RURAL 3.0

SERVICE LEARNING
FOR THE RURAL DEVELOPMENT

Report

Survey of needs of target groups and analysis of the existing service-learning curricula

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1. Introduction

In this work package report we aim to create a common body of knowledge regarding rural social entrepreneurship (SE) and rural service-learning (SL) of all stakeholders (university students, rural community organizations, their beneficiaries, teachers). We identify the knowledge and skills needed to pursue rural SE and rural SL. We provide an overview of the rural SL in Europe in order to produce guidelines for the development of an academic module and identify innovative practices in rural SE and rural SL that will underpin the academic and community training and teaching. Moreover, we identify the needs of community partners' beneficiaries (farmers, unemployed, retirees, rural housewives, rural entrepreneurs and social businesses) in all participating countries, in terms of development, but also in training.

This report is divided in four sections. We will start by describing the needs of community organizations, followed by an analysis of needs of the local communities. We will then describe the desired skills and end with competences of the higher education students and the state-of-the-art in rural SL and rural SL education.

2. Needs of the community organizations

In this section we will describe the needs of community organizations. These can be Local Action Groups (LAGs), non-profit organizations, foundations, associations, etcetera. Depending on the country, an online questionnaire was send out or interviews / focus groups were held. The results of this research were also used as input for the rural database. We will first discuss the results per country, followed by a short conclusion comparing them.

Method

We created a list of questions that could be translated to an online survey (input for the rural database) or used as an interview / focus group guide. Between February and June 2019, participants were asked general information about their community organizations, such as their type of organization and their target group. They were asked to describe their biggest challenges for the coming years and how students could help solving these. We also asked them to describe the domain, focus area and rural development priorities for their organization. The list of questions can be found in appendix 1.

Results per country

Austria

Three organizations responded to the survey of needs in Austria. These organizations are all active in the domains of women, tourism, natural resources, sustainability, and networking. Other domains include social inclusion, rural SMEs, youth, elderly, stakeholder involvement and rural services. They mostly focus on local development, innovation and cooperation, lifelong learning and vocational training, and diversification and job creation. Priorities for these organizations are support for LEADER local development, knowledge transfer, technical assistance, and restoring agricultural production potential that was damaged by natural disasters. They pointed out seven main challenges that they will be facing the coming years: Demographic changes, strategic funding, financial challenges, building vacancy, preservation of special cultivated landscapes and biodiversity, infrastructure, and stakeholder exchanges (with volunteers). Students can help these organization by doing basic research about the development and initiation of new ideas, by supporting through monitoring of valuable areas (nature protection), in general by working with rural challenges and developing solutions. Table 1 presents the most useful disciplines for students that can help with the challenges.

Table 1: most useful discipline to meet challenges Austria

Architecture and town planning	Electricity and energy	Horticulture
Database and network design and administration	Environmental protection technology	Software and applications development and analysis
Economics	Forestry	Management and administration
Natural environments and wildlife	Philosophy and ethics	Religion and theology
Sociology and cultural studies	Journalism and reporting	Travel, tourism and leisure
Work skills		

Croatia

LAGs covered by this research come from different areas of the Republic of Croatia with different experiences in cooperation with higher education institutions (HEI). Mostly, this cooperation is based on the implementation of joint projects from different fields of science where LAGs provide local support for HEI. Many LAGs carry out education or work assignments at local primary or secondary schools.

The three biggest challenges for LAGs in Croatia are the insufficient human capacities induced mostly by difficulties in funding sources which reflects on the development and implementation of new projects. Croatian LAGs have shown interest in Service Learning where students could participate in

the day-to-day activities, from general affairs to the preparation and implementation of various development projects. Inclusion of students into the work of the association is more than welcome and every of LAGs can offer good working conditions and several hours of mentoring. Academic disciplines that would be helpful to cope with LAGs challenges are shown in Table 2.

Table 2: most useful discipline to meet challenges Croatia

Accounting and taxation	Architecture and town planning	Audio-visual techniques and media production
Biochemistry	Biology	Business administration
Computer use	Database and network design and administration	Economics
Education science	Electronics and automation	Environmental protection technology
Environmental sciences	Fashion, interior and industrial design	Finance, banking and insurance
Fisheries	Food processing	Forestry
Handicrafts	History and archaeology	Horticulture
Hotel, restaurants and catering	Journalism and reporting	Language acquisition
Law	Management and administration	Marketing and advertising
Mathematics	Natural environments and wildlife	Political sciences and civics
Secretarial and office work	Sociology and cultural studies	Software and applications development and analysis
Sports	Teacher training with subject specialisation	Travel, tourism and leisure
Veterinary	Work skills	Other

Germany

For the next two to three years the biggest challenge for many LAGs is the preparation of the next funding phase and the continuity of their activities. Big topics for a wide range of rural areas are local development and services, regional markets, jobs and demographic change, support for elder residents, and public transport. The experience with collaborations between rural regions and HEIs is different. Only a few already collaborated within joint projects. The LAGs usually deploy students as trainee or student apprentice in the framework of the standard LAG activities, looking for specific skills that are currently not available in the team. Usually the LAGs have the necessary infra structure for a local collaboration available.

Italy

Ten LAGs located in different areas of the Italian peninsula participated in this research. The domains of the organizations are rural service, rural business, rural SMEs, nature conservation, tourism short supply chains and local markets, young farmers. They focus mainly on innovation and cooperation, local development, biodiversity, diversification & job creation, agri-food chain integration and quality, and diversification and job creation. Their rural development priorities include support for leader local development (CLLD- community lead local development), farm and business development, basic services, and village renewal in rural areas

Eight out of nine LAGs in Italy surveyed were in favor of starting a Rural Service-Learning collaboration. They agree that the contribution of the students is fundamental as they are bearers of innovative ideas since, thanks to the existing and / or past collaborations, they have shown to be interested and sensitive towards environmental sustainability issues and ethics of production systems. Above all they consider the participation of students useful to promote awareness and involvement of youth groups through the implementation of activities and initiatives dedicated to them. Students can also: offer LAGs support for existing activities and programs, develop and enhance activities in the

social field, create services in the rural area, assist local farms, help in networking, cataloging, inventory and census activities, do research with a view to creating programs related to the needs of the reference territory. The LAGs already considered collaborate actively with the universities and institutes of the territory. In the first case, especially regarding research and participation in European-style tenders and projects, in the second case for environmental education programs (both respect for the territory and for knowledge of local specialties such as food and culture) and type teaching, especially concerning European citizenship, of typical themes and existing policies. The LAGs participating in the project can offer students good working conditions and more or less (depending on the lag) hours of daily and weekly tutoring. In addition, they are willing to transfer to the interested students all the good practices and know-how in the field of European projects and stakeholders in the area, knowledge of strategic instruments and territorial policies, relational and managerial skills, analyzing macroeconomic issues on the territory. Table four shows the disciplines that LAGS see as most useful for their organization.

Table 4: most useful discipline to meet challenges Italy

Business administration	Management and administration	Economics
Marketing and advertising	Computer use	Journalism and reporting

Lithuania

Kaunas District Local Action Group is an association which works in Kaunas district municipality. Target groups are residents of rural area in Kaunas district and rural organizations. The Kaunas District LAG has not collaborated with schools or higher education institutes before. In the coming years, the three biggest challenges for Kaunas District LAG are preparing the new strategy for years 2021-2027, starting of social business projects and uniting the rural community for activities of making better conditions to live in Kaunas District municipality. Students could help in making SWOT analysis of Kaunas district territory. They also could help in uniting the rural community for activities of making better conditions to live by volunteering and investigating needs of specific rural community. Students already need to have these skills: be able to make SWOT analysis, be able to communicate with various people, it would be good if they have skills in culture events and design, be able to work with computer programs. Kaunas District LAG could offer to students good working conditions in the office of the LAG which is easily reached by public transport or by car. The office is in rural area which is by the edge of Kaunas city. Kaunas district LAG could give for students 2-4 hours of support.

Keywords that describe the domain of the LAG are rural proofing, rural business, rural services, rural SMEs, youth, networking. They focus mainly on local development, diversification and job creation, and innovation and cooperation. The rural development priorities are support of LEADER local development, cooperation, farm and business development, basic services, and village renewal in rural areas. Academic disciplines that students study and that would be helpful to cope with challenges mentioned are mentioned in table 5.

Table 5: most useful discipline to meet challenges Lithuania

Business administration	Political sciences and civics	Sociology and cultural studies
Management and administration	Sports, travel, tourism and leisure	

Portugal

The organizations that responded to this survey are local grassroots associations that have daily work with local populations. One of the major roles of local grassroots associations is to support the development of the communities of which they are part, seeking to improve their living conditions

while responding to the needs felt by them within the specific context of the territory. The organizations covered by this research come from different regions of Portugal with different experiences and different spheres of action in the community. These organizations aim to enhance, promote and strengthen local development, active citizenship, equality and social cohesion of society as pillars of a fairer, more equitable, supportive and sustainable society. In this diversity of organizations it is recognized that local development does not follow a single model, since these are multiple, arising from the diversity of territories and contexts of action. Their main challenges are their sustainability, due to the scarce funding to develop their activities and the difficulty in bearing costs with human resources; their capacity to promote integrated local and social development; and the weak organization of social diagnosis (it is through real and concrete knowledge of the problem situation that the social agents can intervene). They consider the introduction of students in their daily activities (social diagnosis, social work, direct contact with people, reflection and research groups, communication) as an added value to achieve the desired goals. They emphasize as the main competences of the students the capacity to carry out case studies, to be an entrepreneur in personal relationships, the collaborative spirit, good communication skills, and also social and artistic skills. In general, all are able to receive students in their daily work: this interest in the work performed by students and their inclusion in the daily activities reflects the appreciation of Service Learning. We present below a table with the names of disciplines that the organizations consider to be the most useful to meet their challenges.

Table 6: most useful discipline to meet challenges Portugal

Handicrafts	Music and performing arts	Journalism and reporting
Fine arts	Psychology	Management and administration
Library	Sociology and cultural studies	Marketing and advertising
Information and archival studies	Audio-visual techniques and media production	Accounting and taxation
Education science	Architecture and town planning	Database and network design and administration
Work skills	Computer use	Political sciences and civics
Teacher training without subject specialization	Environmental sciences	Law
Training for pre-school teachers	History and archaeology	Economics
Philosophy and ethics	Religion and theology	Fashion
Sports	Software and applications development and analysis	Natural environments and wildlife
Earth sciences	Training for pre-school teachers	Protection of persons and property

Spain

The organizations included in this report are non-profit organizations linked to many other associations formed by representatives of the public and private sector, responsible for local development strategies, in different areas such as tourism, culture and arts, agriculture, etc.). These organizations aim to implement local development strategies, making decisions about the allocation of available funds and the management of funds for rural development. They also carry out policies or projects to facilitate entrepreneurship in their regions, such as: active employment policies, implementation of new technologies, etc. The organizations discussed in this document come from different entities with different experiences. Therefore, it is recognized that local development does not follow a single model, but will depend on different factors (in Spain there are currently 252 Local Action Groups spread throughout the national rural territory and 3 of them are located in Madrid region). The three main challenges LAGs face today are: sustainability, depopulation (settlement of the population) and job creation. In general, the mentioned entities consider that the introduction of

students will be useful for the three challenges mentioned above, because they could contribute in their region with: Innovation, new ideas, entrepreneurship skills, and daily activities such as: social diagnosis, social work, direct contact with people, reflection and research groups, communication. The main competences most demanded of the students are to be polyvalent, enterprising, and sociable, with a collaborative spirit and good communication skills. In general, the LAG would be able to receive the students during some period of time during working hours. The areas of interest of the rural development of these organizations are: farm performance, restructuring and modernization, integration and quality of the agri-food chain, diversification and creation of employment, local development, information & communication technologies (TIC) Rural development priorities of your organization Support for local development LEADER (CLLD - local development led by the community). The disciplines that the organizations consider to be the most useful to meet their challenges and their needs are presented in table 7.

Table 7: most useful discipline to meet challenges Spain

Business administration	Economics	Environmental sciences
Architecture and town planning	Crop and livestock production	Software and applications development and analysis
Teacher training with subject specialisation	Traditional and complementary medicine and therapy	Travel, tourism and leisure
Transport services	Veterinary	

The Netherlands

Four organization in the rural part of South-Holland participated in this part of the research. The domains of these organization are water management, public goods, social services, stakeholder involvement, tourism, networking, market development, natural resource, nature conservation, renewable energy, and rural business. They focus mostly on innovation and cooperation, farm's performance, restructuring and modernisation, biodiversity restoration, preservation and enhancement and water management. Their rural development priorities are knowledge transfer and information action, investments in physical assets, consultancy (advisory services, farm management and farm relief services), Natura 2000 and water framework directive payments, and co-operation. The biggest challenges in the coming years are related to funding, volunteers, knowledge gathering, stakeholder management, learning, regional transitions (building, sustainable agriculture), stimulating sustainability, extending assistance for more participation in sustainability, and reaching a level of maturity in the organization.

Three organisations have already been working with higher education institutes in de past, and would like to continue this or start this again. The disciplines they find most useful for this are presented in table 8.

Table 8: most useful discipline to meet challenges the Netherlands

Architecture and town planning	Building and civil engineering	History and archaeology
Travel, tourism and leisure	Mechanics and metal trades	Biology
Environmental protection technology	Natural environments and wildlife	Marketing and advertising

Conclusion

It can be concluded that the local community organizations vary a lot when it comes to domains and focus areas. There is also a wide range of challenges and useful disciplines for HEI students to come and offer their help trough a SL program.

3. Needs of local communities

In this section we will describe the needs of the local communities (the beneficiaries of the local community organization). Depending on the country, an online questionnaire was filled out or interviews / focus groups were held. We will first discuss the results per country, followed by a short conclusion comparing them.

Method

We created a list of questions that could be translated to an online survey or used as an interview / focus group guide. Between February and June, participants were asked general information about themselves (e.g. how long they have lived in their area) and how they think their area can be improved. They were also asked how they think a local community organization and / or students can help with this. The data collection took place between February and June 2019. The list of questions can be found in appendix 2.

Results per country

Austria

14 interviews were conducted with local community members (private persons, private companies, entrepreneurs, associations, farmers, school and municipality) in the county St. Pölten Land, mainly in the municipality of Woelbling. Around 40% have already collaborated with students and/or schools and have less than 10 employees/volunteers.

The main challenges that were pointed out by the interviewees are:

- Financing and fundraising for educational, agricultural projects
- Marketing and Communication
- Climate change (drought, water shortage, variations in temperature, extreme weather events, etc.) > developing a masterplan for drought
- Acquisition of projects (without being part of a political party) and finding new customers
- Human resources development of (pedagogical and other) employees

Other challenges that were mentioned are e.g. work-life-balance, developing entrepreneurial know-how very diverse educational levels and political convictions, networking in the rural area, decease of bees (e.g. because of pesticides), lacking awareness of sustainable agriculture, small farms disappearing.

Student could help with public relation and marketing of entrepreneurial ideas (e.g. help in developing marketing material, in updating the website…), future idea generation (e.g. regional food trends), project development (research, surveys, concepts, idea generation, etc), being change agents and catalysts: awareness rising for sustainability (e.g. knowledge transfer of best practices from other rural areas, healthy soil, regional food, healthy animals, protection of resources like wood), helping with events and event design (e.g. the first forest conference). Other than that market research, soil analysis, social work, renovation, general research and consulting, and other ideas were mentioned.

Croatia

The researched area belongs to the southernmost region of Croatia, the Dubrovnik-Neretva County, and includes Peljesac peninsula and 3 islands: Korčula, Mljet and Lastovo. Most of the area is coastal and all parts have the same or very similar geomorphological and climatic characteristics as well as economic, social, cultural and historical features. The area has a surface area of 5166 km^2 with 28578 inhabitants. The population mostly inhabited by the Adriatic coast is oriented to fishing and mariculture, as well as olive and vine growing. There is a long tradition of dealing with tourism that is

a growing sector in the last decade and disproportionate with the development of transport infrastructure and local food production.

The isolation of the territory results in more difficult transportation of goods as well as more formidable management of water, energy and waste that resulting in increased costs of living. This triggers migration or abandonment of rural areas especially of young population. At the same time, once dominant agriculture is now replaced by mass tourism as the only but short-term source of income.

The local population covered by this research had no experience with Service Learning (SL) and Social Entrepreneurship (SE). Respondents are mostly farmers, pensioners, and housewives over 50 years old. Their interest in SL and SE is largely tied to meeting basic living needs and closely related everyday activities such as primary and specialist health care or education and help in agriculture work. Younger respondents (less than 50 years old) come from the cultural and tourism sectors that reflect their needs too.

Germany

LAG Ammersee is an association of 16 communities/villages with a total of approximated 75 thousand residents living in our region. The number of residents per village varies between 2 and 10 thousand. The region is a rural area neighboring the boom towns Munich and Augsburg and covers parts of 4 different administrative districts. This means that the needs of our beneficiaries are very divers. The activities for rural development driven by the administrative districts are divers as well, not synchronized and not focused on our region. This is already the greatest challenge for LAG Ammersee.

The region is known as a leisure and recreation/holiday area for the boom area and is an attractive living space for people working in the bigger cities. The view of residents is different: They want to keep the rural character of their region, strengthen the local business and the quality of life. Regional challenges and needs common to all our communities are:

- High pressure on the settlement development and the prices of living space
- High pressure on our mobility infrastructure due to a huge number of commuters during the week and the number of day visitors on weekends and holidays.
- Lack of public transport
- Migration of the young and high skilled employees to the big companies in the cities
- Support for the elder residents in the smaller villages

Italy

Three local communities were selected within the macro area of Appennino Emiliano-Romagnolo covered by the LAG, with the aim to assess their community needs (Sarina, Santa Sofia and Riolo Terme). Focus groups were conducted to explore which are the organizations that act in each local community and to allow participants to express the community needs from the perspective of their organization.

In the first local community, the major problems reported by the representatives of the local municipality were lack of services, in particular for women and children, and employment opportunities, especially for young people (but also women); accessibility of social, cultural and health services was also identified as an issue, related both to the lack of public transportation but also to the extension of the community. Services and employment opportunities are seen as critical to make people decide/desire to stay. Efforts should be done to support the willingness of people to stay. Despite these challenges, participants recognize their community as a welcoming one, mainly due to

the quality of the interpersonal relationships. They define Sarsina an inclusive community, where people feel at ease, with a strong sense of belonging, indeed they consider migrants as part of their community. They also recognize the cultural and historical richness of their community that could be exploited also in entrepreneurial terms.

The second local community expressed the need to strengthen the local networks to support existing activities/services and worry related to the lack of human and economic resources that would be needed to develop and strengthen local services. A worry related to young people also emerged: they are mostly "disconnected" from the local community life, and only some organizations seem able to involve them in an active way. Migrants are recognized as an "issue" in the community; even if they represent a significant part of the community (12-13% of the population) and most of them live in the community from a long time, many inhabitants have negative attitudes toward them, making integration a challenge. Many people have material needs, facing economic hardship. In such a context, however, volunteer and local organizations are vital and do their best to support residents in need.

In the third community, the specific needs were related to the fact that the great part of Park of Vena del Gesso is in private hands, that would require the development of a network of rural companies that could value local products, (also with the support of web and social networks) and maintain people in the rural area, continuing the tradition of inhabitants who take care of the territory they live in. As such, they would also have a social function. However, participants identified old people and migrants as key resources of their community (and not as a challenge). Migrants are those who allow rural enterprises to survive, they have a positive attitude toward work and are not afraid of "getting their hands dirty", differently from native young people. Old people are the keepers of memory and rural traditions; they know ancient secrets and their heritage should not be dispersed.

Overall the three communities share some challenges and priorities.

- Rural and socio-cultural development
- Community development
- Farming and local products innovation and development

Overall the three communities expressed a positive attitude toward the project and recognized the potential benefits of a rural community-university partnership: conceptual inputs, ideas, and a new mind-set to be acquired/developed. Most people recognized that students could offer time, competences and ideas. Some organizations viewed students mainly as "material" resources, while others recognized also that students could contribute also in terms of ideas and innovation. Some organizations would like to have students with specific background (in order to benefit from specific professional competencies that match their specific needs, e.g. translations, website design, etc.), while others are less worried about students' background and are more concerned about their willingness to be actively involved. In most cases, private and volunteer organizations expressed a willingness to host S-L students, public services (e.g. municipality, public library) expressed their worries, mostly related to the fact of not having enough resources for mentoring/tutoring students in the field. They also identified what they could offer to students: authentic relationships, transformational experiences, genuine food, hospitality and a special environment (e.g. beauty, natural resources, and cultural heritage).

Lithuania

A survey was sent to a total number of 80 entities and organizations from different areas, which are currently present in 24 elderships of Kaunas district. From 80 surveys sent, a total of 46 responses were received. This implies a high level of participation in the survey and means that nearly 57.5% of entities representing important population groups in Kaunas district completed the survey. Results show that among the the most important areas of improvement are:

- youth
- culture and art
- tourism with
- infrastructure
- education, sports and nature/wildlife

According to respondents considering whether Kaunas District LAG could help to improve the living conditions of their environment, Kaunas District LAG could develop projects, to consult on matters related on projects and to organize activities of capacity building and to give financial support. Talking about the most frequent suggestion – to develop projects, there were mentioned projects in these areas: sustainability, sports, creation and development of small and social business, culture and infrastructure. The most of the respondents pointed out that the LAG already helps to improve rural areas.

The results of the analysis of suggestions how could students help to improve their area are these. 34.8 percent of the respondents pointed out that students could volunteer and to help to make culture events and events for youth. 17.4 percent pointed out students could help to make analysis of local community needs. 9 percent suggested that student could help to make youth more active inactivates of community organizations.

Portugal

A focus group was conducted with 20 participants representing nine organizations and the community. Participants were asked what challenges they see in the future and what the needs of the community are. The main concerns were summarised, reflecting the interventions of the majority of those present, namely

- environmental sustainability
- relationship between the population and the river
- problem fixing for young people
- school maintenance; (v) improvement of basic sanitation
- house rent;(vii) integration of people with disabilities
- populations lack of claim
- lack of sport´s promotion
- lack of understanding about social entrepreneurship
- lack of knowledge of the value of volunteering
- lack of civic participation
- economic entrepreneurship, such as production, consumption and sale of endogenous products, towards an economic sustainability.

It was suggested to start fulfilling these needs by e.g. developing the population's awareness of the importance of the river, valuing the landscape as a factor of economic promotion of the territory and of the population's fixation. Other ideas were to address environmental issues as a challenge not a threat to create value and wealth and to encourage actions to promote voluntary / proactive prevention of deviant behaviours. Participants also saw this as an opportunity to promote more future discussion with these entities, in order to find adequate ways of collaborative action.

Spain

A survey was sent to a total number of 158 entities and organizations from different areas, which are currently present in 44 municipalities of the North Mountain range of Madrid region. From 158 surveys sent, a total of 54 responses were received. This implies a high level of participation in the survey and means that nearly 35% of entities representing important population groups in the Northern part of Madrid region (where there are around 26,500 inhabitants among the 44 municipalities) completed the survey. It should be outlined that the initiative to assess (through this survey) the different aspects of the reality and needs of the population in GALSINMA's area, has been well welcomed and valued positively by the respondents in general.

Results show that among the aspects that respondents have answered they would improve in their area are as follows (in order of importance):

- Public Transport: this is a general claim for decades, which we understand the inhabitants of the northern highlands of Madrid have been demanding, since to this area we can only access by private vehicle or by bus because the train does not arrive to this part of the region.
- Employment: the possibility of finding a job in rural environments is even more difficult than in urban areas. Unemployment rates are higher in rural areas than in cities.
- Education and Training: to have access a good education in small municipalities (mainly higher education) with few services is complicated. This is even worse when we talk about higher education due to there is not any higher education center in the northern highlands of Madrid.
- Telecommunications: they are scarce and low quality.
- Proximity services and sanitary services: the access to them becomes very complicated. These services hardly exist in many small municipalities and the population has to travel by private vehicle to larger municipalities to get these services.
- Security: at present, it appears as an aspect that seems does not particularly worry the population of this area.
- Housing: there is a significant shortage of houses for rent and sale in the area.

According to respondents considering whether GALSINMA could help to improve the living conditions of their environment, we can see how "SMEs" as well as the "agriculture-food industry" are expected to be supported by the LAG. "Proximity services (health, cultural, educational, sports and leisure or environmental partners)", "Information and Communication Technologies (ICT)", and "Tourism" are the following aspects that interviewees believe the LAG could contribute to improve the living conditions of their environment. Finally, "Training and Promotion" as well as "Diversification towards agriculture and livestock or renewal of the heritage of the municipalities" are other aspects chosen by the respondents.

The most mentioned type of students that could help improvements via a SL course are "Economics and Business Sciences students" (30%), in order to these students could carry out a serious promotion of the entrepreneurship of activities (either from private or public entities), also could promote employability and help SMEs and self-employed in the area to make good business plans. "Tourism students" (17%) are the following more requested, with the objective that they could collaborate in putting in value the tourist resources of the North Mountain range, promoting the preservation of the historical and natural patrimony of the mountain range, as well as the respect for its inhabitants, traditions and its culture. "Environmental Sciences students" (15%) would be chosen in third place. Finally, we find also students from "Education studies", which are mainly demanded by schools, parents' associations or non-profit organizations.

The Netherlands

The survey was sent to local communities in the Alblasserwaard-Vijheerenlanden region. This region includes seven rural municipalities in the South-Holland provinces of the Netherlands and houses about 100.000 inhabitants. Most inhabitants are older than 40 and the amount of practically educated people here is higher than in the rest of the Netherlands. Unfortunately, the response rate was much lower than expected, so our results are likely not representative of the broader population. Most participants live in the area for more than 40 years already, some of them for the bigger part of their life.

When asked what focus areas would improve their community, they mentioned;

- Innovation and collaboration
- Water management
- ICT
- Efficient use of water and energy
- Local development
- Biodiversity
- Citizen initiatives

Respondents think government, non-profit organizations and citizens have to work together to make these improvements. They also believe students can help via SL programs, but are not sure in what way.

Conclusion

Comparing the different country data, we again see that local communities have very different needs. These do not only vary between countries, but also within the rural areas.

4. Needs of HEI students

In this section we will describe the needs of HEI students regarding (rural) SL courses about (social) Entrepreneurship. We will first discuss start by explaining our methods. Following we will describe the results and a short conclusion.

Method

A questionnaire was created using Google Forms. Every partner translated (if necessary) this questionnaire to their local language and context. HEI students in each country were asked to fill in the survey. The aim of this questionnaire was twofold. First, to find out what students think is important to learn about (social) entrepreneurship. We used statements based on the Entrecomp[1] conceptual model and asked students how important they thought these descriptors of entrepreneurship were to learn during a course about (social) entrepreneurship. This was measured using a 1-5 Likert scale (not important – very important). Second, we asked students about previous SL course and what the positive and negative aspects were. The survey can be found in appendix 3. In total more than 1300 students responded to the survey. After cleaning the data, reliability tests were performed to make sure the different statements do indeed measure the same competence. As expected since the Entrecomp model has been testes, this was the true in most cases. After this the means per item, per competence (multiple items) and area (multiple competences) were computed. We also analysed the open answers from students that already followed a SL course, to find out what strong and weak points should be considered.

Results

Entrepreneurial competences

Below are two tables that show the results of the entrepreneurial competence part of the survey. The first table shows the area, competences and descriptors. It shows the number of respondents per item and the mean and standard deviation. The lowest mean is a 3.99 for "Inspire and enthuse relevant stakeholders" and the highest mean is a 4.53 for "Reflect and learn from both success and failure (your own and other people's)".

Table 9. Means and standard deviations of descriptors.

Area	Competence	Descriptor	N	Mean	Std. Dev.
Ideas and opportunities	Spotting opportunities	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.	1303	4,23	0,801
		Identify needs and challenges that need to be met.	1302	4,39	0,749
		Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.	1296	4,08	0,841
	Creativity	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.	1301	4,35	0,770
		Explore and experiment with innovative approaches.	1300	4,35	0,775
		Combine knowledge and resources to achieve valuable effects.	1297	4,40	0,736
	Vision	Imagine the future.	1297	4,17	0,922
		Develop a vision to turn ideas into action.	1294	4,31	0,789
		Visualize future scenarios to help guide effort and action.	1294	4,11	0,846
	Valuing ideas	Judge what value is in social, cultural and economic terms.	1301	4,12	0,891
		Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it.	1299	4,26	0,804

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[1] http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

	Ethical and sustainable thinking	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.	1294	4,13	0,861
		Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.	1295	4,22	0,838
		Act responsibly	1300	4,52	0,758
Re so urc es	Self-awareness and self-efficacy	Reflect on your needs, aspirations and wants in the short, medium and long term.	1296	4,16	0,931
		Identify and assess your individual and group strengths and weaknesses.	1299	4,31	0,811
		Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	1297	4,32	0,856
	Motivation and perseverance	Be determined to turn ideas into action and satisfy your need to achieve	1297	4,31	0,808
		Be prepared to be patient and keep trying to achieve your long-term individual or group aims	1298	4,33	0,796
		Be resilient under pressure, adversity, and temporary failure	1298	4,45	0,775
	Mobilizing resources	Get and manage the material, non-material and digital resources needed to turn ideas into action	1296	4,20	0,794
		Make the most of limited resources	1295	4,16	0,988
		Get and manage the competences needed at any stage, including technical, legal, tax and digital competences	1298	4,10	0,870
	Financial and economic literacy	Estimate the cost of turning an idea into a value-creating activity	1292	4,11	0,884
		Plan, put in place and evaluate financial decisions over time	1293	4,18	0,853
		Manage financing to make sure my value-creating activity can last over the long term	1293	4,26	0,829
	Mobilizing others	Inspire and enthuse relevant stakeholders	1289	3,99	0,950
		Get the support needed to achieve valuable outcomes	1290	4,15	0,829
		Demonstrate effective communication, persuasion, negotiation and leadership	1292	4,33	0,796
Int o act ion	Taking the initiative	Initiate processes that create value	1290	4,05	0,844
		Take up challenges	1292	4,20	0,848
		Act and work independently to achieve goals, stick to intentions and carry out planned tasks	1290	4,03	0,945
	Planning and management	Set long-, medium- and short-term goals	1290	4,29	0,795
		Define priorities and action plans	1291	4,38	0,756
		Adapt to unforeseen changes	1290	4,44	0,744
	Coping with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes	1290	4,13	0,880
		Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing	1290	4,02	0,857
		Handle fast-moving situations promptly and flexibly	1291	4,27	0,791
	Working with others	Work together and co-operate with others to develop ideas and turn them into action	1292	4,36	0,795
		Network	1292	4,20	0,930
		Solve conflicts and face up to competition positively when necessary	1287	4,31	0,821
	Learning trough experience	Use any initiative for value creation as a learning opportunity	1239	4,14	0,865
		Learn with others, including peers and mentors	1241	4,31	0,853
		Reflect and learn from both success and failure (your own and other people's)	1153	4,53	0,714

The second table shows the mean of the competence (multiple items together), the Cronbach's alpha, and the Cronbach's alpha if the item was deleted. Most Cronbach's alphas are higher than 0.7, meaning the items do indeed measure the same competence. Few are a below 0.7, though mostly not more than 0.02. The table also includes the Cronbach's alpha and mean for the area (multiple competences together). The alphas in this case were really high, meaning the competences measure the right area. The scores are all high here as well (lowest 4.095 "taking initiative", highest 4,631 "motivation and perseverance". Score are close together here as well.

Area	Competence	Descriptor	Mean	Cronbach's alpha	If deleted
Ideas and opportunities (alpha = 0.897. mean = 4.265)	Spotting opportunities	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.	4.235	0.726	0.604
		Identify needs and challenges that need to be met.			0.683
		Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.			0.623
	Creativity	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.	4.465	0.706	0.618
		Explore and experiment with innovative approaches.			0.620
		Combine knowledge and resources to achieve valuable effects.			0.607
	Vision	Imagine the future.	4.194	0.743	0.695
		Develop a vision to turn ideas into action.			0.695
		Visualize future scenarios to help guide effort and action.			0.624
	Valuing ideas	Judge what value is in social, cultural and economic terms.	4.191	0.653	-
		Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it.			-
	Ethical and sustainable thinking	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.	4.291 (4.176)	0.692	0.565
		Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.			0.521
		Act responsibly			0.696
Resources (alpha = 0.908, mean = 4.231)	Self-awareness and self-efficacy	Reflect on your needs, aspirations and wants in the short, medium and long term.	4.265	0.727	0.688
		Identify and assess your individual and group strengths and weaknesses.			0.623
		Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.			0.630
	Motivation and perseverance	Be determined to turn ideas into action and satisfy your need to achieve	4.631	0.751	0.668
		Be prepared to be patient and keep trying to achieve your long-term individual or group aims			0.630
		Be resilient under pressure, adversity, and temporary failure			0.702
	Mobilizing resources	Get and manage the material, non-material and digital resources needed to turn ideas into action	4.155	0.645	0.488
		Make the most of limited resources			0.647
		Get and manage the competences needed at any stage, including technical, legal, tax and digital competences			0.517
	Financial and economic literacy	Estimate the cost of turning an idea into a value-creating activity	4.184	0.825	0.792
		Plan, put in place and evaluate financial decisions over time			0.737
		Manage financing to make sure my value-creating activity can last over the long term			0.746
	Mobilizing others	Inspire and enthuse relevant stakeholders	4.161	0.730	0.659
		Get the support needed to achieve valuable outcomes			0.595

		Demonstrate effective communication, persuasion, negotiation and leadership			0.674
Int o act ion (al ph a = 0.9 10, me an = 4.2 38)	Taking the initiative	Initiate processes that create value	4.095	0.702	0.597
		Take up challenges			0.590
		Act and work independently to achieve goals, stick to intentions and carry out planned tasks			0.648
	Planning and management	Set long-, medium- and short-term goals	4.372	0.758	0.684
		Define priorities and action plans			0.595
		Adapt to unforeseen changes			0.741
	Coping with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes	4.139	0.698	0.641
		Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing			0.590
		Handle fast-moving situations promptly and flexibly			0.590
	Working with others	Work together and co-operate with others to develop ideas and turn them into action	4.291	0.737	0.648
		Network			0.661
		Solve conflicts and face up to competition positively when necessary			0.648
	Learning trough experience	Use any initiative for value creation as a learning opportunity	4.317	0.748	0.709
		Learn with others, including peers and mentors			0.615
		Reflect and learn from both success and failure (your own and other people's)			0.667

Strong and weak points of Service Learning courses

Strengths

- Openness to the topics.
- Build a project away from 0.
- Social commitment, cooperation, teamwork.
- Holistic models of the value of quality of life in the area of future care for a liveable planet worth living on for all.
- Experience the real of my career.
- To be able to live my first experience as a teacher, despite being in the first year of school.
- It was an incredible experience.
- The fact of starting to work with children in a classroom and helping them to perform tasks, in addition to establishing certain links with them
- The contact with the students and everything they have taught me
- Go into the educational environment
- Help the children of the Mother Unit to develop and contribute to the expansion of their affective bonds
- Being able to be in contact with students and be included in the environment of a class
- Help the children of the Mother Unit to develop and contribute to the expansion of their affective bonds.
- Learn to understand that everything is in due time, there is no hurry

Weaknesses

- Not being able to stay longer due to lack of time.
- It could have been organized better.
- Losing 3 hours between the round trip and having to study or do university work.

- In the school there was sometimes bad organization
- What I found most difficult was at first, since the boys and girls were a bit reluctant to the new volunteers.
- Sometimes the demotivation.

Conclusion

When we consider all students that participated in the research, it turns out they think learning about all three areas is important to very important. The difference in means is very small with "ideas and opportunities" scoring a 4.265, action a 4.238, and "resources a 4.231". Zooming in on the competences for entrepreneurship, students think learning about motivation and perseverance, creativity, and planning and management are most important. While mobilizing resources, coping with uncertainty, ambiguity and risk, and taking the initiative score somewhat lower (see table).

Competence	Mean
Motivation and perseverance	4.631
Creativity	4.465
Planning and management	4.372
Learning trough experience	4.317
Ethical and sustainable thinking	4.291
Working with others	4.291
Self-awareness and self-efficacy	4.265
Spotting opportunities	4.235
Vision	4.194
Valuing ideas	4.191
Financial and economic literacy	4.184
Mobilizing others	4.161
Mobilizing resources	4.155
Coping with uncertainty, ambiguity and risk	4.139
Taking the initiative	4.095

The strengths mentioned are mostly related to being able to be in the field and experience real cases that were previously only studies in the classroom. This is inherent to SL, but should of course be considered while building a course. Weaknesses seem to be poor organization, distance to the organization, and time at the project. This means it is very important to make sure the course is organized (and to be prepared for uncertainties). It could also mean that projects should not be too far from the university, which might prove difficult with rural projects. Another aspect to keep in mind is the time the student spends at the project.

5. State-of-the-art in rural SL and rural SE education

In this section we will describe the state-of-the art in rural Service Learning and rural Social Entrepreneurship education in eight European countries. We will first discuss the results per country, followed by a short conclusion comparing them.

Method

A desk-research was performed by all partners to explore the current SL and SE courses by HEI in their respective countries. We used the following search terms (translated into local language if needed):

- Social Engagement
- Civic Education
- Global Citizenship Education
- Rural service learning
- Rural community-based learning
- Rural community-engages learning
- Rural social entrepreneurship
- + course

Results per country

Austria

Service learning or "education trough responsibility" is a form of university learning that is still relatively uncommon in German-speaking countries, where students engage in voluntary projects with an for non-profit organisations and at the same time integrate this project work into their studies. At the Vienna University of Applied Sciences, there are certainly good approaches in various areas for taking a closer look at service learning and possible anchoring it systematically as an initiative at the university. Examples of this are numerous student projects using digital media, which have also been partnered with external institutions in recent years. In particular, the Centre for Multilingualism and Migration (K.O.M.M.) is involved in numerous initiatives that promote the voluntary involvement of students.

Croatia

In Croatia currently there are 19 higher education institutions: 8 public universities, 2 private universities, 68 faculties and art academies and 1 university centre at public universities, 4 private polytechnics, 11 public polytechnics, 22 private colleges, and 3 public colleges[2].

The terms used for desktop research about courses on rural SE were: *ruralno društveno poduzetništvo*, *ruralno socijalno poduzetništvo* (eng. rural social entrepreneurship), *društveno poduzetništvo u ruralnim sredinama/područjima/krajevima* (eng. social entrepreneurship in rural environments / areas / regions) and *socijalno/društveno poduzetništvo i ruralne zajednice (*eng. social entrepreneurship and rural communities). Although some courses on SE offer topics on SE in rural areas[3], we found no evidence of rural social entrepreneurship courses in Croatia.

The courses on social entrepreneurship are offered at the University of Zagreb (Faculty of Economics, Faculty of Law and Faculty of Organization and Informatics), Juraj Dobrila University of Pula (Faculty of Economics and Tourism), University of Osijek (Faculty of Economics), VERN' Polytechnic and Zagreb School of Economics and Management. (Detelj et al., p. 462) as well as at the

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[2] https://www.azvo.hr/hr/visoko-obrazovanje/visoka-ucilista

[3] E.g. http://www.agr.unizg.hr/hr/ects/agrobiznis_i_ruralni_razvitak/12/0/sociologija_odr%C5%BEivih_zajednica/719

Faculty of Agriculture (University of Zagreb) and University College of Economics, Entrepreneurship and Management Nikola Subic Zrinski.

The terms used for desktop research about courses on rural SL were: *ruralno društveno korisno učenje* (eng. rural service learning), *ruralno učenje zalaganjem u zajednici* (eng. rural community engaged learning), *društveno korisno učenje u ruralnim sredinama/područjima/krajevima* (eng. service learning in rural environments / areas / regions), *učenje zalaganjem u zajednici u ruralnim sredinama/područjima/krajevima* (eng. community engaged learning in rural environments / areas / regions) and *društveno korisno učenje i ruralne zajednice (*eng. service learning and rural communities).

The research revealed courses that offer topics on SL in rural areas as pilot projects, e.g.

- Faculty of Teacher Education in Osijek - Dislocated Study in Slavonski Brod (Early and pre-school education)
- Polytechnic "Nikola Tesla" in Gospić (studies Road Transport and Economics of Entrepreneurship)
- College of Agriculture in Križevci (study Management in agriculture - Rural Development)
- Polytechnic "Marko Marulić" in Knin (studies Food Technology and Karst agriculture)

The analysis shows that polytechnics located in rural areas or dislocated studies of faculties from urban areas offer students a chance to participate in rural SL, since university students appear to prefer SL placements close to campus.

Finally, although the development of rural service learning projects as part of the existing academic courses seems to provide a chance for new ruralisation, we found no evidence of full-fledged rural service learning courses in Croatia.

Germany

SL has a young, but strong tradition since 2006 in Germany when the first Service Learning seminars have been taught in German universities (University of Mannheim). In 2009, the German Service Learning Network in Higher Education[4] has been founded with six founding members. Since then, SL grew rapidly in German (and Austrian) HEI. Today, the German SL Network has as active members: 38 German universities – 5 universities from Austria – 5 members from civil society[5]. If one takes into account that in the German university system you can find 429 HEIs which have been accredited (federal, church based and private universities), around 10% of HEI in Germany are active members of the SL-network. This is a fairly high rate which allows us to have some impact on HEI politics in Germany. A survey which has been conducted in 2013 (Backhaus-Maul et al 2013) identified that in *106 HEI service learning* seminars have been practiced – some of the HEI helped to develop the SL HEI Network in Germany. The debate on SL in HEI in Germany has triggered (1) a lot of change how teaching (and research) is understood (enhancing transfer between HEI and society, more practically oriented, social responsibility and sustainability driven) (2) a number of R&D programs (both federal and foundation-based) to support innovative teaching and learning. The latest federal program has been called 'Innovative University' which offers grants with a total budget of 500 Million Euros to 48 universities to develop and test new programs linking the academic world with societal challenges. This rather large program is triggering a lot of change not only within single universities, but initiates debates about the 'future of universities' which is led and inspired by a group from the German SL

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[4] https://www.bildung-durch- verantwortung.de
[5] https://www.bildung-durch-verantwortung.de/wer-wir-sind/mitglieder/

Network together with other universities – both on a local and a global scale[6]. A growing number of universities are building an infrastructure for service learning as part of their university services:

Many universities are developing special SL programs in different departments and subjects (medicine, law, teacher education, economics and entrepreneurship, educational science, social work, psychology, engineering, journalism/public relations, sociology). A growing number has developed special faculty/departments for service learning (Frankfurt, Mannheim, Duisburg-Essen, Eichstätt). Few have developed special master programs on Service Learning (ie in teacher education – Duisburg-Essen, Frankfurt, Cologne). Many universities maintain campus-community-partnerships between academic partners and partners in the region (municipalities, civil society institutions, community initiatives

Germany is one of the big hubs in entrepreneurship education in Europe. Since the first entrepreneurship professorship has been installed 20 years ago, a boom of entrepreneurship programs has started. Latest numbers show that there are 141 Entrepreneurship professorships in 79 Universities and 62 Universities of Applied Sciences (UAS) in Germany[7]. Compared to the population, Germany has as many entrepreneurship professorships as in the United States. Although 'Social Entrepreneurship' is part of the DNA of Service Learning in Germany, there is a long tradition in 'responsible entrepreneurship' in many programs. One of the earliest and biggest program is with the Strascheg Center for Entrepreneurship at UAS Munich (https://www.sce.de/en/home.html), which has been founded as one of the first entrepreneurship programs 18 years ago. SCE´s REALPROJECTS and APE-Programs (https://www.sce.de/en/qualifizieren.html) are a blueprint for many other HEI entrepreneurship programs. The newly developed master program features an entrepreneurship mooc (https://www.deepdive.school) which can be used for free. Based on national grants (https://www.exist.de/EN/Home/home_node.html) some universities and UAS in Germany have been nominated as 'Entrepreneurship Universities'. They form their own network on advancing entrepreneurship education (https://www.denkfabrik-eu.org/). All universities and UAS in Germany are part of a larger 'Entrepreneurship Eco-System' of start-ups and young entrepreneurs (https://deutschestartups.org/en/; https://www.germanaccelerator.com) which are linked to networks of venture capitalists specializing on http://www.german-startups.com/index.php/about-us/.

Social Entrepreneurship in Germany in many ways is an offspring of entrepreneurship programs collaborating with social institutions and/or schools. The Munich based Social Entrepreneurship Academy is part of SCE and started 15 years ago as a joint venture of the four major universities in Munich. They have formed their own social entrepreneurship eco system partnering with national and international networks[8]. They feature a number of programs, among others the 'Global Entrepreneurship Summer School', which runs since ten years in Munich, Mexico, Shanghai and Kapstadt and is based on a free social entrepreneurship MOOC.

In addition to these there are a number of related programs in German HEI on for example the University of Vechta, the Catholic University Eichstätt-Ingolstadt, the UAS Darmstadt, the Cusanus UAS Bernkastel-Kues, the Technical University Dresden and the Alanus UAS Art and Society.

Many programs in Rural Development in universities and UAS in Germany in the meantime focus on entrepreneurial approaches. One can identify more than 60 university and UAS- programs in rural

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[6] https://presencing-institute.mn.co/groups/951393

[7] please see full list here: https://www.fgf-ev.de/wp- content/uploads/2019/03/E-Professuren-06-03-2019.pdf

[8] https://seakademie.org/en/about-us/our-partners/

development[9]. Despite widely developed networks in service learning, (social) entrepreneurship and rural development in Germany, there are few programs and papers linking rural development, service learning and (social) entrepreneurship. There are few approaches in service learning[10] and linking service learning and social entrepreneurship.

Italy

We ran an online research regarding all Italian universities, considering 79 universities, of which 12 are private institutions.

The terms used for our research on rural Service Learning and Social Entrepreneurship were: *service learning* (idem), *service learning rurale* (rural Service learning), *imprenditoria sociale* (social entrepreneurship), and *imprenditoria sociale rurale* (rural social entrepreneurship). Italy presents a very modest development in service learning, with only two Universities implementing any sort of action, in particular formal courses included in the curricula: The University of Bologna has activated mandatory courses for students enrolled in Psychology Master Degree (Clinical Psychology and School and Community Psychology), along with an optional course offered to max 25 students[11] to develop their transversal skills. Next year this last course will be offered to 50 students[12].

The optional course in the Chemistry Master Degree "La Chimica incontra la città" (Chemistry meets the city) is starting this session, and is already confirmed for next year. The University of Florence gives its Psychology students the opportunity to subside the hours they would dedicate to their curricular internship with a set amount of time dedicated to the development and implementation of Service Learning projects. The LUMSA University in Rome has hosted a wealth of Service Learning experiences[13] also hosting the first international convention on Service Learning in Lucca, in May 2019[14]. ETH Milan has proposed the POLISOCIAL project, in which social responsibility goes side to side with teaching and research. This program manages to reformulate the relationship between the university and the territory in which the university operates, filling the gap between higher education and the area's social needs. Polisocial intends to build new skill areas based on field and practical experiences, in order to prepare professionals and researchers who can manage to create social change and wellness[15]. Cattolica University of Brescia is starting to talk about SL[16]. Students can also have internships and stage experiences through "social services". Students from the Political and Social Sciences faculty in the University of Brescia have Service Learning experiences named "experimental stages". During the 2016-2017 session SL officially became part of the academic offer of the Psychology Department of the University of Turin with the introduction of the laboratory "Service Learning: territorial analysis and intervention proposal" aimed to the students in the Master Degree Course in Work Psychologyand well-being in organizations. Students enrolled in the third year course in Modern Languages and Cultures and students of the master's degree program in languages for the UKE intercultural communication (UNIKORE) School of Languages and Cultures of the UKE may choose to carry out the internship activities in SL mode, which consists in teaching the language, in schools located in multicultural contexts or in those where there is the presence of Chinese native speakers. Nonetheless, other universities have recognized the importance of Service Learning, although without implementing it in practice yet, or implementing activities that incorporate principles and methods of SL, even having different labels: The University of Padua has a mentoring

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[9] https://www.master-and-more.de

[10] http://www.common-mission.de/service- learning-und-die-entwicklung-laendlicher-raeume

[11] https://www.unibo.it/it/didattica/insegnamenti/insegnamento/2018/439223

[12] https://www.unibo.it/it/didattica/insegnamenti/insegnamento/2018/378514

[13] https://www.lumsa.it/servizi_alternanza_service-learning

[14] https://eis.lumsa.it/esperienze/esperienze-di-service-learning

[15] https://www.polimi.it/il-politecnico/progetti-di-ateneo/polisocial/

[16] https://www.unicatt.it/eventi/evt-service-learning-to-strengthen-student-civicdemocratic-competences

project named MentorUp, which consists in putting university students in a mentoring position towards minors (8 to 12 years old) who are going through school-related or personal issues. In this way, mentees receive help, while mentors are given the opportunity to live a complete experience on the field.

The University of Verona has proposed an open competition for the actuation of a program aimed to use Service Learning as a training method for future teachers. The same University has created an announcement for a support and research position in the aforementioned program, while also selecting a research assistant for the "Systematic review on instructional practice on Service Learning" program; The University of Suor Orsola Benincasa, in collaboration with the University of Verona, has released a call for abstract paper in which Service Learning is proposed. The University of Venezia Ca' Foscari has released a publication on the importance of Service Learning and its usefulness for teaching English. The University of Calabria recently hosted a series of seminaries centered on the topic of Service Learning.

Rural Service Learning, however, is yet to be considered, if only from a merely academic point of view. Also in this case there are some interesting experiences that adopt some S-L principles, but are not framed in the methodology. In Bologna the Degree of Ornamental plants and landscape protection (Department of Agricultural and food Sciences - DISTAL) offered to it students the opportunity to obtain credit participating to the project "Green together"[17]

As for Social Entrepreneurship, more Universities have given attention to this subject. The University of Cagliari has started Unica Creative Lab - workshop based course that intends to unite territory, enterprises and cultural institutions. The University of Cagliari has also hosted a conference on Social Entrepreneurship's future perspectives and opportunities in rural locations[18]. The University Parthenope of Naples's Magistral Course in Marketing and Management offers lectures on Business Ethics and Corporate Social Responsibilities with a sharp focus on Social Entrepreneurship[19]. The Sant'Anna di Pisa School hosted a workshop on methods, tools and project proposals for its course on project making focused on sustainable development for rural territories. ETH Milan has a project named includi.mi aimed to improve public-private partnership (PPP) in order to develop policies for social innovation. The project proposes a new approach to policy making in order to highlight and measure the results of social innovation projects and renew current collaboration dynamics between public administration and social entrepreneurship, benefitting both sides[20]. ETH Turin has an "Entrepreneurship and innovation" focused on non-profit, profit and hybrid organizations"[21].

Lithuania

Service learning within the Lithuanian higher education is in general concentrated within two universities, namely the Vytautas Magnus University (VMU) and Šiauliai University. It is noticed by authors analyzing the development of SL in Lithuania (Mažeikienė, 2019; Preradovic & Mažeikiėnė, 2019) that service learning was first introduced in Lithuania through multiple projects funded by the government of U.S.A.

Šiauliai University impelemented in 2006-2008 project KOOPERIA financed by EU Structural Funds (European Social Fund) programme. 800 students participated in the project, 60 teachers were trained, 44 courses were improved by introducing service learning, and 200 organizations were involved (database of organizations, institutional agreements). Teacher training on S-L (training tools were

[17] https://www.leggilanotizia.it/2015/10/28/smart-city-un-progetto-per-riqualificare-il-parco-delle-acque-minerali/

[18] http://old.unica.it/UserFiles/File/Direzioni/Dirinnova/settore3/lariso2010.pdf

[19] tps://www.uniparthenope.it/ugov/degreecourse/25554

[20] https://www.includimi.polimi.it

[21] https://didattica.polito.it/pls/portal30/sviluppo.guide.visualizza?p_cod_ins=01RMMLZ&p_a_acc=2017&p_lang=IT

prepared, including Moodle training course for teachers). Since 2013-2014 study year service-learning has been incorporated into programmes Bachelor curricula offered by Šiauliai University: Philosophy and Civic Education, Socio-Cultural Anthropology, Lithuanian Philology, Education (Family Pedagogy and Protection of Children's Rights), Special Pedagogy, Social Pedagogy, Economics, Landscape Design, Public Administration, Mechanical Engineering. Since 2013-2014 study year service learning has been incorporated into programmes Master curricula offered by Šiauliai University: Intercultural Education and Mediation, Cultural Studies.

However since the last 3 years (2017-2019) Šiauliai University has reduced the overall volume of study programs. There has been a corresponding decrease in service learning subjects in the study programs. In 2014-2017 Vytautas Magnus University participated as a partner in the Europe Engage project, with 11 European partners. The project created European network of institutions and tested service learning teaching/ learning and assessment strategies.

Service Learning is included into several study programs at Vytautas Magnus University:
- Since 2010 the study course Participatory Action Research (MA program in Social Work, Department of Social work, Faculty of Social Sciences). This course combines elements blended learning (face-to-face learning; Moodle courses, video-conferencing with analogous course in Loyola Chicago University) and service learning (carrying out Participatory Action Research in the local agencies of social services and local communities). Number of students every year – about 15 students.
- Since 2012 the study course Sociology of Civil Society: E-Citizenship (MA study programme "Applied Sociology", Department of Sociology, Faculty of Social Sciences), 10-15 students every year
- Since 2012 the study course Gender in Social Work (later Critical Social Work) (BA in Social work, Department of Social work, Faculty of Social Sciences), 25-45 students every year. The course 'Gender in Social Work' was delivered in the 3rd study year and was synchronised with a course 'Placement'. These courses were delivered during the same semester and were combined by performed placement and service in 2 courses and giving students an opportunity to recognise, understand and describe gender issues in communities and sector of social services.
- Since 2014 the study course Management of Communication Projects, in the BA program 'Public Communications' (Faculty of Political Sciences and Diplomacy). Number of students was about 200 in the study year 2014-2015; 60 students every year in period from 2016 to 2019.

Researchers in Lithuania stress the lack of education on social entrepreneurship. J. Greblikate (2016) writes: "Lithuania lacks elementary information for society about social entrepreneurs. Even in academic circle, the conception of phenomena is still "dark zone". Modules about entrepreneurship are among other taught in Business or Management study programmes. Sometimes teaching about entrepreneurship is in the content of some teaching courses, for example, Sports and Tourism Management (Lithuanian Sports University)".

Some universities have single courses on social entrepreneurship in study programs. For instance, Vytautas Magnus University has a course Social Entrepreneurship and Organization of Social Services in the BA program Social Work.

In 2011 in Lithuania, entrepreneurship education programmes were offered at master and doctoral levels. Programmes at both levels were provided by private university ISM University of Management. Out of 778 Master level programmes, which have existed at university level, only one course was fully

dedicated to the management of innovation and entrepreneurship at the University of Mykolas Romeris [1]. Entrepreneurship according the researchers was not previously part of the curricula in higher education institutions in Lithuania and only began to enter in last ten years. This tendency might be related to the growth of innovative enterprises and foreign investments".

It is mentioned in the Review (OECD/ EU, 2019) that Kolping University of Applied Sciences is the only University offering a bachelor programme specifically on social business. Kaunas Technological University, in partnership with the European Institute for Social Entrepreneurship and Innovation, offers a one-semester programme on social business open to students from different disciplines. In 2017, Enterprise Lithuania has signed an agreement with KTU and European Social Entrepreneurship and Innovative Studies Institute in order to promote social entrepreneurship in Lithuania. On the basis of this agreement, the first in Lithuania social entrepreneurship hackaton ChangeMakers'ON, and social innovation camp ChangeMakers'ON Camp were organised.

Since 2017-2019 Lithuanian universities and colleges have been implementing the EU Structural Fund project 'Development of social entrepreneurship and creativity of students of Lithuanian higher education institutions by improving their correspondence to the needs of the labor market and society' The project is coordinated by Lithuanian engineering industries association LINPRA. Project partners: Lithuanian Colleges, Kaunas University of Technology, Klaipeda University. This project deals with entrepreneurship education for students from biomedical, physical, social and technological sciences with the aim to promote an innovative and socially oriented business.

Development of social entrepreneurship skills is performed in the form of informal learning initiatives and projects. One of the examples could be „Erasmus+" project "More Than Money: Social Entrepreneurship Heroes' was implemented with Lithuanian partner in 2014.

"At lower education levels, interesting efforts are currently being developed but these are still occasional and not rooted in a long-term approach. For example, the British Council developed a "Social enterprise package for schools", including pedagogical and methodological material, which was used in ten schools in 2017. Junior Achievement Lithuania also launched in 2018, in partnership with the Ministry of Social Security and Labour, a social entrepreneurship programme for schools including lectures and a business project competition joined by 80 school" (OECD/ EU, 2019, p. 20).

Portugal

In September 2018, academic activities began and in several courses sessions were planned in order to confront the students of the BA Degree of Basic Education, at the Higher School of Education (Teacher Training Course) with the new concept of S-L, which involved them in projects with the community and encouraged them to think actively about community engagement. Nevertheless, regarding S-L, there is almost nothing nationally and in the context of our Polytechnic. Here, at Viana do Castelo Polytechnic, the concept was introduced in 2015, by Pilar Rovira, member of the Europe Engage Project coordinated by Pilar Aramburuzabala, coordinator of the International Project "Europe Engage". Her paper on "Innovación educativa: difusión de proyectos APS" (Educational innovation: dissemination of S-L projects) in the XII International Conference of Arts in Viana do Castelo was the beginning of a process of learning of such concept. In 2016 a new option entitled "Community Activities" was created in the BA of Arts and Cultural Management, and during 2018 and 2019 some Art subjects of the BA Degree of Basic Education (Teacher Training undergraduate course) introduced the concept of Service-Learning, test it out and evaluated it and Pilar Aramburuzabala visited Viana do Castelo Polytechnic twice between 2016 and now.

Currently in Portugal there is one Social Engagement course, 14 Global Citizenship Education courses, three Rural Service Learning programs and 14 Rural Social Entrepreneurship programs thought in different curricula.

Spain

The search terms used in the desk research were**:** Compromiso Social (Social Engagement), Educación Cívica (Civic Education), Educación para la ciudadanía global (Global Citizenship Education), Aprendizaje-Servicio Rural (Rural service learning), Aprendizaje basado en la comunidad rural (Rural community-based learning), La comunidad rural se compromete con el aprendizaje (Rural community-engages learning), Emprendimiento social rural (Rural social entrepreneurship)

We carried out a general search for Rural Service Learning in Spanish universities without success. In Spain, Rural Service Learning is not integrated into the official curriculum of the universities. What we find in the curriculum are mentions of Service Learning. Even though some SL projects include service actions that are developed in rural environments, they are not defined as Rural SL. For this reason, we have focused the search on the syllabi that include Service Learning without specific mention of the rural environment, in order to get an idea of the situation of SL in Spain.

For the analysis of the syllabi we will focus on the public universities of Madrid. A search has been made based on the teaching guides of the degrees of these universities using the term "Service-Learning"

In Madrid there is an agreement between the City Council and the eight public universities (Autonomous University of Madrid, Complutense University, Polytechnic University, Carlos III University, UNED, Rey Juan Carlos I University, Alcalá de Henares University, and Menéndez Pelayo International University) with the aim of promoting Service-Learning in their institutions. In all these universities S-L is integrated in the curriculum but only in some it appears in the syllabi.

As an example, at the Autonomous University of Madrid we have found 11 official subjects that mention S-L in the syllabi. There are about 60 students per course, which makes a total of approximately 660 students involved in SL projects. These courses appear in the curricula of e.g. education and physical activity and sport sciences. We have also found two universities that are in the process of integrating SL in some syllabi of different degrees. That is the reason why currently SL is only mentioned in some subjects. This represents the general situation of public universities in Madrid.

At the Complutense University we have found one official subject that mentions SL within the syllabus. The subject is Sociocultural Animation Methodology, which belongs to the Degree in Social Education, in the School of Education. At Carlos III University we have found one official subject that mentions S-L in the syllabus. The subject of the course is Legal Clinic (3 ECTS), that is integrated in several degrees of the School of Social and Legal Sciences: Degree in Law, Double Degree in Law and Business Administration, Double Degree in Law and Political Science, and Double Degree in Law and Economics. In addition, at the Pontifical University of Comillas, which is a private institution, we found a subject called Service-Learning and is taught in the 4 degrees of the School of Economic and Business Sciences during the 4th year. One of the projects involves working with entrepreneur women in rural areas.

We carried out a general search for Rural Social Entrepreneurship in Spanish universities without success. In Spain, Rural Social Entrepreneurship is not integrated into the official curriculum of the universities. What we find in the curriculum are mentions of Entrepreneurship. For this reason, we have focused the search on the syllabi that include Entrepreneurship without specific mention of the rural environment, in order to get an idea of the situation in Spain. For the analysis of the syllabi we will focus on the public universities of Madrid. A search has been made in the teaching guides of the degrees of the universities using the term "Entrepreneurship". As an example, at the Autonomous

University of Madrid we have found 3 official subjects that mention Entrepreneurship in the syllabi. There are about 60 students per course, which involves approximately 180 students in total. The courses belong to the fields of Business, Aeronautical Management, and Tourism.

The Netherlands

The Netherlands' Higher Education Institutions include 13 universities (aimed at providing scientific or academic education and conducting scientific or academic research) and 60 school of applied sciences (aimed at providing higher professional education, practice oriented).

For this research we used the terms: Service Learning, Social Entrepreneurs, Social Entrepreneurship, Rural, Community Service Learning, *Sociale ondernemer* (social entrepreneur), *Sociale onderneming (*Social enterprise), and Civic Engagement, combined with course (*vak in Dutch)*.

We have not found any courses offered about Rural SL or Rural SE. Though we did find universities and schools of applied science offering courses about (social) entrepreneurship.

We found that a small number of schools of applied sciences offered SL activities in the past, however, at this point in time they only offer social internships and community service. There are three universities in the Netherlands that offer SL courses (Erasmus University, VU Amsterdam, and Leiden University). The courses are part of the Business Administration, Law, and Education Studies.

An important note to be made, is that we know (through our personal network) SL is happening in more courses, they are just not called SL officially, which makes it difficult to find out what the current state of the art really is.

Conclusion

Rural SL and rural SE courses seem to be very scarce across the research countries. Even though SL course are up and coming, they usually do not focus on the rural areas or do not focus on (social) entrepreneurship.

6. Conclusion

It appears that rural SL and rural SE courses are scarce across the partner countries. Even though SL course are up and coming, they usually do not focus on the rural areas or do not focus on (social) entrepreneurship. It is therefore important to create more courses using this innovative method of learning in HEIs.

Form our research it can be concluded that the local community organizations vary a lot when it comes to domains and focus areas. There is also a wide range of challenges and useful disciplines for HEI students to come and offer their help trough a SL program. The same is true for the beneficiaries of these organizations. The needs and ideas for improvement vary a lot between countries, but also within the countries themselves. Students needs seem to be fairly equal everywhere, we see that almost every aspect of the Entrecomp framework is seen as important to learn during a rural SL course about (social) Entrepreneurship.

These results were not unexpected. When creating a SL course, it is important to start with this unpredictable need of the community organizations and its beneficiaries. It seems almost impossible to know in advance what the needs are. A distinction should be made between the content level (wat is the playing field) and the process level (what are the rules). It is impossible to create one equal playing field for the whole EU, because needs and circumstances are so different. However, it is possible to have an equal process for all countries. This mainly means that we can create a system to set up these SL courses, where we all adhere to the same rules regarding for example the learning goals.

From the student survey it can be concluded that all competences for being a good entrepreneur are important to in the course. The focus could be on the competences receiving the highest overall scores like "motivation and perseverance", "creativity", "planning and management", "learning trough experience", and "ethical and sustainable thinking". Especially these last two fit very well with the concept of SL and rural areas.

The strengths mentioned are mostly related to being able to be in the field and experience real cases that were previously only studies in the classroom. This is inherent to SL, but should of course be considered while building a course. Weaknesses seem to be poor organization, distance to the organization, and time at the project. This means it is very important to make sure the course is organized (and to be prepared for uncertainties). It could also mean that projects should not be too far from the university, which might prove difficult with rural projects. Another aspect to keep in mind is the time the student spends at the project.

7. Appendices

Appendix 1: Question list for local organizations
*This list was used as an input for the rural database, as well as a guide for interviews.

Introduction

Thank you for participating in our research by the recently established Knowledge Alliance **Rural 3.0: Service Learning for the Rural development** (*https://rural.ffzg.unizg.hr/*). This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To create the community-university partnerships it is our aim to develop a database where community groups and higher education institutes can find each other to collaborate on Service Learning and/or Social Entrepreneurship.

The following questions will serve as a way to fill the community side of the database, this way higher education institutes can contact you for potential collaboration. Your response will be recorded in the public database.

*Service Learning combines social commitment ("service") with the education of students' professional, methodological and social competences with all its technical and interdisciplinary skills ("learning").

All participants in the survey will be granted a free access to training programs and open educational resources on rural SL and rural SE, MOOC and other digital collaborative & learning tools (Hub, Online World Café).

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1. General information
    1) Name of LAG
    2) Country and Area/Municipality/County
    3) Type of organization
    4) Target group of LAG
    5) Number of employees/volunteers in LAG
    6) Website/contact

7) Have you collaborated with schools / higher education institutes before? If yes, please describe the collaboration.
2. In the coming years, what are the three biggest challenges you see for your LAG
3. How could students help with these challenges?
    1) What kind of skills do students already need to have?
    2) Other ideas - open
4. What can you offer students?
    1) Do you have an office/work space for them to work from?
    2) How many hours of support can you give them?
    3) What are the local working conditions like?
    4) How can they physically reach your organization (e.g. public transport or is a car needed)
5. **KEYWORDS** that describe the **DOMAIN** of your organization:
(Choose one or more from the drop-down list of **KEYWORDS**)
6. **Focus Area** of the Rural Development of your organization: (choose one or more from the drop-down list)
7. **Rural development priorities** of your organization:
(Choose one or more from the drop-down list)
8. If applicable, please, select one or more **academic disciplines** that students study and that would be helpful to cope with your challenges? (choose one or more from the drop-down list)

9. [Checkbox] I give permission to share my response in the public database.

Appendix 2: Question list for local communities
Introduction

Thank you for participating in our research on Service Learning* for the Rural Development. This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To make a good contribution to the development of rural areas, we want to explore what the needs are that can boost innovation in your area.

*Service Learning combines social commitment ("service") with the education of students' professional, methodological and social competences with all its technical and interdisciplinary skills ("learning").

The following question will help us understand more about your rural area and the needs in the community.

1. General information
    1) Where do you live (area/neighborhood)?
    2) How long have you lived here? (born & bread, moved (back) here xx years ago)
    3) Age / gender / occupation etc.
    4) Are you a member / part of any local action group? If yes, ask further information.
2. What could your area need to improve / have better living conditions?
    Focus Area of the Rural Development of your organization: (choose one or more from the drop-down list)
3. How could a LAG help you improve your area?
4. How could students help you improve your area?

Appendix 3: Survey for HEI students
Introduction

Thank you for participating in our research on Service Learning* for the Rural Development. This Erasmus+ project aims to set a framework for an integrated transnational approach of academic teaching that contributes to the development of rural areas, meeting their needs, boosting innovation in these areas and creating community-university partnerships.

To create an academic course that combines Service Learning and Social Entrepreneurship we want to research the skills that are important in such a course and the current social engagement of students in higher education institutes.

*Service Learning combines social commitment ("service") with the education of students' professional, methodological and social competences with all its technical and interdisciplinary skills ("learning").

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ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

1. The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 - 5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.
2. Identify and seize opportunities to create value by exploring the social, cultural and economic land-scape
3. Identify needs and challenges that need to be met
4. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
5. Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
6. Explore and experiment with innovative approaches
7. Combine knowledge and resources to achieve valuable effects
8. Imagine the future
9. Develop a vision to turn ideas into action
10. Visualize future scenarios to help guide effort and action
11. Judge what value is in social, cultural and economic terms
12. Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it
13. Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
14. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
15. Act responsibly

ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

16. Reflect on your needs, aspirations and wants in the short, medium and long term
17. Identify and assess your individual and group strengths and weaknesses
18. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
19. Be determined to turn ideas into action and satisfy your need to achieve
20. Be prepared to be patient and keep trying to achieve your long-term individual or group aims
21. Be resilient under pressure, adversity, and temporary failure
22. Get and manage the material, non-material and digital resources needed to turn ideas into action
23. Make the most of limited resources
24. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
25. Estimate the cost of turning an idea into a value-creating activity
26. Plan, put in place and evaluate financial decisions over time
27. Manage financing to make sure my value-creating activity can last over the long term
28. Inspire and enthuse relevant stakeholders

29. Get the support needed to achieve valuable outcomes
30. Demonstrate effective communication, persuasion, negotiation and leadership

ENTREPRENEURSHIP

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 -5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship.

31. Initiate processes that create value
32. Take up challenges
33. Act and work independently to achieve goals, stick to intentions and carry out planned tasks
34. Set long-, medium- and short-term goals
35. Define priorities and action plans
36. Adapt to unforeseen changes
37. Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
38. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
39. Handle fast-moving situations promptly and flexibly
40. Work together and co-operate with others to develop ideas and turn them into action
41. Network
42. Solve conflicts and face up to competition positively when necessary
43. Use any initiative for value creation as a learning opportunity
44. Learn with others, including peers and mentors

The following questions are about civic/community engagement.

1. Did you volunteer for an organization in the past 12 months?
    a. If yes, how many hours a week?
    b. If yes, what type of organization (dropdown list)
2. In the past 12 months, did you donate money to an organization?
    a. If yes, what type of organization (dropdown list)
3. Did you informally volunteer for the community / your family in the past 12 months?
    a. If yes, how many hours a week?
4. Are you a member of an organization (e.g. sports, scouting)
    a. If yes, what type or organization (dropdown list)
5. Have you participated in a Service Learning course before?
    a. If yes, what discipline (dropdown list)
    b. If yes, what were strong points of the course?
    c. If yes, what were weak points of the course?

General questions:

1. What is your nationality? (dropdown list)
2. In which country do you study? (dropdown list)
3. What is your study discipline (dropdown list)
4. What is your age?

Thank you!