

PROCEEDINGS



UNISERVITATE
Service-learning in Catholic Higher Education

UNISERVITATE COLLECTION

I Global Symposium UNISERVITATE

October 29th-30th, 2020

Andrzej S. Wodka

Arantzazu Martínez Odria

Barbara Humphrey Mc Crabb

Bojana Culum

Carol Ma

Daniel Stigliano

Daniela Gargantini

David Wang'ombe

Dennis H. Holtschneider

Gabriele Gien

Ignacio Sánchez Díaz

Isabel Capeloa Gil

José María Guibert Ucin

Judith Pete

Luc Sels

María Nieves Tapia

María Rosa Tapia

Mariano García

Mercy Pushpalatha

Miquel Martínez

Neil Penullar

Oksana Pimenova

Raymundo Suplido

Richard Brosse

Sahaya G. Selvam

Sebastian Duhau

Welcome message

I Global Symposium UNISERVITATE

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Uniservitate Collection

General coordination: María Nieves Tapia

Editorial coordination: Jorge A. Blanco

Coordination of this volume: Mónica Sosa Caballero

Spanish editing: Elena Massat

English translation: Cintia Hernández, Karina Marconi

Design: Adrián Goldfrid

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ABOUT US

Uniservitate

Uniservitate is a global programme for the promotion of service-learning (SL) in Catholic Higher Education Institutions (CHEIs). It is an initiative of Porticus and is coordinated by the Latin American Center for Service-learning (CLAYSS).

The programme's objective is to generate a systemic change through the institutionalisation of service-learning as a tool for Higher Education Institutions to fulfil their mission of offering an integral education to new generations and involving them in an active commitment to the problems of our time.

Porticus

Porticus coordinates and develops the philanthropic endeavours of the Brenninkmeijer family, whose social commitment stretches back to 1841, when Clemens and August Brenninkmeijer founded the C&A company, starting a tradition of doing good while doing business.

Several businesses, charitable foundations and philanthropic programmes joined Porticus and expanded through numerous family initiatives.

Since its foundation in 1995, Porticus has grown to become one of the most committed institutions working to address the challenges of our time, to improve the lives of those most in need and to create a sustainable future where justice and human dignity flourish.

Porticus has two goals that guide the way it works: to listen to and learn from the people it seeks to help, and to act on evidence that demonstrates what works.

CLAYSS

The Latin American Center for Service-Learning - CLAYSS - is a leading organisation for the promotion of service-learning in Latin America, and a worldwide reference. It promotes the development of service-learning in both formal and non-formal education, and advises policy makers, NGO leaders, communities, educators and students.

The UNISERVITATE Collection

The UNISERVITATE Collection is an editorial project of CLAYSS (Latin American Center for Service-Learning) in articulation with Porticus.

It is aimed at Catholic Higher Education professors and authorities, other educational institutions, specialists in Service-Learning, ecclesiastical leaders, as well as the general public interested in education and social change.

With the contribution and collaboration of outstanding international academics and specialists, its objective is to offer contributions from different regions and to share multicultural perspectives on topics of interest related to spirituality and the pedagogy of Service-Learning in the world.

Each digital book is published in English, Spanish and French, and can be downloaded free of charge from the Uniservitate website: <https://www.uniservitate.org>.

THIS PUBLICATION

This publication collects the proceedings of the I Global Symposium *Uniservitate*, held on October 29th-30th, 2020, in virtual form. The texts respect the order of the presentations made during the two days of the symposium.

The “Spirituality and service-learning” section also includes two presentations developed within the framework of the *Uniservitate* Training for Trainers Course.

All the texts have been minimally edited to facilitate their reading. At the bottom of some of the presentations there is a link to the slides used in each case. In addition, a link to the video recording of each of the panels has been included at the end of each chapter. All the audiovisual material of the event is available in Spanish, English and French on the YouTube channel CLAYSS Digital: <https://www.youtube.com/user/clayssdigital/playlists>

1. WELCOME MESSAGE



María Rosa Tapia

Coordinator of Higher Education at CLAYSS and the Uniservitate Programme. She has a Bachelor's Degree in Education, a certificate in Instructional Technology and Design (San Diego State University), and a Specialization and Master's Degree in Educational Technology from the University of Buenos Aires (UBA). Member of CLAYSS since its foundation in 2002, she has served as Coordinator of the Volunteer Programme for Youth in Latin America and the Caribbean "PaSo Joven," of the Distance Education Area and of the Solidarity Schools Support Programme.

She has taught courses and workshops on service-learning for educational institutions and CSOs in Latin America and the Caribbean, the United States, Spain, Bosnia and Herzegovina, Kenya and South Africa. She is in charge of teacher training in Social Educational Practices at the Academic Affairs Office of the University of Buenos Aires and is a professor of Learning and Technology at the "Raúl Scalabrini Ortíz" National University of San Isidro.

Welcome to the I Global Symposium of the *Uniservitate* Programme Service-learning in Higher Education. This symposium was scheduled to take place in August but, due

This symposium aims to initiate a cycle of meetings within the framework of the Uniservitate programme as a multicultural, global, and plural space, based on the contributions of the pedagogical proposal of service-learning to integral education in Higher Education

to the COVID-19 pandemic, it had to be postponed to this date and be held in a virtual format. It seemed fundamental to us to be able to continue with this activity in order to renew the commitment of the Higher Education Institutions, particularly of those Catholic ones that are part

of this programme, and of the whole team of those who organize the *Uniservitate* programme. We want to send a message of hope to all those with whom we share the same boat in the midst of this storm in order to continue promoting service-learning and all that it implies for integral education.

This symposium aims to initiate a cycle of meetings within the framework of the Uniservitate programme as a multicultural, global, and plural space, based on the contributions of the pedagogical proposal of service-learning to integral education in Higher Education. On the other hand, we want to reflect and research on the spiritual dimension of service-learning and its contribution to the identity and vision of Catholic Higher Education Institutions. We also want to facilitate the exchange of views on university community engagement and service-learning practices and programmes among specialists, university authorities, and professors of Higher Education Institutions from diverse cultural contexts worldwide.

To officially initiate this programme, I would like to introduce Dr. Richard Brosse, Portfolio Manager of Catholic Higher Education at Porticus, who will give a few words of welcome.



Richard Brosse

Portfolio Manager of Catholic Higher Education at Porticus.

International Higher Education management and design, strategic planning, research management and HE quality assurance systems with experience of working in a huge range of locations, cultures and contexts. Special attention to an integral approach of global challenges as well as to new models of education towards broader accessibility to quality HE and an increased social responsibility of Catholic universities.

Dear participants, a warm welcome to the first Symposium of our *Uniservitate* programme. This programme would not be thinkable without the precious collaboration of CLAYSS, of course, as the coordinating institution but also of the Federation of Catholic Universities (IFCU), of ACCU, of AVEPRO, of various universities all over the continents, and of many leading scholars, Catholic or not, passionate about the methodology of service-learning.

The programme is still at an early stage but your commitment is already impressive, and we will try to mirror all your incredible contributions to the programme on the website. When we look back at this initiative some years from now, I do hope that we will be able to adapt the famous words of Winston Churchill in 1940 when he stated, "Never so much has been done by so many for so many by so few with so little." So why so few? Indeed. Even if our audience today is impressive, we remain a limited group of people convinced

of the profound added value of what we call quality service-learning. Catholic universities represent only some five percent of all Higher Education Institutions (HEIs) over the world and they can be seen as a niche in this special context. Nevertheless, we at Porticus are convinced that Catholic universities are something to share and demonstrate the value of an integral education, which is a holistic education inspired by Christian anthropology.

Of course, we would have dreamed of better circumstances to organize the First Symposium. The pandemic is affecting almost all countries around the globe at various stages, in different ways, with more or less impact depending on the genius and wisdom of the politicians in power. So, let us recall at the beginning of our meeting all the victims of this pandemic, all the families affected by a loss, or by a sick member, all the professionals involved in the daily fight against the virus, all the people ensuring that our society still functions, even if with some restrictions. For the pandemic has first a human face, and service-learning means today the service to those who are suffering from the pandemic as well. This is our field hospital these days.

The pandemic has also a structural phase not less worrying for our universities. You may have seen a recent article in *The New York Times* explaining how USA colleges slashed budgets in the pandemic. Let me summarize just a few aspects. The coronavirus is forcing large and small universities to make deep and lasting cuts. Most of the suspensions of programmes are in Social Sciences and in Humanities. It disproportionately affects students from low-income households. The crisis encouraged institutions to downsize and to fire faculty members. And these cuts are likely going to continue long past the pandemic. Of course, the article tackles a specific situation in the USA but we will recognize some pertinent aspects of the diagnosis in our respective areas.

Therefore, I do hope that you will find some support in our reflections over the coming two days about the why, the what, and the how of service-learning.

In this effort, we have received recent and unexpected support from the latest encyclical *Fratelli tutti*. You will certainly hear more about it during the coming workshops and roundtables but allow me to allude to two simple points. First, the necessity to constantly broaden our horizons to generate fraternity, so the Pope—quoting Karl Rahner—says, “We always have to take up the challenge of moving beyond ourselves.”

Second, the invitation to look at Catholic universities as places to learn not only critical thinking, the ability of rational reasoning and arguing, but also as places to learn social love, which is a force capable of inspiring new ways of approaching the problems of today’s world.



Isabel Capeloa Gil

President of the International Federation of Catholic Universities (IFCU) and Rector of the Catholic University of Portugal (UCP, in Spanish), where she previously served as Vice Rector for Research and Internationalization (2012-2016) and was Dean of the School of Human Sciences (2005-2012). She received her PhD in Germanic Studies from that university, where she also serves as Professor of Cultural Studies in the School of Human Sciences.

In addition, she is an honorary fellow of the IGRS, School of Advanced Study (University of London) and serves as a visiting professor at the University of San Jose (Macau).

Dear friends, a very cordial greeting to all those who are participating in the I *Uniservitate* Symposium “Service-learning in Catholic Higher Education.” It is a great pleasure for me to greet you all, as President of the IFCU, the International Federation of Catholic Universities, which, in collaboration with Porticus and CLAYSS, is organizing this symposium.

The Church has been consistently appealing to Catholics in all sectors to provide an example of their sense of responsibility and their service for the common good and, as university leaders, we are particularly called forth to work towards this goal but we are also called forth to do this in specific tangible terms. Service-learning is one of the pillars of university social responsibility and Catholic universities as well as Catholic Higher Education Institutions, by their very nature and identity, are geared to use this methodology as strategic to develop their mission and contribute to the whole-person development of our students.

In the encyclical *Laudato si'*, Pope Francis asks educators to think of the kind of world we wish to leave to those who come after us, to the children growing up who will become our students in the future. The mission of the university lies in reaching out to the community beyond the borders of our colleges, preserving the ecological present of our common home so that those who come after us may have a future. The splendour of our present is precisely that never in history have we had the technological possibility of being so close to those who are far away, of having access to amazing archives of scientific data throughout the globe. Never before in the past, have we had such an amazing possibility of cultivating science to defend human dignity. The challenge is precisely that of using this power to move towards evermore inclusive universities and societies.

To pursue this mission, it is certainly important for Catholic Universities and Catholic Higher Education Institutions to deliver on the implementation of the SDGs (Sustainable

Development Goals). Most specifically as we celebrate the fifth anniversary of the encyclical *Laudato si'*, it is of pivotal significance to implement strategies to achieve the seven goals of which I would like to single out two: goal five, ecological education, and goal seven, strengthening the commitment to society.

Goal five inspires us to rethink our curricula and reform Higher Education in the service of an integral ecology geared to promote the ecological vocation of the youths and work in tangible terms to promote a global compact on education. Goal 7 invites us to work with our communities, in programmes and strategies, to promote the co-creation of value on a local, regional and global scale.

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Pope Francis outlined a vision of the university that does not simply conceive of social responsibility as a third pillar alongside research and teaching but that in fact articulates it as part and parcel of both the nature of the uni-

versity and the substantive notion of its Catholic identity. I would add that it is part of what we may call “the curriculum of mercy.” Social responsibility is then much more than the third pillar or the third mission. It defines what the university, what the Catholic University is. Bearing this in mind, IFCU has launched a flagship project: The Newman Benchmark, a reference framework for social responsibility at Catholic universities.

At my own university, the Catholic University of Portugal, we have implemented a pilot programme of service-learning that is geared towards placing service-learning at every level of teaching and research and social impact so that that means the translational impact in society. In teaching and research, then, it is this notion of social responsibility that is reflected in a holistic dialogue amongst the several fields of knowledge and between them and society at large. A socially engaged university such as those that we aim to construct is also person-centred, it is focused on empowering and learning from our knowledge communities, students, faculty, and staff and finally, it is geared in all its activities to serve the common good, without forsaking the tangible and localized issues of the local, regional and national communities where universities are embedded in and whose voices want to be heard.

In his address to the Catholic University of Portugal in 2017, Pope Francis reminded us that a university, despite its universal vocation, cannot forfeit its local grounding. As

In his address to the Catholic University of Portugal in 2017, Pope Francis reminded us that a university, despite its universal vocation, cannot forfeit its local grounding. As he said, it is incarnated in the flesh of our people, and their struggles, their concerns, and their dreams have a hermeneutic value that cannot be forgotten.

he said, it is incarnated in the flesh of our people, and their struggles, their concerns, and their dreams have a hermeneutic value that cannot be forgotten. Balancing principles and needs, universal drive to gauge the achievements of science and technology to foster global dignity with the responsibility to act in the communities close

to us, Catholic universities will undoubtedly profit from a strategy of cosmopolitan exchange, mediated by networks such as the International Federation of Catholic Universities that may provide unique approaches to tangible problems, keeping in mind that, no matter how excellent or sound they are, academic efforts are provisional endeavours that seek to find tentative answers to a world that does not stop at the nation's borders. Have a wonderful symposium.

THE UNISERVITATE PROGRAMME

María Rosa Tapia

The *Uniservitate* Programme aims to generate systemic change in Catholic Higher Education Institutions (CHEIs) through the institutionalisation of service-learning as a tool to achieve their mission of an integral education. This programme is supported by Pope Francis through the different publications and messages he delivers promoting service-learning, and it coincides with the important world trend that disseminates this pedagogical proposal, which has had excellent results not only in academic quality, but also in the engagement of students in order to provide a concrete response to community issues based on their professional training.

The name of the Uniservitate programme derives from the combination of two concepts: university and service. The logo seeks to represent through its polyhedral figure a model of globalization that reflects the convergence of all its parts, but trying to preserve their distinctiveness.

In this global programme we want to attend to the particularities of the institutions that accompany us from each of the regions and of all the people who belong to these institutions in a society that seeks the common good, that really wants to offer and provide a place for everyone. On the other hand, we seek to represent the integral education that is made possible through service-learning, involving the head, the hands and, above all, the heart.

The name of the Uniservitate programme derives from the combination of two concepts: university and service. The logo seeks to represent through its polyhedral figure a model of globalization that reflects the convergence of all its parts, but trying to preserve their distinctiveness.

The first line of action of this programme (initially this first stage will last three years but we hope it will last more than 10) involves working on research and reflection on the spiritual dimension of service-learning. Therefore, we seek to promote events such as this one, in order to devel-

op appropriate models for the identity and mission of the CHEIs around the world, but also for all those Higher Education Institutions that are interested in an integral education that precisely attends to the diversity of multicultural and multi-religious contexts. To this end, we have a second line of action, through which we seek to form a global network with our representatives in seven regional hubs, which will give us the possibility to promote the

creation of a permanent critical mass and to reach all Catholic institutions in each region through different communication systems.

Another aim of this programme is to institute a global award that gives recognition and visibility to the best service-learning practices in Catholic Higher Education and, thus, establish global standards of quality in this pedagogy. Simultaneously, we want to develop capacities to institutionalize service-learning. We know that there are many institutions where service-learning initiatives are taking place but we want to accompany and support them so that they can really have a far-reaching impact.

How is the programme organized? The programme has different levels of involvement:

The coordination of the *Uniservitate* programme is led by Porticus, by the Catholic Higher Education portfolio and by CLAYSS, the Latin American Center for Service-Learning. To support this coordination, we have an Academic Sounding Board made up of highly experienced specialists from all continents, as well as a Spirituality and Research Team in order to systematise and share what we are learning in the framework of this programme. We also have a network of regional hubs which are partner institutions with the objective of reaching each of the regions and in this first part of the programme of accompanying 20 universities around the world in order to achieve the institutionalisation of service-learning. We also want to reach, beyond this small group, all HEIs in general, public, private, denominational, non-denominational, because we are convinced that in our current context it is time for educational institutions to share all their knowledge for a more just and caring society, and service-learning is the most appropriate tool to balance academic quality with a genuine commitment to the formation of our students.

These are the programme's regional hubs:

- ▶ For the USA and Canada, we are joined by the Association of Catholic Colleges and Universities (ACCU).
- ▶ For Latin America, the Pontifical Catholic University of Chile.
- ▶ For Northern Western Europe, the Catholic University of Leuven, Belgium.
- ▶ For Central and Eastern Europe and the Middle East, the Catholic University of Eichstätt-Ingolstadt, Germany.
- ▶ For Southern Western Europe, Deusto University, Spain.
- ▶ For the African region, Tangaza University College, Kenya.
- ▶ For the Asia-Oceania region, De La Salle University, Philippines.

This large network is constantly supported by the generous work of the International Federation of Catholic Universities (FIUC) and the Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO). We are continuously seeking to support each other, accompany and disseminate the work being done by different international networks for the promotion of service-learning because we are interested in reaching the greatest number of educational institutions in the world.

To achieve this, we work at different levels: a theoretical level, a networking level, and a level of individual work with educational institutions. For this reason, we would like to invite you to keep in touch with us so that you can participate in the different instances, such as the symposiums or the different publications that we intend to share within the framework of the programme. On our website <http://www.uniservitate.org>, you can find all our latest news and links to participate in the different activities, and access the different presentations and publications. We are developing a digital repository based on the different thematic categories the Research and Spirituality Team has been working on. There you can find all the bibliography related to the topic that brings us together here. We hope to be able to build this repository jointly from the contributions of all those who accompany us in this programme. I also invite you to follow us on our social media (Facebook, Instagram, Twitter), where we hope to share the reflections not only of the team but of each of you and where you can also share your stories; in order to give visibility to all the great work that is being done in Higher Education and to be able to give a meaningful response to the challenges of today's society.

Links of interest and complementary contents:

https://publications.uniservitate.org/en/proceedings/brochure_uniservitate.pdf



In support of the Global Compact on Education

Uniservitate is a global programme for the promotion of service-learning in Catholic Higher Education. It aims to generate a systemic change in Catholic Higher Education Institutions (CHEIs), through the institutionalisation of service-learning (SL) as a tool to achieve its mission of an integral education and formation of agents of change committed to their community.

“Only by changing education can we change the world”

Pope Francis

1 I Global Symposium UNISERVITATE

This first volume of the Uniservitate Collection is dedicated to the I Global Symposium Uniservitate, whose objective was to initiate a series of meetings within the framework of the Uniservitate programme, as a multicultural, global and plural space, based on the contributions of the pedagogical proposal of service-learning to integral university education. The event, held in October 2020, sought to facilitate the exchange between experts, authorities and professors from Higher Education Institutions from diverse cultural contexts around the world, on university community engagement and service-learning practices and programmes. The present Proceedings are a compilation of the reflections and experiences shared there.

Uniservitate is an initiative led by Porticus, with the general coordination of the Latin American Center for Service-learning (CLAYSS)

<https://www.uniservitate.org>



CLAYSS



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