NEWSLETTER

Engage to learn-Learn to engage

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SAVE THE DATE!

16th & 17th September 2021

4th European Conference of Service-Learning in Higher Education

EASLHE
European Association of Service-Learning
in Higher Education

European Association of Service-Learning in Higher Education, EASLHE.

MISSION

EASLHE promotes the development and dissemination of practice, research, institutionalization and policymaking on service-learning in European higher education.

VISION

A relevant European service-learning network of members who value social justice, civic responsibility and engagement, intercultural knowledge, ethical reasoning, lifelong learning, cultural awareness, tolerance, and diversity renowned for its capacity to support the institutionalization of service-learning in European Higher Education institutions and contribute to the development of a fairer society.

VALUES

★ Social Justice
★ Civic engagement
★ Diversity awareness
★ Equity
★ Critical thinking
★ Democracy
★ Responsible leadership
★ Sustainable development

GOALS.

- to disseminate and exchange information, good practices 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 in Europe

- 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 achieve the goals of the association

Executive Summary

Institutionalization of Service-Learning (S-L) implies to develop administrative processes and provide resources needed to support the use of this methodology, including a S-L office, staff, funding and space, training, faculty rewards, credit recognition for student participation, a program evaluation and the inclusion of S-L in the strategic plans of the institution.

This policy brief reviews the current level of the institutionalization of S-L in Europe and presents policy recommendations for the European Commission, international stakeholders, member states, and Higher Education Institutions, with a focus on the need to draw responses for S-L institutionalization.

The institutionalization of S-L in European universities and colleges requires a customized **Institutional Declaration**, approved by the Governing Council of each university or college or by Boards of University Networks, to support the implementation of S-L Projects within the framework of the teaching programs developed by the teaching staff with their students, in the external internships and in the development of End-of-Degree and End-of-Master Projects.

EASLHE
European Association of Service-Learning in Higher Education

POLICY BRIEF

A European Framework for the Institutionalisation of Service-Learning in Higher education

"Service-Learning as an ideal teaching methodology for the development of civic engagement"

The European Association of Service-Learning in Higher Education (EASLHE) has published a Policy Brief entitled -*A European Framework for the Institutionalization of Service-Learning in Higher Education*.

Policy Brief responds to the need for establishing channels that facilitate the construction of a model of Higher Education institutions that promote sustainability and social responsibility through the use of service-learning, a powerful methodology that contributes to putting the civic commitment of higher education into practice by improving learning, developing social responsibility, and strengthening the communities.

EASLHE proposes the institutionalization of S-L in European HE to promote civic engagement, contributes to the development of a fairer society and improves academic and social learning that favours the development of the students´ competences.

Institutionalizing S-L implies:

a) Recognition of the teachers who promote, tutor, coordinate and evaluate the S-L projects carried out by their students in the context of their subject or in S-L courses.

b) Commitment to the development of teacher training programs focussing on the S-L methodology.

c) Visibility of the S-L projects carried out and positively evaluated, through institutional websites.

d) Support to carry out S-L projects within the framework of teaching innovation.

e) The necessary health and legal coverage of civil liability that may be specified in the application of S-L projects in the community, outside the university campus, which guarantees at all times the rights to safety and health of all the people involved.

f) Creation of stable structures that support the planning, execution, and monitoring of S-L projects.

Download for full POLICY BRIEF

Policy Recommendations

Policy recommendations for the European Commission

✓ Fund, at the member states level, teacher training, professional development, technical assistance, research and mobility programs on S-L.

✓ Promote S-L as an integral part in Erasmus+, especially within the mobility and training programs.

✓ Pursue an agenda to make S-L a reality in Higher Education Institutions (HEI) member states wide. A commitment to provide seed funding for private-public partnerships is needed with careful outreach to communities, schools, foundations, and the private sector.

✓ Promote and offer, within HEI, Educational Digital and Curriculum Resources for S-L.

✓ Create a budget for all member states to support the development of a National Centre for Service-Learning for promoting the development, implementation, and sustainability of S-L based teaching within all HEI.

✓ Work with the Commission on Higher Education of each state member on S-L matters, such as, common evaluation criteria, common quality standards, scholarships, and mobility.

✓ Create a common database with the stakeholders of all state members.

✓ Promote the development of HEI rankings that integrate civic engagement.

Policy recommendations for Member States

✓ S-L needs to be advocated at the national level to build private-public partnerships in support of S-L as a tool for building common bonds.

✓ Relevant professional organizations, private foundations, community organizations, educational centres should be called on to include S-L in their agenda.

✓ S-L can be advocated as an integrative strategy for grounding civic education, civic engagement, and a sense of social connection with others.

✓ A national S-L strategy should be undertaken to promote and distribute the most up-to-date guidelines and best practices about S-L to every HEI.

✓ Improvements should be made in the existing infrastructure for providing technical assistance and professional development of teachers, staff, and administrators.

✓ Member States should appoint a specialist in S-L and pursue S-L initiatives.

✓ Members States should appoint a national S-L Committee in order to formulate, review, and recommend general HEI curriculum and operational guidelines as they relate to internships, scholarships, mobility, and S-L experiences.

✓ Members States should integrate S-L and civic engagement in the accreditation processes of academic staff and HEIs.

Policy recommendations for International Stakeholders

✓ S-L needs to be advocated by the stakeholders as a tool for building common bonds.

✓ Work in collaboration with HEI and its students, teachers, and staff to assess the needs of the local community.

✓ Implement programs to ensure that funds offered address genuine community needs.

✓ Create opportunities for S-L, including training in S-L within their HEI.

✓ Promote partnerships to ensure effective S-L projects.

✓ Participate in improving civic education, promoting meetings and networks with the communities and the HEIs where S-L projects are being developed.

✓ Promote the engagement of youth in S-L

Policy recommendations for the HEIs

✓ Allocate time in the teachers' schedules to prepare, plan, guide and evaluate S-L activities.

✓ Incorporate S-L into existing programmes and promote S-L in collaboration with its students, teachers and staff assessing the needs of the local community and its existing capacities.

✓ Identify a S-L coordinator to organize all S-L activities on an annual basis, and, guide, help and advice, both students and teachers.

✓ Appoint a national S-L Committee to formulate, review, and recommend general HEI curriculum, operational guidelines, policies, and tools and criteria for the evaluation of S-L experiences that include indicators for assessing effects on the environment and on the various actors.

✓ Provide S-L high quality training to teachers.

✓ Promote both basic and applied research needed to examine how S-L influences youth development, character and civic education, and skill and academic learning, as well as evidence of the impact of S-L on students, community, teachers, and participating entities.

✓ Guarantee sustainability of the S-L projects themselves, either ongoing and/or after ending.

✓ Internal and external recognition, both for teachers through promotion mechanisms and accreditation systems, and for students, who must obtain recognition of their participation in S-L experiences in terms of ECTS credits.

RESEARCH UPDATE

EASLHE is an association with the purpose of strengthening the collaboration and exchange of experiences of Service-Learning. EASLHE not only disseminates educational and social projects based on this methodology, but also promotes research and support the processes of institutionalization of the Service-Learning in European higher education institutions.

For this purpose it was set up a Research Working Group made up members of EASLHE General Meeting and EOSLHE Reseacher.

The first product elaborated by this working group was the *Practical guide on e-Service-Learning in response to COVID-19* to support adapting Service-Learning courses to our new reality.

We know that service-learning is institutionalized when the transformation of the work of higher education institutions on the scholarship of engagement occur that is integral, enduring and meaningful to all stakeholders (Bringle & Hatcher, 2000). But we also know that Higher education institutions are at different stages in the process of institutionalization of service-learning, ranging from a minority of institutions with service-learning units to a majority having no supportive infrastructure (Aramburuzabala, 2019). The assessment of the level of evidence of institutionalization of service-learning will provide information that will contribute to moving towards a more integral, enduring, and meaningful community engagement.

In order to facilitate these processes of institutionalization, EASLHE has developed a survey as part of a research study on the institutionalization processes of service-learning in European higher education.

The purpose of this research is to elaborate a set of guidelines on the institutionalization of service-learning to serve as a tool for European higher education institutions.

The goal of this survey is to collect data to understand the level of evidence service-learning providers (teachers, academic authorities, or administrative personnel) have been noticing in their daily work on the institution where they are currently working.

This survey has been constructed based on a literature review that puts a special focus on European service-learning research. This survey is made of two parts. The first part is supposed to collect institutional and personal information. The second part pretends to collect information in terms of Institutional strategic thought and management; Faculty strategic management; Student social justice learnings; Institutional - community partnerships. More specifically we have constructed different sentences for these 10 different components: Institutional involvement; Institutional

involvement; Funds allocation and financial strategies; Coordinating unit/support infrastructure; Rewards and recognition of students and teachers; Planning of teaching; Teaching principles; Service-learning research; Institutional advertising and support; Student social justice learnings; Partnerships with the community.

The following Likert scale was created (and is being validated) to collect information about the levels of evidence of each sentence service-learning providers have been noticing in their daily work on the institutions where they are currently working. These are the levels of evidence that we are proposing: No Evidence; Slight Evidence (it exists but it is not integral nor enduring); Clear Evidence (it exists, it is enduring but not meaningful); Substantial Evidence (it exists, it is enduring, it is integral and therefore transformative of the work of stakeholders in terms of educating on civic commitment).

As the survey needs to be validated by experts on the field, we have asked the contribution of two groups of experts on the field. The first group was made of four experts that sent us the first generalized comments questioning the pertinence, adequacy, and the writing of each sentence. After making the changes that the investigation team understood should be made, we resent the questionnaire to the second group. The second group was made of a team of 10 experts on the field who provided us information in terms of relevance and clarity on the dimensions. By relevance we mean if the statement is significant according to the information to be collected; by clarity, we mean clarity in writing, use of clear language, and expressions. We used the following punctuation for each sentence:

- 0 points = none relevance/clarity;
- 1 point = low relevance/clarity;
- 2 points = moderate relevance/clarity;
- 3 points = high relevance/clarity.

Alvaro Ribeiro

The voice of Community Partners within European Service-Learning

People vector created by pch.vector -www.freepik.com

The voice of Community Partners within European Service-Learning

EASLHE Research Working Group is taking part in a research project coordinated by Christian Compare – a Ph.D. student in Social and Community Psychology at the Department of Psychology of the University of Bologna.

State of the art

Many actors are involved in the S-L experience: students, academic members, and community members. While a growing body of research is assembling on S-L's effects on students, a lack of study has been devoted to community partners and members.

According to research, benefits for communities involved in S-L projects are various: free consultations (e.g., career, nutrition, business, educational), training, guidance, increased awareness on communities' needs, growth in social and economic capital (e.g., fundraising activities), and many others (Simola, 2009; Marshall et al., 2015; Weiler et al., 2013; Jarrell et al., 2014; Coleman & Danks, 2015; Compare et al., under review). Studies on community members' perspectives on the S-L experiences provide some information on possible motivations to join S-L (e.g., interest in being co-educators for students or having someone to confront their practice) (Budhai, 2013; Compare et al., under review).

Our study

The current research project aims at understanding what brings community partners to integrate Service-Learning in their activities (i.e., motivation), the impact on their working practice and routines, and the overall perceptions on S-L.

To pursue these aims, qualitative and quantitative data collection will be implemented enrolling European Community Partners as participants of the study.

Qualitative data will be collected by conducting interviews in spring 2021 in 5 different countries (Italy, Portugal, Romania, Slovakia, and Spain). Subsequently, quantitative data collection will be conducted from summer 2021 by administering online questionnaires to community members involved as European Service-Learning partners.

By conducting this study, we want to integrate a clearer picture of Community Partners' perspective on S-L, adding complexity to our understanding of this methodology.

We might soon ask for your collaboration for the quantitative data collection.

Collaborating on this project would be a great way to include your Community Partners' voice!

If you want to know more, mailto:christian.compare@unibo.it

IV Meeting of the Italian University Network of Service-Learning

This space is dedicated to publish information shared by the formal, non-formal and informal Service-learning-national networks

Italian university network of Service-Learning

The Italian University Network of Service-Learning is a non-formal group of twelve Italian universities. The Network meets annually to reflect on current Service-Learning experiences in terms of educational, institutional and community challenges. The meetings aim both at the exchange of good practices by the universities belonging to the Network and at encouraging other universities, already active in Service-Learning or simply interested in learning about this pedagogical approach through their professors, to join.

The **IV Meeting of the Italian University Network of Service-Learning** was hosted by the Postgraduate School EIS (Educare all'Incontro e alla Solidarietà) of the LUMSA University of Rome and took place online, on 18 February 2021.

The conference, entitled "Service-Learning e Pandemia" (Service-Learning and Pandemic), saw the participation of Pilar Aramburuzabala, President of the European Association of Service-Learning in Higher Education (EASLHE) and Juan Garcia Gutierrez, Virtual Service-Learning expert from the Universidad Nacional de Educación a Distancia (UNED), as keynote speakers.

The conclusions, by Prof. **Italo Fiorin** and Prof. **Maria Cinque**, respectively President and Director of the EIS Postgraduate School of LUMSA University, concerned the future prospects for e-Service-Learning and the Network. Report Future Perspectives.

All materials can be found on the website of the Postgraduate School EIS-LUMSA.

Irene Culcasi, LUMSA

Conference «Engaged Campus and Society» in Switzerland

The newly founded "Swiss Network Service Learning at Universities" (Schweizer Netzwerk Service Learning an Hochschulen) invites you to the conference "Engaged Campus and Society" in Bern (Switzerland) on **June 18 and 19, 2021.**

The first annual conference on service-learning at universities invites representatives from universities and civil society to explore different aspects of an engaged campus, to discover fields of action, to draft ideas for projects or even to initiate them with interested parties.

Visit Benedu for more information.

Franziska Kastner

UK NETWORK ON SERVICE-LEARNING/COMMUNITY ENGAGED LEARNING

How did the S-L/CEL Network start?

A group of us – academics, teaching fellows and PE practitioners, from across several UK universities - came together almost a year ago to discuss how we could set up a UK Network on S-L/CEL. This network would be a resource for practitioners who were interested in enhancing their S-L/CEL practice and enriching their existing public engagement experience with curriculum projects.

On 6th May 2020, we had an initial virtual conference to gauge interest. 60 colleagues from across the UK came together online to explore the possibility of establishing a national network for Service-Learning/Community Engaged Learning. The interest was definitely there!

Marie Xypaki

Further information at on this link

Webinar 'Service-Learning and Diversity in an urban context' Thursday 4th of March 2021

In September 2020, the Flemish Network for Service-Learning in Higher Education organized its first online session on 'opportunities and challenges of online service-learning'. In March 2021, the network launched a second webinar. The theme was 'service-learning and diversity in an urban context'. The webinar highlighted the opportunities and challenges of service-learning as a socially engaged form of education to stimulate diversity-sensitive partnerships between teachers, students and urban civil society. During the two lectures and six presentations of good practices, the network focused on knowledge sharing and enhanced our understanding of service-learning as a catalyst for diversity-sensitive collaboration, learning and living together in a (metropolitan) context.

Mieke Schrooten and Erik Claes (Odisee) opened the webinar with a lecture on how Odisee applies service-learning as an educational tool to make social challenges such as inequality,

radicalization, discrimination and deprivation in a metropolitan context more tangible and concrete for their students. Students are encouraged to think about how their social work education can help to overcome negative social dynamics in an urban context and can contribute to a more balanced society.

Julie Bertone and Linde Moriau (VUB) talked about their experience with community-engaged education. They both emphasized the importance of teaching young people to deal with diversity and social polyphony. Both teachers made the practical translation to possible learning contents, teaching methods and learning objectives that can be used within diversity-sensitive education.

The plenary sessions were followed by six presentations of service-learning projects with a particular focus on social challenges of contemporary cities.

For more information on this link UCSIA

Ellen Decraene

The European Observatory of Service-Learning in Higher Education (EOSLHE) was created in January 2019 as a permanent space for cooperation and exchange among the members of the European network.

You can place your experience on the map!

SHARE HERE YOUR SERVICE-LEARNING EXPERIENCE AS RESPONSE TO COVID-19

Mapping of the Service-Learning Experiences in Higher Education across Europe

Works of EASLHE members update

Universidade Católica Portuguesa has launched 17 Service-Learning experimental projects in February 2021

The CApS project - Catholic University and Service-Learning: Innovation and Social Responsibility - which started in January 2020, took an important step with the application of 17 Service-Learning (S-L) experiences in 20 curricular units (UC) and two extracurricular activities on the 4 campi of the Universidade Católica Portuguesa (UCP). The challenges of the COVID-19 pandemic lead to the conceptualization of varied experiences, online or in person, in several areas, such as Nursing, Marketing, Social Work, Nutrition, Psychology, Dentistry, or Law. The experiences are being followed by quantitative and qualitative research in order to understand the impact of the Service-Learning experiences on students, teachers and the community.

The 3-year CApS Project, led by the Faculty of Education and Psychology in partnership with UDIP - Unit for the Integral Development of the Person, aims to consolidate and validate this teaching methodology in singular and transversal curricular areas within the UCP and to create guidelines for other Portuguese HEI interested.

The project will thus allow the institutionalization of S-L in the UCP, betting on an innovative and differentiating education capable of contributing to the training of students committed to the future and to the Sustainable Development Goals, sensitive to the problems of the most vulnerable and capable of leading changes.

For more information: lmribeiro@ucp.pt / cthemudo@ucp.pt

Rita Paiva e Pona

II Global Symposium UNISERVITATE 2021: Service-learning, integral education and transformative spirituality.

The UNISERVITATE Programme will hold its second Global Symposium, which this year will focus on "Service-learning, integral education and transformative spirituality". *Dates to be announced*

This event invites to share experiences, reflect and research on the spiritual dimension of service-learning and its contribution to the identity and mission of Higher Education Institutions.It will be **virtual and free**, with prior registration.

To request moreinformation about the Symposium: **simposio.uniservitate2021@ucp.pt**

Erasmus+ KA2 project eLene4Life supports curriculum innovation in higher education through the development of active learning methods for student's soft skills development.

Final outputs include:

1. A Dynamic toolkit (you can choose the skills you want to work on, indicate the number of learners, the time available and the toolkit shows and explains you the most suitable methods)

2. a MOOC: a free, online course to guide you in rethinking elements of your course, integrating active learning methodologies which put students at the centre of the learning experience and support them in fostering both their soft and digital skills. This is the link to enroll the mook. The mooc is very interesting because the speakers are faculty who tested the methods before and during the pandemic!

Iresne Culcasi & Maria Cinque

UNISERVITATE Expands Its Network

The Global Programme for the Institutionalisation of service-learning in Higher Education is incorporating new universities from all five continents.

After an intensive selection process in which proposals from the five continents were evaluated, the several institutions have joined the UNISERVITATE global network.

The universities will receive specialised training, will be able to participate in international events, will have full access to the contents of the UNISERVITATE platform, and will obtain grants and financial assistance for the implementation of their projects.

Likewise, the institutions that are already part of the Programme and currently lead the seven regional hubs of UNISERVITATE in the world will be responsible for coordinating, accompanying and supporting the new participants in their respective regions.

With these new alliances, the UNISERVITATE programme is growing and consolidating its presence in the world to train young leaders who will be agents of change towards a society that is more just, supportive and committed to its community.

For further information about UNISERVITATE Programme

SEA-EU Service-Learning Centre

The European University of the Seas (SEA-EU) alliance is dedicated to the establishment of the Centre for Service-Learning. The mission of the Centre is to create the connecting point for all the SEA-EU teachers, administrative staff, students and external stakeholders willing to implement service-learning as a modern pedagogy method in the SEA-EU community. Community consists of six universities (*University of Cadiz, University of Gdansk, University of Western Brittany, Kiel University, University of Split and University of Malta*).

The vision of the Centre is to be a place where students will personally grow and where they will be encouraged to be socially active, to give the social dimension to the University, and help create a place where students can socialize during collaborative work which promotes interdisciplinary and transdisciplinary hands-on approach. Through problem-based learning approach the Centre aims to develop its vision of a place where students are co-creating their learning experience in which they are a subject rather than an object of their studies, thereby improving their personalities and professional competencies.

Further information at SEA-EU Service Learning Center

Save the date! In August we hold the 24th International S-L Conference

The International Service-Learning Week will be held from 23rd to 27th August, 2021. The Conference will be held on **26th and 27th August**, both online and face-to-face mode, as far as the epidemiological conditions allow.

It will be a great joy for us to meet with friends and colleagues in any way we can. Schedule the event to book your place! Don't miss it!

More information: CLAYSSDIGITAL

23º International Service-Learning Conference 2020 videos

Future Events

- *4th European Conference of Service-Leraning in Higher Education*

  16th & 17th September 2021 (online or hybrid)

- **First conference "Engaged Campus and Society"**

  June 18th and 19th, 2021 in Bern (Switzerland)

- 24th International Service-Learning Conference

  August 26th and 27th both, online and face-to-face mode, as far as the epidemiological conditions allow

- **EASLHE Webinar "Frameworking to Institutionalize Service-Learning"**
  April 27th, 2021

News

Dr. Cornelia Arend-Steinebach was awarded the Diversity Prize 2020 of the University Duisburg-Essen in Germany in the category academic teaching.

Dr. Cornelia Arend-Steinebach is practicing Service-Learning since 2010 at the University Duisburg-Essen and enables students to foster their understanding of social issues of a diverse society.

Book releases

"Service Learning in Early Childhood Education"

by Julia Staiger-Engel

The results of the qualitative study on the implementation of service learning at German universities were published last year by Peter Lang Verlag.

This study is situated within the discipline of (Early) Childhood Education and, in addition to a discussion of the possibilities and limits of service learning, focuses on the influence of institutional as well as cultural and social constellations. The focus is on the analysis and discussion of the potential of Service Learning in the complex interplay of professionalisation efforts in (Early) Childhood Education and multi-layered discourses on the civil engagement of universities.