UNICORN

UNIVERSITY **CO**MMUNITY LEA**RN**ING

ADMINISTRATIVE TOOLKIT

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FOREWORD

THE UNICORN CONCEPT

The 'UNI-CO-leaRN: University-Community-Learning' (UNICORN) consortium has designed and tested a **new mobility scheme for higher education students that combines international mobility with a service-learning experience** in the community.

Service-learning (SL) is a relatively new pedagogical approach in the European higher education system, but it has been successfully implemented for many years within other educational systems worldwide. This educational approach requires students to perform a **service to the community as part of a learning activity** – e.g. a regular course, an intensive programme (e.g. a summer school), a thesis or doctoral research work – **that generates curricular or extra-curricular credits**. In other words, the learning activity includes a more theoretical part that is carried out in the classroom and a more experiential part in the community, and the latter is an essential part of the learning experience.

Service-learning has proven to be a very effective and engaging learning approach, which not only deepens and consolidates the students' discipline-specific knowledge and skills, but also encourages the **development of civic and democratic competences**: civic-mindedness, cooperation skills, openness to cultural otherness, critical thinking, etc. These are all competences that are increasingly **necessary to act as an active citizen and a competent professional in today's society and to deal with the current societal challenges**.

The SL projects are **co-designed by educational institutions together with community organisations**, e.g. municipalities, non-profit organisations and NGOs. These projects therefore **really answer the needs of the community partners**.

The UNICORN consortium has analysed how to **embed the service-learning pedagogy in different formats of international mobility: long-term mobility, short-term mobility, blended mobility and virtual mobility**.

In all these cases, the UNICORN label indicates a learning experience combining international mobility with service-learning.

The purpose is twofold:

1) Boosting international mobility through service-learning (*engaged mobility*)
Mobile students often fail to connect to the local context. By participating in a service-learning project offered by the host university, mobility students have the opportunity to really dive into the local reality. This ensures that the students' experience abroad can be a truly deep, transformative learning experience that can foster the development of civic and democratic skills.

2) Boosting service-learning through international mobility (*international service-learning*)
By adding a mobility component to a service-learning experience in the community, international exchange students can participate in local service-learning projects, thereby making each UNICORN project transnational and intercultural. Thus, the impact of the service-learning experience on the civic and democratic competences acquired by all students involved - even local ones - is further enhanced.

A '**UNICORN project**' can be any learning activity that has a SL component and is open to the participation of international exchange students.
A '**SL project**' usually refers to the SL component of the learning activity. However, we will also use the terms 'SL project' or 'SL course' to refer, in general, to any learning activity with an SL component that generates curricular or extra-curricular credits.

FOREWORD

This Administrative Toolkit refers to the following documents:

- UNICORN Living Catalogue
- UNICORN Staff Training Handbook
- UNICORN MOOC

Which can be found on the UNICORN website (**www.unicornmobility.eu**)

THE UNICORN MOBILITY TOOLKIT

The five EU universities of the UNICORN consortium have developed a set of UNICORN projects, ranging from 3 to 6 ECTS credits, which are included in their educational offer. These projects are illustrated in the UNICORN Living Catalogue. This document can be helpful to get an idea of what a UNICORN project can look like. To set up a UNICORN project, instead, you can refer to the UNICORN Staff Training Handbook. According to the UNICORN Taxonomy illustrated in the workbook, each UNICORN project has seven dimensions:

1. mobility and online exchange
2. meaningful reciprocal partnerships that meet actual community needs
3. academically relevant, real-world student involvement in the community
4. explicit global civic and cultural competences
5. critical reflection to facilitate learning
6. integrated assessment of student learning
7. a positive impact of the service on the community

Another training resource that the UNICORN consortium has elaborated to facilitate the implementation of international SL is the UNICORN Massive Open Online Course (MOOC). This MOOC focuses on two main topics: (1) service-learning & Community Engagement (definition, methodology, philosophy, objectives, requirements, conditions, phases, etc.) and (2) Intercultural Competences. Both are areas of competence in which students should develop at least some basic knowledge and skills before participating in an SL project. The MOOC therefore represents a learning/training resource that can complement the more specific training that students will receive as part of a specific UNICORN project. This 'massive' course is open to anyone involved or interested in setting up an international mobility scheme combined with SL.

The UNICORN Mobility Information Cards

The UNICORN consortium elaborated 4 information cards related to 4 mobility formats, which are the following:

1. **long-term UNICORN mobility**
2. **short-term UNICORN mobility**
3. **blended UNICORN mobility**
4. **virtual UNICORN mobility**

The information cards focus mainly on the administrative and organisational aspects of UNICORN mobility and are intended for use by professionals involved in the implementation of mobility processes in higher education institutions.

Step-by-step plan to get you started

1. If full UNICORN projects are already implemented at your institution:

   - OUTGOING side – Create an overview of existing SL courses/activities available at partner institutions that your students could participate in
   - INCOMING side – Promote your UNICORN projects to incoming students.

2. If service-learning is not adopted at any level at your institution:

   - OUTGOING side – Map existing SL courses/activities available at partner institutions that your students could participate in. If you have the necessary mobility agreements in place with the UNICORN partner institutions, you could already start by encouraging students to participate in the UNICORN projects. To find out more about the latter, check the UNICORN Living Catalogue. Then turn to the UNICORN Information Cards to find guidance on how to set up the relevant mobility.
   - INCOMING side – Check the UNICORN Staff Training Handbook for advice on how to develop a learning activity that includes an SL component and is open for international exchange students to participate in. Then turn to the UNICORN Information Cards to find guidance on how to set up the relevant mobility.

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3. If service-learning is a component of some of the learning activities implemented at your institution, but there are currently no plans to receive incoming students:

- OUTGOING side – Create an overview of existing SL courses/activities available at partner institutions that your students could participate in. Check the UNICORN Information Cards to find guidance on how to set up the relevant mobility
- INCOMING side – Provide information to relevant departments and programmes about the UNICORN Staff Training Handbook for advice on how to transform the existing SL activities into a UNICORN project that can host international exchange students. See the UNICORN Information Cards for practical advice on how to add international mobility to the SL projects implemented locally.
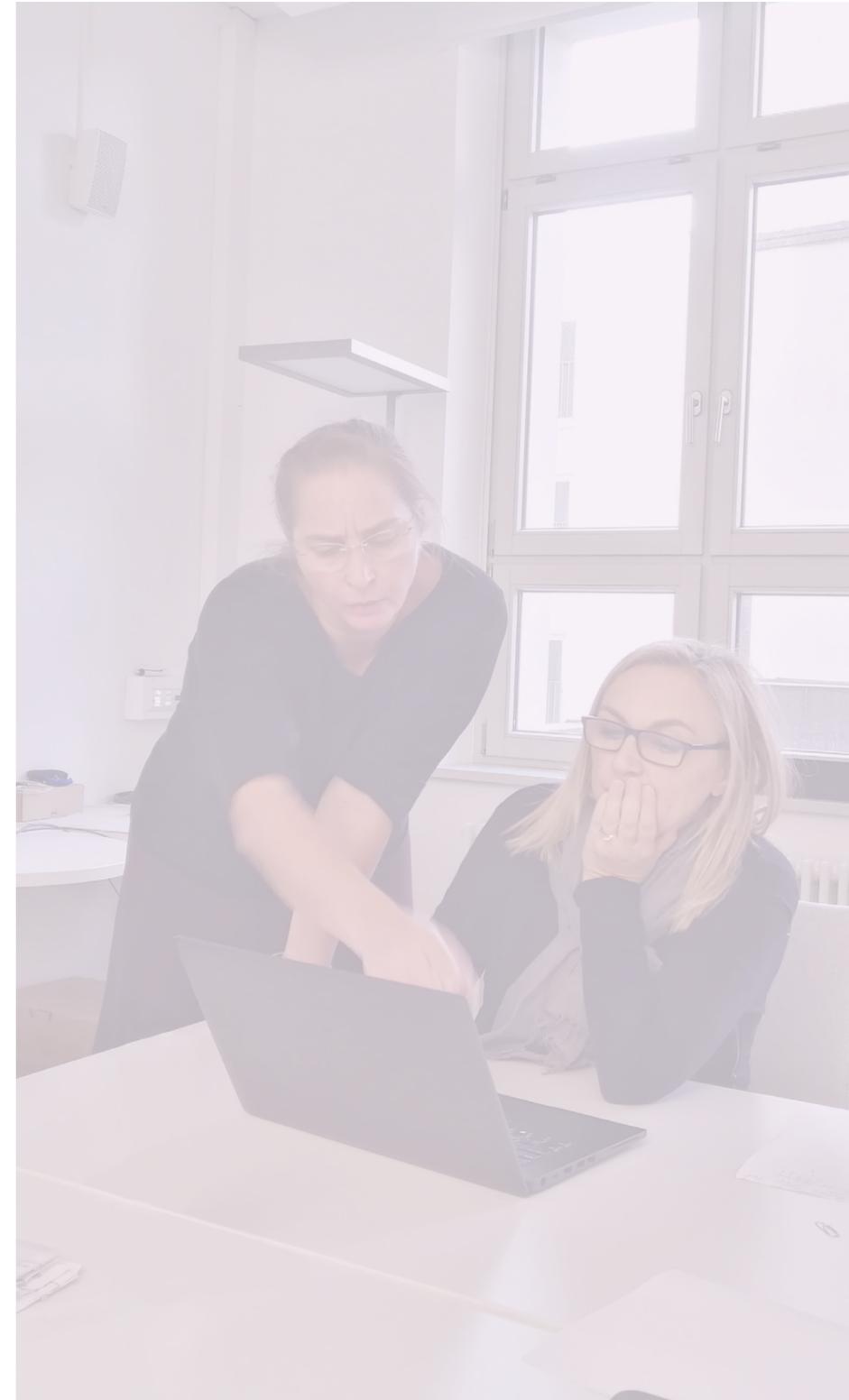
INFORMATION CARD 1:
LONG-TERM UNICORN MOBILITY

In the UNICORN framework, 'long-term mobility' is defined as physical mobility that lasts 2–12 months and requires a mobility agreement to be in place between the sending institution and the receiving institution. Your institution could act as a sending institution ('Outgoing UNICORN mobility'), or as a receiving institution ('Incoming UNICORN mobility'), or both.

KEY FACTS

Organisers: receiving higher education institution (HEI) + community partner + sending HEI
Target group: HEI students (all cycles: bachelor – master – PhD)
Prerequisite: any mobility agreement between two HEIs, e.g. Erasmus+ interinstitutional agreement
Mobility type: physical attendance
Mobility duration: 2–12 months; in any case, the duration of the mobility must cover at least the duration of the specific UNICORN project (e.g. semester or year-long course unit; duration of the research work, etc.)
Possible mobility funding: Erasmus+ Key Action 1: Credit Mobility, or any other funding

PROS

- Administrative structures to organise this kind of mobility are already in place at most institutions.
- The duration of the mobility increases the chances that the experience in the community is meaningful at both a personal and an academic level, with students being fully immersed in the local culture. Their impact on the local community will be long-lasting.
- International exchange students contribute to intercultural learning, also for local students (internationalisation@home).

CHALLENGES

- UNICORN projects spanning an entire academic year are more difficult to attend for international exchange students (blended formats could be an alternative, see Mobility Information Card 3).

- Participating in a UNICORN project while attending other courses could imply an excessive workload for an exchange student, especially if significant logistical efforts are required (e.g. travelling to distant parts of the community).
- For a student it can be overwhelming to deal with three hurdles at once, i.e. staying abroad plus being involved in a local community organisation plus working in an international team.
- Practical hurdles like scheduling conflicts could occur due to the off-campus activity.
- Are your local community partners willing to accept international students?

HOW TO ORGANISE LONG-TERM UNICORN MOBILITY

OUTGOING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork
- Create an overview of the UNICORN projects available at your partner institution, possibly focusing first on your strategic partners. You could also start with the UNICORN projects available at the UNICORN partner institutions (see the UNICORN Living Catalogue) if you have a mobility agreement with at least one of them.
- Check the mobility agreements available for the previously outlined UNICORN projects.
- Consider new mobility agreements if necessary.
- Remind the academic coordinators to verify the entry requirements to attend and to get recognition for the UNICORN project.
- Optional: prepare specific information about the UNICORN projects abroad, e.g. tailor-made presentation slides to be used by lecturers or exchange coordinators to explain the characteristics and the added value and to provide further contact details.

Promote the UNICORN projects
- Reach out to your outgoing exchange students to inform them about the UNICORN projects available at their host university.
- Inform your outgoing exchange students about the added value of participating in a UNICORN project.
- Share positive testimonials of former or current UNICORN students participating in long-term UNICORN projects.

Prepare outgoing students

- Make sure that the student is aware that the UNICORN project should be added to the Learning Agreement (or any other formal document signed by the student and the two involved HEIs) to ensure the recognition of the learning activity by your institution.
- Ask all outgoing UNICORN students to follow the UNICORN MOOC before they leave.

DURING THE MOBILITY PHASE

- Assist your outgoing students (in cooperation with the host university) whenever a problem with the UNICORN project arises.
- Encourage students to share their UNICORN experiences with other students and to act as ambassadors for UNICORN mobility.

AFTER THE MOBILITY PHASE

- Inform the students about the recognition procedures for the UNICORN project at your institution.
- Optional: invite your students to fill in a final evaluation survey and process the results to improve the UNICORN experience for future students. The UNICORN consortium has developed a questionnaire (see Appendices) for that purpose.

INCOMING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork

- Check if existing SL courses are ready to receive international exchange students, especially if these projects will be receiving international exchange students for the first time.
- Prepare community partners and check whether they are willing to receive international exchange students for the first time.
- Use the UNICORN Staff Training Handbook to monitor and upgrade your SL courses to meet the requirements defined in the UNICORN Taxonomy.
- Prepare specific information about the UNICORN projects that are available at your institution, their characteristics, their added value, their entry requirements, and further contact details.

Promote the UNICORN projects

- Reach out to your incoming exchange students in a timely manner and inform them about the UNICORN projects available at your institution.

- Inform your incoming exchange students about the added value of participating in a UNICORN project.
- Share positive testimonials of former or current UNICORN students to promote the UNICORN projects available at your institution to prospective incoming students.

Prepare incoming students

- Recommended: in order to ensure quality and measure your success, local SL course lecturers can invite the incoming students to an intake interview with the leaders of the UNICORN project, to verify they have the right competences and motivation to participate in the UNICORN project. This intake interview should take place online or in-person before the arrival of the student at the receiving institution.
- Make sure that the UNICORN project has been added to the Learning Agreement (or any other formal document signed by the student and the two involved HEIs) to ensure the recognition of the learning activity by the sending institution.
- Remind the students of the added value of following the UNICORN MOOC.

DURING THE MOBILITY PHASE

- Optional: organise extra welcoming activities for the incoming UNICORN students.
- Optional: sign a UNICORN-specific agreement, in addition to the Learning Agreement, between the student, the receiving HEI and the community organisation.
- Optional: increase the visibility of your UNICORN projects by collecting testimonials/pictures and asking students to share their experiences on social media.

AFTER THE MOBILITY PHASE

- Ensure that a 'course supplement' comprising the duration, a brief description of the course and the learning outcomes, and a Transcript of Records for this course is issued to every participant.
- Optional: invite your students to fill in a final evaluation survey and process the results to improve the UNICORN experience for future students. The UNICORN consortium has developed a questionnaire (see Appendices) for that purpose.

EXAMPLE FROM THE UNICORN LIVING CATALOGUE
University of Bologna: 'Chemistry meets the city'

INFORMATION CARD 2:
SHORT-TERM UNICORN MOBILITY

In the UNICORN framework, 'short-term mobility' refers to physical mobility that lasts 1–4 weeks. Only in some cases is a mobility agreement between the sending institution and the receiving institution required.

KEY FACTS

Organisers: receiving higher education institution (HEI) + community partner + sending HEI
Target group: HEI students (all cycles: bachelor – master – PhD)
Prerequisite: any mobility agreement between two HEIs
Mobility type: physical attendance
Mobility duration: 1–4 weeks
Possible mobility funding: Erasmus+ Key Action 1: Credit Mobility for mobility periods for PhD students between 5 to 30 days, or any other national, institutional, or private funding

PROS

- Short-term mobility is more flexible to fit into the academic year than long-term mobility.
- Short-term mobility promotes inclusion and participation. It can be an alternative for students who, for whatever reason, cannot take part in long-term mobility.
- Short-term mobility is an excellent way to enrich the core curriculum.
- Short-term mobility offers students the possibility of gaining extra credits during the summer or winter breaks.
- International students provide intercultural learning opportunities to local students (internationalisation@home).

CHALLENGES

- HEIs without experience in organising international summer or winter schools will encounter an extra workload in terms of recruitment, administration and support during the project.
- Since there is no standard funding available for short-term mobility, students need to bear the cost of the trip and/or the enrolment fee themselves, if no other funding is available.
- Recognition of the credits at the home HEI might not be automatic.

- Due to the limited duration of the mobility period, the learning experience and its outcomes might not be as relevant as in long-term mobility.
- Including short-term mobility will depend on the preferences and policy of your institution.

HOW TO ORGANISE SHORT-TERM UNICORN MOBILITY

OUTGOING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork
- Create an overview of the short-term UNICORN projects available at your partner institutions, possibly focusing first on your strategic partners.
- Check the mobility agreements and funding options available for the previously outlined UNICORN projects.
- Consider new mobility agreements if necessary.
- Remind the academic coordinators to verify the entry requirements to attend and to get recognition for the UNICORN project.
- Prepare specific information materials about the short-term UNICORN projects available at your partner institutions abroad, e.g. tailor-made presentation slides to be used by lecturers or exchange coordinators to explain the characteristics and the added value and to provide further contact details.

Promote the UNICORN projects
- Reach out to your students to inform them about the short-term UNICORN projects available at partner HEIs abroad.
- Inform your students about the added value of participating in a short-term UNICORN project.
- Share positive testimonials of former students participating in short-term UNICORN projects.

Prepare outgoing students
- Ensure that the receiving institution issues a 'course supplement' comprising the duration, a brief description of the course and the learning outcomes, and a Transcript of Records for this course.
- Assist in facilitating the recognition of the learning activity abroad at your institution.
- Ask all outgoing UNICORN students to follow the UNICORN MOOC before they leave.

DURING THE MOBILITY PHASE

- Assist your outgoing students (in cooperation with the host university) whenever a problem with the UNICORN project arises.

AFTER THE MOBILITY PHASE

- Encourage returning students to share their UNICORN experiences with other students and to act as ambassadors for UNICORN mobility.
- Optional: invite your students to fill in a final evaluation survey and process the results to improve the UNICORN experience for future students.
- Assist in facilitating the recognition of the learning activity abroad at your institution.

INCOMING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork

- Check if existing SL projects are ready to receive international exchange students, especially if these projects will be receiving international exchange students for the first time.
- Use the UNICORN Staff Training Handbook to monitor and upgrade your SL project to meet the requirements defined in the UNICORN Taxonomy.
- Prepare specific information about the UNICORN projects that are available at your institution, their characteristics, their added value, their requirements, and further contact details.
- Make sure that a certificate of attendance and a Transcript of Records will be issued to every participant.

Promote the short-term UNICORN projects

- Promote the short-term UNICORN projects to all eligible students (local students and international students) on your website, through targeted email campaigns, portals such as http://www.summerschoolsineurope. eu/, promotional activities aimed at PhD course coordinators, your partner networks, etc.
- Inform eligible students about the added value of participating in a short-term UNICORN project.
- Share positive testimonials of former UNICORN students to promote the short-term UNICORN projects offered by your institution.

Prepare incoming students

- Recommended: in order to ensure quality and measure your success, invite the interested students to an online meeting with the leaders of the UNICORN project to verify they have the right competences and motivation to participate in the UNICORN project.
- Ensure that an additional support mechanism for international students is in place to deal with the specific application process, visa procedure and accommodation.
- Remind the students of the added value of following the UNICORN MOOC.

DURING THE MOBILITY PHASE

- Ensure that during their short-term mobility, students can count on adequate support with regard to all the aspects of their mobility, including social and cultural issues.
- Optional: organise extra welcoming activities for the incoming UNICORN students.
- Optional: sign a UNICORN-specific agreement between the student, the receiving HEI and the community organisation.
- Optional: increase the visibility of your UNICORN projects by collecting testimonials/pictures and asking students to share their experiences on social media.

AT THE END OF THE MOBILITY PHASE

- Ensure that a 'course supplement' comprising the duration, a brief description of the course and the learning outcomes, and a Transcript of Records for this course is issued to every participant.
- Optional: invite students to fill in a final evaluation survey (see Appendices) and process the results to improve the UNICORN project for future students.

INFORMATION CARD 3:
BLENDED UNICORN MOBILITY

In the UNICORN framework, 'blended mobility' refers to the Erasmus+ Programme and is meant as a mobility format which combines a physical mobility period at the receiving institution with a virtual component. During the physical mobility phase, the student works with a community partner in cooperation with the receiving institution. This mobility format can be used, for example, when the UNICORN project at the receiving institution is a course spanning a full academic year and the student's mobility is limited to one semester.

Blended UNICORN mobility can also be organised as a Blended Intensive Programme (BIP). In this format, the UNICORN project is developed together with all partnering higher education institutions (HEI) – at least 3 HEIs – and one or more community partners. For example, the physical mobility phase could include a joint international event at the organising HEI.

KEY FACTS

Organisers: receiving HEI + community partners + sending HEI
Target group: HEI students (all cycles: bachelor – master – PhD)
Prerequisite: any mobility agreement between the participating HEIs, e.g. Erasmus+ interinstitutional agreement
Mobility type: physical attendance required at some stage
Mobility duration: flexible: short-term, semester or full academic year
Possible mobility funding: Erasmus+ Key Action 1: Credit Mobility
-> short-term blended mobility: individual financial support for the physical part of the mobility (learning outcome is a required minimum of 3 ECTS credits)
-> Blended Intensive Programmes: organisational support for coordinating HEI available, and individual financial support for the physical mobility activity is provided by each of the sending institutions (learning outcome is a required minimum of 3 ECTS credits)
-> long-term mobility: e.g. first semester period online and second semester on site: individual financial support for the physical part of the mobility

PROS

- It can offer possibilities for students with fewer opportunities, or students within study programmes lacking a mobility window or the possibility of long-term mobility.

- Best of both worlds: the project focuses on digital skills and intercultural learning through physical mobility.
- The project is very flexible and can be designed to fit many purposes
- BIP can offer opportunities for new partnerships.
- A virtual experiences is part of internationalisation@home.

CHALLENGES

- Finding a suitable time for the physical mobility could be challenging because of differences between academic calendars.
- Many intercultural perspectives can be overwhelming for students, especially if the physical mobility phase is rather short.
- The combination of interculturality and virtual interaction can feel too demanding for students.

HOW TO ORGANISE BLENDED UNICORN MOBILITY

OUTGOING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork
- Create an overview of the blended UNICORN projects available at your partner institutions, possibly focusing on your strategic partners first. You could also start with the blended UNICORN projects available at the UNICORN partner institutions (see the UNICORN Living Catalogue).
- Check the mobility agreements for the previously outlined blended UNICORN projects.
- Consider new mobility agreements if necessary.
- Verify the entry requirements to attend the blended UNICORN projects and the possibility for students to receive recognition.
- Prepare specific information about the blended UNICORN projects available at your partner institutions abroad, e.g. tailor-made presentation slides to be used by lecturers or exchange coordinators to explain the characteristics and the added value and to provide further contact details.

Promote the blended UNICORN projects
- Offer assistance to the departments to promote their blended UNICORN projects and funding opportunities.
- Share the positive testimonials of former students who participated in a blended UNICORN project.

Prepare participating students
- Make sure that a Learning Agreement (or any other formal document signed by the student and the involved HEIs) has been finalised for the blended UNICORN project in order to ensure recognition of the learning activity.
- Ask all outgoing UNICORN students to follow the UNICORN MOOC.

DURING THE MOBILITY PHASE
- Assist your participating students (in cooperation with the host university) whenever a problem with the blended UNICORN project arises.
- Encourage students to share their UNICORN experiences with other students and to act as ambassadors for blended UNICORN mobility.

AFTER THE MOBILITY PHASE
- Assist in facilitating recognition of the learning activity at your institution.
- Optional: invite your students to fill in a final evaluation survey (see Appendices) and process the results to improve the UNICORN experience for future students. The UNICORN consortium has developed a questionnaire for that purpose.

INCOMING MOBILITY

BEFORE THE MOBILITY PHASE

Lay the groundwork
- Check if existing blended SL projects are ready to receive international students, especially if these projects will be receiving international students for the first time or only for a short period of time.
- Use the UNICORN Staff Training Handbook to monitor and upgrade your blended SL projects to meet the requirements defined in the UNICORN Taxonomy.
- Prepare specific information about the blended UNICORN projects that are available at your institution, their characteristics, their added value, and further contact possibilities.

Promote the blended UNICORN projects
- Share positive testimonials of former UNICORN students to promote the blended UNICORN projects available at your institution.

Prepare incoming students
- Recommended: in order to ensure quality and measure your success, invite the participating students to an online meeting with the coordinators of the UNICORN project to prepare the physical mobility phase.
- Remind the students of the added value of following the UNICORN MOOC.

DURING THE MOBILITY PHASE
- Optional: sign a UNICORN-specific agreement, in addition to the Learning Agreement, between the student, the receiving HEI and the community organisation.
- Optional: increase the visibility of your blended UNICORN projects by collecting testimonials/pictures and asking students to share their experiences via social media.

AFTER THE MOBILITY PHASE
- Ensure that that a 'course supplement', comprising the duration, a brief description of the course and the learning outcomes, and if applicable also a Transcript of Records is issued to every participant.

EXAMPLE FROM THE UNICORN LIVING CATALOGUE
University of Antwerp: 'Community service-learning'

INFORMATION CARD 4:
VIRTUAL UNICORN MOBILITY

In the UNICORN framework, 'virtual mobility' refers to an educational format that relies solely on digital instruments. Students participate remotely and the theoretical as well as the practical components are carried out online.

KEY FACTS

Organisers: at least 2 higher education institutions (HEIs) + community partner(s)
Target group: HEI students (all cycles: bachelor – master – PhD)
Prerequisite: an agreement is recommended between the partnering HEIs in order to ensure recognition
Mobility type: virtual attendance, no physical mobility required
Mobility duration: flexible, but a minimum of 3 ECTS credits (90 hours) is recommended in order to qualify as an international experience according to the Erasmus+ Programme Guide
Possible mobility funding: no widespread funding is available for virtual mobility at this time

PROS

- Offers great flexibility regarding location, time and duration for participants (attendance depends on the asynchronous or synchronous teaching method of the course).
- Easy opportunity to enhance the curriculum and internationalise the classroom.
- No extra physical infrastructure needed.
- Strengthens the digital tool literacy of participants.
- Can serve as a back-up plan if physical mobility is impossible.
- Engages students in an international context prior to physical mobility, in order to improve their language skills, or to get acquainted with a different education environment.
- Targets students with fewer opportunities with a low-threshold, high-quality offer.

CHALLENGES

- Risk of low commitment by students.
- Engaging virtually might not be as in-depth as a real-life experience.

- Limited topics/contents/activities, as not every kind of activity can be carried out virtually.
- Limited intercultural learning opportunities and options for civic and democratic engagement.
- It can be difficult to involve community partners.

HOW TO ORGANISE VIRTUAL MOBILITY

OUTGOING MOBILITY (HEIs not organising the virtual course)

BEFORE THE VIRTUAL MOBILITY PHASE

Lay the groundwork
- Create an overview of the virtual UNICORN projects available at your partner institutions and enquire about the conditions for participation.
- Check the registration procedure at the organising university (necessary if accessing intra-university platforms or if certifications are required).
- Check the time frame of the virtual UNICORN project (either within the boundaries of the semester or outside the lecture schedule).

Promote the virtual UNICORN projects
- Promote the virtual UNICORN projects to potential students through the website, in online student environments, through portals, or through any other departmental promotional activity.
- Promote it with a clear target group in mind, or with a clear purpose, such as:
    - engaging students in an international context prior to physical mobility, in order to improve their language skills, or to get acquainted with a different education environment;
    - targeting students with fewer opportunities with a low-threshold, high-quality offer.
- Explain the added value of participating in a virtual UNICORN project and discuss the special logistics for participation.

Prepare participating students
- Make sure that for the virtual UNICORN project a Learning Agreement has been finalised (or any other formal document signed by the student and the involved HEIs) in order to ensure recognition of the remote learning activity.
- Ask all outgoing UNICORN students to follow the UNICORN MOOC.

DURING THE VIRTUAL MOBILITY PHASE

- Assist participating students (in cooperation with the organising institution) whenever a problem with the virtual UNICORN project arises.
- Encourage students to share their UNICORN experiences with other students and to act as ambassadors for virtual UNICORN mobility.

AFTER THE VIRTUAL MOBILITY PHASE

- Assist in facilitating the recognition of the learning activity at your institution.
- Invite students to share their experiences with virtual UNICORN mobility on social media channels or to write/record a testimonial for future use.

INCOMING MOBILITY (HEI organising the virtual course)

BEFORE THE VIRTUAL MOBILITY PHASE

Prepare the ground
- Check if existing virtual UNICORN projects are ready to receive international students remotely, especially if these projects will be receiving international students for the first time.
- Check with the department responsible what the appropriate category is for registering students, since they do not require local services such as accommodation, etc.
- Use the UNICORN Staff Training Handbook to monitor and upgrade the virtual SL project to meet the requirements defined in the UNICORN Taxonomy.
- Enquire with the department responsible about the conditions for participation, and most importantly:
    - how to register international students (necessary if accessing intra-university platforms or if certifications are required);
    - the time frame of the virtual UNICORN project (either within the boundaries of the semester or outside the course timetable).
- Prepare specific information about the virtual UNICORN project, its characteristics, its added value, and further contact details.

Promote the virtual UNICORN project
- Promote the virtual UNICORN project offer to students within your institution and at partner institutions, but also spread the word to non-partners through the HEI website, in online student environments, through portals, your partner networks, or any other departmental promotional activity.

- Promote it with a clear target group in mind, and with a clear purpose, such as:
    - engaging students prior to physical mobility, in order to improve their language skills;
    - hosting international exchange students during a pandemic when physical presence is not permitted;
    - targeting international students with fewer opportunities with a low-threshold, high-quality offer;
    - promoting your university to new partner institutions;
    - enhancing the curricular integration of your partner institutions.
- Explain the added value of participating in a virtual UNICORN project and discuss the special logistics for participation.

Prepare incoming students
- Ensure that IT support is in place for students to reach out to in case of problems.
- Recommended: in order to ensure quality and measure your success, invite participating students to an online meeting with the coordinators of the virtual UNICORN project beforehand, especially for logistical issues.
- Remind the students of the added value of following the UNICORN MOOC.

DURING THE VIRTUAL MOBILITY PHASE

- Register students in the appropriate category.
- Optional: increase the visibility of your virtual UNICORN project by collecting testimonials/pictures and asking students to share their experiences on social media.

AFTER THE VIRTUAL MOBILITY PHASE

- Ensure that a 'course supplement' comprising the duration, a brief description of the course and the learning outcomes, and a Transcript of Records for this course is issued to every participant that has successfully completed the course.
- Invite students to share their virtual UNICORN project experiences on social media channels.
- Optional: invite students to fill in a final evaluation survey (see Appendices) and process the results to improve the UNICORN experience for future students. The UNICORN consortium has developed a questionnaire for that purpose.

EXAMPLE FROM THE UNICORN LIVING CATALOGUE
See "Translation as Service", a SL project of the University of Bologna"

APPENDICES

The information cards focus mainly on the administrative and organisational aspects of the UNICORN mobility. They are intended for use by professionals involved in the implementation of mobility processes in Higher Education Institutions (HEIs).

In pursuit of setting up the UNICORN mobilities, the UNICORN partner institutions used a set of tools, which are listed below and provided in the appendices.

- **Mobility mapping template**: it maps all the existing Erasmus+ agreements between two HEIs. Document: example of Mobility mapping template
- **Agreements** between university (HEI) and community organisation (COM) and (possibly) student: they set out the commitments, modalities and expectations of all parties; Agreements are signed by all involved parties. Documents: example of HEI-COM agreement, example of HEI-COM-student agreement
- **Monitoring sheet incoming students**: it helps receiving institutions to monitor and follow up the incoming service-learning mobilities. Document: template "Monitoring sheet incoming students";
- **Monitoring sheet outgoing students**: it helps sending institutions to monitor and follow up the outgoing service-learning mobilities. Document: template "Monitoring sheet outgoing students";
- **Final evaluation survey**: it polls participants on how they experienced their SL mobility. Feedbacks are processed in order to improve the experience for future students. Document: example of final evaluation survey ("UNICORN International service-learning project evaluation - survey to students after SL project");
- **How to promote UNICORN (International service-learning) projects:** it elaborates on activities and tips to promote ISL projects.

ERASMUS CODE HEI 1	NAME HEI 1	ERASMUS CODE HEI 2	NAME HEI 2	STUDY LEVEL (1ST, 2ND, 3RD)	MOBILITY DURATION	START DATE AGREEMENT	END DATE AGREEMENT	NUMBER EXCHANGE STUDENTS FROM HEI TO HEI	DEPARTMENT/ FACULTY OF HEI 1	EXCHANGE COORDINATOR - HEI 1	DEPARTMENT/ FACULTY OF HEI 2	EXCHANGE COORDINATOR - HEI 2	ISCED CODE
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, SECOND CYCLE	5 MONTHS	01/10/2016	30/09/2021	1					340 BUSINESS AND ADMINISTRATION
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE	5 MONTHS	01/10/2014	30/09/2021	1					313 POLITICAL SCIENCE AND CIVICS
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, SECOND CYCLE	6 MONTHS	01/10/2014	30/09/2021	1					721 MEDICINE
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, SECOND CYCLE	5 MONTHS	01/10/2014	30/09/2021	1					313 POLITICAL SCIENCE AND CIVICS
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, THIRD CYCLE	6 MONTHS	01/10/2019	30/09/2021	2					023 LANGUAGES
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, SECOND CYCLE	6 MONTHS	01/10/2014	30/09/2021	1					32 JOURNALISM AND INFORMATION
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	SECOND CYCLE, THIRD CYCLE	10 MONTHS	01/10/2014	30/09/2021	1					380 LAW
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE	3 MONTHS	01/10/2014	30/09/2021	1					726 THERAPY AND REHABILITATION
B ANTWERP01	UNIVERSITEIT ANTWERPEN	IT BOLOGNA01	UNIVERSITÀ DI BOLOGNA	FIRST CYCLE, SECOND CYCLE	6 MONTHS	01/10/2019	30/09/2021	1					0232 LITERATURE AND LINGUISTICS

AGREEMENT BETWEEN THE MUNICIPALITY OF X AND THE UNIVERSITY OF Y FOR THE DEVELOPMENT OF SERVICE-LEARNING PROJECTS

TOGETHER

First Party:Name, Surname of the Municipality of X
Second Party: : Name, Surname of the University of Y

The appearing parties, in the representation they hold and accredit, and recognizing the capacity and legal requirements necessary to grant and sign this document,

DECLARE that

The Municipality of X has been developing social action policies focused on the service-learning methodology as a community development strategy, social cohesion and a tool to achieve its own goals by constitutional mandate within the framework of the powers of the local administration as an administration that is closer and committed to the interests of the citizenry.

The University of Y has among its functions the creation, development and transmission an of science, technology and culture, the dissemination and transfer of knowledge at the service of culture, quality of life and economic development, the dissemination of knowledge and culture through university extension and continuing education, as well as supporting scientific exchange, academic mobility and cooperation for the development of people, which may be articulated through the establishment of relationships with other entities for the promotion and development of its institutional purposes.

The Municipality of X and the University of Y, for the fulfilment of their purposes and functions, have full legal personality and capacity, as well as their own assets, which they place at the service of the general interests of society, in accordance with the principles and values of freedom, equal rights and opportunities, justice and solidarity.

service-learning, hereinafter SL, is an intentional and structured learning methodology with objectives of academic achievement and social commitment, highly formative for the students, and of mutual benefit both for them and for the university institution and the citizens.
From the teacher's perspective, it is a methodological strategy that can be applied to all areas of knowledge and to all Bachelor's and Master's degrees taught at the university, although in some of them it may have a greater impact than in others. SL allows the connection between the contents and the competences that are worked on in the subjects, combining university teaching with social action and service to the community. From the student's perspective, SL promotes integral, holistic education and an ethical-social commitment to the environment. Additionally, for the city, SL is a methodology that contributes to the construction of critical, supportive and participatory citizenship of young people and contributes to improving society as a whole.

Thus, the university, in order to respond to this objective, has a service-learning Program which aims to contribute to integrating the work of teachers and students, along with the rest of institutional supports, articulating teaching, research and management, and putting all of them at the service of society. Promoting that the university, which maintains a strong commitment to society and justice, represents, promotes, values and evaluates the ethical commitment of its students.

For its part, the Municipality of X, coordinates the SL actions carried out in the city and promotes the municipality as a service-learning place.
For all the above, the Municipality of X and the University of Y

AGREE

their interest in establishing a collaboration agreement based on the following clauses:

FIRST CLAUSE

The University of Y and the Municipality of X engage in the promotion of joint actions aiming to foster SL activities and stimulate the participation of the university community in the above mentioned activities, using educational centres, civil society organizations and companies of the city to ensure their success. To do this, they establish the following lines of collaboration:

- Designing, scheduling, execution and evaluation of SL programs of the University that take place in the municipality.
- Establish stable and permanent technical coordination mechanisms to promote, shareand disseminate projects and experiences in SL.
- Channel and coordinate the SL initiatives through an annual plan of activities.
- Celebrate an annual SL conference in the city.
- Promote training, research and innovation in SL.
- Develop dissemination tools, in physical, electronic and audiovisual format, of the actions carried out.

For the development of these actions, the provisions of current general regulations will be followed, as well as the procedures and regulations of both institutions for each specific case.

SECOND CLAUSE

When the nature of the collaboration activities or other concurrent circumstances so require, the corresponding agreement will be set between the parties in which, among other aspects, the object of the agreement, the actions to be carried out, the mechanisms of monitoring, as well as the obligations and financial commitments assumed by the parties, if it would be necessary, and any other aspects for the proper fulfilment of their purposes.

The extent of the collaboration shall be conditional, in each case, to the availability of the means of each of the parties, as well as the priority required by their own ongoing programs.

THIRD CLAUSE

This agreement will be valid for a period of X years from the date of signature. It may be extended by express agreement of the parties, which must be formalized in writing two months before the expiration of the agreed term.

FOURTH CLAUSE

The termination of this agreement may occur at the initiative of any of the parties within a period of written notice of no less than three months. In the event that there is any specific agreement in force entered into under this framework agreement, it will continue in force until the completion of the specific actions that it contemplates.

FIFTH CLAUSE

In order to specify the actions that are to be developed under this framework agreement, as well as to resolve any discrepancies and doubts that may arise regarding its interpretation or application, a Joint Coordination Commission is established under a parity regime. The Commission will ensure compliance with the agreements adopted and will resolve, where appropriate, interpretation issues that may arise in the execution and development of the framework agreement. It will meet at least twice a year, having to prepare an annual report summarizing its performance.

As a sign of conformity with the above stated, the parties sign this framework agreement on the date indicated below, in two identical copies.

For the Municipality of X   **For the University of Y**

TEMPLATE AGREEMENT COM – STUDENT - HEI

This agreement is a declaration of intent that all parties - community organisation, student, higher education institution (HEI) - sign before the start of service-learning.

By signing the agreement, all parties agree with the content. It is possible that during the course of the programme the outcomes need to be changed. The student and HEI take the final decision in this matter. If the applicant does not agree with the modified outcomes, the agreement is terminated.

1. GENERAL

Service-learning consists of work carried out by students, individually or in groups. The aim is threefold: social engagement, acquiring academic insight into social problems, making connections between theoretical insights, practical experience and personal reflection.
The planned research period runs from: … to … .

Involved parties:
1.1 the community organisation
1.2 student
1.3 The supervisors: represented by the lecturer and staff member (supervisors) of the course unit at the HEI

2. THE PROCESS OF SERVICE-LEARNING

2.1 Start-up sessions

Developing SL outcomes: the students, the supervisors and the community organisation discuss a step-by-step plan (problem definition, objectives, methods, planning) at the start. The research plan is elaborated by the students and submitted to all parties for approval.

Signature of agreement: when all parties agree to the SL outcomes, the agreement is presented to all parties for signature. If terms are changed during the course of the research, the supervisors must be informed and these changes will be considered as addendum.

2.2 Implementation

After all parties have signed the agreement, the project is ongoing.

Follow-up: The student is in close contact with the supervisors of HEI who monitor the content of the research. The student makes a social contribution. The form and timing is to be agreed with the applicant, subject to prior approval from the supervisors. The student comes into contact with special target groups. The interaction with the target group is extremely important.

The student regularly briefs the supervisors on progress through intervision sessions and/or feedback sessions. In these the student discusses the achieved results, the (solved) problems and the further steps. The community organisation can help to find material (e.g. literature, respondents, experts,…).

3. BEST EFFORTS COMMITMENT, NOT AN OBLIGATION TO ACHIEVE A RESULT

The student and the supervisors make every effort to deliver a result that is useful for the community organisation. In the unlikely event that, for whatever reason, completion of the research project is impossible, the HEI has the right to cancel the research project, without any liability.

There is no obligation to achieve a certain result, neither for the HEI nor for the student. Since there is no formal employment relationship, the execution of research by students always implies the risk that a research project cannot be completed successfully.

4. CONCLUSION

4.1 The delivery of the final document, which summarizes the results, will take place in … .

The final delivery will include the following elements:
- A product and development portfolio
- A paper or (creative) workpiece
- A presentation

The student delivers the final document according to the requirements of the HEI.
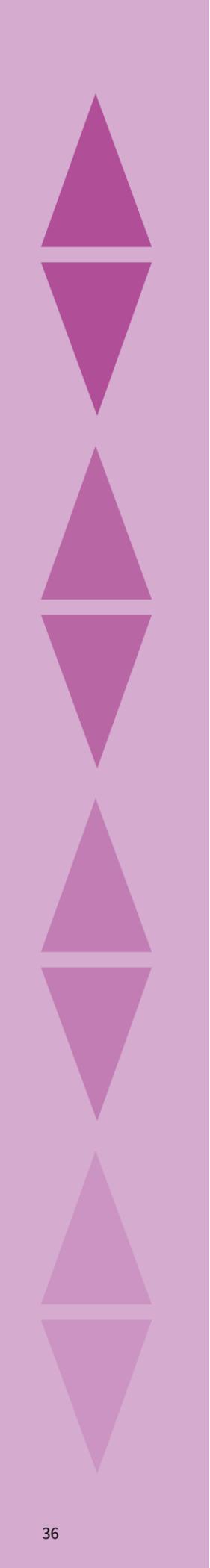
5. PROMOTION, ACCESSIBLE PUBLICATION AND PUBLICITY

Making the project and its results public is always done in consultation with the parties involved. Examples of publicity include writing a press release, organizing a press conference, publicizing the project through an information day, etc. In consultation with the parties involved, the results of the project can be processed into accessible publications: a brochure, a website or a report. The student can never be obliged to provide assistance in drawing up such accessible publications.

6. CONFIDENTIAL INFORMATION

The student commits to respecting the discretion, confidentiality and secrecy of files, data and information, of which he/she becomes aware during the execution of the project. Where appropriate, the applicant will lecture the students at the start of the assignment on the obligations relevant to them.
The student agrees not to disclose any personal, confidential or secret information that he/she may have come to know in the course of the project, both during the execution of the project and after its completion.
The student will also not take or send outside the organization any documents (or copies of documents) that are entrusted to him/her in the framework of the execution of the research.

7. FORCE MAJEURE

If one of the signing parties cannot comply with the agreements made as a result of force majeure, the HEI must be informed immediately. The latter will then mediate in the settlement of the complaint and try to find an acceptable solution for everyone.

None of the parties can be held liable for non-compliance with the agreement when this is caused by force majeure. Force majeure must be interpreted in accordance with local law.

8. LIABILITY

Under no circumstances can the HEI be held liable for:
- the damage for the applicant or for third parties that would result directly or indirectly from the use of the results;
- the consequences of decisions and/or advices that the applicant formulates and/or implements based on the results of this assignment;
- indirect damage or consequential damage;
- non-compliance with legal provisions by the applicant;
- views or expressions in the final report or publications resulting from the project;
- breach of contract by the student or the supervisors.

9. DISPUTES

In the first place, there will be an attempt at mediation between the various parties. Any dispute that cannot be resolved out of court, shall fall under the jurisdiction of the local court and only local law shall apply.

SIGNATURE OF THE PARTIES INVOLVED

The community organisation

ORGANISATION:

NAME CONTACT PERSON:

FUNCTION:

PLACE:

DATE:

SIGNATURE:

The student

NAME:

PLACE:

DATE:

SIGNATURE:

The HEI

NAME:

FUNCTION:

PLACE:

DATE:

SIGNATURE:
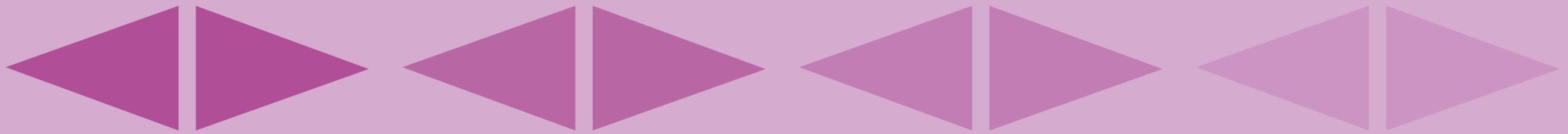
MONITORING SHEET INCOMING STUDENTS						
SURNAME AND NAME OF STUDENT	SENDING INSTITUTION	SENDING FACULTY OR DEPARTMENT	ISCED CODE	EXCHANGE COORDINATOR (ACADEMIC) SENDING INSTITUTION	EXCHANGE COORDINATOR (ACADEMIC) RECEIVING INSTITUTION	NAME SL PROJECT

MONITORING SHEET INCOMING STUDENTS						
SL PROJECT TEACHER	COM INVOLVED IN SL PROJECT	SL COURSE ADDED TO LA? ANY ISSUES?	DATE OF ARRIVAL	DATE OF (OPTIONAL) WELCOMING MEETING	MOOC BRIEFING	FINAL EVALUATION SURVEY
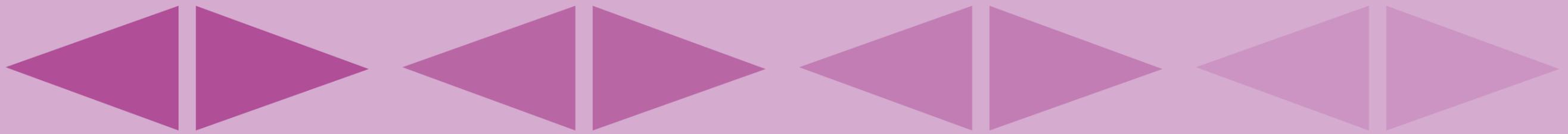
MONITORING SHEET OUTGOING STUDENTS					
SURNAME AND NAME OF STUDENT	RECEIVING INSTITUTION	RECEIVING FACULTY OR DEPARTMENT	ISCED CODE	EXCHANGE COORDINATOR (ACADEMIC) RECEIVING INSTITUTION	EXCHANGE COORDINATOR (ACADEMIC) SENDING INSTITUTION

MONITORING SHEET OUTGOING STUDENTS					
NAME SL PROJECT	SL PROJECT TEACHER	COM INVOLVED IN SL PROJECT	SL COURSE ADDED TO LA? ANY ISSUES?	DATE OF DEPARTURE	MOOC BRIEFING

UNICORN INTERNATIONAL SERVICE-LEARNING PROJECT EVALUATION - SURVEY TO STUDENTS AFTER SL PROJECT

Dear students,

this questionnaire contains closed and open questions. Please read the indications carefully and answer accordingly. There are no right or wrong answers. Please be honest and state your opinions as accurately as possible. There are 19 questions in this survey.

I. General information

Name of the hosting institution and faculty name*
Please write your answer here:

Name of the course*
Please write your answer here:

Are you an international student?*
Please choose **only one** of the following:

yes ☐   no ☐

What was the modality of the service-learning project?*
Only answer this question if the following conditions are met:
Answer was 'yes' at question '3 [Q3]' (Are you an international student?)

Choose one of the following answers Please choose **only one** of the following:

Physical mobility ☐
Online/virtual mobility ☐
Blended mobility ☐

Did you travel to the country of destination?*
Only answer this question if the following conditions are met:
Answer was 'yes' at question '3 [Q3]' (Are you an international student?)

Choose one of the following answers Please choose **only one** of the following:

yes ☐   no ☐

Have you been in contact with local students from the country of destination? *
Only answer this question if the following conditions are met:
Answer was 'yes' at question '3 [Q3]' (Are you an international student?)

Choose one of the following answers Please choose **only one** of the following:

yes ☐
no ☐
Other

Have you been in contact with international students within service-learning project? *
Only answer this question if the following conditions are met:
Answer was 'yes' at question '3 [Q3]' (Are you an international student?)

Choose one of the following answers Please choose **only one** of the following:

yes ☐   no ☐

Have you been in physical contact with a local organisation within the service-learning project?*
Choose one of the following answers Please choose **only one** of the following:

yes ☐   no ☐

Age*
Please write your answer here:

[   ]

Nationality*
Please write your answer here:

[   ]

Why did you decide to participate in this service-learning project?*
Check all that apply Please choose **all** that apply:

☐ Because I am interested in this service-learning project
☐ To earn extra academic credits
☐ To link theory learned in the classroom with actual field experience
☐ Course requirements
☐ Other

[   ]

II. Learning experience

Please indicate your **learning experience** of the service-learning project you recently took part in.

Select the option that better reflects your level of agreement or disagreement about your experiences in the service-learning project that you recently took part in.

Service-learning experience.*
Please choose the appropriate response for each item:

	1 (STRONGLY DISAGREE)	2 (DISAGREE)	3 (UNDECIDED)	4 (AGREE)	5 (STRONGLY AGREE)
I TOOK THIS SUBJECT BECAUSE I WAS VERY INTERESTED IN THE SERVICE- LEARNING PROJECT OF THE SUBJECT.	☐	☐	☐	☐	☐
I BELIEVE THAT THE SERVICE I PERFORMED IN THE SERVICE-LEARNING PROJECT HAS BENEFITED THE COMMUNITY	☐	☐	☐	☐	☐
MY SUPERVISORS AND TEACHING ASSISTANS PREPARED ME APPROPRIATELY FOR PERFORMING THE SERVICE	☐	☐	☐	☐	☐
MY TEAMMATES IN THE SERVICE-LEARNING PROJECT WERE GENERALLY MOTIVATED AND SUPPORTIVE	☐	☐	☐	☐	☐
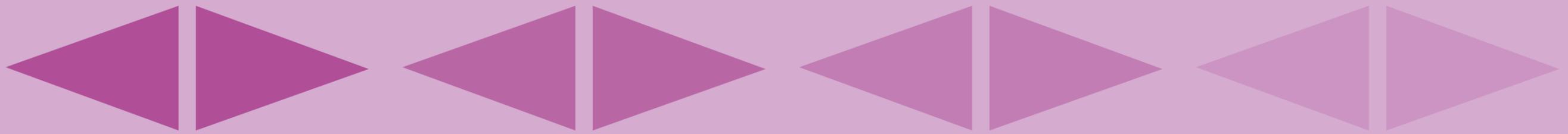
	1 (STRONGLY DISAGREE)	2 (DISAGREE)	3 (UNDECIDED)	4 (AGREE)	5 (STRONGLY AGREE)
THERE WERE A LOT OF OPPORTUNITIES FOR ME TO MEET AND INTERACT WITH THE PEOPLE I SERVED	☐	☐	☐	☐	☐
HELP AND SUPPORT WAS USUALLY AVAILABLE FROM THE SUPERVISORS WHEN I NEEDED IT	☐	☐	☐	☐	☐
THE SERVICE-LEARNING PROJECT PROVIDED CHALLENGING AND MEANINGFUL TASKS FOR ME TO ACCOMPLISH	☐	☐	☐	☐	☐
IN MY SERVICE-LEARNING PROJECT, I CARRIED OUT TASKS THAT WERE MAINLY DESIGNED BY ME/ MY TEAM RATHER THAN FOLLOWING INSTRUCTIONS	☐	☐	☐	☐	☐
I DEVELOPED A GOOD PERSONAL RELATIONSHIP WITH MY TEAMMATES	☐	☐	☐	☐	☐
I FELT THAT MY SERVICE WAS APPRECIATED BY THE COLLABORATING AGENCY/SERVICE RECIPIENTS	☐	☐	☐	☐	☐
I PUT A LOT OF EFFORT INTO PLANNING, PREPARING, AND DELIVERING THE SERVICE	☐	☐	☐	☐	☐

	1 (STRONGLY DISAGREE)	2 (DISAGREE)	3 (UNDECIDED)	4 (AGREE)	5 (STRONGLY AGREE)
THE REFLECTIVE ACTIVITIES OF THE SUBJECT WERE WELL STRUCTURED WITH CLEAR INSTRUCTIONS AND GUIDELINES	☐	☐	☐	☐	☐
THE SERVICE I PERFORMED WAS CLOSELY RELATED TO MY CHOSEN MAJOR/ DISCIPLINE OF STUDY	☐	☐	☐	☐	☐
I BENEFITED A LOT FROM THE INTERACTION I HAD WITH THE SUPERVISOR, AND OTHER STUDENTS IN CLASS	☐	☐	☐	☐	☐

III. Learning outcomes

Please rate the **learning you have gained** in each of the areas below as a result of attending this service-learning project.

Learning outcomes as a result of attending this service-learning project.
Please choose the appropriate response for each item:

	1 (VERY LITTLE)	2 (LITTLE)	3 (FAIR AMOUNT)	4 (MUCH)	5 (VERY MUCH)
DEEPER UNDERSTANDING OF THE LINKAGE BETWEEN SERVICE-LEARNING AND THE ACADEMIC CONTENT OF THE SUBJECT	☐	☐	☐	☐	☐
APPLYING/ INTEGRATING KNOWLEDGE TO DEAL WITH COMPLEX ISSUES	☐	☐	☐	☐	☐
SOLVING CHALLENGING REAL-LIFE PROBLEMS	☐	☐	☐	☐	☐
THINKING CRITICALLY	☐	☐	☐	☐	☐
WORKING EFFECTIVELY IN TEAMS	☐	☐	☐	☐	☐
COMMUNICATING EFFECTIVELY WITH PEERS, COLLABORATORS, AND SERVICE RECIPIENTS	☐	☐	☐	☐	☐

	1 (VERY LITTLE)	2 (LITTLE)	3 (FAIR AMOUNT)	4 (MUCH)	5 (VERY MUCH)
BETTER UNDERSTANDING OF THE PROBLEMS FACING UNDERPRIVILEGED MEMBERS OF THE COMMUNITY	☐	☐	☐	☐	☐
INCREASED INTEREST/ COMMITMENT TO SERVE PEOPLE IN NEED	☐	☐	☐	☐	☐
BECOMING A MORE SOCIAL RESPONSIBLE MEMBER OF MY COMMUNITY	☐	☐	☐	☐	☐
CROSS-CULTURAL AWARENESS AND SKILLS	☐	☐	☐	☐	☐
BECOMING A MORE SOCIAL RESPONSIBLE GLOBAL CITIZEN	☐	☐	☐	☐	☐
BETTER UNDERSTANDING OF MY OWN STRENGTHS AND WEAKNESSES	☐	☐	☐	☐	☐

What are the most important competences you have learned from your service-learning project?*
Please write your answer here:
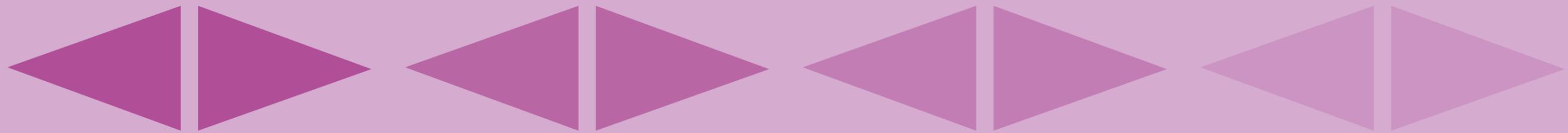
IV. Benefits

To what degree has your participation in the international service-learning project as a student… *

Please choose the appropriate response for each item:

	1 (VERY LOW)	2 (LOW)	3 (MODERATE)	4 (HIGH)	5 (VERY HIGH)
HAD AN IMPACT ON YOUR PRACTICE AS A STUDENT?	☐	☐	☐	☐	☐
BEEN RELEVANT TO YOUR CAREER?	☐	☐	☐	☐	☐
AFFECTED YOUR PROGRESS IN SOCIAL RESPONSIBILITY AS A STUDENT?	☐	☐	☐	☐	☐
IMPROVED YOUR INTERACTION WITH PEOPLE FROM OTHER CULTURES?	☐	☐	☐	☐	☐
INCREASED THE LIKELIHOOD THAT YOU WOULD PRACTICE YOUR PROFESSION IN ANOTHER COUNTRY?	☐	☐	☐	☐	☐
INFLUENCED POSITIVELY YOUR PROFESSIONAL PRACTICE?	☐	☐	☐	☐	☐
MADE YOU REASSESS YOUR OUTLOOK ON YOUR LIFE IN YOUR HOME COUNTRY?	☐	☐	☐	☐	☐
INFLUENCED CAREER DECISIONS YOU WILL MAKE AFTER GRADUATION?	☐	☐	☐	☐	☐

	1 (VERY LOW)	2 (LOW)	3 (MODERATE)	4 (HIGH)	5 (VERY HIGH)
CONTRIBUTED TO YOUR LEVEL OF SELF-CONFIDENCE?	☐	☐	☐	☐	☐
FACILITATED AN INTERCULTURAL DIMENSION IN YOUR VOLUNTEER ACTIVITIES?	☐	☐	☐	☐	☐
AFFECTED YOUR ABILITY TO SPEAK/READ LANGUAGES OTHER THAN YOUR MOTHER TONGUE?	☐	☐	☐	☐	☐
ENHANCED YOUR MOTIVATION AND/OR ABILITY TO LEARN A FOREIGN LANGUAGE?	☐	☐	☐	☐	☐
INFLUENCED YOUR DISCUSSION WITH OTHER PEOPLE ABOUT INTERNATIONAL AND TRANSCULTURAL ISSUES?	☐	☐	☐	☐	☐
FACILITATED AN INTERNATIONAL OR INTERCULTURAL DIMENSION IN YOUR WORK ACTIVITIES?	☐	☐	☐	☐	☐
FACILITATED AN INTERNATIONAL DIMENSION IN YOUR VOLUNTEER ACTIVITIES?	☐	☐	☐	☐	☐

What has been the greatest or most important benefit for you as a result of participating in the service-learning project? Why? * Please write your answer here:

V. Challenges

What has been the biggest challenge you faced as a part of this service-learning project? How can the challenge be overcome? *
Please write your answer here:

VI. Improvements

What are your recommendations for improving the student service-learning experience?*
Please write your answer here:

Are you interested in taking part in another service-learning project in the future? Why?*
Please write your answer here:

"**C**oming together is the beginning. Keeping together is progress. Working together is success ,,

Trovarsi insieme è un inizio, restare insieme un progresso, lavorare insieme un successo

— Henry Ford
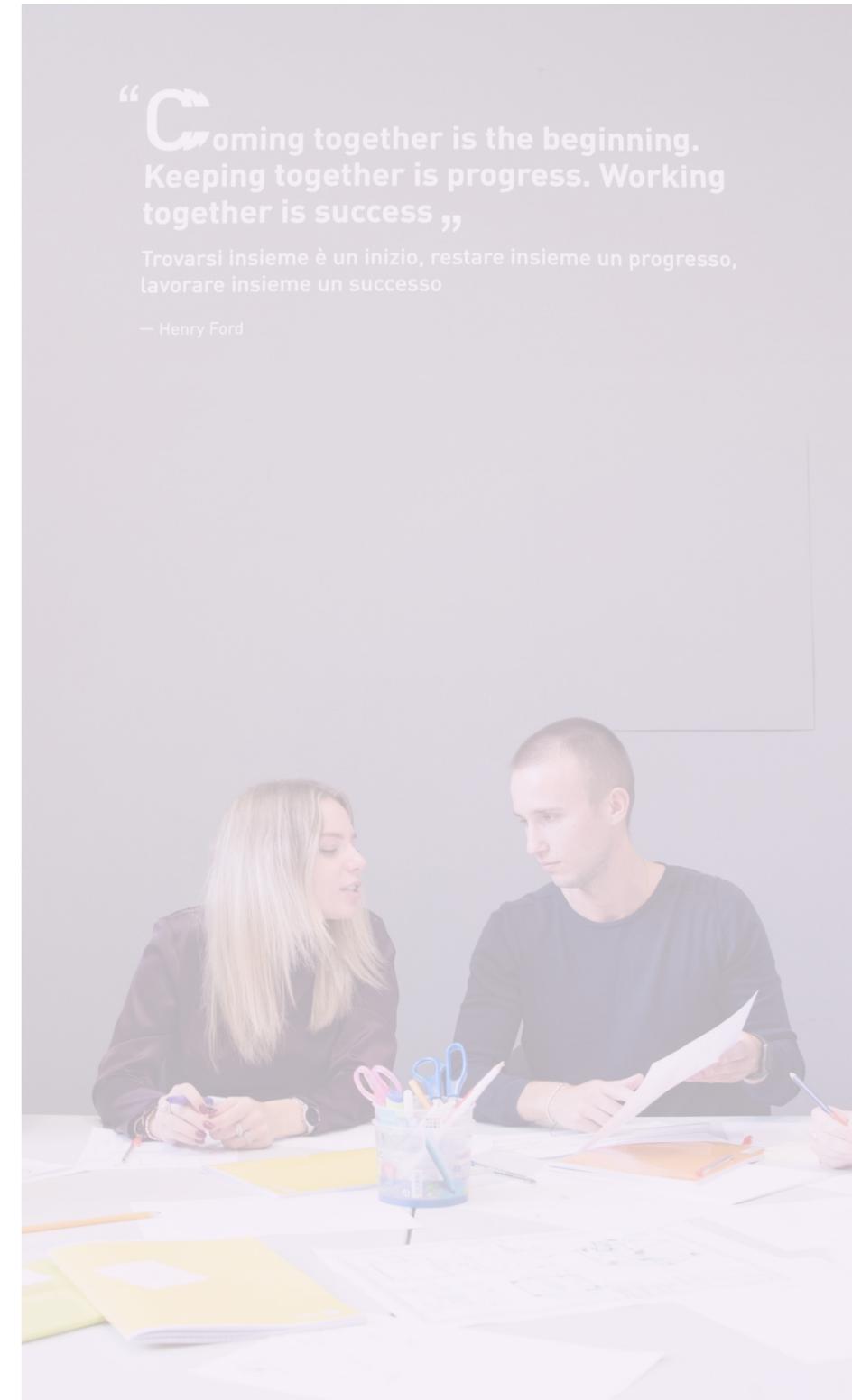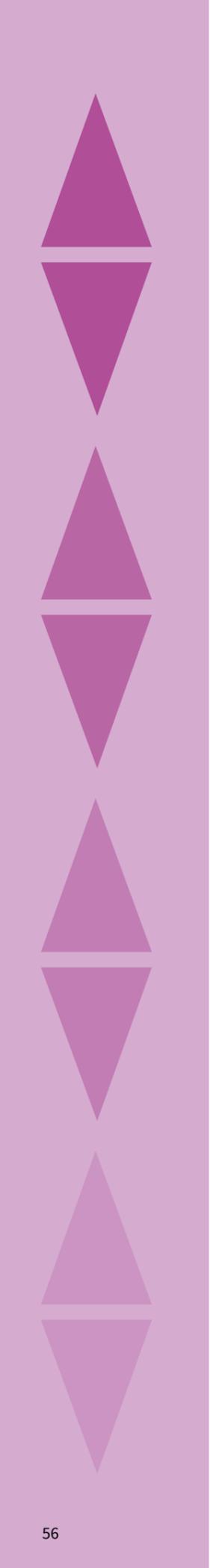
HOW TO PROMOTE UNICORN INTERNATIONAL SERVICE-LEARNING PROJECTS?

Promotion is paramount to ensure the sustainability of an international service-learning (ISL) mobility scheme. The institutions involved need to recruit students who are prepared to take on new challenges and who are willing to engage in service-learning projects within a foreign community.
The first step is to duly inform the target group – i.e. outgoing students as a sending institution and incoming students as a receiving institution (or both, obviously, if the HEI is acting as both sending and receiving institution). Even if UNICORN ISL projects are integrated in the institution's course catalogue, it may not be easy to identify them among the others. That is why a special promotion is necessary.

Sending institutions have to reach out to their outgoing students to inform them about the international service-learning projects available at the receiving institution. This has to be done in different moments in time, depending on whether the international mobilities that are addressed are already in place (e.g. in the case of a long-term study mobility through E+ funding) or else the mobility revolves entirely around a SL project (e.g. in the case of a ISL project offered in the format of a short-term mobility, for example a summer school, or in the case of SL component integrated in some research activities specially designes by/for the student). In the case of a HEI acting as receiving institution, the promotion activities targeted to incoming exchange students to inform them about the international service-learning projects available.

The description of ISL projects should be as detailed as possible. Both HEIs and community organisations should provide clear and specific information on the project's goals, the activities, etc. (the template included in the UNICORN Living Catalogue can serve as a reference) and underline the commitment required of students, as well as the expectations on all sides. This will help avoiding misunderstandings and ensures a fruitful experience for all parties involved.

In order to convey the added value of international service-learning project it could be a good idea to use testimonials of students, organisations and institutions involved, e.g. quoted statements, video testimonials or interviews. The organisations involved (both HEIs and community organisations) could enccourage UNICORN current students, or UNICORN "alumni", to share their international service-learning experiences with other students and to act as ambassadors.

Apart from the promotion activities carried out within the institution, it is also important to promote the ISL opportunities in a broader arena, at a local / regional / national and international level: workshops, scientific symposiums, discussion panels, networking events, events organised in the community. The targets of this broader promotion are other HEIs, networks and alliances of HEIs, public institutions, other community organisations, policy-makers. All these are good opportunities to showcase the UNICORN model and the specific ISL projects, highlighting success stories and their impact on the local society. Another good opportunity to promote the UNICORN model in the community is the final "celebration" that is usually foreseen at the end of the SL journey of the students and that usually is planned together with the community partners. These "UNICORN Days in the community" are the occasion in which a wider audience can learn about the SL projects conducted.

Some important tools that can be used for promotional purposes along the participation in or the organisation of events are social media and the press. The UNICORN Recommendations for Policy Makers can be an important tool to help carrying out these promotional activities targeted to the broader society.

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