did you see in the civic competencies of the secondary schools' students in connection to the participation in the service-learning projects?

0. Which changes did you see in the motivation and connection with the school of the secondary school students in connection to the participation in the service-learning projects?

0. Are there any other benefits for the secondary school's students that you can see in connection to the participation in the service-learning projects?

In case you have additional comments, please add them here:

QUESTIONNAIRES FOR COMMUNITY PARTNERS INVOLVED IN THE PLACE MODEL

1. Did you have any **previous experience with SL** before starting this SL project?

- a) yes
- b) no

0. Please rate how/clearly were the **expectations** of your organisation discussed/communicated with the teacher(s) and students at the beginning of the SL project

- a) not clear at all
- b) clear enough
- c) very clear

0. Please rate whether the **community needs/problems** were properly/successfully addressed by the SL project

- a) not at all
- b) successfully enough
- c) (completely) successful

0. Please rate **the appropriateness of the SL project time-frame/length:**

- a) it was too short
- b) it was too long
- c) it was just right

0. Please rate the **support offered by your organisation to the SL project/students** (OR...please reflect upon your own support to SL project/students...)

- a) too less
- b) too much
- c) just right

Please explain your choice:

0. Please rate the **support offered by the teacher(s) to your organisation** in the context of the SL project (OR...please reflect upon the support offered by teacher(s) to your organisation...)

- a) too less
- b) too much
- c) just right

Please explain...

0. Having in mind your experience on SL project, does your organisation have the interest **to continue engagement in (similar) SL projects connected with the area of your service?**

	yes	no	I don't know
engagement with students			
engagement with teacher(s)			
engagement with faculty/university			

If YES, can you list some of the ideas/directions for collaboration...(e.g. education, trainings, employment, research projects, students' volunteering etc.)

0. Was the **SL project manageable** in terms of the available resources in your organization

	yes	no	I don't know
human resources (employers/volunteers)			
mentoring capacity of your organisation (employers/volunteers)			
Infrastructure			
time planning			
allocated budget			

0. Please list three **positive take-away aspects/points** of the collaboration within the SL project

1 -

2 -

3 -

0. Please list three **challenges/obstacles** that you have encountered and would like to address in future SL projects

1 -

2 -

3 -

0. What kind of **additional support would your organisation need** to keep collaborating in SL projects? (e.g., educational training on SL, additional financial resources, matchmaking services for finding partners at the university level, support for creating organisational policies etc.)

0. Would you **recommend SL projects to other community organisations**

a) YES, PLEASE EXPLAIN WHY

b) NO, PLEASE EXPLAIN WHY

14. **How do you see the strengths of the PLACE model?**

15. **How do you see the weaknesses of the PLACE model?**

16. **What changes or recommendations for improvement of the PLACE model do you have?**

17. What changes did you see in the social competencies of the secondary schools' students in connection to their participation in the service-learning projects?

18. What changes did you see in the civic competencies of the secondary schools' students in connection to their participation in the service-learning projects?

19. What changes did you see in the motivation and connection with the school of the secondary schools' students in connection to the participation in the service-learning projects?

20. Are there any other benefits for the secondary school students that you can see in relation to the participation in the service-learning projects?

21. In case you have additional comments, please add them here: