

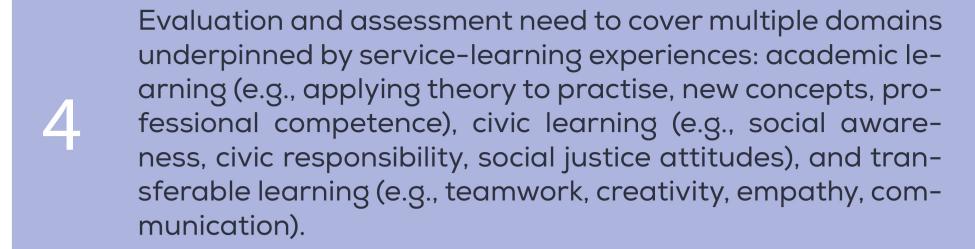
THE UNAEUROPA EVALUATION DECALOGUE FOR SERVICE-LEARNING

Evaluation and assessment are complex processes, and their design needs to be included in the initial project-making phase of service-learning modules.



Evaluation and assessment should be considered dynamic processes that will change throughout the service learning experience. Always consider including evaluation and assessment before, during, and after service-learning occurs.





The ownership students take over the project and the quality of their participation are fundamental aspects and should be assessed and evaluated.



Consider the importance of rigorous approaches to evaluation and assessment. You can rely on qualitative and quantitative measures; choose a methodological approach, or combine them accordingly depending on what you want to understand.



Formal and informal evaluation and assessment methods can be adopted; consistent language should be adapted to the target groups and final audience of evaluation and assessment outputs.

Reflection needs to be supported and embedded in the evaluation and assessment process via monitoring activities carried out in both academic and community contexts throughout the experience.

Service-learning's long-term impact on its actors (students, community, community organisations and faculty) should also be evaluated

Evaluation and assessment are fundamental in ensuring a cross-cutting approach within European inter-university service-learning, helping to engage new generations with societal challenges and contribute to a better European society by developing innovative tools.