



Seminario Internacional de  
Aprendizaje y Servicio Solidario  
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# El Aprendizaje-Servicio en el marco europeo: Una aproximación a las implicaciones en materia de política institucional

Berta Paz Lourido, PhD

Directora del European Observatory of Service-Learning in Higher Education  
Presidenta de la Asociación de Aprendizaje-Servicio Universitario



Organizan:



Con el apoyo de:



Colaboran:



## PANEL 5: Aprendizaje-Servicio como política institucional en la educación superior

1.- EOSLHE

2.- Survey

3.- Reflexivity & Discussion





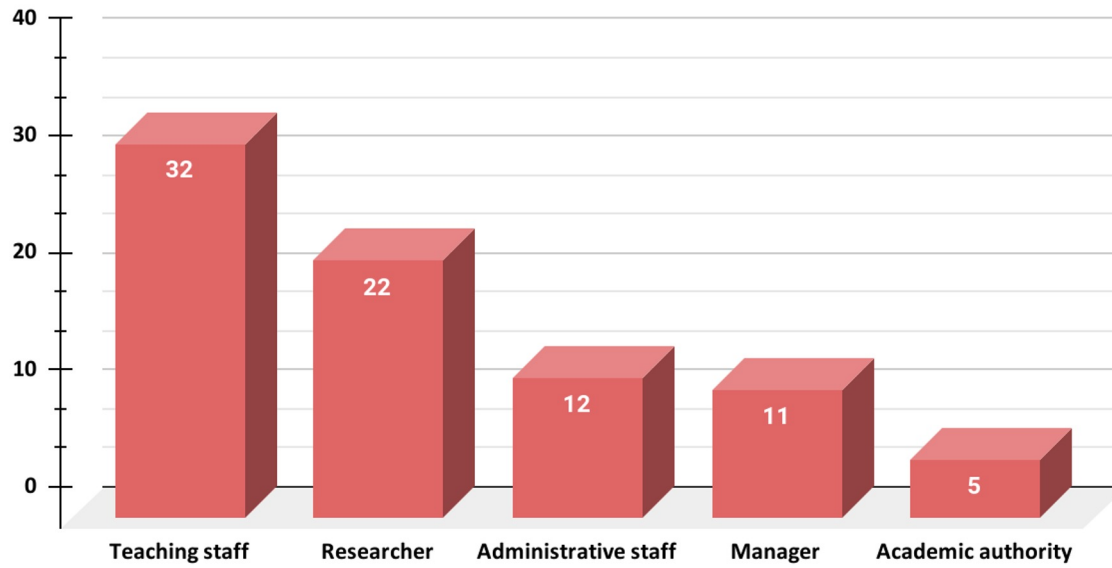
## Survey on service-learning institutionalisation processes in European higher education

- Part 1 - Respondent information
- Part 2 - Institutional information
- Part 3 - Service-learning institutionalisation
- Scale - levels of evidence of institutionalisation
  - No Evidence;
  - Slight Evidence (it exists but it is not integral nor enduring);
  - Clear Evidence (it exists, it is enduring but not meaningful);
  - Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative).

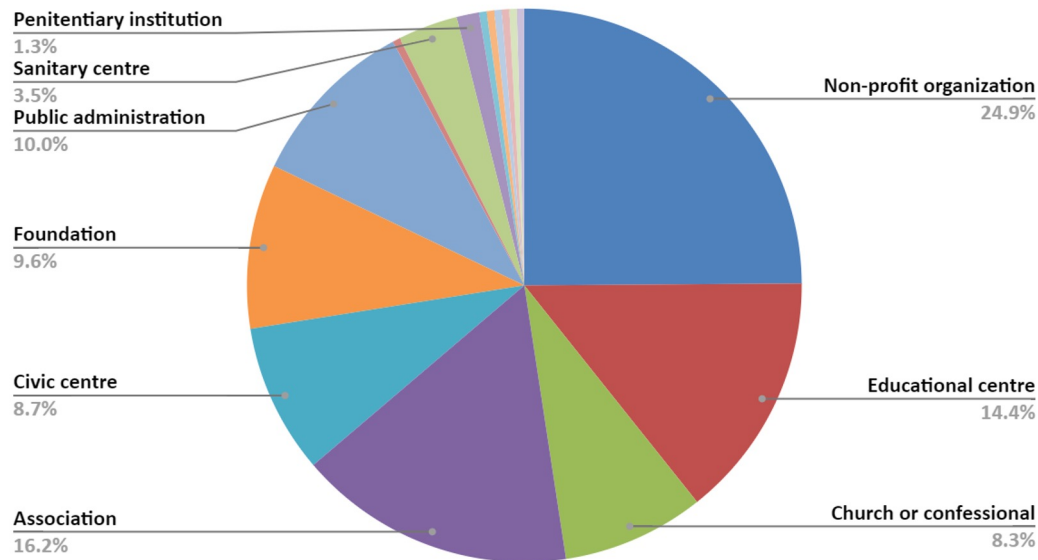


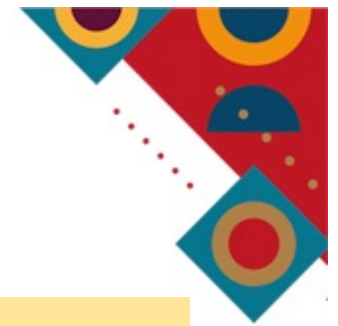


### Counting the institutional positions of respondents on behalf of which they were responding.



### Count of the type of the community partners

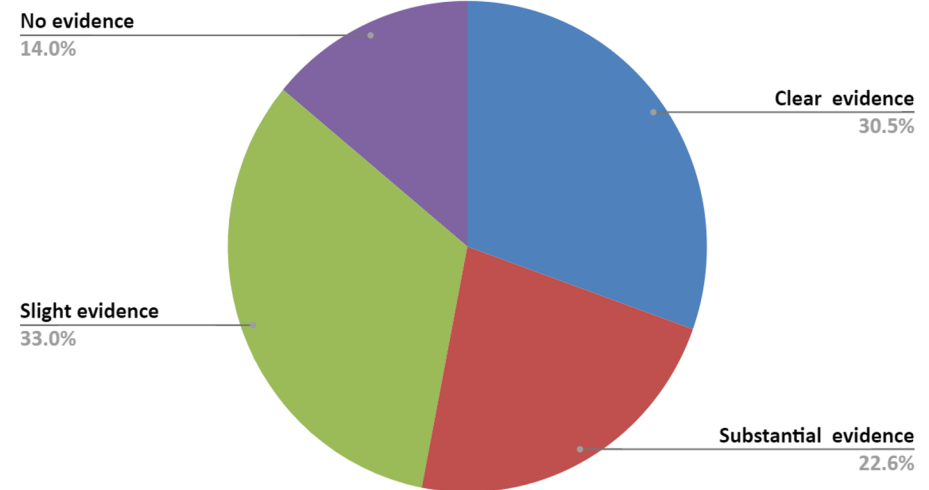


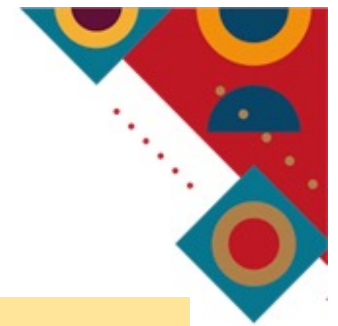


# 1.- Category of Institutional involvement

1. Institutional mission statement
2. Institutionalisation goals
3. Strategic documents
4. Embedded over time
5. Clearly identified

Figure ID1: Count of type of evidence of institutional involvement

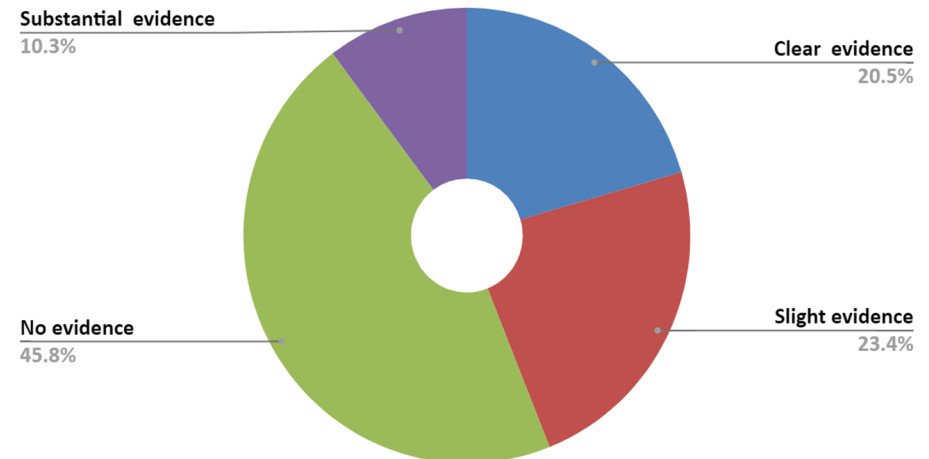




## 2.- Category of Funds allocation and financial strategies

1. External funds
2. Internal funds
3. Financial strategies
4. Equal access
5. Transparency and fairness

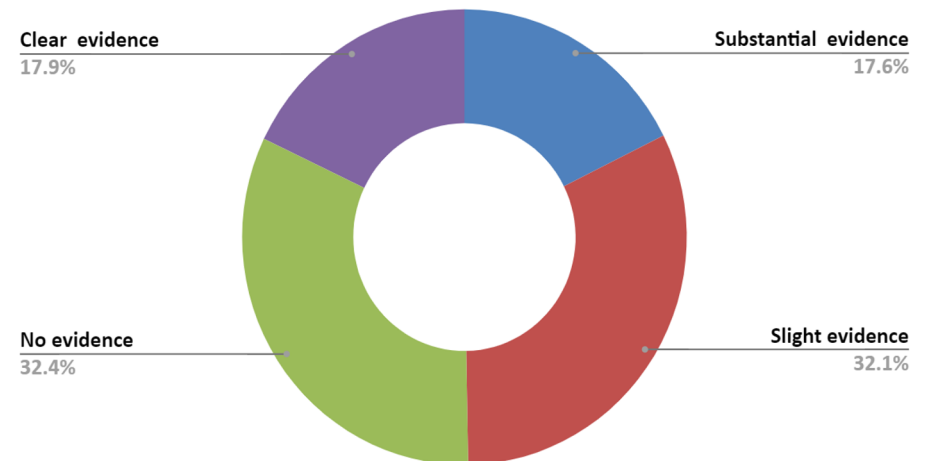
Figure ID2: Count of type of evidence of funds allocation and financial strategies



## 3.- Category of Coordinating unit / support infrastructure

1. Office/coord. unit
2. Advisory board
3. Assessment of student learning outcomes
4. Self-assessment of teaching staff
5. Assessment of community partners
6. Centralized support

Figure ID3: Count of type of coordinating unit / support infrastructure

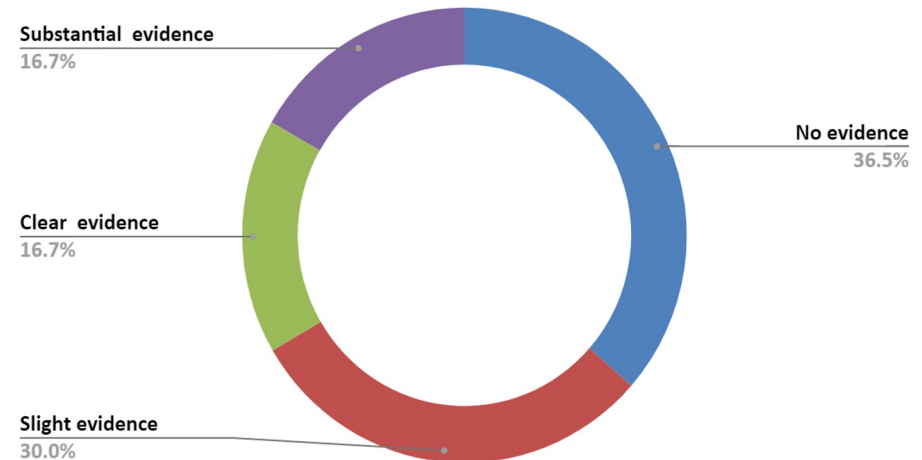


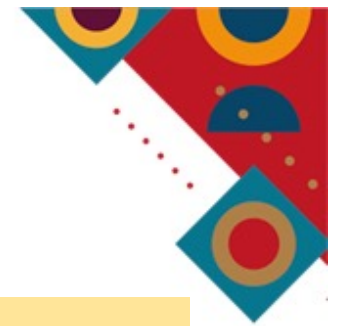


## 4.- Category of Rewards and recognition of students and teachers

1. Rewards for teachers
2. Professional opportunities
3. Time, resources and conditions
4. Students' S-L work

Figure ID4: Count of type of evidence of rewards and recognition of students and teachers

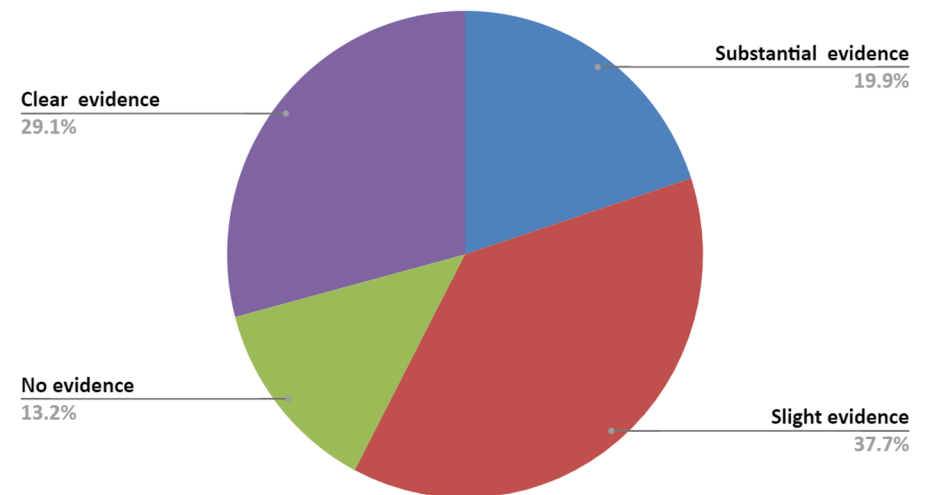




## 5.- Category of Planning of teaching

1. Experiential didactical methodology
2. Bachelor/postgraduate
3. Lifelong-learning
4. Equal opportunities

Figure ID5: Count of type of evidence of planning of teaching

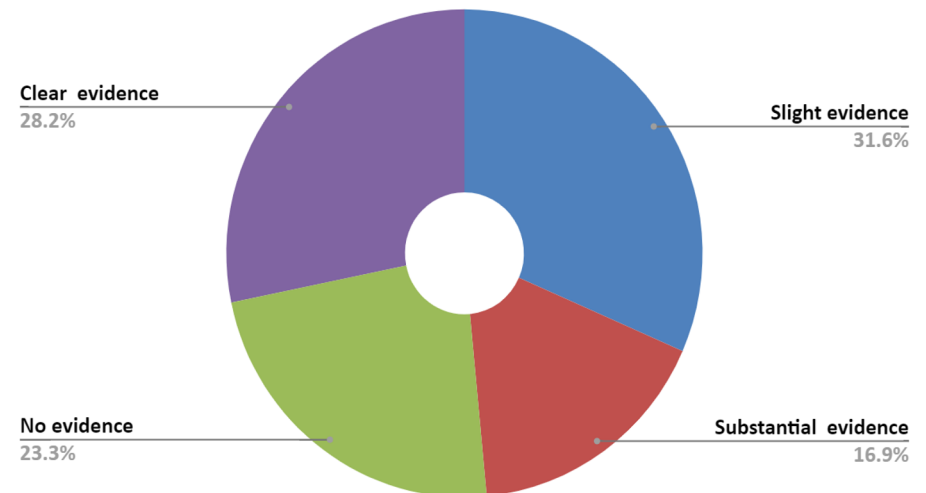




## 6.- Category of Teaching principles

1. Teaching through service
2. Curricula-community needs
3. Competences
4. Online S-L
5. International S-L

Figure ID6: Count of type of evidence of teaching principles

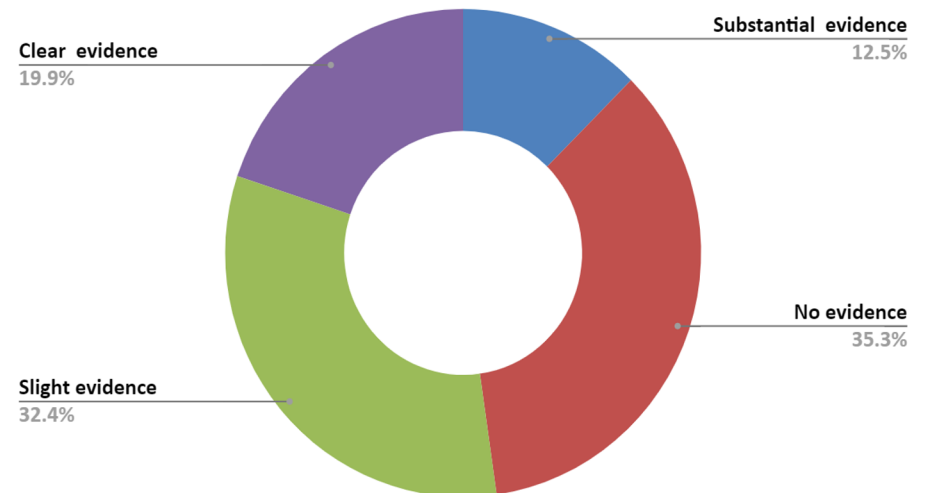


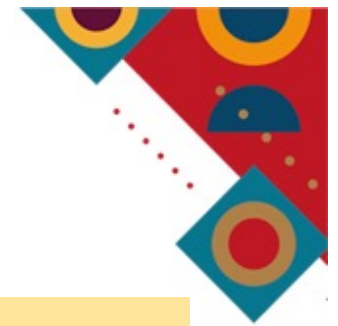


## 7.- Category of Service-learning research

1. Partnerships with the community
2. Collaborative / participatory.
3. Training on S-L research
4. Resources accessible
5. Research agenda

Figure ID7: Count of type of evidence of service-learning research

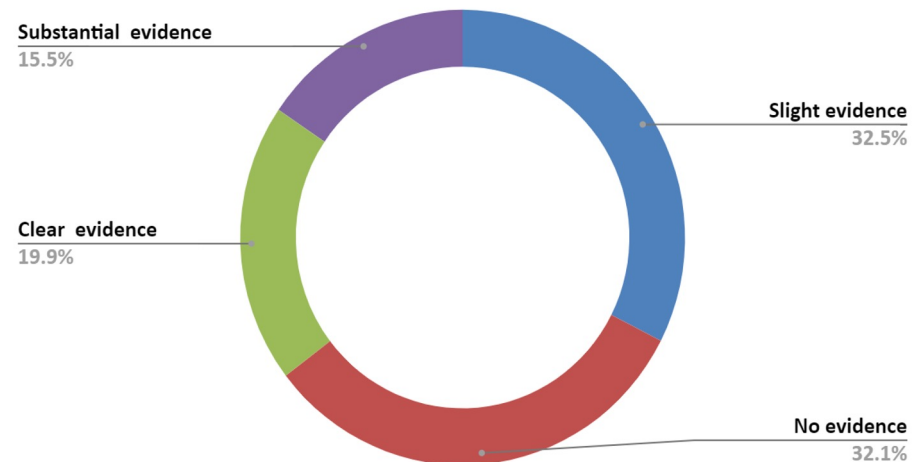


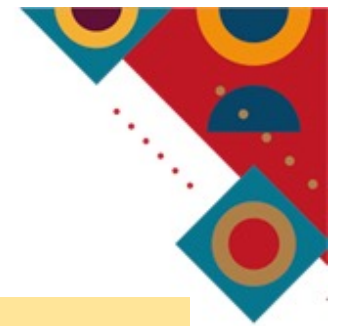


## 8.- Category of Institutional advertising and support

1. Web section
2. Database or a catalogue
3. Online platform
4. Advertisement

Figure ID8: Count of type of evidence of institutional advertising and support

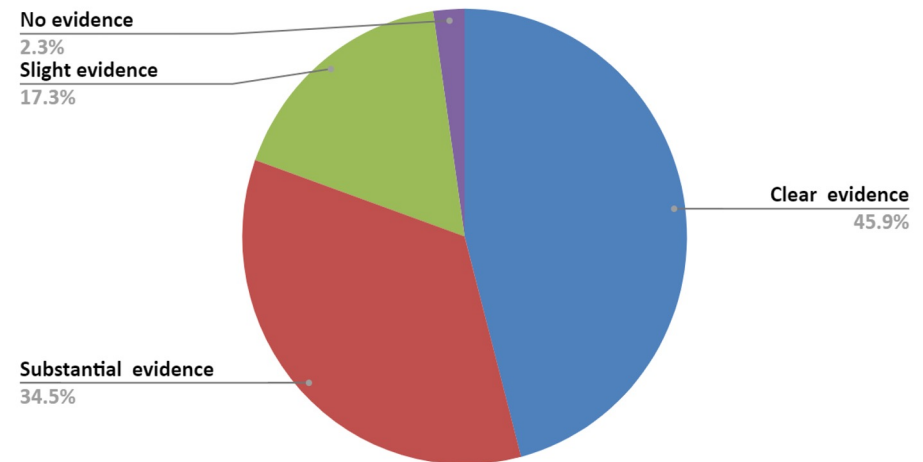


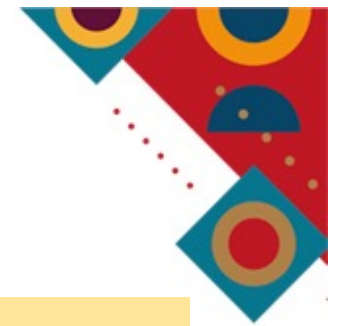


## 9.-Category of Student social justice learnings

1. Awareness and social responsibility.
2. Complex societal issues.
3. Choose and act meaningfully.
4. Change agents.

Figure ID9: Count of type of evidence of student social justice learnings

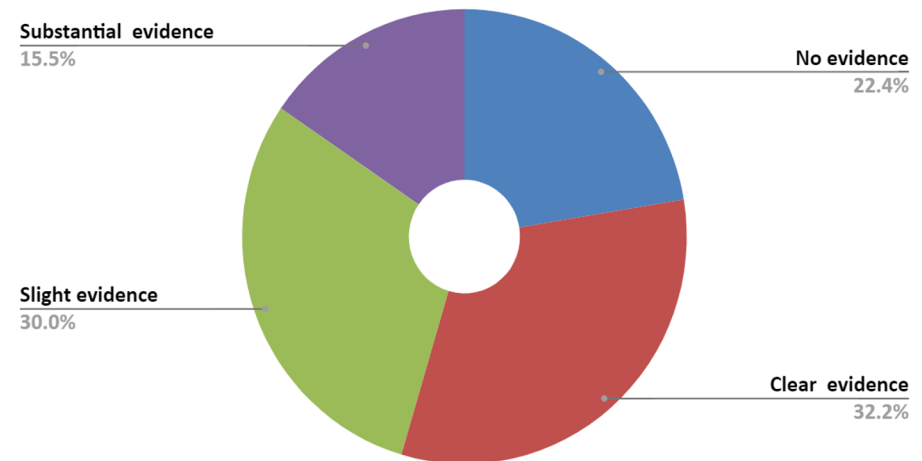




## 10. Category of Partnerships with the community

1. Guidelines
2. Common good
3. Responsibilities
4. Matches service providers and service needs
5. Reciprocal, enduring and diverse partnerships.
6. Agreements / protocols

Figure ID10: Count of type of evidence of partnerships with the community





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## Reflexivity & Discussion

