

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



FINLAND NATIONAL REPORT



EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

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1. INTRODUCTION

The Finnish higher education system consists of two complementary sectors: polytechnics and universities. The mission of universities is to conduct scientific research and provide instruction and postgraduate education based on it. Polytechnics train professionals in response to labour market needs and conduct R&D which supports instruction and promotes regional development in particular.

The system of polytechnics is still fairly new. The first polytechnics started to operate on a trial basis in 1991-1992 and the first were made permanent in 1996. By 2000 all polytechnics were working on a permanent basis.

University education in Finland

There are currently 14 universities in the Ministry of Education and Culture sector; two of them are foundation universities (*) and the rest are public corporations.

Aalto University*, Hanken School of Economics, Lappeenranta University of Technology, Tampere University of Technology *, University of Helsinki, University of Eastern Finland, University of the Arts Helsinki, University of Jyväskylä, University of Lapland, University of Oulu, University of Tampere, University of Turku, University of Vaasa and Åbo Akademi.

Higher education in the military field is provided by the National Defence College operating within the Ministry of Defence sector.

The university field is supplemented by university centres in areas with no university of their own. The centres gather university activity in the region. Their cooperation partners often include regional polytechnics, municipalities and the regional council. University networks are mostly cooperation bodies for research and education units working in the same field. There are such networks for instance in the fields of communication, health sciences and women studies.

Polytechnic education in Finland

There are altogether 24 polytechnics under the branch of government of the Ministry of Education and Culture. In addition there is Åland University of Applied Sciences in the self-governing Province of Åland and a Police College subordinate to the Ministry of the Interior.

Some polytechnics use the English name University of Applied Sciences (i.e. UAS): Arcada Polytechnic, Centria Polytechnic, Diaconia Polytechnic, Haaga-Helia Polytechnic, Humanities Polytechnic, Häme Polytechnic, Jyväskylä Polytechnic, Kajaani Polytechnic, Karelia Polytechnic, Kymenlaakso Polytechnic, Lahti Polytechnic, Lapland Polytechnic, Laurea Polytechnic, Metropolia Polytechnic, Mikkeli Polytechnic, Novia Polytechnic, Oulu Polytechnic, Saimaa Polytechnic, Satakunta Polytechnic, Savonia Polytechnic, Seinäjoki Polytechnic, Tampere Polytechnic, Turku Polytechnic and Vaasa Polytechnic.

Polytechnics are multi-field regional institutions focusing on contacts with working life and on regional development.

Education policy in Finland

One of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. The same opportunities to education should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live. Education policy is built on the lifelong learning principle.

The basic right to education and culture is recorded in the Constitution. Public authorities must secure equal opportunities for every resident in Finland to get education also after compulsory schooling and develop themselves, irrespective of their financial standing. In Finland education is free at all levels from pre-primary to higher education. Adult education is the only form of education that may require payment.

The key words in Finnish education policy are quality, efficiency, equity and internationalisation. Geared to promote the competitiveness of Finnish welfare society, education is also seen as an end in itself. The broad lines of Finnish education and science policy are in line with the Europe 2020 Strategy. Decisions on the contents of legislation on education and research are made by the Parliament based on government proposals. The Government and the Ministry of Education and Culture, as part of it, are responsible for preparing and implementing education and science policy.

The governance has been based on the principle of decentralisation since the early 1990s. Education providers are responsible for practical teaching arrangements as well as the effectiveness and quality of the education provided. Local authorities also determine how much autonomy is passed on to schools. For example budget management, acquisitions and recruitment are often the responsibility of the schools.

Polytechnics and universities enjoy extensive autonomy. The operations of both polytechnics and universities are built on the freedom of education and research. They organise their own administration, decide on student admission and design the contents of degree programmes.

Most education and training is publically funded. There have been no tuition fees at any level of education. However, from 2017 onwards non-EU and in basic education also school materials, school meals and commuting are provided free of charge. In upper secondary education students pay for their books and transport. In addition, there is a well-developed system of study grants and loans. Financial aid can be awarded for full-time study in upper secondary education and in higher education.

The education and research development plan promotes equality

The Education and Research Development Plan is the key document of the Finnish education and research policy. The Development Plan is adopted by the government every four

years, and it directs the implementation of the education and research policy goals stated in the Government Programme.

The Development Plan covers all forms of education from early childhood to adult education as well as research conducted in universities and polytechnics. The focus in the period 2011–2016 is on alleviation of poverty, inequality and exclusion, stabilizing the public economy and fostering sustainable economic growth, employment and competitiveness¹.

Current issues: big budget cuts for Finnish education sector and tuition fees for non-EU students

Most of the Finnish universities and polytechnics are currently facing big budget cuts. The new government of Finland (chosen in the elections in April 2015) decided to cut down the funding for Finnish higher education institutions with 500 million euros within the next four years (in the previous 4 year period the corresponding number was 200 million euros). Also the research funding for the Academy of Finland and Tekes – the Finnish Funding Agency for Innovation, will be reduced.

International students from outside the European Union (EU) and European Economic Area (EEA) will be paying tuition fees starting from 2017 if they choose to take a university level degree in Finland. University of Helsinki will introduce fees for non-EU/EEA students from 1.8.2017. The fees will range from 10,000 to 25,000EUR.

2. BACKGROUND TO SURVEYS

The survey was undertaken to map policy, practice, funding and strategic vision for civic engagement and service-learning within the partners' countries among universities. Europe Engage project defines service-learning (i.e. a community based or community engaged learning) as follows:

an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on real world problems.

Reflection and experiential learning strategies underpin the learning process and the service is link to the academic discipline. Service-learning brings together students, academics, and the community whereby all become teaching resources, problems solvers and partners. In addition to enhancing academic and real world learning, the overall purpose of service-learning is to instill in students a sense of civic engagement and responsibility and work towards positive social change within society.

1. Sources:
http://www.oph.fi/english/education_system, <http://www.minedu.fi/OPM/?lang=en>
<http://www.minedu.fi/OPM/Koulutus/ammattikorkeakoulutus/?lang=en>

The short survey was distributed via email to universities and polytechnics listed above. There were more than one member of the institution that received the email. The receivers of the questionnaire were picked up based on the position/task/unit they were involved with, such as degree programme planner, study administration (i.e. head of academic affairs) and career services where such knowledge were anticipated to be.

The long survey concerning the current state of the service-learning activities at University of Helsinki was completed by post-doctoral researchers Jenni Spännäri and Henrietta Grönlund (Faculty of Theology), Anne Hopia (International Affairs Officer, Faculty of Theology), and Emmi Seppänen, Bachelor of Theology.

Henrietta Grönlund has done empirical research on volunteering, giving, nonprofits, and civil society for over 10 years in Finnish and international projects. Her dissertation topic is on volunteering, identity and values of young adults. She has done research on service-learning in an international project including 14 countries during 2006-2011.

Anne-Birgitta Pessi, Professor of Church Sociology at the Faculty of Theology, has also conducted various research on altruism studies and volunteering, and written few joint articles on service-learning and volunteering.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

Altogether 13 people did open the questionnaire. 8 persons responded only to few questions in the questionnaire, and for that reason their answers won't be regarded in this report.

5 of them completed it almost in full. None of the respondents mentioned that they had formed a group with their other co-workers who had also gotten the questionnaire to complete, as was asked in the survey instructions. Two respondents represented the same educational institution, however a different discipline. They work in the following positions: Planning Officer of a degree programme in Industrial design (Metropolia University of Applied Sciences (UAS); University Lecturer in Social Work (Metropolia UAS), Senior Lecturer in Social and Health Care (Saimaa UAS), Research and Development Director/ Senior Lecturer (UAS in Humanities (HUMAK)) and Customership Manager (Lappeenranta University of Technology).

The questionnaire was sent out during June and August 2015. To the outcome can have influenced the relatively low existence or even identification of civic engagement and service-learning within the curriculum activities. This applies especially for the Finnish universities. Finnish polytechnic sector seems to have the pioneer role in Finland within the activities in the core of Erasmus+ Europe Engage project.

As a positive result can be mentioned contacts made to our direction after we had sent out the questionnaire. One of them came from the University of Jyväskylä, which has started a KYTKE project in co-operation with local associations aiming to develop working life abilities of the students through volunteerism. What it comes to Europe Engage as a project partner organization, they are interested in knowing how service-learning is used and incorporated in the teaching by different European universities and polytechnics.

The other one came from Metropolia UAS in a form of a cooperation proposal when developing and designing university courses including civic engagement. The development of civic engagement courses commenced some 4 years ago in Metropolia through KAMU project², which resulted e.g. in publishing a Handbook “Learning through Service and Volunteerism”³. The course design development work continues among 14 Finnish polytechnics in format of Verkkovirtaa project⁴. Most of the material of Verkkovirtaa project is available in Finnish, except the previous link describing the tools of studying the work.

4. UNIVERSITY CULTURE AND IDENTITY

University of Helsinki

In the strategic plan of the University of Helsinki for 2013-2016 university defines itself as “a responsible social force”. As one of its’ development areas is to utilise its research results and competence for the good of society: “social innovations will be a key element in forming the future.” In the Regulations of University of Helsinki is outlined that “the objective of teaching and academic guidance is student-oriented, profound learning that provides a basis for lifelong learning”, and that “the university shall operate in close interaction with other actors in society”. Faculties of the University of Helsinki derive and implement this strategy further in their fields.

There is no formal acknowledgment of civic engagement and service-learning in the strategy nor mission of University of Helsinki. Whether they exist e.g. in faculty, programme or discipline specific strategic plans remains *unable to assess*. Furthermore, civic engagement activities and service do not exist as formal degree elements nor are they recognized as award resulting incentives for faculties or students. A centralized office promoting service-learning and civic engagement to the faculties nor the community outside the university doesn’t currently exist.

There is some formal acknowledgement of civic engagement what it comes to the community member participation on the board of University of Helsinki. Next to nine university members the board includes six community members of executive level representing Bank of Finland, Ministry of Agriculture and Forestry, Shell, City of Helsinki, Network for Religious and Traditional Peacemakers and The Hanasaari Culture Centre for Sweden and Finland.

The senior management of the university (i.e. Rector’s Office and the Board of University of Helsinki) does offer some support when provisioning posts including responsibility for civic engagement and service-learning. It encourages to some extent the university staff to attend related events, and it also funds them. The senior management has supported service-learning and civic engagement types of activities especially via Career Services and Communications and Community Relations units. Examples of it are projects or organization carried out together with partners of the University e.g.

2. <http://kamu.metropolia.fi/en/>

3 Available in the web address <http://kamu.metropolia.fi/en/>

4. <http://www.amkverkkovirta.fi/osataan-tools-english>

- Helsinki Challenge, a science based competition and idea accelerator⁵.
- Activity from Science network⁶.
- LUMA Centre of University of Helsinki acting as an umbrella organization for the collaboration of schools, universities and business sector, with the aim to promote and support life-long learning, studying and teaching of STEM subjects on all levels of education, especially in Greater Helsinki Area⁷.
- Handling Mind research project, which is a multidisciplinary research project providing a bridge between areas of neuroscience, education and design research that are concerned with embodied activities, social creativity and the extended nature of the human mind⁸.
- Urban Academy is a platform and network that brings together multidisciplinary research, teaching and societal impact in the field of urban studies. The main partners are University of Helsinki, Aalto University and City of Helsinki. The vision of Urban Academy is to create better cities for everyone through collaboration. The used method is co-creation, which enables the demolishing of boundaries between traditional academic disciplines and also between government organizations. Urban Academy brings together researchers and students, policymakers, urban planners, officials and residents to learn from each other through concrete case studies and problem solving⁹.

In making the staff aware of service-learning activities in the university (such as conferences/public lectures, training events, dissemination of information etc.) there are no efforts made. In providing professional development for the staff in service-learning there are no direct support provided.

Career promotion policies in the University of Helsinki do not explicitly take into account civic engagement and service-learning activities. However, training periods can be carried out in some faculties in volunteering.

There are some organizational structures in place, such as Community Relations unit of University of Helsinki, to coordinate civic engagement and service-learning types of activities. On the faculty level e.g. persons in the positions such as Planning officer (employer contacts) coordinate civic engagement types of activities, e.g. as a part of the internship. However none of them are dedicated exclusively to them.

5. <http://challenge.helsinki.fi/>

6. <http://blogs.helsinki.fi/toimintaa/in-english/>

7. <http://luma.fi/en>

8. <http://blogs.helsinki.fi/handling-mind/>

9. <http://blogs.helsinki.fi/kaupunkiakatemia/in-english/>

Other Finnish universities and polytechnics (Short Survey)

We received altogether 5 replies, 4 from polytechnics and 1 from the university sector.

On the existence of formal acknowledgment of civic engagement and service-learning in the university

The acknowledgment of service-learning and civic engagement activities at polytechnics varies from unable to assess to substantial formal acknowledgement. Their mission statements and strategic plans acknowledge these from moderate to some:

Saimia is a limited company with board of direction. In board members there is a student member, staff member and representatives of the communes which own the university. In our strategic plan there are mentioned the important partners, like different organizations and communities. No mentions about service-learning (Saimaa UAS).

Humak is an active constructor of civic society. Service-learning and civic engagement are integrated in apprenticeship and projects (Humak UAS).

It is defined in the Finnish legislation on a very general level that all Universities of Applied Sciences should carry out research and development activities, which support the development of labor market and the renewal of its structures in the surrounding areas. However, usually this doesn't include the civic engagement perspective. Answers in this questionnaire are given from the perspective of the Degree Programme in Social Services, where civic engagement and Learning Through Service and Volunteerism is an essential element of the curriculum. (Metropolia UAS)

On the degree programme or the discipline level the recognition of these activities vary from no formal to moderate acknowledgment. There is information available on service-learning and civic engagement related activities on the print and in the web-based media of these institutions. There are also public lectures held on the topic (statements are 50% for no formal and 50 % for moderate acknowledgment).

Half of the polytechnic respondents say that there is moderate acknowledgement of community member participation on the board of the institution. In Metropolia UAS also degree programmes have their own advisory boards including also community members. The other half states that this cannot be assessed or there is no formal acknowledgment of it. The same assessment and distribution of statements applies also for the existence of training in service-learning and civic engagement, as well as for the existence of specific learning activities and awards provided for faculties.

3 out of 4 polytechnic respondents state service-learning and civic engagement are to some extent or substantially acknowledged as a graduation or major/discipline requirement. 2 out

of 4 respondents also express that there are moderate or some acknowledgement in awarding students to include service-learning or civic engagement into the curricula.

The 5th university sector respondent stated that there is no formal acknowledgement as regards to the issues described above. However, there is some formal acknowledgement of service-learning and civic engagement in the content of public lectures.

On how much objectives for service-learning or civic engagements are addresses in formal documents addressing these

One polytechnic respondent states that emphasized or promoted were students' general academic achievement (1) and their engagement in communities outside the university (2). This same assessment applies also for objectives concerning students' connection/reflection related to students' past/current actions or behaviors (3), what students consider personally important (4), and how they personally understand the service-learning or civic situation (5). Equally emphasized or promoted were students' contributions to the beneficiaries of the service students provide (6), students' contributions to a more generalized "common good" (7), contribution to their own life purpose (8), as well as how they learn academic (9), social (10) and "good citizenship" skills (11).

Not addressed were students connection/reflection related to students' career (12) or life goals outside career/work (13), students future plans/decisions (past or current) (14), connection/reflection related to students' general intentions for their own lives (15) and students' contributions to the university (16). It was unable to assess whether students' academic achievement within the specific service-learning or civic engagement module/programme (17), or students' engagement in the current service-learning module (18) were mentioned as objectives in the formal documents.

A second polytechnic respondent also states that the objectives for service-learning or civic engagement such as learning "good citizenship" skills (11), students' engagement in the current service-learning or civic engagement module (18) as well as in communities outside the university (2) were emphasized or promoted.

Objectives describing the connection/reflection to students' goals, actions and plans (13, 14, 15) were in most cases mentioned or noted, but not described. The same also applies for the objectives of students' own life purpose (8), learning academic skills (9) as well as students' academic achievement within the specific service-learning or civic engagement module/programme (17).

Objectives for service-learning or civic engagement such as connection/ reflection addressing how students personally understand service-learning situations (5), students' contributions to the module/programme (19) or to a more generalized "common good" (7), and learning social skills (10) were described in some detail. Unable to assess whether objectives of students' general academic achievement (1), students' engagement in and contribution to the university (20) are addressed in formal documents.

The third respondent from polytechnic states that all the afore-mentioned objectives of service-learning or civic engagement were mentioned or noted, but not described in the institutions' formal documents. The fourth polytechnic respondent is completely unable to assess how objectives for service-learning or civic engagements are addresses in formal documents.

The university sector respondent replies that students' contributions to the module/ programme (17), to university itself (21) or a more generalized "common good" (7) were mentioned or noted, but not described. Also objectives like students' own life purpose (15), learning academic (9) and social skills (10) were equally addressed in the formal documents. Not addressed were all the objectives referring to students' academic achievement (1) and connection/reflection attributes.

On the extent the senior management of the university is supportive of civic engagement and service-learning activities

Two polytechnic respondents states that there are from some to substantial support available by senior management concerning all the activities listed under this query question, excluding the provision of posts including responsibility for civic and service-learning: creation and coordination unit, both attendance as well as funding of civic engagement and service-learning events and membership of advisory boards or steering committees related to civic engagement.

Most supported activities by the senior management in all 4 polytechnics respondents' institutions are the attendance and funding of civic engagement and service-learning events, as well as membership of advisory boards or steering committees, However, the reality can be also as follows:

These answers relate to Degree Programme in Social Services only. Most likely on the university level there is no support whatsoever (Metropolia UAS).

The respondent from Saimaa UAS stresses in this connection that it's important that the students take part in the activities offered e.g. by student organizations and student-tutoring activities.

The respondent from the university sector reports that there are no support available for creation or coordination unit, provision of posts including responsibility for civic and service-learning and attendance as of civic engagement and service-learning events. For funding and membership of advisory boards the senior management offers some support.

On efforts made to make staff aware of civic engagement and service-learning activities in your university

One polytechnic respondent is unable to assess whether there were any awareness work done for the staff related to following activities: conferences/public lectures, training events, dissemination of information online/offline, funding for attending conferences or dedicated websites. She adds:

No systematic efforts, randomly something may occur (Metropolia UAS).

Another polytechnic respondent states that there are some efforts made what it comes to all the activities listed above. Two other polytechnic respondents express that there are substantial efforts made to make the staff aware of funding for attending conferences. Also dissemination of information online/offline as well training events were among the activities advertised for staff.

The representative of the university mentions that the staff is made aware to some extent of conferences and public lectures as well as dissemination of information online or offline. Other activities are not made aware for the staff.

4 out of 5 respondents (including the voice of the university) tells that the career promotion policies in their educational institution do not explicitly take into account civic engagement and service-learning activities. The only 'yes' answer comes from Humak UAS. To the question whether organizational structures are in place to co-ordinate civic engagement and service-learning activities in their institution are given following answers next to one unable to assess answer:

Some organizational structures but not dedicated exclusively to civic engagement and service-learning activities. (Metropolia UAS)

A dedicated organizational structure which works across the university. (Humak UAS)

Nor organizational structures to co-ordinate civic engagement and service-learning activities. (Lappeenranta University of Technology)

5. SERVICE-LEARNING ACTIVITIES

University of Helsinki (Long Survey)

In University of Helsinki service-learning activities seem to be infrequently incorporated into programs. E.g. Bachelor and Master of Theology degrees include both so called Applied Studies courses (courses with a practical orientation towards working life) incorporating elements of service-learning: Orientation course (5 ECTS cr) in Bachelor level studies and Internship of minimum 2 months (15 ECTS cr) in Master level studies.

Possible community partners collaborate little or not at all in design and delivery of curriculum. In the afore-mentioned degree programmes community partners do not collaborate in any of these activities. Students can earn credits for taking the internship, which can be either compulsory or optional. Students are also paid by the internship offeror or by the university (option to apply for a grant to cover minimum salary costs). Content of the internships can be somewhat connected to degree programme studies or to the field where the student is anticipated to work after graduation.

In the beginning of the internship, e.g. students at the Faculty of Theology, set together with the supervisor at internship place from 4 to 5 learning objectives. At the end of the intern-

ship both parties give a numeric evaluation on how well the objectives were met. Student submits a report according to given instructions, in which the learning during this course is being reflected. The report is evaluated by the course responsible teacher and discussed face-to-face with the student. There are elements of service-learning present, but it's not used as a pedagogical approach or as a term. Also the role of the civic community partner is small. However, there are university level service-learning type of partnerships, which generates to some extent participation in planning, execution and assessment activities (see p. 8).

There are no designated courses on offer in University of Helsinki that would meet the quality standards of service-learning (of Europe Engage project) even remotely. We are unable to assess the number of community members in 2013-2014 involved in service-learning. Most probably they were none – or if, then few. We are aware of one course example in the past that included service-learning (meeting the quality standards at least to some extent). There might be others too, however, it is impossible to trace back.

University of Helsinki has partnerships in service-learning with formal and informal education centers, with government entities, business companies, foundations, NGO's and associations. Their area of activity are education, leisure, functional diversity (disability), international cooperation, poverty. Since we didn't get a reply from the faculties of Medicine and Veterinary Medicine, we don't know if they have partnerships e.g. with public health care centers. Our students can take their internship in any of the above mentioned fields.

The national university policy and legislation governing universities doesn't support service learning and civic engagement. There isn't a national network in Finland that would support service-learning and civic engagement in universities at the moment. However UAS institutions have one (Verkkovirtaa).

Questions related to whether other faculties of University of Helsinki have service-learning or civic engagement activities are the most difficult ones to answer. We sent out a query to all 11 faculties and separate institutions (150 recipients in total). We also delivered the query in the university social media (Yammer). As a result we received 17 replies. Thus there may be service-learning courses or activities we are not aware of.

We feel that enthusiastic individuals play a crucial part in establishing service-learning activities in University of Helsinki. The biggest barrier to establish such is that it's not formally acknowledged. The field is underdeveloped, especially in the university sector. Despite of this we do have emerging interest and activities which resemble service-learning, including university level highly visible programs such as Project course, LUMA and Helsinki Challenge activities. At some faculties of University of Helsinki (e.g. Faculty of Theology and Behavioural Sciences) research is being done on service-learning and civic engagement (i.e. volunteer-ing).

Other universities and polytechnics in Finland (Short Survey)

In each polytechnic degree there is a mandatory 5 month long internship included.

3 polytechnic respondents answer that the service-learning is infrequently incorporated into Bachelor or Masters curricula in the university. One of them tells that service-learning is

incorporated into all programmes (Humak UAS). The university respondent states that this never the case.

In the degree programme of Social Services offered by Metropolia UAS service-learning is frequently (i.e. as a compulsory course) included in the curricula of degree program in Social Services, whereas it's infrequently (i.e. as elective studies) included into Physiotherapy and Occupational Therapy degree programme. In the Social Services Work programme offered by Saimaa UAS civic engagement is included in some studies.

Respondent from degree programme in Social Services from Metropolia UAS tells that courses don't include service-learning as a pedagogical approach and the amount of support for students' reflection is minimal. Also there is no active collaboration with the community partner to organize course content nor its' learning objectives. This can mean that the students carry out their internship and the reflection of it very independently, whereas service-learning principles stress the active participation of the teacher of the academic course, student and the civic community member in creating the mutually benefiting learning outcomes, their evaluation and strengthened cooperation between universities and civic communities.

The polytechnics respondents give following numbers and course names when they were asked to tell how many service-learning courses their university had offered in the academic year 2013-2014: Metropolia UAS: 20, e.g. Internship in Voluntary Work. Saimaa UAS: no number given, but following course names: Social Pedagogy in Client Work, Networking methods, Work project promotion of Client Empowerment. Humak UAS: no number given, all the courses include service-learning, such as Civic activities, NGO and Youth Work.

Metropolia UAS reports that in the degree programme in Social Services there are estimated 100 enrolled students, and some 5 staff members contribute to develop structures in service-learning courses. The other respondent from the Metropolia UAS replies that there are 20 enrolled degree students in the given degree programme in Industrial Design. Humak UAS states that all of their students were enrolled in service-learning courses and that many of their teachers use this approach in their courses.

The university respondent doesn't give any numbers or names and concluded that their university has never offered service-learning courses in the past. From the polytechnics Metropolia and Humak UAS said that they had offered such courses also in the past.

6. CONCLUSION

Based on the survey results in connection with University of Helsinki it can be stated that the terms service-learning and civic engagement are not found as such in its' strategy, policies or curricula content. There's a strong emphasis on mutual reward in co-operation within partner-ships and the on service role of the university. However, there are activities funded and carried out sharing at least some of their objectives and methods: internships and projects involving community partners, disciplines and students. Faculty of Theology is especially interested in using service-learning and civic engagement activities in developing

the applied studies in Bachelor and Master's degree to create more depth and quality in the learning outcomes of the degrees and in the working life skills of the students.

At other universities it's most likely the same situation; few interested people and degree programmes might be involved in it (e.g. Lappeenranta University of Technology and University of Jyväskylä).

In the strategies, policies and curricula of the polytechnics can be found more service-learning and civic engagement related information and activities already due to their role defined in law to produce applied research and knowledge for the Finnish labor market. In the strategies are often mentioned the important community partners, but not the concept of service-learning as such defined within Europe Engage project. Unlike at universities dissemination of information within polytechnics and between their community members takes place through public lectures (can be found in Youtube in Finnish) and network meetings (e.g. Verkkovirtaa project). Also the development work of service-learning and civic engagement related activities into course design takes place within Verkkovirtaa project members. Alike the universities, service-learning and civic engagement types of activities are integrated in curricula mostly in internships, in theme course, and projects.

There are work to be done on the following areas at the higher education sector, especially at the universities: on communication and collaboration with civic community members in creating courses reflecting the both academic and societal objectives, on opening the principles of service-learning and civic engagement for both teachers and students, on creating course content reflecting the quality standards of service-learning (will be published in Europe Engage website in the near future). It would be also useful to create a coordinating unit for service-learning and civic engagement activities, whose tasks were to support teachers in their work as well as to distribute information on service-learning and civic engagement.