ISSUE

02

JULY
2021

NEWSLETTER

Engage to learn-Learn to engage

EASLHE
European Association of Service-Learning
in Higher Education

★

Join us!

To subscribe as a member, please fill out the subscription form. The **annual fee is 20,00€** with a student discount fare of 10,00€. Once the subscription form arrives we will send you a confirmation email with the details of how to proceed with payment.

If you have any issue with the fee, please do not hesitate to write an email to contact@easlhe.eu

Registration is open!

16th & 17th September 2021

4th European Conference of Service-Learning in Higher Education

FOLLOW US in Facebook and Twiiter @EASLHE

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

Webinar "Frameworking to Institutionalize Service-Learning"

Photo of Technology Created by freepik - www.freepik.es

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.

Webinar

In April 27th 2021 at 1 p.m. (CET time) took place a webinar organized by EASLHE on the topic "Frameworking to Institutionalize Service-Learning". This first webinar was addressed to the EASLHE members and SL national networks members. It was va complete success with 51 people registered from 13 European countries and from Nigeria, Marocco, Ghana, Cameron and South Africa. The feedback was very positive and the attendees participated actively discussing the issues presented.

Once presented the policy brief the main focus was on how to implement the recommendations described on it.

The webinar was the starting point but there is a lot of work to be done on the field of institutionalisation.

How to Implement the Recommendations in the Policy Brief?

Start	Start a Dialogue with your University
Initiate	Initiate a Dialogue between University and Community
Approach	Approach Regional Boards of Higher Education
Approach	Approach your (European) Member of Parliament

6th Scholas Chairs International Congress. "The Role of the University in the Global Education Pact. 'To educate is to pursue meaning'. Pope Francis"

Pilar Aramburuzabala, as president of EASLHE has been invited to present the Policy Brief in a round table with Andy Furco and Francois Vallaeys in a round table about University and Society in times of algorithms: new technologies and academic work with the community

EASLHE

European Association of Service-Learning in Higher Education

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.

EASLHE Annual Report 2021

By the end of 2021, EASLHE in collaboration with EOSLHE will publish the third Annual Report. The focus will be on building civic engagement during pandemic times. This document will be made of two different but somehow complementary reports. After a conceptual note about the context, and general considerations about the methodology, results will be reported in terms of the mapping of the Service-Learning Experiences in Higher Education across Europe. The second report will present responses about how different European higher education institutions are responding to COVID-19 through service-learning projects and initiatives. If the first report will be about experiences, the second will focus on responses. But, at best, both will provide information and data that will enable service-learning providers to inform all programs with prospective suggestions of methods and practices. Preliminary data seems to show that service-learning providers have been managing higher education projects and initiatives focusing the enrichment of student life beyond the accumulation of good grades for a good job. Strategies for empowering students in the 'real world' are said to be implemented more than demanding for measurable outcomes and acquisition of skills that improve employability.

European Observatory of Service-Learning in Higher Education

SHARE HERE YOUR SERVICE-LEARNING EXPERIENCE

"...the task of the educator is to determine the effects of the present experience upon future experiences, and to ensure those experiences will be educative by specifying the direction of growth" (Giles, 1987:88).

It looks like service-learning providers are developing efforts to make a pedagogy of civic duty and engagement prominent than a pedagogy of marketability in higher education. But in order to assess how 'truly educative' service-learning is in Europe, it is worth asking: (a) What kinds of service-learning experiences are more likely to be educational? (b) What life histories and developmental biographies can be developed to illuminate the service-learning continuum influencing civic-engagement behaviours? (c) Do different service-learning experiences have different impacts because of individual characteristics? (e) Can these characteristics of both the individual and the service experiences be identified? These are questions that need to be addressed in future research. Until now, **we have collected 91 experiences and 28 COVID-19 responses, from 19 and 14 different European countries**, respectively. But, in order to refine the above considerations, it is necessary to analyse more data. Therefore, we would like to ask the readers of this newsletter to fill out the two questionnaires, if they have not done so yet, and to share it among their service-learning providers from their contacts.

Alvaro Ribeiro, EOSLHE Researcher
Mapping of the SL Experiences in European Higher Education

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

Practical guide on e-Service-Learning in response to COVID-19

EASLHE In collaboration with: PALECH UNED

Survey on service-learning institutionalisation processes in European higher education

Over the last two decades, there has been a growing emphasis on the transformation of higher education within Europe. A growing number of policy targets and visions were established to create harmony and cooperation among European higher education in order to compete internationally. The question associated with the democratic citizen, and the promotion of active citizenship through formal higher education, teaching, and learning has been a primary concern. Service-learning has proved to be an innovative didactic methodology that can achieve these ideals associated with democratic citizenship. Service-learning began to emerge within a USA context in the 1960s, and has taken root in Europe more recently. But little has been developed and devoted towards a collective understanding of Service-learning. Because of that little is known scholarly about Service-learning within Europe. In order to run that path, the European Association of Service-Learning in Higher Education constructed and applied a 'first experience' survey based on European literature that puts special focus on service-learning research on institutionalization.

The finality of this research instrument is to catalyse service-learning embedding as deeply and widely across higher education institutions as possible in order to ensure its longevity and thus success. The focus on European specificities is of utmost relevance given that the robust number of service-learning initiatives underway across Europe brings in themselves new framings that need to be described, conceptualized, and operationalized in terms of the varied national civic, political, social, religious, and cultural contexts. Through this pioneering survey, the European Association of Service-Learning in Higher Education expects to shed light on the underlying values, and on the particular programmatic characteristics that may be defining whether we are present in front of a unique European version of service-learning, or, on the contrary, facing a multiplicity of versions about institutionalization. Until now we have collected 32 responses. As this is a very low number to get the most feasible information possible, we would like to ask that the readers of this newsletter fill out the two questionnaires, if they have not done so yet, and that they share it among their service-learning providers from their contacts. Please, click here for the survey on service-learning institutionalisation processes in European higher education.

Alvaro Ribeiro, EOSLHE Researcher

The Voice of Community Partners within European Service-Learning

Christian Compare[1], Cinzia Albanesi[1], Pilar Aramburuzabala[2], Marta Alonso[3], Alžbeta Brozmanová Gregorová[4], Irene Culcasi[5], Alvaro Ribeiro[3]

[1]University of Bologna, Italy; [2]Universidad Autonoma de Madrid, Spain; [3]EOSLHE University Service-Learning Association, Spain;

[4]Matej Bel University, Slovakia; [5]LUMSA University, Italy

Higher Institutions can represent core actors in value creation serving societal needs (Præst Knudsen et al., 2019).

Within their third mission (Geuna & Muscio, 2009), Higher Institutions can implement and pursue activities to thicken academic engagement, creating bonds between the university and local relevant actors, such as community organizations (Perkmann et al., 2013; Bjerregaard, 2010; Bruneel, D'Este, & Salter, 2010). Service-Learning (SL) represents one of the actions for community engagement institutionalization (Thompson, 2000; Bringle & Hatcher, 2002; Martin, Smith, & Phillips, 2005), and a way to achieve teaching and learning objectives of the university and answer to local organizations' needs identified by the community (Bringle & Hatcher, 2002).

Service-Learning has been defined as a "course-based, credit-bearing educational experience that allows students to (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 112). The findings on the benefits of SL are mainly focused on students. Contrariwise, studies on the community partners' perspective, especially in Higher Education and European settings, are rare (Ferrari & Worrall 2000, Hilgendorf et al. 2009; Compare et al., *under review*).

Twelve semi-structured interviews were conducted with 12 community partners from different organizations across Europe (i.e., Italy, $n=5$; Slovakia, $n=4$; Spain, $n=3$). The majority were women ($n=9$, 75%), and age ranged between 37 and 60 years ($M_{age}=48.6$; $SD=8.5$). In addition, most site supervisors had at least three years of SL experience ($n=7$, 58.3%), and 41.7% four or more years of SL experience. Interviews aimed to investigate site supervisors' motivations to join SL; the perceived value of reciprocity; the effect of continuity of the partnership; their co-educational role; the effects of SL at the community level; their perceived empowerment; and their perspective on the responsibility dimension of the experience.

Following a deductive approach, qualitative data were encoded for thematic analysis using a template approach, as outlined by Crabtree and Miller (1999). Implications of the results of the community partners' perspectives on Service-Learning will be discussed.

Service-learning Resource Library

Contains different type of material in English language:

- Experiences and good practices directly collected by EOSLHE in Europe.
- References of published literature, mainly from the scientific citation indexing service but also key grey literature references, worldwide.
- Documents produced and published by EOSLHE.

> Download the Service-Learning Library User Guide

Results of your search

The service-learning and the humanisation of the academic curriculum in economics
Orlando Petiz Pereira; Carlos Arriaga Costa (2020)
The teaching-learning methodologies based on service learning are examples of social and curricular innovation to improve...

The service learning based education: Experiential pedagogical practice
Orlando Petiz Pereira; Carlos Arriaga Costa (2020)
Purpose: This investigation addresses some experiential pedagogical practices that help to connect the student, the community and...

The impact of service-learning methodology on business schools' students worldwide: A systematic literature review
Marta Marco-Gardoqui ,Almudena Elzaguirre,Maria García-Feijoo (2020)
The purpose of this research is to perform a systematic review of the literature published on the benefits of applying the...

Teaching Down to Earth-Service-Learning Methodology for Science Education and Sustainability at the University Level: A Practical Approach
Hernandez-Barco, Miriam; Sanchez-Martin, Jesus; Blanco-Salas, Jose; Ruiz-Tellez, Trinidad (2020)
The Bologna Process and the European Higher Education area require the application of new active methodologies in the classroom...

Significant socio-emotional learning and improvement of empathy in physiotherapy students through service learning methodology: A mixed methods research
Óscar Rodriguez-Nogueiraa, Antonio R. Moreno-Poyatob, María José Álvarez-Álvarezc,*, Arrate Pinto-Carralc (2020)
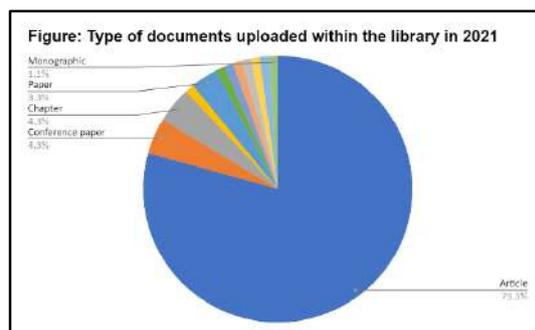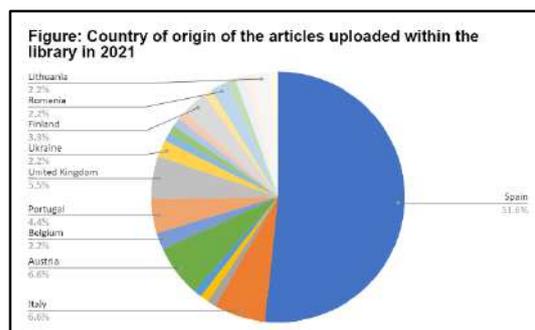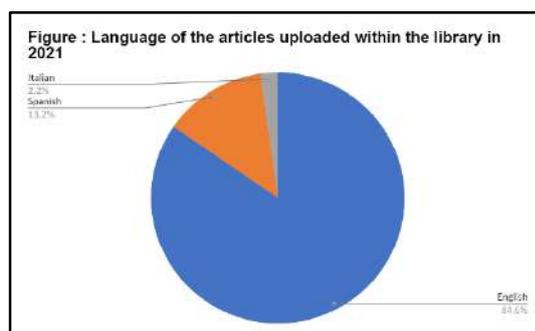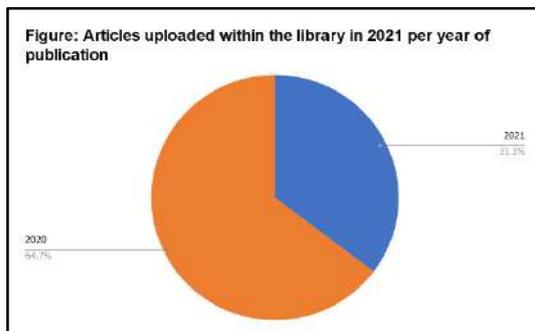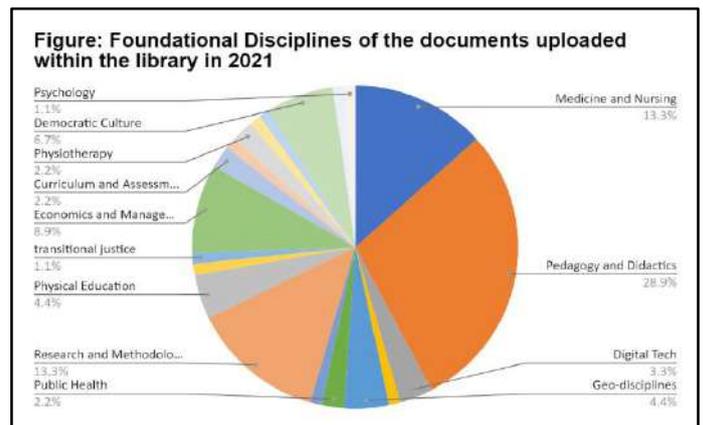Background: Research into service learning (SL) in education has

More results... (20)

EOSLHE Library update

In order to become aware of the main European scientific publications on service-learning, the European Observatory of Service-Learning began the task of collecting and launching in its library database all scientific works published between 2020 and 2021. Until now, the Observatory collected 87 European works. According to the following figures, most of them were scientific articles, collected in 2020, written in English, mainly from Spanish authors and higher education institutions. The main foundational thematic areas of the works were more pedagogy and didactics, then medicine and nursing, research and methodology.

You can use EOSLHE search tool with ten filters to facilitate you work.

Alvaro Ribeiro

Figure: Foundational Disciplines of the documents uploaded within the library in 2021

Psychology 1.1%
Democratic Culture 6.7%
Physiotherapy 2.2%
Curriculum and Assessm... 2.2%
Economics and Manage... 8.9%
transitional justice 1.1%
Physical Education 4.4%
Research and Methodolo... 13.3%
Public Health 2.2%
Medicine and Nursing 13.3%
Pedagogy and Didactics 28.9%
Digital Tech 3.3%
Geo-disciplines 4.4%

Figure: Articles uploaded within the library in 2021 per year of publication

2021 33.3%
2020 66.7%

Figure : Language of the articles uploaded within the library in 2021

Italian 2.2%
Spanish 13.2%
English 84.6%

Figure: Country of origin of the articles uploaded within the library in 2021

Lithuania 2.2%
Romania 2.2%
Finland 3.3%
Ukraine 2.2%
United Kingdom 5.5%
Portugal 4.4%
Belgium 2.2%
Austria 6.6%
Italy 6.6%
Spain 51.6%

Figure: Type of documents uploaded within the library in 2021

Monographic 1.1%
Paper 3.3%
Chapter 4.3%
Conference paper 4.3%
Article 75.3%

Universities Meet Local Communities

Service-Learning in Higher Education

4th European Conference on Service-Learning in Higher Education

ENGAGE STUDENTS

ECSLHE2021

EASLHE
European Association of Service-Learning in Higher Education

16th- 17th of September 2021, Bucharest, Romania

Hybrid Format

(in-person and online)

Focusing on the contemporary challenges of university-community engagement and partnerships, the 4th European Conference on Service Learning offers space and time for critical reflection on community engagement, the need for embedding Service Learning in the curriculum, and the value of practical experiences in Service Learning for students, teachers, and community partners. The conference is planned as a source of exchange of knowledge from the field of practice and research of Service Learning and building networks in this field.

Organized by the European Association for Service-Learning in Higher Education, EASLHE in collaboration with the partners of the ERASMUS+ Project ENGAGE STUDENTS – Promoting Social Responsibility of Students by Embedding Service-Learning into Educational Curricula (number 2018-1-RO01-KA203-049309)

Key dates/Save the date

Call for proposals published: April 19, 2021
Call for proposals closes: July 5, 2021
Decision on contributions: July 29, 2021
Draft programme: July 15, 2021
Registration closes: Sept 1, 2021
Final programme: Sept 6, 2021

Further information: ECSLHE21

Please contact the Conference Organizing Committee in case of questions:

gabriel.dima@upb.ro

katharina.resch@univie.ac.at

The registration fee includes access to all conference sessions and an electronic copy of the conference proceedings*.

REGISTRATION/PAYMENT

Virtual participation fees

- Regular: 50 EUR
- EASLHE members: 20 EUR
- Membership of EASLHE + virtual participation: 40 EUR

Register here

* In person participation details would follow if circumstances related to COVID outbreak will change

Topics of interest range from good practices to general challenges and specific obstacles encountered in the context of the COVID-19 crisis, as well as considerations of strategies to address them.

CONFERENCE TRACKS

- Theoretical considerations about Service-Learning and e-Service-Learning;
- Empirical research & practical experiences;
- Implementing university-community partnerships;
- Embedding Service-Learning courses in the curriculum;
- Designing (E-) Service-Learning courses.

Technical Program Committee

- Pilar Aramburuzabala (Autonomous University of Madrid, ES), TPC Chair
- Nicolas Standaert (KU Leuven, BE), TPC Co-Chair
- Katharina Resch (University of Vienna, AT), TPC Vice-Chair
- Cinzia Albanesi (Univ. of Bologna, IT)
- Alzbeta Brozmanova Gregorova (Matej Bel University, SK)
- Joaquim Coimbra (Univ. of Porto, PT)
- Irene Culcasi (LUMSA University, IT)
- Loredana Manasia (Univ. Politehnica of Bucharest, RO)
- Lucas Meijs (Rotterdam School of Management, Erasmus University, NL)
- Nives Mikelić Preradović (Univ. of Zagreb, HR)
- Joana Padrao (Univ. of Algarve, PT)
- Rolf Laven (Univ. College of Teacher Education Vienna, AT)
- Alina Rusu (Univ. Babeș-Bolyai, RO)
- Thomas Sporer (Katholische Universität Eichstätt-Ingolstadt, DE)
- Jovita Vasauskaitė (Kaunas University of Technology, LT)

International Council of Museum, ICOM

The official definition of ICOM (International Council of Museum) states that a museum is "a permanent, non-profit institution at the service of society and its development, open to the public, which collects evidence of the tangible and intangible heritage produced over time, conserves it, communicates it and exhibits it for educational and cultural purposes". A more recent definition, discussed at ICOM Conference in 2019 considers the museum as an institution that "works in active partnership with and for diverse communities in order to collect, preserve, research, interpret, display and enhance understanding of the world, with the aim of contributing to human dignity and social justice, global equality and planetary well-being". With this idea of the museum in mind, the Laboratory of Community Psychology celebrated the results of the projects developed with 16 community partners by 43 students, enrolled in two Service-Learning & Community Engagement Lab courses, as part of the formative offer on transferable skills. The virtual museum was thought as a place to promote SL and civic culture and to showcase the experiences of e-Service Learning, that. in most cases was preferred to traditional SL due to restrictions and uncertainty due to the COVID-19 pandemic.

The virtual museum has been developed using Mozilla Hub platform. It allows visitors to experience a realistic environment (e.g., you can hear the video better if you come closer to the frame; visitors are invited to turn they mic off, as other visitors could hear them etc.) and to leave feedback on Service-Learning projects and their protagonists, as in a real art exhibition.

The opening took place on the 7 of June on Zoom platform. Although in virtual form, the inauguration had all the ingredients of a major event: the presence of academic and local authorities, ribbon-cutting ceremony and final toast. The museum is open 7 days a week 24 hours a day. Not knowing Italian is no excuse for not visiting the museum: the tour is also accompanied by captions in English and all the multimedia pieces of SL art works are subtitled in English. All you have to do is click here and enjoy your visit.

See **Virtual Museum of Service-Learning**

Cinzia Albanesi

Opening, June 7ᵗʰ 2021

Conference «Engaged Campus and Society» in Switzerland

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

The key note speakers were Holger Backhaus-Maul, Karsten Altenschmid and Doris Rosenkranz**.**

The conference offered the opportunity for networking and several worrshops focused on Service Learning in teaching & research: innovative concept of the committed campus and Service Learning from a practical perspective: specific effects in and for society

Visit Benedu for more information.

Works of EASLHE members update

TECHNISCHE HOCHSCHULE NÜRNBERG
SERVICE LEARNING – ENGAGIERT STUDIERT

Action Day "Engagiert Studiert, June 16, 2021

Doing good deeds during your studies? As a sports club, museum or social organization, implement an idea in a very practical way with students? This is the current transfer offer of " Service Learning" at the Nuremberg University of Technology. In order to further strengthen and expand the transfer of knowledge, the assumption of social responsibility and the voluntary commitment of students, especially in these special times, the Nuremberg University of Technology is organizing the virtual action day "Engagiert Studiert"

The action day is addressed to students and teachers of all study programs, to non-profit organizations and municipalities from the Nuremberg Metropolitan Region, and to everyone who would like to find out more about service learning at the TH Nuremberg. It is a premiere at the TH Nuremberg: a virtual networking event that focuses especially on connecting studies with concrete, subject-related projects at non-profit organizations in the fields of culture, sports and social work. Students and non-profit organizations can talk directly about which projects are possible together in the future.

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

10th National Congress and 4th International University Service-Learning ApS(U)10

The online conference, whose motto is "Learning-Service in partnership with the SDGs", was promoted by the University Network of Learning-Service, which organizes annual congresses since 2010 and brings together those who have an interest in strengthening teaching, research and social action based on the SL. On this occasion, the University of Las Palmas de Gran Canaria has assumed the organization of this tenth national edition and fourth international edition, together with the University of La Laguna, the National University of Distance Education and the University Learning-Service Association.

The conference aims to continue deepening the line started in previous editions, where experiences and results of research on this pedagogical proposal have been disseminated and promoting initiatives that allow the alignment of the university with the objectives of the 2030 Agenda for Sustainable Development. See full programme

What is service-learning doing to achieve the 2030 Agenda?

It is known that Service-Learning (SL) intrinsically entails its contribution to the achievement of SDGs 4 (Education) and 17 (Partnership). However, it is necessary to underpin and deepen its contribution to the set of Sustainable Development Goals (SDGs). This is the main purpose pursued by the X National Congress and IV International University Service-Learning.

Five years after the UN adopted the 2030 Agenda on Sustainable Development in 2015, it is necessary to delve into the search for answers.

University institutions are directly challenged by the SDGs, and the SL that is promoted from them, is called to collate with them.

That is why, the 10th National Congress and 4th International University Service-Learning ApS(U)10, aims to be an opportunity to analyse and reflect on what has been done, what is being done and where efforts should be addressed.

The program includes keynote speakers of recognized international prestige and includes four conferences that will be broadcast in open: Óscar Chiva (Universitat Jaume I) will be responsible for giving the inaugural conference and in it he will make a tour of the evolution of research in university SL. Pilar Aramburuzabala (president of EASLHE), Francois Vallaeys (Educational Director of the Latin American University Social Responsibility Union) and Seana Moran (ImagiNations, USA) will address issues related to the state of this socio-formative approach in the European context and its relationship with University Social Responsibility.

Marta Alonso

Nature-based living-lab for interdisciplinary practical and research semester on sustainable development and environmental protection in the Amazona Rainforest, NB-LAB

The NB-LAB project addresses the need of the partner universities in Peru and Ecuador for more applied research and research oriented programs, relevant to the current societal and environmental challenges in the region. With this respect, the project will contribute to the modernisation and internationalisation of higher education structures of the partner universities, by setting up capacities for user-driven applied research and innovation that will contribute to sustainable rural community development under preservation and responsible use of the natural resources in the Amazonian Region. For this purpose, the NB-LAB project partners will establish nature-based living labs at the heart of the Amazon Rainforest. Close connection and collaboration with local communities and the indigenous populations will open new avenues for social and economic development in the region.

The sustainable operation of the labs will be ensured by their direct integration in both educational and research processes in the partner universities. Community service-learning has been selected a the most suitable educational approach for the transfer of the research results in the society. It is the most appropriate methodology as it is a powerful experiential tool to improve curricular learning, contribute to solve real societal and environmental problems and develop competencies of engaged citizenship.

The NB-Labs will be piloted by the means of an international participatory exchange programme for international students and researchers from multiple disciplines. Two rounds of implementation will test the facilities in the NB-Lab "research village" in Iquitos and the scattered research stations in the rainforest around Tena that will be connected through coordinated research expeditions. By organising staff training and exchanges the project will develop the skills and professional performance of the academic to secure the sustainability of the innovation structures.

Communities and Students Together (CaST)

The Erasmus+ Communities and Students Together (CaST) project is a collaboration of six European countries dedicated to enhancing the knowledge around and understanding of what constitutes a successful and sustainable Engaged Learning initiative. It focuses on how universities can work more effectively and more inclusively within their communities by providing students with opportunities to work on local societal challenges.

This project will boost partner universities' understanding of the scope of and opportunities for Engaged Learning, helping them recognise and reflect upon the mutual benefits that an immersive learning experience can offer the student, the university, and the communities with which they engage. Through the exploration of engaged learning in six different European Institutions, we will identify different modes of engaged learning practice, each with different drivers, enablers, and barriers to successful engaged learning practice.

Thus far, CaST has published a State of the Art Review on Engaged Learning in the six partner countries and a Case Studies Compendium further examining Engaged Learning initiatives within our own universities. These publications, and all other outputs associated with the project, can be found at https://www.cast-euproject.eu/.

Future Events

- *4th European Conference of Service-Leraning in Higher Education*
  16th & 17th September 2021 (online or hybrid)

- *IARSLCE 2021 Virtual Gathering*
  "Reflections on a Tumultuous Time and an Invitation to Gather"
  November 15-17, 2021

- 24th International Service-Learning Conference
  August 26th and 27th both, online and face-to-face mode, as far as the epidemiological conditions allow

- II Global Symposium UNIVERSITATE
  "Service-Learning, Integral Education and Transformative Spirituality"
  October 28th and 29th, 2021

Call for papers:

In the framework of its II Global Symposium, the UNISERVITATE Program announces the Call for Abstracts and Papers under the theme "Service-Learning, Integral Education and Transformative Spirituality". **Deadline July 30th**.

The submission of papers will consider the following subjects:

1. Service-learning as a path of spirituality.
2. Service-learning as a contribution to whole person education: hands, head, and heart.
3. Service-learning: experiences and institutionalization processes.

Further Information here