

INTERIM EVALUATION REPORT

for the SLUSIK project

(31 December 2021)

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A. Executive Summary

This report reflects the interim outcomes and impact, as well as challenges and lessons learnt from the first half of the project SLUSIK implemented between December 2020 and November 2021. This evaluation tracks the record of this project in five areas of results defined at the outset:

- 1. *Research:*** After some delays, the State-of-the-Art Report has been successfully completed and provided an overview of the approaches to service learning used by project partners and beyond.
- 2. *Upscaling the model for service learning:*** Led by the University of Limerick, the activities to produce the upscale model for service learning resulted in practically applicable and easy-to-understand model for schools to launch their service learning initiatives. The model captured well the dynamic in the relations and cross-sector cooperation among all major players in service learning – and brought innovation when compared to pre-existing publicly available models by combining the involvement of secondary schools, universities, role models, and community partners. With feedback from project partners during its development, and after some iterations, the model became ready for use in training for teachers and further elaboration in the Toolkit.
- 3. *Toolkit and training materials:*** The key output of the project, the Toolkit for service learning produced in this project, has become the first of its kind in Europe which is aimed at secondary schools and is designed to be freely available. With the high ambition to be readily applicable in various countries and cultural settings, by schools of different sizes, and operating under different legislations according to different school year calendars, the project consortium, and particularly the lead partner for the work package, The University College of Teacher Education in Vienna, has managed to strike a delicate balance between making the Toolkit detailed enough to be ready for practice and flexible enough not to create unnecessary constraints. The Toolkit has been translated into languages of countries of project partner organizations and been used as a basis for training of teachers in pilot phase.
- 4. *Piloting:*** To provide robust data for verification of the impact that this model of service learning, and by implication, service learning in general, has on social and civic competencies of secondary school students, and consequently on their social inclusion and decrease of drop-out rates, the pilot testing was coordinated by Out-of-the-Box International and launched by participating universities in collaboration with schools and partners. At the time of this interim evaluation, the pilot testing was being conducted with the necessary level of pilot design harmonization between countries and a shared understanding of the parameters needed to generate valid data for formative evaluation in January-February 2022 and summative evaluation by May 2022.
- 5. *Quality and Evaluation:*** The evaluation model developed under the leadership of the Matej Bel University, with desk research inputs from the University of Granada and comments from other project partners, has allowed from the early stages to collect both

project monitoring data and evaluation data. The quasi-experimental design allows the project consortium to evaluate causality between pilot service learning projects as the intervention and the improvement in the level of social and civic competencies as the intended results. The evaluation model is designed to evaluate both quantitative indicators and qualitative data and provide robust results on the impact of service learning programme in secondary schools.

Overall, in the period up to the interim evaluation, the project consortium has achieved its objectives, produced intended results and laid the ground for the public policy, community building, and impact evaluation activities planned for the second half of project.

The innovative aspect of using the concept of service learning with the combination of engagement of role models, involvement of secondary school, and the partnership with civil society organisations/ community partners has laid the ground for service learning contributing to greater social inclusion in wider context than previously.

B. Methodology

This interim evaluation report reflects the progress made and challenges faced in the project as the project consortium proceeded to fulfil its goals, and to inspect the lessons learned along the way.

The interim evaluation is based on the analysis of project working documents, interviews with six key stakeholders, and interim results of project monitoring.

It was performed in qualitative rather than quantitative terms. It is meant to provide the project consortium members, and the wider network of stakeholders with reflections on the interim outcomes and impact as well as unintended consequences and difficulties in the project.

The major questions addressed by this evaluation are:

- 1. What are the key results of the project activities for the period 12/2020 to 11/2021?**
- 2. What are the main lessons learnt from the project implementation between 12/2020 and 11/2021?**
- 3. How has the internal evaluation model captured the progress towards enhancing the acquisition of social and civic competencies in secondary school students?**

Further evaluation questions (see Annex I) have been used to gain input to allow for evaluating the action with regards to its relevance, effectiveness, efficiency, impact, and sustainability.

This report covers the interim outcomes and impact in five major areas of the project, and offers observations and conclusions.

It draws upon the following sources of information:

- Analysis of the project working documents: project application, project monitoring data, project coordination meetings reports
- Evaluation interviews with six key stakeholders held in November 2021
- Conversations with the lead of WP6 Alžběta Brozmanová

A full list of all sources of information can be found in the annexes of this report.

C. Findings

C1 Introductory remarks

The goal of the project was to develop a model, to test that it works, and ideally have evidence to support it to help increase the model's rollout/deployment in the future. The project work packages have been structured accordingly, with the intention to avoid diluting project consortium's energies and attention on outputs that would add little to the intended outcomes.

The objective was to elaborate a model which is universal for all of Europe while also being flexible enough to allow for local adaptation and customization across diverse cultural and legal national contexts. The universal quality of the most critical project outputs – the model and the toolkit – has allowed for more rigorous testing and evaluation with comparative analysis possible between countries. The objective to have a universal pan-European model has also contributed to a lower number of variables affecting the validity of results.

C2 Project goals and objectives and motivations of partners

Ambition of the project

The major goal of the project was to promote social inclusion of children at risk of leaving school by enhancing their social and civic competencies through service learning.

While the concept of service learning has already been well established, this project has introduced new elements to its application mix: the element of role models combined with involvement of secondary schools and active participation of community partners.

Uniqueness of the toolkit

Despite service learning being deployed in various school settings, prior to the project, there was a lack of instructive how-to guides or toolkits readily available for school teachers ready to include service learning in their school learning programme. Those schools that have created methodological tools for service learning, have not made them publicly available.

As planned, the SLUSIK project helped develop and make widely accessible a comprehensive model and a toolkit to guide teachers on the path of introducing and establishing social learning element in their learning programmes. The toolkit has been designed to serve as both inspiration and catalyst to implement SL through adaptation of the model.

The need for methodology support

The project outputs were intended to address the gap for the younger-age group for which service learning has not traditionally been as available as for post-secondary school students. Interested teachers have faced the challenge of not only understanding what service learning entails but also making the case with school principal as to why it deserved the necessary investment of time and resources. The toolkit, coupled with further support from coordinators from universities, was meant to make their efforts more successful – in secondary schools.

Motivations

The project lead organization CEV focuses its efforts on promotion of and support to volunteering and the concept of service learning – although technically part of formal and compulsory education – helps expose even young people to volunteering, civil society, and community needs. It helps young people understand better how different actors in the community work together to solve challenges. It also helps school students better plan their future development and discover sooner their capacity for making impact and a contribution as volunteers in their communities. For these reasons, the CEV committed to the SLUSIK project focusing on service learning.

For Out of the Box International, the project fit directly one of its strategic priorities for 2021-2025 which is social cohesion. The aspects of cross-sector cooperation, servicing the community, and learning development of student competencies make the project idea fresh, with possible later impact on policymakers.

The University of Limerick, with its experience in “engaged learning”, was very familiar with the subject matter and content even before the project. Its potential for the University of Limerick lay in its practical and workable outputs such as the model and iterated pilot testing – more so than in the research aspects. The University has already considered it accepted in practice that there is causal link between service learning and social and civic competencies.

Also, it has been UL's experience that such impacts are long-term and cannot be delivered or measured immediately after a short-term intervention. The indicators might be defined to look at the causal link but short-term interventions do not achieve strong impacts in their experience. Despite having strong civil society and dynamic culture of volunteering, there is a growing number of young people in Ireland who are socially excluded and for the UL, it was of great interest to explore in the SLUSIK project how traditional forms of education at the secondary level might be changed through the social learning concept – especially in terms of encouraging open, inclusive civic behaviour and giving students a chance to develop such competencies at a secondary level through social connections and development within the community.

C3 Relevance

The academic writing and academic theory around service learning tends to stress that service learning programmes achieve best results if lasting for at least one school year.

Yet, there are teachers who are discouraged by the prospect of investing in a one-year-long programme but are ready to explore the concept of service-learning on a smaller scale.

The SLUSIK project aims to demonstrate the possible impact on social and civic competencies of secondary school students after approximately one half of school year by helping lower the initial obstacles to entry through practical toolkit and easy-to-apply model, coupled with the help from universities in setting up a functional cross-sector collaboration.

Service learning vs classroom-focused education as a tool to strength social and civic competencies

Development of social and civic competencies is already, in some cases, a part of the school curriculum, addressed in various school subjects. The relevance of this project might be demonstrated by showing that schools are better equipped to strengthen these two sets of competencies through service learning than through regular classroom taught subjects.

The differentiating aspect of service learning to help it achieve greater impact is the learning-by-doing premise (John Dewey), part of non-formal learning, when students actively engage in community service and have a better opportunity to practice their soft skills, transversal skills and apply their civic values than in passive learning in schools. It is the experiential quality of learning that is more effective for deep acquisition of those competencies.

The concept of service learning was not developed primarily with the goal of strengthening social inclusion bur rather better prepare children for life, connect school with real life and also change the traditional model of education in schools.

With its focus on reflection of experience, engaging with civil society, and having real-life impact, service learning makes for a tool to help increase social capital in communities and develop pro-social attitudes and values in children in their formative years even during compulsory school attendance.

Existing research shows that service learning allows students to be empowered to take ownership of their own learning and move away from purely transmissive transfer of

knowledge. Being empowered in this way, students more easily see the meaning of learning and feel the impact of their engagement in social projects.

C4 Effectiveness and efficiency

Efficiency

The definitions between the work packages and the division of role among partners has been clearly defined, with each package led by a respective member of the project consortium. This has helped avoid the common issue in projects of overcrossing work packages and a high number of outputs.

The number and structure of project consortium members has been set to achieve the intended results including testing in various countries while keeping project management manageable.

Effectiveness - Structure of partnership

Prior to the project, the partners have had a range of experiences in the field. In some cases, this allowed them to apply new elements to the service learning concept, whether its application with younger students, or the use of non-formal education methodologies, the involvement of university-level role models, or engagement of community partners - civil society organizations.

In particular, the Matej Bel University had previously had the triple experience with these elements of service learning, also in the bigger context of social inclusion policies.

C5 Impact

The evaluation of the overall impact of the service learning model and toolkit on social and civic competencies is still subject to evaluation as part of Work package 6 of this project.

Therefore, this interim reports rather inspects the underlying logic and assumptions and looks at secondary aspects of project impact.

Return on investment

As adoption of service learning requires targeted efforts as well as purposeful use of resources, the effectiveness of a well-implemented SL model in terms of return on

investment also becomes relevant. While the „return“ side in terms of value created (or costs reduced) by greater social inclusion is subject to analysis beyond the scope of this project, the „investment“ side has been given attention in the piloting phase in this project. Therefore, data will be available on requirements for SL implementation in terms of time and human resources.

Previous studies have shown that greater social and civic competencies in young people help reduce the risk of crime incidence, social exclusion, and extent of unemployment.

Consequently, a clearly demonstrated link between service learning and increased social and civic competencies in secondary school students is expected to provide better leverage for possible policy changes and wider adoption of the service learning concept in secondary schools.

For possible impact, service learning first needs to get a chance to be implemented

The first half of the project has resulted in the production of service learning model and toolkit, ready for use by secondary school teachers (ideally in combination with teacher training by already experienced practitioners). The eventual impact of these products will depend partly on their perceived user-friendliness and flexible usability in various contexts – e.g. in the context of “environmental weeks” (or similar thematic weeks in schools), or for a small group of people.

The question which the project has attempted to answer so far is how simple, manageable, cost effective and straightforward can service learning implementation be (in terms of process and rigorousness) without losing its intended effects? The relevant question might also be whether greater impact is to be achieved through wider take-up of the model (by more teachers) in a simple form or rather less wide take-up of the model (by fewer teachers) in more time- and cost-intensive but possible more effective format.

The rate of adoption (and hence potential impact) is to be increased also by easy-to-follow structure of lessons with clear estimates for teachers about the number of hours involved for each step and outside assistance needed.

As project manager Gabriella Civico formulated:

„Teachers may build their own dynamics around each step by lesson planning. The Toolkit is not expected to be dogmatic in timing. It emphasizes the process of five steps to achieve effectiveness and good quality. ... By design, the process is quite generic, quite flexible and not too prescriptive – it allows for additions such as SDGs. And for further elaboration based on particular cultural or educational or legal context.“

Impact on teaching style

Working with secondary teachers so far has also shown certain potential to help teachers better appreciate non-formal education through social learning. If properly trained and supported in their contacts with NGOs as community partners, the teachers may

complement more frequently their formal style of teaching with elements of non-formal education.

Low bar for entry

To facilitate a wide-scale adoption and increase the impact of the project outputs, consideration was taken to lower the barriers to entry for secondary schools – in terms of their time investment and costs. The results of this decision on the overall impact will be evaluated after the piloting phase in the second half of the project.

Impact on partners

While the impact on the primary target groups cannot yet be evaluated, the project experience has certainly affected project consortium members. For example, it was not customary for some of them to reach out to secondary schools or to enter into cross-sector collaboration initiatives with multiple stakeholders.

In addition, the dimension to promoting social inclusion through service learning has been one of the aspects newly explored in this project, particularly when approached not through purely research-based perspective but rather through a combination of training and piloting in joint activities with secondary schools and not for profit community partners.

On a broader level, the project coordination meetings also helped harmonize the understanding of project partners regarding definitions such as learning programme vs. a curriculum.

C6 Sustainability

The possible directions for project follow-up at the time of interim evaluation were seen in further raising awareness of and strengthening rollout for service learning, exploring SL model application to groups of younger children or running modified pilot testing in other countries. In addition, ideas were voiced about using SL in links between businesses and universities, especially focusing on green social service projects.

Community of practice

Relevant to project sustainability will be the newly formed community of practice. Diversity of actors in the community is likely to lead to better identification and formulation of needs

in the field of service learning and consequently in development of corresponding projects and initiatives.

The community of practice may reasonably be expected to ensure that even more teachers and schools take advantage of the project results.

Possible interest in wider cross-sector collaboration with businesses

As one of the project partners – Out of the Box International – suggested, the interim results of this project give hope of making the service learning model expandable to involve also corporate social responsibility activities of business and possible linking it to employee volunteering as well.

C7 WP: State of the Art Report

According to the project manager, the state of the art report was „a very useful contribution to the whole narrative and the whole dialogue around the topic of service learning.“

The report was not intended as an academic product rather a material for those interested in the bigger picture of service learning. It is also intended for advocacy work in discussions with policy makers in the second half of the project.

The report, delayed for health reasons of the primary author and organizational issues of the project partner in charge of the work package, has reflected the shared experiences from project consortium members and about the current state of service learning in Europe in general and in individual European countries.

C8 WP: Upscale Model

The original intention of this project output was to incorporate the experiences and knowledge of project partners (e.g. with successfully completed service learning models at higher education level courses) into a single upscaled model suitable for use in secondary education.

Central to the model was the service learning project and various perspectives had to be reconciled in the model preparation, e.g. regarding what preparation should entail. On one hand, the practicability argument would favour secondary schools developing cooperation with a non-governmental organization at which students could perform their service learning projects. On the other hand, the student-engagement argument would favour giving students the freedom to pick non-profit organizations of their own choice based on the outcomes of their own needs assessment activities.

Eventually, the timing of the model creation coincided with the creation of the toolkit.

The somewhat unique aspect of the model is the possible role of university as a coordinating partner between secondary school and civil society organization. Alternatively, the role could be fulfilled by a volunteering centre. There is, however, the element of active involvement of role models from universities to support both students and teachers in developing and implementing service learning projects.

The prevailing understanding among project partners regarding the role models was that they need not fulfil the function of one-on-one mentors which is time- and skills-intensive. The purpose of role models was later developed in the toolkit.

The reports from project partners indicate positive response to and interest in the translated final version of the model among schools and community partners.

C9 WP: Toolkit

The toolkit has become an essential tool to help train teachers in introducing service learning in their learning plans.

It has been localized in project partners' languages with the expectation that it might need adjustments after the results of the first pilot phase are available.

Its intended function is to present the upscaled service learning model, along with lesson plans, exercises and activities. Early reactions from teachers has been positive.

Not designed to provide a detailed how-to from A to Z, the toolkit provides just enough guidance to teachers to address common issues in introducing service learning concept in practice but it is no replacement for more extensive, service learning training or, in fact, deliberate reflection on and flexible adaptation of service learning ideas in schools.

The toolkit does include methodology for nonformal education with tips to teachers on activities and exercises. This makes it easier for teachers to envision the individual steps of service learning implementation through already-familiar elements.

The piloting phase is also going to demonstrate how much ability of teachers is needed to adapt and modify the toolkit steps in practice. Post-project use of the toolkit will help answer the question of how self-standing the tool might be in the absence of formal training opportunities or service learning coordination support.

For the Toolkit to have the potential for scalability (and increase the level of success in advocating changes in policies), it needs to be adaptable in settings at various scales – in a rural setting, in an urban setting, in a big secondary school, in a less wealthy community, and in whatever country. To achieve that level of adaptability, a more generic (and modular) approach was chosen.

C10 WP: Piloting

The effectiveness of the piloting phase has been influenced by differences in regulations among countries which shaped the implementation of the piloting.

Piloting has been successfully rolled out even if cooperation with secondary schools and not for profit community partners (CSOs) (or the engagement of role models for that matter) had not previously been customary practice for some involved universities. In one country there has been some delay.

The entry bar to launch such cooperation has been negotiated in a way that meets the objectives for the piloting evaluation and does not overburden schools with very high demands on resources, with some variation in dynamic among countries.

The factors related to the quality of data collected for evaluation include the structure of students (students with special needs, behaviour disorders, from disadvantaged background, student at risk etc.), or occasional cases of questionnaires not fully filled out. Each partner established cooperation with two schools to ensure project indicators for piloting are met.

The focus in evaluating the pilot will be put on students and their self-assessment. As the selection of students has not purposefully included or excluded special groups of students, the composition has been sufficiently varied.

The variability in pilot implementation counts with service learning model adaptation in terms of number of hours. Yet, strict adherence to implementation of specific elements is expected to form the basis for comparability even with that variability.

C11 WP: Evaluation

According to the project manager, strong evidence of the usefulness of this service learning model is not expected before the second part of 2022. Modifications to the model and possibly toolkit are still expected based on piloting and the evidence will be essential for policy makers to consider possible policy changes regarding service learning in secondary schools in the European Year of Youth, 2022 and beyond.

Differences in implementation in pilot

The differences in pilot implementation may eventually result in evaluation data from various settings but the increased number of variables might mean that it is also likely to somewhat impact the reliability and the validity of evidence.

Data collection

The suggested evaluation model ensures that data is collected from all relevant stakeholders – including teachers, students, community partners, and service learning coordinators.

Formative and summative evaluation

The two-round design of evaluation has made it possible to include a formative evaluation step in which preliminary feedback is to be inform decisions on modifications to the model and the toolkit for the second half of the piloting phase, then followed by summative evaluation.

Evaluation model methodology

The quasi-experimental design with a control group, along with the use of questionnaires previously validated and translated in all languages of project partner countries contribute to increasing the quality of the evaluation step.

While the tools to measure acquisition of civic competencies have been available for use, those for measuring social competencies had to be compiled into newly formed questionnaire to avoid overlap in individual subscales.

Some discussion and clarification was useful among partners as to the best duration of service learning projects. On one hand, previous experience has shown that benefits of service learning projects become more easily observable and measurable after a prolonged period of implementation (in the order of months). On the other hand, there was interest to explore whether shorter-term SL projects (in the order of weeks) would work if, for example, combined with current dominant focus of activities within school curriculum – e.g. on „environmental weeks“.

The evaluation model is also based on the premise that the change to measure is the change in social and civic competencies, and possibly, secondarily, also the change in relationship of students to learning and the school. The assumption is that the extent of risk of dropping out of school correlates with these factors.

The work package of monitoring and evaluation has served multiple purposes including monitoring the process of project outputs development and verifying the intended impact through both quantitative and qualitative indicators.

The evaluation model was been developed to match the quasi-experimental design used in the project and has included pre-intervention and post-intervention data collection for 150 students in five countries in experimental groups and 150 students from the same involved schools in control groups.

The intervention has been planned in two phases with formative evaluation in between the phases.

The primary group to be evaluated are the students and secondary groups the teachers, the role models, and the not for profit community partners.

The evaluation model is built to capture and measure the anticipated change – in social and civic competencies, with additional qualitative indicators used from teachers, and role models.

Even though evaluation of the impact of social learning on social and civic competencies is crucial, the inclusion of intervention makes the project not a research project.

The partner in charge of the evaluation model – the Matej Bel University in Slovakia – worked closely with the University of Granada as well as local psychologist to research and identify questionnaires and research tools best fitting to fulfil the needs in the in this project.

For social competencies, an existing 30-item tool to evaluate emotional intelligence was chosen in its entirety as it covers social competencies, and it has already been translated and validated in European languages.

For civic competencies, a combination has been used of one existing scale and sub-scales from a more complex research.

Two sets of factors are still likely to affect results, even with the well-designed evaluation model: (1) factors related to Covid 19 pandemic – its interference has caused both delays in schools starting SL training and created pressure on teachers to deal with unusual challenges such as working with students on service learning projects when teaching changes from in-person to online and back, sometimes repeatedly in a matter of months; the project seeks to demonstrate increase in social skills at the time when a number of students might be at risk of isolation and increased level of anxiety due to anti-pandemic measures such as lockdowns or social distancing (2) variables out-of-control of project partners ranging from individual differences in teachers in their application of the SL model, variances among countries, through predispositions of individual students towards being more active, and up to the level of individual students' backgrounds.

In typical conditions, service learning represents a change in educational paradigm, a shift in thinking. Its aims are broader than arranging volunteering / community engagement placements for students. Hence, the evaluation model works correctly with the assumption that for a shift in competencies, also the elements teacher training, volunteering action planning and subsequent reflection need to be included in pilot testing to hope to achieve measurable change in competencies (including knowledge, skills, and attitudes).

The evaluation model respects the standard methodology of coding answers for each individual respondent pre- and post-test, in both experimental and control groups. It is designed to make good use of qualitative data from students, teachers, role model and community partners through their triangulation.

There is an element of expected additional level of variation in pilot testing due to students being in and out of school as a result of pandemic quarantine measures, due to the uneven level of online teaching skills among the participating teachers, and due to the low level of readiness of non-profit community partners to work with online volunteers.

D. Project management aspects

Style of management leadership

Since the project design phase, a conscious decision was made to distribute the responsibility of individual work packages to project consortium partners and give them space to lead the work towards work package outputs. That meant distributed leadership and more empowerment for project partners to coordinate meetings which were specific and beyond the common project coordination partner meetings.

Project communication among partners

The frequency and type of project communication were determined by the pandemic circumstances and when there were challenges, as reported by consortium members, they concerned differences in understanding of some of the underlying concepts rather than project management.

The situation was different with the Croatian partner who – for some period of time – did not engage in communication due to COVID19-related health and organizational issues, making it necessary to adapt the timeline mostly for the output “State of the Art Report”.

Factors influencing implementation

The innovation of the project in terms of combining elements such as role models, community partners and working with secondary schools created expectation on the project partners to sometimes expand their usual activities on service learning, e.g. develop wider cross-sector cooperation than previously. Hence, the implementation has been both supported and sometimes challenged by previous experience and existing competencies of the project partners, especially when those experiences varied across countries and cultures and had to be transformed into joint project outputs.

Expectations for the second half of the project

Project partners reflected on the unusual situation when halfway through the project they have yet been unable to meet in person, dealing with all work-related as well as project team-building activities only online. The expectation is that in-person meeting in the spring of 2022 would not only help strengthen the project consortium in terms of interpersonal relations and shared vision, but also provide a better platform to share experiences from piloting, communication with secondary school students and provide more targeted support to pilot participants to address their concerns.

The advocacy and policy-level work is expected to include engagement of policy-makers in each of the participating countries through individual meetings, and increasing the general visibility of the concept of service learning.

E. Recommendations

Joint reflections on the piloting phase, followed by adjustments to the Toolkit and Model

While it was necessary to find a common denominator for the main project outputs the SL Toolkit and the SL Model, the pilot implementation is naturally going to produce different experiences in the pilot groups of secondary school student and teachers as the toolkit and model are used in different contexts.

To harvest the lessons learned, including both achievements and challenges, there is clear benefit in going beyond the individual partner level and arranging a joint open facilitated reflection of the country-specific pilots.

Such discussions might also help support the creation of an active community of practice. In addition, after completing initial work packages through distributed leadership, the implementation of the pilot testing is something that all involved universities have gone through, creating a chance for direct comparison and the pilots are run in parallel according to harmonized process.

The right balance will need to be found during pilot implementation of the Toolkit and the Model between harmonization/standardization of the process on one hand (to produce comparable inputs for valid evaluation) and variety on the other hand (to adjust for different circumstances in different school systems and also to test the degree of tool flexibility for future users).

As the first phase of the pilot serves to bring data for formative rather than summative evaluation, any preliminary reflections are meant to be a valuable input for possible modification and finalization of the main project outputs.

In-person meetings

All project partners have been greatly aware of how their mutual coordination had to be adjusted to the online environment due to pandemic travel restrictions. Online meetings rarely provide enough opportunities to develop a flourishing cooperation which presupposes also getting to know one another personally, and building understanding and trust through shared after-work experiences.

With the right health safety measures, in-person meeting of project partners is likely going to facilitate the activities around the community of practice, and the help partners support each other in advocacy activities.

In-person meetings will also help maintain the level of engagement of project partners who have been committed to the topic and remained open and available through prolonged online project communication.

F. Evaluation Matrix

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis
Overall				
1. What are the key results of the project activities for the period until November 2021?				
Proposed sub-questions				
What is the key result of research of service-learning models around Europe?	Project outputs	Lead agency Project partners	Interviews	Qualitative analysis
What have been the project outcomes so far in terms of upscaling the service learning models?	Examples of outcomes	Lead agency Project partners	Interviews	Qualitative analysis
2. What are the main lessons learnt from the project implementation in the period until November 2021?				
Proposed sub-questions				
None	Reflections from project lead and partners	Lead agency Project partners	Interviews	Qualitative analysis
3. How has the internal evaluation model captured the progress towards enhancing the acquisition of social and civic competencies in secondary school students?				
Proposed sub-questions				
none	Input from the lead of the evaluation and monitoring work package	Project partner organization	Interview	Qualitative analysis
Relevance				
1. How is the project structure of work packages and activities relevant to achieving the project goals?				
Proposed sub-questions				
1.1. What are the key challenges of schools in	Examples of challenges faced by schools	Lead agency Project partners	Interviews Online survey	Qualitative analysis

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis
implementing service learning?	implementing service learning	Participating schools/teachers		
1.2. How does service-learning model address those challenges?	Examples of solutions provided by SL models	Lead agency Project partners Participating schools/teachers	Interviews Online survey	Qualitative analysis
1.3. How does service-learning toolkit (role models and non-formal learning) and training address those challenges?	Examples of solutions facilitated by SL toolkit/training	Lead agency Project partners Participating schools/teachers	Interviews Online survey	Qualitative analysis
<u>Effectiveness</u>				
1. In what ways have project activities been effective in achieving the project goals?				
<u>Proposed sub-questions</u>				
1.1. How has the research on service-learning models helped define a model fit for pilot-testing?	Examples of using the research results in model creation	Lead agency Project partners	Interviews	Qualitative analysis
1.2. What intended functions has the SL toolkit managed to fulfil?	Examples of functions fulfilled	Lead agency Project partners	Interviews	Qualitative analysis
2. What factors (internal/external) have made the results possible?				
<u>Proposed sub-questions</u>				
2.1. What were the major factors influencing the achievement or non-achievement of the planned results?	List of factors	Lead agency Project partners	Interviews	Qualitative analysis
2.2. What were the limiting factors and how were they overcome?	List of limiting factors	Lead agency Project partners	Interviews	Qualitative analysis

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis
<i>Impact</i>				
1. What has been the impact of project results so far on project partners?				
<i>Proposed sub-questions</i>				
None	Examples of impact	Project partners	Interviews	Qualitative analysis

G. List of respondents

Online Interviews

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