



Historical Memory of Service-Learning in European Higher Education

The origins of Service-Learning in Higher Education

Although from the considered origins of the modern University, (foundation of the University of Bologna (Italy) in 1089, which receives the title of university in 1317) it was clear that to the traditional and main university missions (creation of knowledge / research and teaching) a certain commitment to civic education should be added somehow it was not until the beginning of the last century when universities and business schools have remarkably questioned their role as social agents.

Beyond teaching and research and in addition to them, there are other areas of activity of universities as organizations inserted in a specific environment. Integrating social responsibility and commitment in the management and in the activities carried out by these academic institutions is one of the current demands of a society in need of both, good and competent professionals and critical citizens with a transformative capacity.

The implementation of community service programs in American universities such as that of Antioch College in 1920 and, on the other hand, Dewey and James's approaches and proposals on project-based learning can be considered without doubt as the clearest background of the University Service Learning. However, it has not been until the 90s of the last century when what is now known as Service Learning has been consolidated.



Some North American Universities, fundamentally concerned about the lack of civic commitment of students and graduates derived from the happy 80s and their emerging values of arrogant individualism and social and professional success (yuppism) based only on money. Along with the awareness of having to play an important role in improving the socio-economic environment deteriorated by the economic crises of the early 1990s, it leads to initiatives such as the Service-Learning Research and Development Center (Berkeley) or the Corporation for National and Community: Learn and Serve America, among others that try to link community service, learning academic content, professional skills and civic values. Meanwhile, in Latin America (Argentina, Uruguay or Chile), service-learning at the University has been in some way the logical consequence of solidarity and community service practices that students carry out since they enter school. The first practices of service-learning that are known as such are in the eighties, but it will be in the nineties when some initiatives are consolidated, culminating with the creation of the Latin American Center for Learning and Solidarity Service-Clayss in the year 2000. In Europe, however, this phenomenon of linking learning with community service has had to wait until the beginning of the 21st century

The history of the European Observatory of Service-Learning in Higher Education

Service-Learning (S-L) is an innovative and successful learning methodology barely extended across European universities and other higher education institutions.

Consequently, in 2014 several members from the academic world in European Higher Institutions put their efforts together on “Europe Engage”, an Erasmus+ project funded by the European Union. The aim of the project was to enhance the existing practice, share knowledge and identify best practices related to service-learning in Europe.

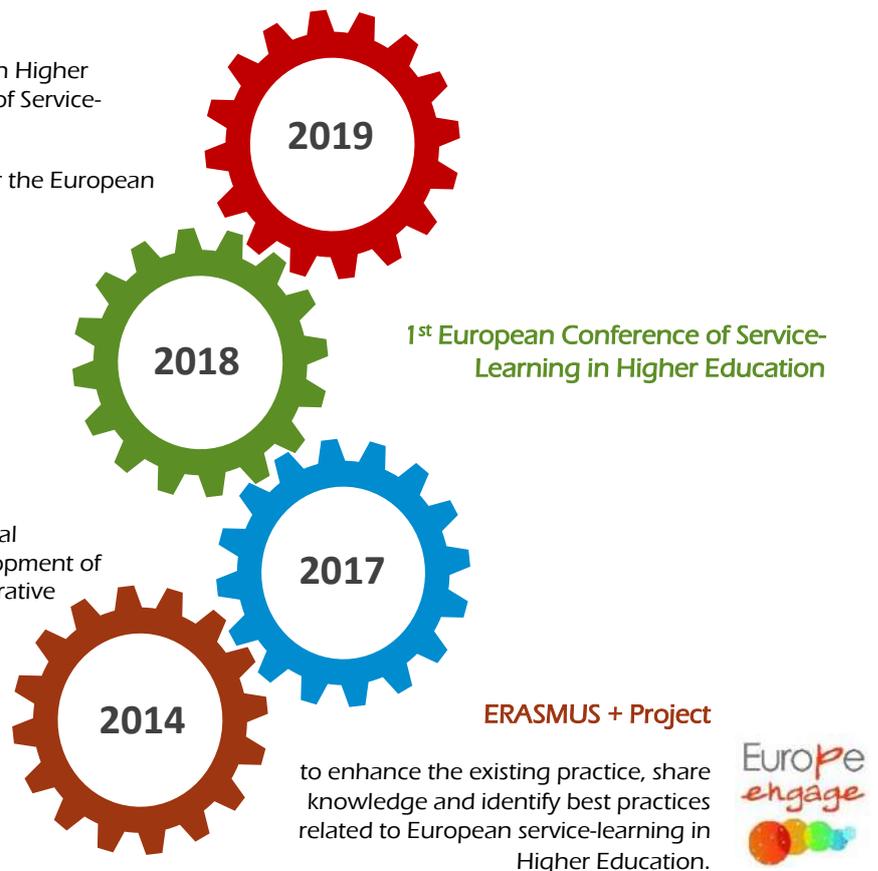
EASHLE and EOSLHE

European Association of Service-Learning in Higher Education and the European Observatory of Service-Learning in Higher Education.

Setting up the procedures and structure for the European Network.

Launching European Network

to promote S-L as an innovative pedagogical approach that has an impact on the development of engaged citizenship in Europe in a collaborative manner.



The European Observatory and the European Association of Service-Learning aims to be the foundations for setting up a permanent space for cooperation to enhance and disseminate the knowledge of **service-learning** in higher education in Europe.

For the time being we count with the involvement of members from 11 European countries. The objective is to engage more members along the way that wish to be part of this collective space.

Service-Learning in Belgium

Although experiential education has been part and parcel of Higher Education practices in Belgium, service-learning was barely known as a pedagogical concept until recently. In 2012, the University of Ghent ([UGent](#)) started a pilot program to explore the possibilities of service-learning within the university, and to establish a university-wide service-learning course for 3th year bachelor students (“coaching and diversity”). Two years later, at the University of Leuven ([KU Leuven](#)), service-learning found its way bottom-up, starting with a pilot course in Chinese Studies, and quickly broadening in scope to 16 service-learning courses throughout the university by 2019. In the meantime, a service-learning team has been established to support all these and future courses.

Service-learning was recently also adopted and adapted to the local context by other universities in Flanders (Dutch speaking region), such as the Vrije Universiteit Brussel ([VUB](#)), the University of Antwerp ([UAntwerpen](#)), and the University of Hasselt ([UHasselt](#)). At the Vrije Universiteit Brussel and the University of Antwerp, service-learning is meaningfully linked to a long(er) tradition of ‘[Science Shops](#)’ ([Wetenschapswinkel](#)), where students perform their thesis research for non-profit organizations.

In the Walloon (French speaking) region, some initiatives have been taken in the last two years (especially in the universities of Namur, Liège and Brussels). While universities have only recently began to explore the concept of service-learning, vocational schools (‘Hogescholen’) in Flanders, such as [Odisee](#), [VIVES](#), [HoGent](#), [UCLL](#) and [Karel de Grote-Hogeschool](#), have been experimenting with service-learning for a long time without using that name. They have a great deal of experience with experiential education connected with society.

In 2015 these institutions have made the commitment to integrate service-learning in their teacher training programmes.

In order to bring together all existing experience, expertise and knowledge in an appreciative way, an informal network was established in Flanders in the spring of 2019. In this network, supported by [UCSIA](#), vocational schools and universities

exchange good practices and knowledge. They work in close cooperation with the ‘[Ecocampus](#)’ program within the Flemish [Environment, Nature and Energy Department \(LNE\)](#), as they focus on sustainable Higher Education.



All higher education institutions mentioned above have been working together to prepare a Flemish conference on service-learning, that will take place in the context of the [2nd European conference in Antwerp, 19-21 September 2019](#).

Service-Learning in Croatia

Service learning was first introduced in Croatia in 2006 through a series of workshops to different Croatian universities, schools and non-governmental organisations (NGOs). In the same year, service-learning was integrated into the curriculum at the Faculty of Humanities and Social Sciences within the University of Zagreb as an optional course. Later in 2008-2009, it was introduced in the Faculty of Economy at the University of Rijeka, and a multidisciplinary elective service-learning course was offered at the University of Zagreb that was followed by two graduate courses in psychology and at the Faculty of Humanities and Social Sciences. In 2009, service-learning was added as a policy of the Croatian National Youth program 2009-2013, and the Croatian translation of the ‘service-learning’ term (“društveno korisno učenje”) became accepted as a common term at the national level.

In the academic year 2015-2016, sixteen courses were offered nationally with twenty-seven academic staff and about five hundred students. The disciplinary backgrounds offering these courses broadly included humanities and social sciences. Furthermore, the Europe Engage project

survey from 2016 indicated that service-learning and student civic engagement are not institutionalized in the higher education in Croatia.

The 'Ordinance on the award of ECTS credits for the student's extracurricular activities' (Pravilnik o dodjeli ECTS bodova za izvannastavne aktivnosti) was adopted at the University of Zagreb in 2013, at the University of Rijeka in 2015, and at the University of Dubrovnik in 2017. In it, extracurricular activities of students in student organizations and associations, student volunteering and engagement in humanitarian activities are recognized. This has opened new spaces for the formal recognition of the service-learning activities that are strongly connected to the curriculum but cannot be awarded ECTS credits due to the rigid and slow curricular change. Mission statements and strategic plans of the universities and their constituents reveal that they all recognize the responsibility of the academic community towards the community in which they act.

In 2017, the Office for Cooperation with NGOs of the Government of the Republic of Croatia, developed a call for proposals entitled 'Support for the development of partnerships between the civil society organizations and higher education institutions for the implementation of service-learning programs', under the Operational Program Effective Human Resources 2014 - 2020, funded by European Social Fund (ESF). The call intended to encourage the development of sustainable partnerships between higher education institutions and civil society organisations through implementation of service-learning programmes. As a result, forty from 189 have received funding. This is an excellent result regarding the number of service-learning partnerships. Triggered by great interest in this ESF call, the University of Zagreb opened the Office for Lifelong and Service Learning. The role of the Office is to provide training: for academics, for civil society organizations to work with the University, and to connect lifelong learning and service-learning projects.

Although all aforementioned factors represent the important milestones in the institutionalization of service-learning, the civic engagement of Croatian universities and strong collaboration with the community remains to be built.

Service-Learning in Finland

Service-learning and other approaches that foster civic engagement in higher education are at their infancy in Finland. Service-learning as a pedagogical approach is scarcely adopted, and usually not even recognized especially within the university context. There are several initiatives and courses in different universities where students collaborate with different stakeholders including civil society partners, but the courses are framed as problem based learning or project courses instead of service-learning. The dimension of civic responsibility is usually not included. The Finnish polytechnic sector has played a pioneering role in integrating experiential learning and volunteering in their curricula, but service-learning as a pedagogical approach is rare also in that context.

Service-learning as a concept and a distinct pedagogical approach was introduced at the University of Helsinki during the Europe Engage Erasmus+ project (2014-2017), in which the Faculty of Theology participated. Service-learning was piloted by Henrietta Grönlund and Aura Nortomaa at the Faculty of Theology in 2017, and courses applying service-learning have been carried out also after that.

As a result of the Europe Engage -project and the seminars and network meetings organized for teachers and stakeholders during the project, there is an informal, Facebook-based network of people interested in service-learning (Service-learning Suomessa, meaning Service-Learning in Finland). The network is administered by Henrietta Grönlund (University of Helsinki) and Mai Salmenkangas (Metropolia University of Applied Sciences), who have both developed field based, civil society integrated teaching and projects. Grönlund, Salmenkangas, and Nortomaa have also occasionally organized meetings for people interested in service-learning in higher education.

Service-learning does not have support from the Public Administration, but is developed bottom-up by interested teachers.

Service-Learning in Germany

In Germany service-learning has compared to other European countries not a long tradition. Service-learning activities have first been established by the Freudenberg foundation in 2001 as a pedagogical approach to combine the teaching of specialist knowledge and the transmission of civic, social and democratic values to achieve more participation of the youth in the community and with the aim to establish a learning culture that enables students putting the acquired knowledge, skills and competences to practice. (SCHRÖTEN 2011: 19)

This was first carried out by the implementation of different pilot projects at secondary and primary schools. The following examples may illustrate the point: EmS (Engagement macht Schule, commitment will encourage others, Saxony-Anhalt), the voluntary initiative FISch (Berlin), the pilot project "learning responsibility" in schools and society which was implemented within the framework of a cooperation between three different foundations in the federal state of North Rhine-Westphalia, the pilot project "youth and involved" financed by the Bertelsmann Foundation (SCHRÖTEN 2011: 17-19). Most of the mentioned projects have in common that they support schools in implementing service-learning activities following the quality standards of learning through engagement (cf. SEIFERT, ZENTNER & NAGY 2012), supporting the construction of local networks with community partners, public relations work and to pursue support and supervision measures.

The implementation of Service-learning at German Universities was not taking-place nationwide as for example in the United States but took its starting point at the University of Mannheim followed by other German Universities like the University of Duisburg-Essen, University of Würzburg and Saarland University. (SCHRÖTEN 2011: 19).

The University of Duisburg-Essen pioneered the structured implementation and testing of service-learning programmes starting with an initiative by the Organizational Development Lab. In 2005 *UNIAKTIV – the Centre for Societal Learning and Civic Engagement* was established by Prof. Dr.

Wolfgang Stark which received a funding by the Mercator Foundation in the years 2006 to 2009. UNIAKTIV is a central institution which acts in close cooperation with the rectorate of the University of Duisburg-Essen, the different departments, central institutions and the agency of voluntary work in the cities of Essen and Duisburg (cf. BARTSCH, GELLERT & MILLER 2009: 68). UNIAKTIV places on the one hand the emphasis on the development and the implementation of own service-learning courses in the optional area of the study programmes and is also trying to make progress on the distribution of the service-learning teaching method in the different departments and organisational units (cf. BARTSCH, GELLERT & MILLER 2009: 69) by offering a comprehensive support of the teaching and administrative staff involved in service-learning activities.



In 2009 the *Higher Education Network on Societal Responsibility* in Germany has been established which aims to strengthen the civic engagement of students, teaching and administrative staff at higher education institutions in Germany. In addition, the network will seek to promote exchange of expertise and knowledge, to encourage the development of common research and innovation projects, to promote the pedagogical approach of service-learning (Stark, Miller & Rudat 2016) and community-based research (Altenschmidt & Stark 2016). On the other hand, the network contributes to further training activities in the Academy for Societal Responsibility and supports discourses on the 'university of the future'. Ordinary members can be universities and other higher education institutions, non-profit organizations with supra-regional significance as associate members as well as individual members who commit voluntarily in the area of corporate social responsibility. In 2015 the network was officially formalised by forming an association. The association consists of the management board, the scientific advisory board and the representation of its members (nowadays more than 40 members in the majority of cases institutional members viz. universities and universities of applied sciences). Beyond network

membership more than 100 Higher Education Institutions (ie about 25% of all) in Germany feature Service Learning as a pedagogical approach (Backhaus-Maul & Roth 2013). The network has been financially supported by the Mercator Foundation, the Association of German Scientific Foundations (Stifterverband für die deutsche Wissenschaft), the Robert Bosch Foundation and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth. (cf. HOCHSCHULNETZWERK BILDUNG DURCH VERANTWORTUNG - [HTTPS://WWW.BILDUNG-DURCH-VERANTWORTUNG.DE/](https://www.bildung-durch-verantwortung.de/))

Service-Learning in Ireland

Based within the Irish Universities Association, Campus Engage supports Irish universities to embed, scale and promote civic and community engagement across staff and student teaching, learning and research. Achieving this in community-based learning and teaching (CBLT) is one specific strand of activity in Campus Engage.

As part of our CBLT strand activities, Campus Engage developed and delivered our 'Participate Programme' workshop in 2017 and 2018 to over 500 university staff, introducing them to the basic concepts of CBLT and motivating them to integrate it in to their own teaching and learning.

From the workshop evaluations and consultations with civic society organisations, it was recommended that Campus Engage redevelop the workshop content to offer online, offline, and blended learning, and to provide access to expert facilitators on campus. An additional recommendation was to expand the focus to academic and civic society organisation staff.

To achieve this, Campus Engage is currently working with the Irish National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL) to develop an online adaptation of the workshop. The National Forum works in partnership with students, staff and leaders in Irish higher education, to develop an inclusive, collaborative and innovative culture that

maximises learning impact for the success of all students.

This short online course (25 learner hours) in CBLT will complement the growing suite of open access non-accredited courses provided through the NFETL. The design and curation of the courses is such there are a variety of entry points into professional development offerings. Completion of the course will lead to the awarding of a National Forum and Campus Engage CBLT digital badge. The course is being developed in Autumn 2019 and will be available at teachingandlearning.ie. Through this we aim to facilitate the use of CBLT in any curriculum, and further embed, scale and promote CBLT on campuses across Ireland.

Service-Learning in Italy

The first research mapping S-L experiences in Italy was carried out in 2015 by Bruna Zani, Professor of Community Psychology at the University of Bologna within the Europe Engage project (<https://europeengage.org>). The research highlighted a situation with few initiatives at the university level. LUMSA (Roma) and Siena Italian Studies SIS were the only two reported experiences mentioning explicitly S-L.

However, the research (Zani, Guarino 2019) showed also that more was going on, and even if without mentioning it, many universities were adopting methodologies and implementing projects that translated into practice some S-L principles, like the MentorLink project of the University of Padua of the Polisocial program of Politecnico of Milano.

In Bologna at that time, the term itself was unknown and absent from any official or informal document both at school and university level. Given to the commitment of Bruna Zani and the boosting effect of Europe Engage, which has proven to be a think tank, a catalyst of energies, and a booster of initiatives, both at the local and international level, things suddenly changed.

In 2016 the University of Bologna hosted the IARSCLE European Regional Research Conference, launched the Italian Network of S-L and Community Engagement and started its first pilot experience, offering S-L to a small group of students of the Master Degree in Clinical Psychology as part of the activities of the Community Psychology Lab. The experience was really successful, appreciated by students and also by the Director of the Master degree who agreed to double the experience in the subsequent year.

In 2019 The University of Bologna activated mandatory courses in S-L for students of two Psychology Master Degrees (Clinical Psychology and School and Community Psychology), along with an optional course offered to a maximum of 25 Alma Mater students to develop transversal/soft skills.

In 2019-2020 this last course will be offered to 50 students in two different campuses, and also other Departments of the University of Bologna (Chemistry and Interpretation and Translation) will offer courses adopting S-L methodology. The Italian Network met also in 2018 and other Universities included S-L in their official teaching: the University of Florence started offering its Psychology students the opportunity to subsidize the hours they would dedicate to their curricular internship with an amount of time devoted to the implementation of Service-Learning projects. At Cattolica University in Brescia, students enrolled in Political and Social Sciences Faculty were offered S-L options ("experimental stages") and in Kore University, in Sicily, students of the School of Languages and Cultures of the UKE may choose their internship in S-L mode.

The Italian Network, which counts representatives from twelve Italian universities, five foreign universities and four private training agencies (Figure 1), has planned its third meeting on November 2019, and the University of Bologna, and its Community Psychology team, lead this time by Professor Cinzia Albanesi, building on the legacy of Europe Engage, and thanks to the Erasmus+ Knowledge Alliance Project *Rural 3.0* (<https://rural.ffzg.unizg.hr/>) engaged in a new challenge: expand S-L beyond its "urban" borders, and bring it in the rural communities of Romagna district, where it may be even more needed.

Service-Learning in Lithuania

Service-learning within the Lithuanian higher education is in general concentrated within two universities, namely the Vytautas Magnus University (VMU) and Šiauliai University. Service-learning was first introduced under the influence of the United States of American (USA) to promote democratic changes and strengthen civic society in post-soviet Lithuania. Therefore, the introduction service-learning was perceived as a 'borrowing' that needed to be culturally adapted and adjusted to the local context.

Lithuanian authors have pointed out the cultural and historical differences between USA and Lithuania, which created different conditions for service-learning and indicated a need for cultural adaptation and interpretation.

Since the 2000s cultural interpretations of service-learning has gone through several stages (Mažeikis and Lenkauskaitė, 2008). The first stage between 2002 – 2003 engaged a period of analysis that incorporated the studying of texts and experiences by authors of service-learning within other countries and mostly within the USA. At that time, it was noted that the idea of service had negative connotations within the Lithuanian context and it was suggested to introduce *Cooperative Studies* (Kooperuotos studijos) instead of service-learning as a term (Mažeikis, 2004, 2007).

The second stage was called period of *Creative misreading* when between 2004 and 2006 a whole series of seminars and discussions were held, and a range of popular and scientific articles were published at Šiauliai University, where initial teaching and learning materials were developed and pilot service-learning sessions took place.

The third phase encompassed the institutionalisation of service-learning at Šiauliai University between 2005 and 2006 (Liukinevičienė, 2007). During the fourth stage, systemic and wide implementations of service-learning were carried out between 2006 and 2007 when several institutions (namely Šiauliai University, Šiauliai and Panevėžys Colleges) brought eight hundred students and sixty

academics into service-learning. During this time forty-four courses were updated and underpinned by service-learning and two hundred communities were engaged. In 2006 – 2008 a new stage of quantitative and qualitative evaluations and intensive scholarly discussions commenced to reflect on the experiences.

It is important to note that significant financial support from EU Structural funds programmes created a foundation for the strong institutionalisation of service-learning at several institutions in Lithuania (mostly at Šiauliai University) and allowed for the development of experimental practice of service-learning on large scale. Other EU projects CIVICUS (2004-2006) and Europe Engage (2014-2017) that were implemented at Vytautas Magnus University also contributed to establishing a European network of service-learning institutions and were focused on research and evaluation of service-learning practices across Europe.

However, this brief historical overview of service-learning in Lithuania reveals the significant role that external donors and sponsors played in initial developments (US institutions in earlier 2000s and EU funds starting from 2004 when Lithuania joined EU). Despite successes, these circumstances raise questions on sustainability and viability of service-learning in Lithuania. Without local initiatives and essential efforts to promote civic engagement and citizenship education on national and regional level, service-learning remains episodic and fragmentary practice with weak historical and cultural roots.

Service-Learning in Netherlands

In the early 2000s, service-learning programs were not offered in the Netherlands. This changed in the academic year 2003-2004 when staff at the Rotterdam School of Management (Erasmus University) introduced the first service-learning initiatives to their business students. Judith van der Voort, Lucas Meijjs and Gail Whiteman grasped an opportunity to introduce service-learning in the Netherlands when they were invited to do a

research on 'can a USA educational approach involving nonprofit organizations also work in a different non-profit regime'. A course was developed and a research was conducted to show that the (perceived) USA concept of service-learning would also be valid and of value in a different institutional context. Interviews were conducted to evaluate the perceptions of Dutch students about this new form of education after participating in one of three different initiatives. The initiatives varied in degree of intensity, to find out if the perception changes when involvement increases. Fortunately, the result supported our expectations. Since that time, Rotterdam School of Management has offered service-learning courses every year. Recently, other faculties and universities in the Netherlands have started to introduce service-learning courses as well.

Service-Learning in Slovakia

Development of service-learning in higher education in Slovakia started at Matej Bel University (MBU) and it can be stated that MBU is the leader in this field in Slovakia, conducting research, solving grants and publishing both at home and abroad. At Elsewhere in Slovakia, only the Prešov University in Prešov devotes any time to service-learning and then only in the education of social workers; the Catholic University of Ružomberok is, at present, only in the initial phases of its introduction. There are also several elementary and secondary schools conducting service-learning pilot projects (many in cooperation with the Volunteer Centre in Banská Bystrica and MBU).

MBU has been working on the development of voluntary student activities since 1998, particularly in cooperation with the regional Volunteer Centre in Banská Bystrica. MBU has been providing service-learning since 2005. It was implemented by one teacher (nowadays coordinator of service-learning at MBU) within the subject *Third sector and Nonprofit Organizations* in the education of future social workers. Since 2013, the project *Development of innovative forms of education at Matej Bel University in Banská Bystrica* has been instrumental in the qualitative and quantitative

development of service-learning at MBU. Based on the assessment of students' needs, we have applied service-learning since the academic year 2013/2014 to a two-semester optional university subject Service-learning 1 and Service-learning 2 led by an interdisciplinary team of 10 teachers from different departments. In 2016, MBU entered the international programme directed by CLAYSS (Latin American Center for Service-Learning) supporting the development of service-learning at universities. More than 30 teachers from MBU were educated about the implementation of service-learning through on-line and on-line courses offered by CLAYSS. At the same time, a platform for an exchange of information and experience in the field was created. Service-learning was officially confirmed by the rector of the university as a way a university can meet its third mission in 2017. In the academic year 2018/2019, more than 15 subjects at MBU include service-learning pedagogy and 17 teachers were involved in the implementation. The subjects are part of different study programmes in different faculties, mainly: social work, pedagogy, social pedagogy, teacher education in different areas, economics. Since 2013, more than 400 students have participated in service-learning projects in cooperation with different community partners (schools, community centres, municipality, non-governmental organizations, houses for social services, community foundation...). There is no administrative or support staff at department/faculty/university level helping teachers with the administrative issues. The involvement of teachers is not part of their performance; they do not have any special benefits from it or financial motivation. The involvement in service-learning or any community activity is not part of the teachers' regular evaluation. In 2018, the Fund for Supporting Students' Service-learning Projects was established at MBU. For the first time, students have the opportunity to obtain support for their project implementation from university sources. The implementation of the university third mission and service-learning in the university curriculum is an important structural issue. We have managed to complete the first steps in the process. The biggest challenge is not so much the formal change but the mental change, which is a long-term and challenging process.

The specificity of service-learning development in Slovak conditions is its connection with education

for volunteering and civic engagement. In April 2018, the *Strategy for Education of Children and Youth for Volunteering in Slovakia* (Konceptcia výchovy a vzdelávania detí a mládeže k dobrovoľníctvu) was adopted by the Minister of Education, Science, Research and Sport.

MBU is actively involved in the Service-learning network in Central and Eastern Europe.

Service-Learning in Spain

The beginning of service-learning in Spanish higher education is in the year 2000. The 2000-2010 decade was characterized by the rapid growth in the number of service-learning experiences that were developed in universities. In 2001, the Conference of Rectors of the Spanish Universities published a statement in which it considers that the University must assume a leading role in human development processes, exploring and implementing new strategies aimed at building a more just and participatory society through volunteering, cooperation and work in the third sector. The 2015 University Strategy of the Ministry of Education, which framed the modernization process of the Spanish Higher Education, urged to prepare for contributing to the promotion of the new social model and to incorporate in its formative model teaching and learning practices that adequately integrate the preparation for the professional practice and for the exercise of social responsibility of its students and graduates. This framework favoured the start of institutionalization processes in some institutions. In 2015, six universities, out of a total of 87, already had formal service-learning policies at the central level.

The University Service-Learning Network was created in 2010 with the support of the Institute of Education Sciences (ICE) of the University of Barcelona. This network, which holds an annual conference, aims to promote the meeting, exchange and joint work for the promotion, recognition and improvement of service-learning projects in higher education.

In 2017, the University Service-Learning Association was created with the aim of constituting a legal entity that contributes to strengthening the practice and research of service-learning.

At present, service-learning in Spain is no longer a set of individual initiatives, as it is becoming sustained in more stable structures. Not only service-learning is worked in a considerable number of public and private universities, but significant steps are being taken in the institutionalization of this methodology in the universities, where structures are being created to facilitate service learning.

SHARE INFORMATION ABOUT YOUR COUNTRY

This newsletter is being conceived as an open collaboration space for teachers, researchers and technical staff who wish to promote and enhance service-learning in European higher education.

You can send an article of 300 to 400 word and pictures describing the history of service-learning in higher education your country and we will be added it to this newsletter.

Send it to newsletter@eoslhe.eu

The European Association EASLHE

We are happy to announce the official establishment of a European Association for Service-Learning in Higher Education (EASLHE)!

The goal of the Association is to promote service-learning in higher education in Europe and to foster scholarly activities related to it. These include, but are not limited to the following activities:

- to disseminate information and knowledge about service-learning
- to foster and develop training activities and resources
- to establish links between local, transnational and global networks
- to organize meetings, exchanges, seminars, conferences, congresses and other events, alone and/or with groupings pursuing the same objective
- to advocate service-learning development in higher education institutions
- to contribute to the development of policy recommendations and initiatives
- to support individuals and institutions in developing service-learning projects
- to conduct and encourage research and scientific publications on service-learning
- to raise funds, receive legacies and donations to realize the goals of the association

Membership

Every member of the association automatically becomes a member of the **General Assembly**. The General Assembly elects the President of the Association and the members of the General Meeting (in total max. 21 persons). They will serve for a period of four years.

The election for the first General Meeting and President for the Association will take place in Antwerp, on Saturday 21 September 2019 at the occasion of the 2nd European Conference of Service-Learning in Higher Education

To become a member of the association you can apply at <https://ecsl2019.eu/easlhe/>

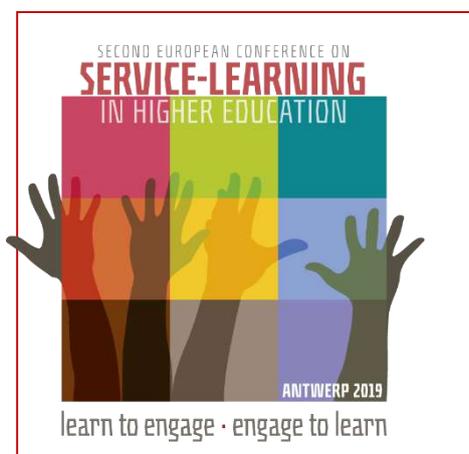
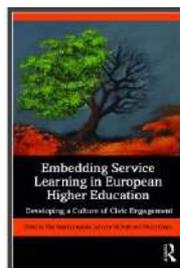
News and Events

The next conference of the **University Service-Learning Association** will take place on the 3rd to 5th of June 2020 in Las Palmas de Gran Canaria, Canary Islands, Spain. It will be organised by the University of Las Palmas de Gran Canaria



New book Just published "Embedding Service Learning in European Higher Education. Developing a Culture of Civic Engagement". This book promotes service-learning as a pedagogical approach that develops civic engagement within higher education.

This work is the result of a common effort from partners of the Europe Engage project [2014-1-ES01-KA203-004798; <https://europeengage.org>] and invited authors.



learn to engage – engage to learn

2nd European Conference on Service- Learning in Higher Education, which will take place in Antwerp from 19 to 21 September 2019.

- ✓ Exchange good practices
- ✓ Strengthen visibility
- ✓ Give inspiration
- ✓ Build a formal network

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