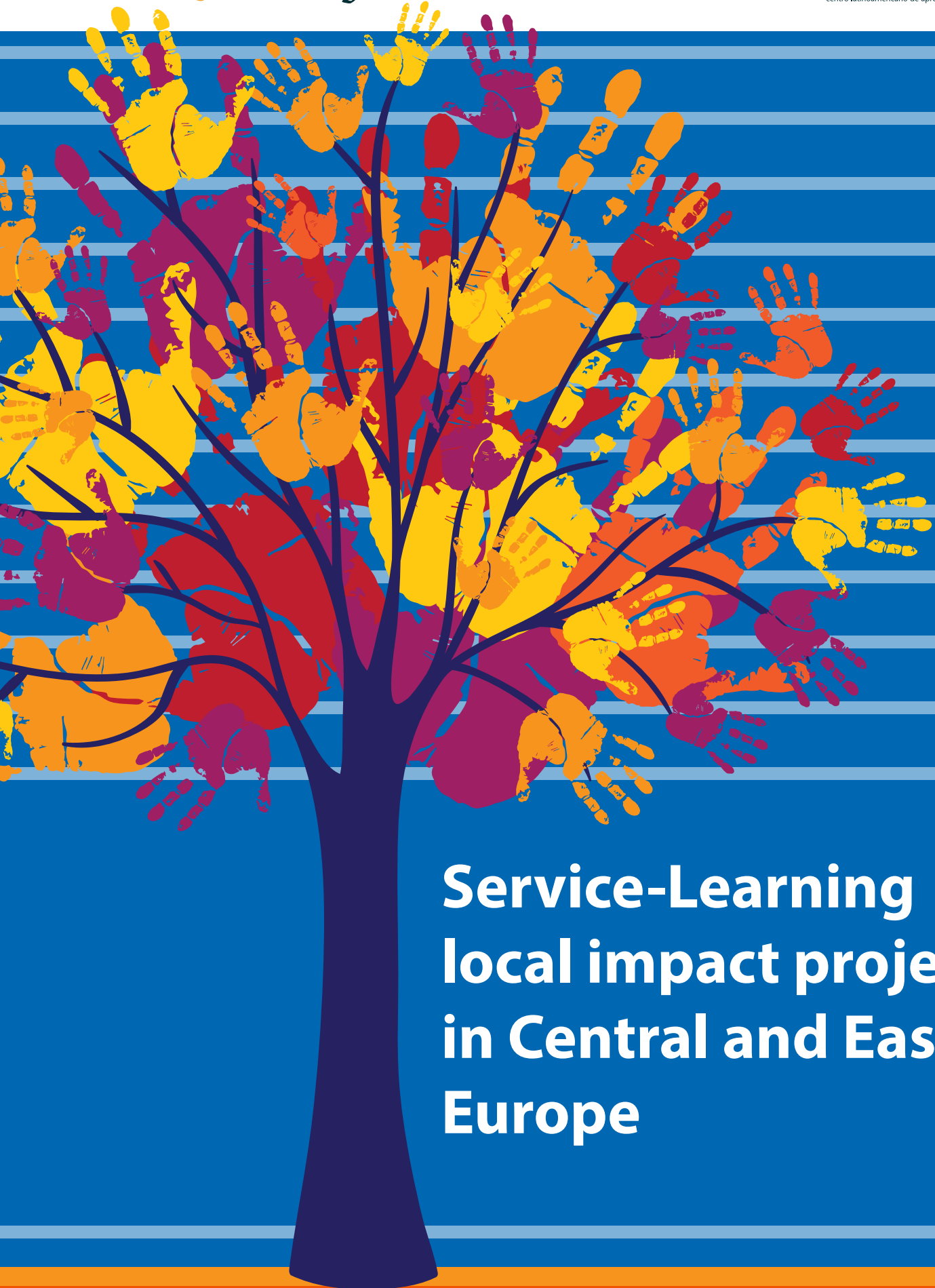**CEE Program**

CLAYSS
centro latinoamericano de aprendizaje y servicio solidario

Service-Learning local impact projects in Central and Eastern Europe

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"In our organization, we strive to use gender-neutral language which does not reproduce any discriminatory patterns between men and women".

Based on UNESCO. The State of Education in Latin America and the Caribbean: Guaranteeing Quality Education for All. UNESCO. Santiago de Chile, August 2008.
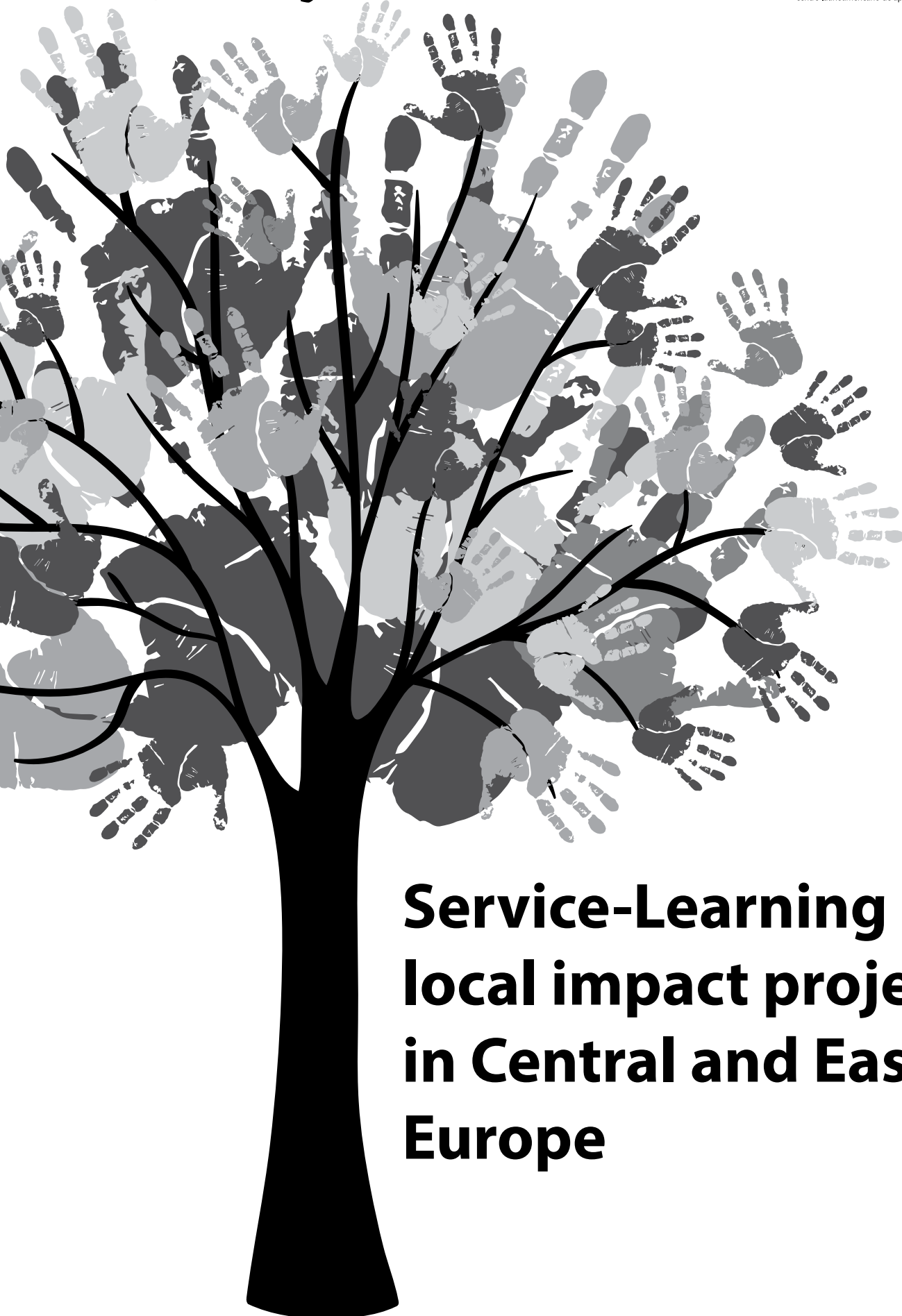
CEE Program

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Introduction to CLAYSS:

CLAYSS, which stands for Centro Latinoamericano de Aprendizaje y Servicio Solidario (Latin American Center for Solidarity Service-Learning), promotes service-learning as an innovative pedagogy that employs a holistic approach to encourage the development of relevant competencies. This is a response to both the educational challenges of the 21st century and the needs of local communities. The mission of CLAYSS is to recognize and enhance comprehension of regional peculiarities, with the aim of constructing more democratic, just and egalitarian societies.

CLAYSS was created to support students, educators, and community organizations in the development of solidary educational or service-learning projects. The latter are an opportunity for children and young adults to apply what they learn in service of their communities, and learn throughout the process. Participating in these types of activities allows them to simultaneously acquire new knowledge, explore new topics, and develop skills for life, work, and civic participation.

This innovative pedagogy, spread worldwide, improves both educational quality and local development.

Founded in 2002, the Latin American Center for Solidarity Service-Learning (CLAYSS):

- Develops financial and technical support programs for educational institutions and social organizations wishing to design service-learning projects.
- Offers on-site and online professional development courses for educators and community leaders in Latin America and other regions, as well as technical assistance programs to educational institutions of all levels.
- Has organized the International Service-Learning Conference every year in Buenos Aires for over 20 years.
- Develops quantitative and qualitative research programs on service-learning mostly in Argentina and Latin America, in partnership with universities and national and international organizations.
- Compiles and publishes the proceedings of the Latin American Research Conferences since 2004.
- Advises social organizations, companies, and governments on the implementation of programs and policies that promote service-learning.
- Publishes freely accessible online resource materials for outreach, teacher training, and academic lessons. promotes and coordinates networks to encourage service-learning at national, regional and international levels. Among others, CLAYSS is currently assisting in the creation of the Central and Eastern European Service-Learning Network.

CLAYSS & Central and Eastern Europe (CEE) Service-Learning (SL) Network

In November 2015, CLAYSS was invited to meet with educators and social leaders from different countries in Central and Eastern Europe and discuss service-learning and its experience with its progress in Latin America. Several participants shared their service-learning experiences in Central and Eastern Europe, and all were enthusiastic about implementing it in schools, universities, and social organizations. That was the beginning of CLAYSS' work in the region. In partnership with local partners, we have so far translated and adapted our training materials for online and on-site use in the region, invited regional leaders to the annual conference in Buenos Aires, supported

regional institutions willing to incorporate this approach to education, as well as hosted Regional Service-Learning Conferences with hundreds of educators from CEE and other regions. We have also conducted the Regional Award for successful Service-Learning practice in CEE aimed at pinpointing and acknowledging the work of educational institutions that are developing Service-Learning projects that promote active youth citizenship and integrate students' curricular learning with Service-Learning actions to the benefit of the community. The CLAYSS CEE Program is dedicated to forming a critical mass interested in implementing service-learning projects and incorporating it into institutions in Central and Eastern Europe. It is our goal to eventually bring about this change in educational policy at national and regional levels.

Service-Learning development in the CEE region

The "Report from mapping of the educational situation in the Central and Eastern European region with focus on service-learning" (2019) shares the development of service-learning in CEE including the difficulties of and challenges for SL implementation in CEE, as well as identifying key actors already working in the field and the types of SL-related work they are doing.

As a guide in future endeavors to be undertaken regionally, the publication included the key needs for future service-learning development in CEE region identified so far: 1) Conditions for service-learning development; 2) Education of teachers in service-learning; 3) Practice of service-learning implementation. CLAYSS in partnership with the CEE SL Network has contributed to addressing them in the following ways:

Service-Learning Regional Award. The first edition was conducted in 2020. The aim of the award is to give visibility, strengthen and promote successful Service-Learning practice and recognize the work of educational institutions that are developing Service-Learning projects. Further info: https://www.facebook.com/RegionalAward

Publications and videos for the region in local languages that include guidelines for the implementation of SL projects, resources to help the process and experiences to showcase effective projects developed.

Online and on-site training sessions in English and local languages.

For more information, please visit *http://www.clayss.org.ar/english/* To learn about our upcoming activities in Central and Eastern Europe, please visit *http://www.clayss. org.ar/CEE*/, find us on Facebook under CEE Service-Learning or contact *info@clayss. org.ar.*

About the Central and Eastern European region

The term "Central and Eastern Europe" has several definitions, with several authors defining the region differently.

The United Nations has defined the term Central and Southeast Europe as the region consisting of: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Greece, Hungary, Poland, Romania, Serbia, Slovakia, Slovenia, North Macedonia, Ukraine, Montenegro, Kosovo.

These countries share some common historical contexts. They have been under communism and socialism, then passed through a more or less individual process of transformation to democracy, which had an impact on their socio- economic functioning in the present days.

For the last 30 years, all CEE countries have been undergoing different kinds of reforms - political and economic, but there are also many cultural and social transformations related to globalization, migration or modernization.

Some of the CEE countries are part of the European Union, some have developed good economic conditions and standard of living; others have significant problems and challenges in their political, economic and social development.

Some organizations developing Service-Learning in CEE region are:

- **Albania:**
  - ○ Mary Ward Loreto Foundation

- **Bosnia and Herzegovina:**
  - ○ MIOS (Međunarodno udruženje Interaktivne Otvorene škole Tuzla)
    www.ioskole.net
  - ○ Genesis Project
    www.genesisbl.org

- **Croatia**
  - ○ University of Rijeka
    www.uniri.hr
  - ○ University of Zagreb
    www.unizg.hr

- **Czech Republic**
  - ○ Palacký University in Olomouc
    www.upol.cz

- **Hungary**
  - ○ Volunteering Hungary - Centre of Social Innovation (ÖKA)
    www.oka.hu

- **Kosovo**
  - ○ TOKA (Organizata Kosovare per Talent dhe Arsim)
    www.toka-ks.org

- **Montenegro**
  - ○ Forum MNE (Forum Mladi i Neformalna Edukacija)
    www.forum-mne.com

- **Romania**
  - ○ New Horizons Foundation
    www.noi-orizonturi.ro
  - ○ Transylvania College
    www.transylvania-college.ro
  - ○ Babes Bolyai University
    www.ubbcluj.ro

- **Serbia**
  - ○ Kolping Society of Serbia
    https://kolping.rs/

- **Slovakia**
  - ○ Matej Bel University, Banská Bystrica
    www.umb.sk
    www.servicelearning.umb.sk
  - ○ Catholic University in Ruzomberok
    www.ff.ku.sk
  - ○ Volunteer Centre, Banská Bystrica
    www.centrumdobrovolnictva.sk
  - ○ Platform of Volunteer centers and organizations
    www.dobrovolnickecentra.sk
  - ○ Prešovská Univerzita v Prešove
    www.unipo.sk
  - ○ Green Foundation
    www.greenfoundation.eu

The majority of the above-mentioned organizations were included in the Report from mapping of the educational situation in the Central and Eastern European region with focus on service-learning[1] - Brozmanova Gregorova, A, 2019, p.37.

If your organization develops and / or supports service-learning in the region and it is not included above, please let us know by contacting info@clayss.org.ar.

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1   Brozmanová Gregorová, A (2019). Report from mapping of the educational situation in the Central and Eastern European region with focus on service-learning. Buenos Aires: Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS).

Introduction to the Publication

This publication is a compilation of experiences developed in the Central and Eastern European (CEE) region as a result of the first years of development of CLAYSS Service-Learning (SL) promotion program in the region.

As such, the publication seeks to give visibility to the way in which SL begins to develop in the seven countries mentioned above. It serves the purpose of showcasing possible project developments in order to encourage educators who are interested in educational quality and community incidence. We aim to share concrete ideas that are currently happening and to offer them as options for implementation toward quality improvement and greater local impact.

From CLAYSS we promote the development of projects that tend to have a high impact on educational quality as well as in community transformation. From this perspective, this publication takes up the Typology of Projects proposed by Ierullo, M., Ruffini, V. (2015)[2]. Therefore, we will offer a conceptualization of SL projects from the solidarity service perspective considering:

- the key to solving the problem;

- the scope of solidarity action;

- the role of the community or community partners;

- the impact of the solidarity service action and

- the main challenges to optimize the type of service.

This publication includes some of the growing number of projects in the region. The reader will have the chance to check their varying quality in terms of SL, but all of them meet, even if only in essence, the three central SL characteristics.

1. A focus on efficiently and effectively addressing needs with a community, and not just for the community.

2. Active student involvement in all stages, from planning to assessment.

3. Intentionally linked to learning content (Curricular learning, reflection, development of skills for citizenship and work, research).

From CLAYSS we find it important to value projects in all their stages and we hope that this publication can promote the development of projects that tend to have a higher impact on educational quality as well as in community intervention and to widen the vision on what it is possible to do.

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2   Ierullo, M., Ruffini, V. (2015) "Intervención comunitaria y aprendizaje-servicio: construcción de tipología" http://www.clayss.org.ar/JIAS/III_jias/Libro_IIIJIA-S.pdf Pág.153-156.

Acknowledgement

Behind every story, unique in its objectives and particular characteristics, the common trail of service-learning can be found in each school that was able to connect with their community, highlight the capabilities of their students and community and improve their territory. We are looking for this to be replicated in the future, having a greater and wider impact on the territory, on the quality of comprehensive education and on the quality of life of the members of each community.

We hope that this publication contributes to give visibility to such initiatives and to motivate others to apply this concept in their own contexts.

PART 1

1. Service-Learning - key features and definition

Service-learning is a proposal for social and community action that has been widely disseminated in recent years in different regions of the world. As an approach, service-learning has been developing and expanding in the social and educational fields in the search for community transformation, to rethink and reorient the prevailing educational and social modes based on engaged and joint transformation for the common good. It employs a holistic approach to encourage the development of relevant knowledge as a possibility of responding to the social and educational challenges of the 21st century.

Service-learning is a social and pedagogical approach that brings together teachers, youth leaders, students, children, adolescents, young adults and community members around service-oriented educational projects to address specific problems or meet existing needs identified by the community while constructing, developing, enriching and applying learning contents. Students, children, adolescents, young adults play an active role in these projects, and so does the community and its members, since they are not mere service or education recipients but rather active co-protagonists, engaged citizens involved in the search, formulation and implementation of solutions and activities for the common good.

The service-learning proposal can be understood as:

Community intervention experiences, projects or programs developed in educational institutions of all levels and modalities, as well as in social organizations that purposefully integrate learning contents with students, children, adolescents, young adults and community members as active protagonists.

A methodology that develops significant learning, promotes experiential and problem-based learning offering tangible solutions and optimizing the development of knowledge, skills and attitudes by motivating students to explore and get involved in the social context with a socially-responsible approach.

A philosophical outlook, "a way of understanding human growth, of explaining the development of social connections and a path towards building up fairer human communities living in good and peaceful cohabitation". ([own translation] Puig et al., 2007:18)

A pedagogical outlook, "a way of thinking about education and learning (a philosophy) with an accompanying teaching tool or strategy (a pedagogy) that asks students to learn and develop through active participation in service activities to meet defined issues in community organizations" (Osman and Petersen, 2013:7).

It is worth highlighting that experiences developed in educational institutions all around the world have triggered theoretical reflection (Titlebaum et al., 2004:4); and service-learning seems to be the "only educational reform that typically develops from bottom to top" (ME, 2000:121). To mention an example: more than 30 years before some colleges from the South of the United States started using the term "service-learning"[3] , the Mexican universities' Social Service was already getting thousands of students of the Autonomous University of Mexico involved in applying their knowledge to serve their communities, although the activities were not yet called "service-learning".

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3   Most authors agree that the term "service-learning" was first used by the Americans Robert Sigmon and William Ramsey between 1966 and 1967 (Titlebaum, 2004).

Service-learning practices take on multiple names depending on the country and the context: "Servisno-Učenje" in Montenegrin and Bosnio-Croatian, "učenje zalaganjem u zajednici" in Serbian language, "të nxënit nëpërmjet shërbimit" in Albanian, "učenie sa službou" in Slovak, among others.

According to international consensus, today service-learning can be defined on the basis of three key features:

1. A focus on efficiently and effectively addressing needs through service with a community, and not just for the community.

2. Active students, children, adolescents, young adults and community members involved in all project stages, from planning through assessment.

3. Knowledge development and learning contents (curricular learning, reflection, skills and competencies, research) intentionally linked to community action.

2. Service-learning as local development

The term "development" appeared after the mid-1900, emphasizing the "economic growth", considering the gross domestic product as a producer of "well-being" for the population (Valcárcel, 2002). Later, in the 1970s, the concept incorporated a multidimensional perspective for effective social promotion, adding the levels of employment, health, education and housing as basic conditions. In 1986 the "United Nations Declaration on the Right to Development" was approved (resolution 41/128), which understands development as an economic, social and political process. Vázquez (1998) understands local development as the pursuit of sustainable development. The confluence of the concept of "development" with the intervention in the territory incorporates the revaluation of local resources (economic, social, cultural, political) in the search for answers to situations of inequality and injustice from a perspective of collective construction with the objective of advancing the social and community well-being.

Service-Learning is a way of acting locally while teaching and learning and to contribute to local development. In order to achieve local development different types of community actions need to be included, as well as complex knowledge, prolonged times and alliances with other community actors. This publication includes experiences that illustrate different types of service showcasing how SL projects are an effective strategy to serve communities, contribute to the development of academic and human capacities of students, children, adolescents, young adults helping to rebuild the social fabric and solving real problems with a local approach.

SL promotes the partnership between different actors through collective actions:

> generating management capacity, through vertical and horizontal linkage among diverse social actors through participatory methodologies. It recovers a community dimension of the policy of claiming the rights of citizens in plural spaces of democratic participation (Malacrida, 2012).

From the service perspective, SL projects offer the possibility of considering the socio-political and institutional dimension for development in collective spaces for horizontal dialogue and social action, in inter-institutional networks promoting the active exercise of citizenship, new paradigms in the production of relevant knowledge for the benefit of the social context and the distribution of relevant information at the local territory.

SL proposes a way of acting in the community that goes beyond top-down philanthropy and personal satisfaction. The emphasis is on dialogue and mutual gain rather than on "giving", and the engagement is placed in the search for justice and equal opportunities for all those who make up the socio-community fabric. For this to happen, the shared construction of knowledge for the benefit of the community is appreciated as it contributes to sustainable development while placing people at

the center and solving their problems with a local/regional focus (Fontenla, 2020).

As it was mentioned before, one of the key features in SL is academic quality as related to community relevance. To favor academic learning SL generates experiences that motivate students to actively participate as they consolidate content and achieve new learning. The quality of a service-learning experience is given by the effective linkage between class and community actions, as the community intervention requires the implementation and acquisition of knowledge and skills while class activities guide the learning process through permanent reflection and research.

Another key feature is Citizenship, that is to say, active student involvement in all project stages, from planning through assessment. Citizenship has acquired various interpretations and from a SL perspective the focus is on the recognition that citizenship must be developed as it is centered on practice, incorporating not only rights but also duties and it goes beyond the idea of the individual, alluding to the community. Many institutions promote a high degree of participation of their students, but at times this action is relegated to the intra-institutional level, or is only linked to the educational community. From the SL perspective, the active exercise of citizenship goes beyond the classroom and the institution, it expands its framework of action allowing students to build and develop their knowledge through practical activities in the community with the application of curricular content through the implementation of a service. **Service and learning complement and enrich each other in a single activity that is educationally and socially engaged.**

Who is actively involved in SL? All community members in interactive reciprocal networks. The students, children, adolescents, young adults are the active protagonists that lead, together with community members, who propose, design and implement the actions actively and prominently leading the activities. Citizenship is exercised and it is through concrete actions in socio-communitarian interventions that lead to the acquisition of a sense of belonging and sensibility for community problems, as well as experiences and concrete tools to overcome passivity, criticism and while promoting actions for change. The community is the privileged environment for this citizenship development and engaged social action.

The third feature is service developed with the community to address a real and felt need. SL promotes not only critical reflection on reality, but also the implementation of concrete interventions to transform it. The community in SL is not only the object of study, but it is the space in which students assume an active role as social subjects, with the capacity and responsibility to act and intervene in their environment (Elliot, 2000).

CLAYSS promotes the development of projects that tend to have a high impact on communities and these social activities are conceptualized from a solidarity perspective. This will be addressed in depth in the following section.

3. Solidarity and service: conceptual debates

It is necessary to reflect on the scope and meaning given to the different ways of understanding solidarity and service. Service-learning is based on the concept that community and civic engagement can be innovative means of applying academic subjects, acquiring competencies and skills, and modifying attitudes. In the Latin American context, the term "solidarity" is incorporated into the term "Service-Learning" (aprendizaje y servicio solidario). In essence, the word evokes collaborative, mutual work rather than a unilateral contribution (i.e., just giving). In Latin America, "solidarity is mostly associated with collective action towards a common end and active civic participation rather than an individual altruistic initiative" (Tapia, 2003a: 36)[4].

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4   https://www.clayss.org.ar/04_publicaciones/SL-EE_nov17.pdf

3.1 Service concepts

The sense of service provided to the community can be linked to many different conceptions. It could be associated to the individualistic tradition, to individual motivation and self-determination, it can also include others in a charitable manner, as a "giving to those in need". These conceptions could establish an asymmetrical relationship between the giver and the recipient of the "service", a vertical model that could lead to patronizing practices. Moreover, some conceptions relate to service as social engagement and responsible citizen participation, to the development of values, university social responsibility, among others.

Battle (2009)[5] analyses the polysemous characteristic of the word "service", as often associated with civic service and volunteerism. But not all service is the same when we refer to educational action led by students, children, adolescents, young adults. There are differences between service to the community as a volunteer activity, community service as citizen intervention, and community service as social responsibility. In the first approach, the emphasis is on the duty to serve, and priority is given to prosocial values and attitudes; the second approach emphasizes the right to serve and the exercise of active citizenship prevails; in the third, there is a tendency to combine both approaches so that duty and right to serve have the same weight of justification and under this orientation the service is directly associated with the value of solidarity.

Battle adds other perspectives to consider when reflecting on service. From a political perspective, it is necessary to consider service as the right to participate and be trained for an active and engaged citizenship. From an ethical perspective, service is understood as an interpersonal relationship of care and fraternity with all beings. And from a transversal learning practice there is the construction of citizenship, environmental care, interculturality, health and solidarity in all its facets.

It is important to clearly define the service:

> We have to actively choose between service-learning as charity and service-learning as social change. Social change refers to a process in which role players in society (individually or in groups) work closely with people who are closely affected by underlying social problems to find ways of addressing these problems. Social change is closely aligned with a social justice agenda where the aim is to work towards a society in which individuals and groups are accorded equality in treatment and where there is a just share of opportunities and benefits in society. (Osman and Petersen, 2013:9)

When using the term "service-learning", it is necessary to clarify that there is a specific kind of service that the proposal aims at: "It means helping others in an organized and effective way, working together for the common cause, standing as a group or as a nation to defend rights and face natural disasters or economic crises" (Tapia, 2003b: 143). The service-learning suggested here has to do with genuine encounters, with the recognition and promotion of human rights, with reciprocal generosity and collective, intelligent work for a common cause, as detailed below.

3.2.   Solidarity concepts

In CLAYSS' consideration, as in the Latin American context, the idea of "service" as in "service-learning" alone does not encompass the wealth of experience that the term "solidarity" adds to it. Solidarity is key to the ethical foundation of service-learning and it is necessary to make explicit how "solidarity" is understood in service-learning.

In the CEE region the term "solidarity" may sometimes have negative connotations and be associated with a top-down practice imposed on society. It may refer to the public social policies or as support to families and charity but also, as the work that people do together for common causes, in genuine acts of reciprocity, which is the concept of solidarity as conceived in the service-learning field.

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5   Battle, R. (2009): El servicio en el aprendizaje servicio. Barcelona, Graó

One of the first systematizations of the different solidarity models appeared in 1997 in the article *"La solidaridad más que una moda"* (Solidarity more than a trend, Aranguren). Different solidarity styles are addressed as coexisting: solidarity as a show (as for example attendance to benefit concerts), as a campaign (exceptional activities in the face of an emergency), as cooperation (as in traditional models of international cooperation) and as encounter. The concept of solidarity as "encounter" is suggested in order to overcome the vertical, asymmetric relationships typical of welfare and charitable actions without direct contact and dialogue with the recipients of the service:

> *Solidarity as an encounter makes the recipients of service the authentic protagonists and subjects of its process of struggle for what is fair, for the resolution of its problems, for the achievement of its personal and collective autonomy (Aranguren, 1997:23).*

Then, in 2012 the article *"¿De qué solidaridad hablamos cuando hablamos de aprendizaje-servicio solidario?"* (What solidarity do we speak of when we address solidarity service-learning, del Campo) refers to solidarity as a value, an attitude and a criterion of social organization that overcomes patronizing practices and intends to meeting community needs in horizontal partnership, respecting the dignity and culture of the co-protagonist beneficiaries.

In CLAYSS' perspective, solidarity service is associated with the recognition and promotion of human rights, including reciprocity and the collective and intelligent construction of the common good. "It is a matter of strengthening the processes of promotion and growth of the people and groups with whom the solidarity action is carried out":

> *An intelligent solidarity that is aware of the emergencies in which immediate donation of goods is imperative to alleviate extreme situations. But attending to an emergency should not be top-down philanthropy or just well-intentioned, unilateral interventions, immobilizing the recipients in the role of passive receivers, which does not contribute to the autonomy or the development of the assisted subjects and that generates dependence, thus reproducing the cycle of poverty and exclusion, and also strengthening -even with the best intentions- the circuits of dependency (Tapia, 2017:33).*

Solidarity understood as an encounter rather than as top-down philanthropy is rooted in the recognition that we are all equal subjects entitled to unwaivable rights. From a service-learning perspective citizens, educational institutions and social organizations are indispensable contributions of the common good and even children and adolescents that are disabled and/or living in conditions of vulnerability have the right to be considered capable of assuming responsibilities to be active protagonists of change.

In this sense, service-learning does not overlap with or replace State responsibility in guaranteeing and safeguarding human rights, but rather offers the possibility of positive and responsible contribution to a common good and social change.

"VERTICAL" PHILANTHROPY	"HORIZONTAL" SERVICE/SOLIDARITY
Giving	Sharing
Doing "for"	Doing "with"
Paternalistic	Fraternal
Patronizing	Empowering
Know-it-all	Reciprocal learning
Self-serving/ "I feel well"	Empathy/Prosocial attitudes
Reproduce injustice cycle	Recognize rights, search for social justice

TABLE: "Vertical" philanthropy and "Horizontal" service/solidarity (Tapia, 2019:29) 3.

3.3. Types of projects from the point of view of solidarity service

A very useful tool to think about the community action from the solidarity service perspective is the Service Typology developed by Ierullo (2015). This tool is useful when considering dimensions as problem resolution, action temporal scope, community role, service impact, and the main challenges in distinguishing between different types of community interventions; it proposes the distinction between direct attention, dissemination/awareness raising campaigns, exchange/transfer of knowledge, and the driving force of local development processes.

This tool contributes to looking critically and reflectively at community actions in the territory from different perspectives in order to distinguish, analyze and reflect on the interventions with the focus on comprehensive development and thus collaborating in the promotion and strengthening of community exchanges and ultimately favoring the density of the social fabric.

The different types of solidarity service proposed require students to progressively put into action and develop more complex knowledge, involve longer times, and also a greater degree of partnership with other community actors. What is required in a direct care kind of service, such as delivering food collected from neighbors and family members, or vegetables produced in the school garden is less than in dissemination or awareness campaigns that promote the prevention of a disease or healthy eating habits, and even more efforts are needed to sustain a school or community support program or a training about sanitary issues (transfer of knowledge). Actions such as the improvement of water quality or urban recycling, the promotion of productive local businesses or the development of strategies to promote historical heritage that mobilize local development usually require the most and have the greater long-term impact.

It becomes necessary to highlight that all projects are important to be developed, it is even advisable that service from all solidarity types are included and combined. Also, not all institutions can simultaneously address all four types of solidarity service. However, this classification allows us to overcome the dichotomy between "assistance" or "promotion" and think about the feasibility of a sequence or transition to projects of greater impact and complexity.

The dimensions involved in the evaluation of solidarity service are usually associated with the quality of community service, the quality of academic learning and the level of institutionalization of the experience. As from the quality of community service perspective (Ierullo, 2015) SL projects exemplify the four types of service considering: the key to solving the problem, temporal scope or duration of the solidarity action, role of the community or partners, the impact of the solidarity service action and the main challenges to optimize the service type in an increasing degree of complexity:

Direct attention to social needs	Provision of goods and/or services by the institution to help address a problematic situation. Knowledge and skills are applied to meeting the needs expressed by the population in general or by specific groups (elderly people, people with disabilities, children, etc.). The problem is interpreted as a lack. The results of these experiences have a greater or lesser impact on the quality of life of the beneficiary population, producing effects in the short and medium term. For example: campaigns to collect food, clothing; production of goods (glasses, orthopedic devices, teaching materials, etc.), machinery and equipment according to community needs, etc.
Dissemination/ awareness campaigns	Aimed at making the population and/or local governments aware of the importance/urgency that demands attention to certain problem situations. In this sense, it can be stated that these projects are aimed at installing certain problems of interest in the local public agenda and at generating conditions that allow reversing the negative conditions produced by them in the medium term. It allows the attention of the problem in the short/midterm. For example: disease prevention and health promotion campaigns, dissemination actions on users' rights, complaint mechanisms, road safety education, care of the environment, historical and cultural heritage, etc.
Knowledge transfer/ exchange	The aim is to enable the target population to acquire knowledge and skills that will enable them to deal more effectively with social problems. To this end, an effective exchange is necessary in which scientific knowledge dialogues with practical knowledge and seeks to facilitate the tackling of certain problems and generate a better positioning of the beneficiaries in relation to them. It allows addressing the problem in the midterm. For example: projects of labor training, of accompaniment to productive entrepreneurs, among others.
Local development processes	Aimed at tackling community problems together with other social actors. They seek to accompany processes that favor social, economic, political, cultural and/or environmental development in a given locality or region. They promote attention to the problem in the mid/long term. For example: projects linked to the promotion of local tourism, strengthening of local production circuits, actions with impact on the environment and urban environment, among others.

PART 2
Service-Learning local impact projects in CEE

CLAYSS promotes the development of projects that tend to have a high impact on educational quality as well as community intervention. From this perspective, an introduction to solidarity service that SL projects offer in CEE together with a conceptualization of SL projects from the solidarity service perspective will next be addressed considering the dimensions mentioned above.

1. Cases that exemplify the typology presented

As aforementioned, the linkage between solidarity action and knowledge development allows the community activity to be enriched with the necessary knowledge to make more precise diagnoses of realities, to develop a reflection that allows for the consideration of authentic solidarity links. As a basis for the projects that go beyond emotional and systematic interventions, service-learning projects can contribute to raising difficult questions in the classroom, those that point to the structural causes of poverty and the violation of basic rights in order to move towards more complex and effectively transformative projects.

As noted above, it is surely essential to attend to emergencies such as floods, earthquakes or lack of goods, and we would not have a heart if we did not do something about that. But in today's complex global context, if we limited ourselves to collecting non-perishable food, for example, if we only did that, we can be sure that we would be collecting goods for the next 500 years. Effective and impactful solidarity practices promote the protagonism and the development of the capacities of those in vulnerable situations rather than the frequent and repetitive donations that can reinforce their dependence on external help. Certain simplistic views tend to consider these types of service as mutually exclusive, when in the context of social action, they tend to be complementary and simultaneous.

It is true that not all institutions or not all courses within an institution can simultaneously develop the four types of solidarity service. Depending on the local reality, one should consider what activities are relevant to the age and knowledge of the students, to what extent the type of services that the students are able to offer through the service-learning project, what other interventions the school can develop, and how the entire educational community can contribute to the action of public agencies or civil society organizations that aim at local development.

The above table has shown the characteristics of these four forms of solidarity service. Like any typology, the one presented in the table may leave room for discussion and also for grey areas. We would therefore like to go back to highlighting some issues in terms of solidarity service-learning projects. The different types of social activity proposed require students to have progressively more complex knowledge. Collecting a package of noodles from the family pantry (*direct care*) requires less knowledge than designing a COVID-19 prevention poster (*dissemination/awareness campaigns*), and much less than what is needed to sustain a school support program or training community members on health issues (*knowledge transfer*). Actions such as the improvement of water quality or urban recycling mechanisms, the promotion of productive enterprises or the development of strategies to value the historical heritage (*driving local development*) usually involve not only longer times, but also more complex knowledge and a greater degree of alliances with other community actors.

It is important to emphasize that it is possible to carry out service-learning projects by developing any of the types of solidarity service presented, or by combining more than one of them, as we will see in the experiences that follow.

2. Direct attention to social needs

This solidarity service is related to the provision of goods and/or services by the institution to help address a problematic situation in which the problem is interpreted as a lack of something in particular. Knowledge and skills are applied to meet the needs expressed by the population in general or by specific groups (elderly people, people with disabilities, children, etc.) and the role of this community tends to be passive. The results of these experiences have a greater or lesser impact on the quality of life of the beneficiary population, producing effects in the short and medium term and the impact of the action developed depends on the good and/or service provided (durability, effectiveness, etc.) and the handling by the recipients afterwards.

The main challenges that this type of service faces has to do with the generation of diagnoses based on community needs (and not on what the school believes that the

community needs) as well as the generation of situations that allow for horizontal solidarity (recognition of the capabilities and potentialities of the others involved).

Examples: Campaigns / drives to collect food, clothing, toys, books; restoration of public spaces; donation of equipment and supplies; fundraising events; production of goods (glasses, orthopedic devices, teaching materials, etc.), machinery and equipment according to community needs, etc.

- Activities developed in CEE of direct attention to social needs:
  - **Genesis Project**, Banja Luka, Bosnia & Herzegovina: The *Let's make some change!* was a fundraising event to support the Cantonal Hospital in Travnik that included Poetry Evenings where students' paintings were sold.
  - **Kolping Society** (Kolping Drustvo Srbije), Novi Sad, Serbia: **Zoo restoration** students restored and decorated the house of tigers and a wall in the ZOO for taking photos, **Support of victims of domestic violence**[6] produced pillows and kitchen cloths for residents of the Safe House (women and children who survived violence) and developed an awareness campaign of the types and consequences of violence and the importance of the Safe House.
  - **Mary ward Loreto Foundation**, Lezhe, Albania: **Voluntarism Hub**[*] The students identified the lack of voluntary services and as they were studying for Social and Health Services, they prioritized the establishment of a Voluntarism Hub.
  - **Matej Bel University**, Banská Bystrica, Slovakia: **Soup of help** that included designing and implementing regular fundraising events to support families with financial problems.
  - **MIOS**, Tuzla, Bosnia & Herzegovina: **Outdoor classroom**[*] Students cleaned up a park that had been neglected for some time and promoted its community use for cultural and educational events.
  - **New Horizons Foundation**, Cluj-Napoca, Romania: **Dream laboratory**[*], the National College "Silvania", Zalău, Sălaj County, helped equip a science laboratory connecting a rural school in Creaca (which receives lower investments in the school infrastructure and facilities) with an urban school in Zalău.
  - **Školská ul.č.757 Elementary school**, Zemianska Olča, Slovakia: **Stationers - station through our eyes**[*] Revitalization of the waiting areas of the railway station and subsequently other forms of cooperation with the local community and organizations.
  - **TOKA**, Pristina, Kosovo: **Outdoor class** (Klasë në Natyrë), primary and secondary schools "Metush Krasniqi", Roganë - Kamenicë, created an attractive space for outdoor teaching and free time; **Children for children**[*] included the creation of a leisure and creative recreational and educational corner for the children treated in the Pediatrics ward.

Direct attention to social needs could include both the collection and the production of the goods to be distributed and constitutes the necessary response to a social, financial or environmental emergency, but should not be confused with top-down philanthropy or welfare, which tends to generate dependency and does not seek to promote the autonomy or development of those assisted and could be complemented by other medium- and long-term strategies. Although, from the point of view of the recipient of these goods, the final result is the same (for example, receiving clothes or books), from the point of view of the learning involved in the process, the collection and production of goods have very different educational values. Collection is usually a process developed with little knowledge and skills, and even with little reflection and without any direct contact with the recipients of the goods. On the contrary, the production of goods at the demand of the community usually requires students to have prior knowledge and an adequate diagnosis of the problem to be addressed, and to "learn to learn" and "learn to do" in addition to "learning to be" in solidarity.

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6   The experiences marked with an asterisk will be developed in depth in the following pages.

2.1. SUPPORT OF VICTIMS OF DOMESTIC VIOLENCE
(Kolping Society, Novi Sad, Serbia - "Uroš Predić" secondary school, Zrenjanin, Serbia).

Summary:

This project was realized by students of the clothing educational profile Modelar and their professors, in cooperation with the Center for Social Work. They produced pillows and kitchen cloths for residents of the Safe House, women and children who survived violence. The main goal was to provide support to vulnerable groups and develop awareness of the types and consequences of violence and the importance of the Safe House.

Context:

Zrenjanin is the largest city in the Serbian part of the Banat geographical region, on the banks of rivers Begej and Tisa. This is a secondary school, specialized in chemistry and graphics, agriculture, food production and processing, and textile and leather industry. There is also the Center for continuing education for adults. The school offers many courses for different work areas, and business consulting.

Project activities:

At first, students were involved in the process of selection of a problem and choosing what they would deal with by themselves, which made their motivation stronger in implementing the service-learning action. Later, they participated in tailoring, sewing and ironing pillows and kitchen cloths. At the end, they packed and forwarded the items to the Safe House.

Integration of learning and service activities:

Curricular Spaces	Curricular contents	Learning activities	Service activities
Sociology	Types and consequences of violence and the importance of the Safe House.	Receive information by the Center for Social Work.	Providing assistance and support to the vulnerable group.
Textile industry – practical teaching	Construction and modeling in making patterns; types of textiles.	Tailoring, sewing, ironing, control and packing products in textile workshop.	Producing pillows and kitchen cloths for victims of violence, and forwarding products to them.

Community partners and organizations:

Student participation was voluntary. In this action 11 students of the third and fourth grade of the educational profile Modelar of clothing were engaged. They did not participate directly because it was very important that they stayed anonymous, so the Center for Social Work did it instead of them. In order to respect the labor policy of the Safe House, they communicated indirectly, through the Center for Social Work.

Approximate number of final beneficiaries: twenty, as the capacity of the Safe House is twenty beds, but future residents of the Safe House can also use the products.

Testimonials:

Local media report from the action:

https://www.facebook.com/287804267940334/videos/505615673628664/

2.2. VOLUNTARISM HUB

(Mary Ward Loreto, Lezhe, Albania- Vocational School "Hydajet Lezha", Lezhe, Albania)

Goal and objectives:

Promote voluntarism among high school students

Problem addressed and motivation:

Albania has a youth population that is usually indifferent to social problems. This may be related to the past history of Albania where people were obliged to provide voluntary work mandated by the state. As a consequence, parents and youth do not usually engage in the community in order to address problems and they present an apathy to intervene in the community.

Project description:

The youngsters identified the lack of voluntary services and as they were studying for Social and Health Services, they prioritized the establishment of a Voluntarism Hub in their school. They engaged in trainings to understand what was volunteering, leadership, SL methodology and topics that strengthen their capacities. The project stages were elaborated by students together with teachers and a yearly plan where they contributed with voluntary activities was made. The voluntarism Hub was inaugurated and it serves to bring students together and plan activities that they wish to engage in. A Facebook page that promotes the activities that this group continues to implement was also created.

Students together with teachers were the key participants together with Lezha community, Kolin Gjoka School, Municipality, and other vocational schools in Mirdite district.

Even though the project ended the Hub continues to be active.

Integration of learning and service activities:

Participants studying for the branch of Social and Health Services thought that the best way to engage their theoretical learning with practical activities was to help youth to grow professionally and as humans, promoting values.

Learning involved:

Volunteering, leadership, environment, empathy, care of the needy people, activism etc.

Service involved:

An annual plan made and then followed up by the school and students.

Project Impact:

Promote voluntarism, and empathy among youth.

Serve as models for other youth groups.

Main challenges:

COVID-19 pandemics

2.3. OUTDOOR CLASSROOM
(MIOS, Tuzla, Bosnia & - Secondary School Stolac, Stolac, Bosnia & Herzegovina)

Project description:

Secondary School Stolac is located in small town Stolac and it has total 109 students. They conducted an analysis of the needs of the community, using the method "Community walk". After analyzing the data collected they came to the conclusion that it was necessary to arrange and clean the school park, which had been the only place for the development of "community life" and it had been neglected for years. The goal was to create an "Outdoor Classroom" so that it could be used by the community members in cultural and educational events.

There was a meeting of students with the Utility Company in Stolac, as well as with the Scouts, and a partnership agreement was reached.

Goal and objectives:

Developing environmental awareness, the importance of staying outdoors and strengthening social responsibility in the community.

Participants:

The experience had begun before the pandemics and was interrupted but the students and teachers decided to implement it at the beginning of the new school year.

Even though the original number of involved students had been bigger twenty-two students were finally involved. First, they questioned the community needs by developing a survey for the community, analyzing it and deciding about the SL idea. Then they planned service activities, learned about the importance of developing an ecological consciousness, designed and painted eco notes and installed them in the park, cleaned the park, designed and painted benches, designed and planned a budget, negotiated with partners in the community.

Service involved:
- Exploring community needs,
- Compiling a survey,
- Conducting and analyzing the survey,

- Elaborating of financial plan,
- Making notes with eco messages,
- Park cleaning,
- Building benches,
- Planting flowers,
- Celebrating with participants, partners,
- Elaborating of leaflets and thank you cards,
- Presenting the project.

Learning involved:

Curricular Spaces	Curricular contents
Finance	Drawing up a plan and understanding the importance of planning; budgeting
Statistics	Compilation of surveys
Biology	Flora- Planting flowers; the importance of staying in nature
Marketing	Making a billboard with eco messages on the topic "Promotion"
Geography	Environmental measures
Bosnian language and literature	Writing training
Chemistry	Pollution and land protection

Project Impact:

Provided ambience for outdoor classes.

Raised awareness and developing a critical opinion of students about the importance of protecting the lives of the environment that directly affects human health.

Improved students' organizational skills and pre-invoice purchase.

Main challenges:
- Epidemiological situation
- Weather trouble
- Inability to involve more participants

2.4. DREAM LABORATORY

(New Horizons Foundation, Cluj-Napoca, Romania - the National College "Silvania" and Scoala Gimnaziala Marcus Aurelius secondary schools, Sălaj County, Romania)

Problem addressed:

Schools in rural areas of the country have lower budgets as this is calculated according to the number of kids that attend a school. As rural schools have less attendees than urban ones (10-15 compared to 25-30) they receive low investments for school infrastructure and facilities.

Project description:

This service-learning project helped build a bridge between an urban school in Zalău and a rural one in Creaca. The pillar of it was a common interest: learning sciences.

The high school students from IMPACT Lego club, raised within the "Silvania" National College in Zalău, the necessary funds to equip a science laboratory in "Marcus Aurelius" Gymnasium School in Creaca village. Thus, the high school students together with gymnasium ones were able to purchase kits, tools and appliances to create a space for learning biology, physics and chemistry, create experiments and facilitated ad-hoc science laboratories to build the capacity in the school to transform the science classes into stimulating, learning spaces.

Learning involved:

High school students were involved in all phases of the project: needs analysis, writing the project proposal, planning, implementing and evaluation of it. They organized all fundraising activities and communicated the project in mass media. All these activities allowed them to develop transversal curriculum competencies: communication, critical thinking, learning to learn, civic engagement, social-emotional skills.

Also, because the aim of the project was to develop science literacy, they learned about specific topics like biology, chemistry and physics.

Service involved:

- Fundraise for the science laboratory in Creaca: Meeting with Creaca school students and teachers and map the needs.
- Crazy Science Fair event in Zalău: Teams of gymnasium students from four different schools in Zalău enrolled in the fair, took part in fun science experiments. The entrance fee was collected for the cause.
- Grant writing at New Horizon Foundation
- Sponsorship from local business to support the cause
- Determine the materials needed to equip the laboratory: looking into the school syllabus in the fields of biology, chemistry and physics.
- Designing and purchasing the Science Kits, tools and appliances.
- Implement the Science Laboratory in Creaca (Dream Laboratory)
- Design and facilitate ad-hoc science workshops to help the school students and teachers use the new equipment
- Open door event to promote the project results and learnings

Integration of learning and service activities:

Curricular Spaces Curricular contents	Learning activities	Service activities
Chemistry **Biology** **Physics**	Determine the materials needed to equip the laboratory. Designing and purchasing the Science Kits, tools and appliances.	Crazy Science Fair event in Zalău. Design and facilitate ad-hoc science workshops to help the school students and teachers use the new equipment
Learning to learn	Meeting with Creaca school students and teachers and map the needs Grant writing at New Horizon Foundation	
Social Emotional Skills		Sponsorship from local business to support the cause
Civic Engagement	Meeting with Creaca school students and teachers and map the needs	Open door event to promote the project results and learnings
Critical thinking	Grant writing at New Horizon Foundation	
Communication	Grant writing at New Horizon Foundation	Sponsorship from local business to support the cause Open door event to promote the project results and learnings

Beneficiaries role:

All seventy-nine students in Creaca School were involved in the development and creation of this project. They were part of the team that mapped the school needs,

they came forth to speak about these needs at all fundraising activities and they were part of designing and creation of the science kit. The collaboration between high school and gymnasium students was ongoing and they were able to both help and learn from each other.

Testimony:

"The problem that we set out to solve is the poor development of the practical skills in the field of natural sciences for the students in Marcus Aurelius Secondary School in Creaca. We decided to solve this problem by equipping the science laboratory with the teaching materials necessary for the practical study of these disciplines (chemistry, biology, physics), facilitating the learning process, and thus developing the practical skills of the students in this curricular area. If we provide this school with a gifted laboratory, future generations will enjoy quality education and in-depth understanding of knowledge. Without practical representation, certain notions remain abstract and lead to disinterest and shortcomings in student preparation." Iulia Florian, teacher and SL coordinator.

2.5. STATIONERS - STATION THROUGH OUR EYES
(Staničkári - Stanica našimi očami Školská ul.č.757 Elementary school, Zemianska Olča, Slovakia)

Goal:

The yard belonging to the railway station in Zemianská Olča was unmaintained for many years so the objective was the revitalization of its waiting areas.

Problem addressed:

Environmental problem - an abandoned yard at a station littered with rubbish in an unacceptable, polluted condition and an unmaintained through pedestrian alley that can serve as a climatic alley.

Ethical problem - lack of interest in public space, which through a student initiative has become an interesting place to meet (waiting room, reading room, rest area, garden of all). Through working meetings with children, unknown people became friends, acquaintances, co-workers with common topics for discussion bringing people closer.

Institutional Framework

The activity of Staničkárov has become a traditional one, demanded by the pupils. Younger students are looking forward to the older ones so that they can continue. Some Staničkári have already advanced to secondary schools and they continue to attend school and help their successors. It creates in students a sense of pride in their school community and a sense of belonging. Successes have become an inspiration for further activities.

Project description:

The student group Staničkári created a garden, lined walkways, installed a birdhouse and an insect hotel, they found a sponsor who made bicycle stands at the station, equipped the waiting room with books, and during Advent they provided Christmas decorations and honeycombs for the passengers.

Educational Goals:

Participation in the project was voluntary for both teachers and students to give children confidence in their abilities. Along with trust, they were given dedicated teaching time, finances, and this engaged them to consistency. They became creators. Teachers want to prepare them for life situations in which everyone can contribute their share to the whole.

Educational objectives:

In line with the themes in ISCED II. The interconnection of individual subjects naturally processes cross-cutting themes - protection of life and health, regional education and folk culture and patriotic education, financial literacy, reading literacy, media literacy, traffic education, personal and social development.

Service involved:

- refunctioning of neglected spaces;
- beautification of the environment of several people;
- creating a sense of responsibility, belonging and social feeling.

Students' Role

They elaborated the project plan, processed the permits, raised funds, developed gardening, art and carpentry work, and created a celebration for students and users, sponsors, organizations.

Cross cutting, ongoing activities: Reflection, Record, Systematization and Communication, process evaluation.

Reflection activities had been ongoing, students evaluated their strengths and abilities themselves to know which activity they wanted to participate in, processed ongoing evaluation and assessment of cooperation, and to conclude there was evaluation of the overall activity, and the result.

All activities were disseminated through Media - TV JOJ, SEMAFOR editorial staff (ŽSR periodical), Týždeň magazine (electronic version of the article), on the FB page and in communication with Staničkár.

Activities were evaluated jointly through:

- interviews with all participants at the station
- media interview
- evaluation form for teachers
- evaluation seminar and interview with students
- student self-evaluation
- partial achievements shared publicly with classmates, parents, with the public

The results demonstrated improved communication between pupils, between pupils and adults and greater openness in submitting new student ideas and suggestions. Visible changes showed respect from organizations, trust and continued cooperation with organizations, and beneficiaries continue to protect and maintain waiting rooms and gardens

Beneficiaries role:

- Residents- helped in planting plants, carrying heavier objects
- Entrepreneurs - delivered macadam, mulch bark and wood for fences to the station garden

- Local businessman - made metal bike racks
- Železničiari (ŽSR) - initiated the painting of the building at the initiative of children - external plaster, replacement of windows in the waiting room, later helped in watering flowers
- The mayor of the neighboring village - donated older furniture, which the children painted
- Parents - brought seedlings of flowers and herbs, donated a bench, brought books and magazines to the waiting room, provided a trailer and brought things to the station
- Teacher colleagues helped in assembling the boards at the flowerbeds, in painting and painting the wood.

Integration of learning and service activities:

Curricular Spaces Curricular contents	Learning activities	Service activities
	content and circuit calculation financial literacy measurements Plant communities Animal communities - insects Air protection, climate change, environment	- measurements in the garden - budgeting - planting plants, creating flower beds - creation of an insect hotel - care and creation of the living environment - garden, hygiene in the waiting room
Technology	Work with materials-wood, metal	- assembly of insect hotel, birdhouse grinding of benches
Technical education	Garden work Tillage	- planting of plants, flowers, herbs
Civics Slovak language and literature Ethical education	My village Getting to know the historical attractions of the village and its surroundings Application, poster, notification, Formal presentation, writing an e-mail, letter of thanks / style folder Selected words, grammar Ethics and interpersonal relationships Communication	- mapping the needs of the municipality and inhabitants - getting to know the mayors of municipalities and the parliamentary assembly - creation of a passenger information catalog - writing a request to mayors, authorities, sponsors - speech during the defense and ceremonial speech at the handover of the station - speech at student conferences - grammar in written and oral expression, communication through the media - older and stronger students cooperated and helped younger people at work - the age, gender and ethnically mixed group of students was strengthened - students learn to discuss, argue and tolerate, respect the opinions and abilities of others, listen to others, - assess the pros and cons that occurred during the project - solve problems

Art Education	The science of colors Traditional folk culture Computer graphics	-mixing colors - designs of ornamental elements graphic designs, visualization, work with a sketchbook on a PC
Physical and sports education	Strengthening activities	-Work in the garden, transfer of soil, mulch bark, macadam, benches
Cross-sectional topic Protection of life and health	Human health and safety - physical and mental health	- creating a healthy environment safety instructions at work
Medial education	Internet threats - security Film, internet communication	- managing their own Facebook page - Staničkári - video on Startlab - presentations for the defense, for student conferences (Bratislava 2017, Piešťany 2018, What City 2018, Šiška-Krušetnica 2019) Evaluation videos

Project partners:

Type	Name	Contribution
Organizations of state	Zemianska Olča Municipal Office Lipová Municipal Office Railways of Slovak Republic	- Securing and donating macadam - Authorized to work in the village Linden - Delivery of used furniture replacement of windows, modification of the building from the outside, joint cleaning within the Earth Day (2018)
Civil society organizations (non-governmental non-profit organizations)	Green Foundation SEV- Dropie (SAŽP)	- Lecturer and advisory assistance, the basic amount obtained after the defense of the project plan - Consulting assistance
Companies, enterprises	Private entrepreneur (owner of a wood processing saw) Private entrepreneur - (welder)	- Donation of logs to the garden - Donation of mulch bark making and donating bicycle stands
Other	Startlab followers	Financial amounts

2.6.   CHILDREN FOR CHILDREN
(TOKA, Pristina, Kosovo)

Problem addressed:

Lack of external visits for indefinitely staying children in the Pediatrics ward as leisure and creative recreational and educational corner.

Project description:

By seeing the large number of children in the pediatric clinic and the need for children with an indefinite stay in this clinic to engage in some activity to spend their free time a wooden shelf was built and filled with books, notebooks, other school supplies and toys. Also, the activities with the children staying in this ward were part of the project on the day of implementation. The purpose of this project was also to raise awareness of the importance of community work and the contribution to improving community even though participants were very young, and at the same time acquiring many skills such as working with wood, communicating with different partners who helped with the project, raising funds, among others.

Learning involved:

Coming up with the idea of a project, analyzing the community and the needs, planning a project, budget/fundraising planning, choosing /monitoring activities.

Service involved:

- Organizing a charity concert;
- Preparation and sale of food and beverages;
- Construction of wooden shelf;
- Gathering books in the form of donations from community members;
- Informal education activities with beneficiaries of the project

Beneficiaries:

Thirty children and their Mothers, Child educators, Psychologists, Department of Hematology.

Project partners:

Type and name	Contribution
1. Markets, banks, shops and local business owners. 2. Youth Center "TERMOKISS"	1.The conversion of small amounts of money (donated during the concert) to a larger value for easier management. 2. Providing free space for the charity concert by the Youth Center "TERMOKISS". 3.Providing the service of DJ and singer for free for concert.
Building Company from one of Parents of the Super Volunteers.	4. Donation of some woodworking shelf tools
Travel Company "BLERI" 5. Transfer of materials and children to the/from space where the shelf was built in a reduced price.	

3. Dissemination/awareness campaigns

Aimed at making the population and/or local governments aware of the importance/ urgency that demands attention to certain problem situations. In this sense, it can be stated that these projects are aimed at installing certain problems of interest in the local public agenda and at generating conditions that allow reversing the negative conditions produced by them in the medium term. It facilitates the attention of the problem in the short/mid-term and the impact of the action depends on the quality of the information provided and the application that the subjects make of it according to their needs and knowledge. Even if the role of the community tends to be passive in the face of invisible problems, actions of this type favor their entry into the public agenda.

The main challenges that this type of service faces has to do with the generation of diagnoses based on community needs (and not on what the school believes about what is needed) as well as the generation of situations that allow for horizontal solidarity (recognition of the capabilities and potentialities of the others involved).

Examples: Disease prevention and health promotion campaigns, dissemination actions on user rights, discussion events, complaint mechanisms, road safety education, environmental care, historical-cultural heritage, etc.

- Dissemination/awareness campaigns developed in CEE
  - o **Genesis Project**, Banja Luka, Bosnia & Herzegovina **Open space cinema*** students produced short films raising awareness of the problems of young people in the local environment and included events such as the 'movie night' that screened socially engaged documentaries followed by discussions with the local community about the local perspective.
  - o **Matej Bel University**, Banská Bystrica, Slovakia: **Sexual education in primary schools** students created a project aimed at implementing sexual education at primary schools.
  - o **MIOS**, Tuzla, Bosnia & Herzegovina: **For nicer and healthier environment*** Students organized a local awareness campaign about nature protection and the building and installing of trash bins on all public areas within the city.
  - o **Şcoala Gimnazială „Sava Popovici Barcianu"**, Rășinari, Romania: **Welcome to the seats!*** Raising awareness of the importance of local heritage and eco-tourism.
  - o **Transylvania College**, Cluj-Napoca, Romania: **From root to fruit** supporting the local communities and village museums, students wrote a brochure with stories of rural communities' heritage.

3.1.   OPEN SPACE CINEMA

(Genesis Project, Banja Luka, Bosnia & Herzegovina- Primary school Fra Bartola Kašića, Mostar)

Motivation:

This is an example of how students can bring a positive change into their communities through projects that involve various arts, but also integrate knowledge and skills from other curricular subjects. The project aims at offering the communities a space for cultural, relaxing activities, for positive interaction; students prepare and organize events and workshops in order to promote culture and social inclusion.

Problem addressed:

- a proper space for reading and creative writing activities, for film projections, artistic exhibitions;
- awareness about cultural events and about the cultural heritage of the community;
- quality social interaction and inclusion and a proper space or framework for this interaction to happen.

The students in local schools developed their service-learning projects in partnership with Genesis Project involving several community partners and organizations.

Integration of learning and service activities:

Need or problem	Learning activities	Service activities
Raising awareness of the problems of young people in the local environment, to organize social events for gathering and socializing, education and also to assist students in articulating their views on social topics, and link the entire process to the curriculum to broaden their knowledge and skills	Development of questionnaire for assessment of local community (idea for the project). Writing of Motivation letter for potential partners from local community. Brainstorming – equipment and material necessary for implementation of the project. Writing of Invitation letter for cinema screenings Selection of the movies for cinema screenings. Reflection. Development of project poster. Meeting project partners. Development of project budget.	Production of short films about those topics Screenings of socially engaged documentaries and produced films. Post viewing discussions on the topics of the films, discussing the local perspective.

Project partners:

Type and name	Contribution
Kindergarten Rodoč, Association, Naš Rodoč''	Participating in the screening and sharing opinions on the topics addressed
Local Community Rodoč	

3.2. FOR NICER AND HEALTHIER ENVIRONMENT (MIOS, Tuzla, Bosnia & Herzegovina- Kalesija secondary school, Kalesija, Bosnia & Herzegovina)

Project description:

Delivering a public campaign to inform the public about the problem of irregular trash disposal, the potential of recycling available on all administrative levels within the Tuzla Canton and building and inserting trash bins on public areas within the municipality Kalesija.

Project activities:

Students observed and noticed that ecological habits were low in terms of preserving nature and the infrastructure for environment protection was not satisfactory. Students collected and sold eco raw material and found out about the economic justification of collecting trash. Afterwards, they created a poster to inform the public. During the school anniversary the results of the project were promoted and presented, there was acknowledgement for the partners, teachers, students and a shared award for successful class.

Some of the guiding questions for the project were:

- What solution can we, as students, offer to citizens of municipality Kalesija?
- What are the practices and procedures in trash? What is recycling, which materials can be recycled?
- Which eco raw material has a market within the Tuzla canton and who does this business? What are its potentials and prices? Which is easier to sell on market, who will buy?
- How to draw and make trash bins? What material to use?
- What budget is needed?

Service involved:

By interviewing partners from the local community students determined the interest and the need for the project activities. They created business letters and established communication with community partners. Then, inserted trash bins on public areas and used photographs to monitor how citizens' habits changed and how the installment of bins enhanced behavior patterns.

All planned activities were adjusted to student' age, abilities and the professions they are intending as future vocation.

Learning involved:

First step was to determine community needs and then connect it with the with the curriculum - defining the learning goals. Some of the activities involved all students and some of the activities only certain professions like economy, mechanics, trade.

All school subjects were involved in the service-learning project: physics, maths, Bosnian language, and school extracurricular activities: journalism, language, photography.

Students researched and learned about:

- the challenges of nature protection and trash collection,
- potential of the recycling within the municipality and the Canton,
- economic profitability, the potential of eco economy,
- health protection - appropriate trash disposal methods.

During the project, students reflected about their habits and readiness to participate in the eco trash disposal as well as their prejudices about eco raw material not being a profitable business. The teachers team made continuous meetings to analyze project activities, steps, effects and learning outcomes. The project coordinator kept a diary of activities and each team also kept one. Students participated in the survey at the beginning and at the end of the project sharing about their experiences, emotions and evaluating their own participation within the project and interviewed partners at the beginning and the end of the project.

Curricular Spaces Curricular contents	Learning activities
Class community lessons	Research on correct and incorrect trash disposal, ways of collection, recycling, sorting, packaging and distribution of eco raw material.
Business, math	Economic profitability of recycling
Trade and economy	Purchase of material to build the trash bin, making prepayment invoice, financial report on the costs of the making and installing the trash bins
Computer	Making the blueprint of trash bin
Mechanical technicians, CNC operators	Making and instalment of trash bins, creation of school logo and putting it on the trash bins
Bosnian language	Business correspondence with local community partners
Eco school section and gym	Research on the damaging consequences of irregular trash disposal

Participants

Teachers introduced the idea of a service-learning project to students and parents, emphasizing the benefits both for students' learning and for the community.

Students' role:

- discover the challenge within the community,
- creation of the idea of the project
- find relevant partners within the community

- deliver business correspondence with partners
- ordering and purchasing material
- making and installing trash bins for the community
- provide acknowledgement certificates for partners, students, and teachers.

Student participation was supported by the Student Council who was a coordinator during all project activities.

Project partners:

Partners were interviewed about their satisfaction of implemented activities

Local community's leaders supported students during the installment of trash bins.

Municipality Kalesija and public company "Komunalac" were responsible for trash disposal – to agree on where trash bins could be installed and create a schedule to collect the trash from newly installed trash bins.

3.3.   WELCOME TO THE SEATS!

(Şcoala Gimnazială „Sava Popovici Barcianu", Răşinari, Romania- „Sava Popovici Barcianu" secondary school, Răşinari, Romania)

Problem addressed:

The community, like most of the rural localities, was deprived of the promotion from the point of view of the cultural and natural patrimony. All this due to the non-existence of an entity to deal with its promotion.

Project description:

Creation of an event to promote traditions, customs, bringing to light the living human treasures, to solve the problem of media coverage of the place and the active involvement of children and young people in this endeavor had a double benefit: young people developed their qualities as good promoters and the community gained image capital.

The decision to create and implement this project was made based on a school initiative discussed with community representatives. The growing interest of students and neighbors to get involved with the school gave the impetus to start to promote the cultural and natural heritage of Răşinari commune along with raising awareness of the importance of involving young people in service-learning projects and supporting sustainable development goals by protecting the environment, promoting a healthy lifestyle, gastronomy based on traditional organic products, preserving customs, traditions, architecture and traditional landscaping, etc.

During the event, tourists took part in a dialogue with local artisans and club members about the history, customs and traditions of the place, the children promoted their own products and the services offered as well as speaking to the press to convince others, that it is worth coming to the next "seat in Răşinari" event. The promotion of the commune gave them confidence, because they understood that the world discovers and appreciates local values helping the economic development of the area and developing their own skills of true entrepreneurs.

The evaluation of the students' curricular learning was done by systematic observation, focus groups, a diary, a portfolio, and self-assessment which evidenced the ability of students to adapt to the needs of their community, active involvement in projects, the development of students' communication skills. Students from disadvantaged

backgrounds managed to become more easily involved in classroom activities or games with colleagues. The changes in the beneficiary community were seen in the increased interest in sustainable development by the increasing number of visitors as well as the creation of a nucleus that brings together the school, representatives of cultural institutions, pensions, business missions and local authorities for the purpose of partnership including new requests for involvement and the contribution of some master-artists, pensions. The result was a project that has already entered the mind of the community and is gradually becoming a tradition and an event that is shaping up to be annual.

The young people who coordinated the project learned that green entrepreneurship is a basic element in their education, makes them make better life and professional decisions, empowers them, develops their spirit of initiative and creativity and leads raising awareness of the need for community development and discovering opportunities in their community.

Goals:

Educational:

- Effective communication in school and extracurricular contexts
- Motivating learning through service-learning activities
- Efficiency of learning strategies for obtaining educational progress
- Increasing the quality and relevance of school activities, in order to reduce early school leaving
- Raising awareness of the importance of involving young people in service-learning projects and supporting sustainable development goals
- Solidarity service:
- Promoting local values
- Attracting the community to school
- Stimulating the local interest for the existing local theater
- Sustainable development of the locality
- Increasing the quality of living

Integration of learning and service activities:

Curricular Spaces	Curricular contents	Learning activities	Service activities
Language and communication	-To adapt to new conditions and situations of communication. -To collaborate in group / team, to understand / perceive and respect views of colleagues in various communication situations.	-Dialogue with guests -Presentation of an artistic program -Interview for press and television -Writing work, planning, implementation of project	-Promoting the locality and the cultural heritage -attracting tourists
Mathematic	-Processing of mathematical data of quantitative, qualitative, structural type, included in various information sources	- Making a budget - Organizing a mini stand with sale of products and accounting the money raised	- Reporting Excel format - comparing resources - questionnaire statistics

Engineering and technology	-ICT	-Online promotion - Create flyer - Create poster	-Communication and promotion
-Social Sciences	-Cooperation for carrying out activities and for investigating specific problems of different groups and communities, by assuming social and civic values and norms. - Responsible participation in decision making through exercise of the spirit of initiative and entrepreneurship, respectively by manifesting an active social, civic and economic behavior	- Needs analysis in community - Discussions with local authorities	- Organizing the actual session - Organizing a presentation stand of the club with the sale of products made by its members and promoting local natural and cultural heritage

Project partners:

Type	Name	Contribution
Government agencies	Sava Popovici Barcianu Secondary School -Rășinari commune town hall - Troop Academy Terrestrial Nicolae Bălcescu Sibiu -ASTRA Museum Sibiu	-hosts the club meetings since its establishment, supports with human resources, gets involved through volunteers, teachers of the school, in the events organized by the club. -ensuring the location for the event at the Rășinari Ethnographic Museum, identifying the local artisans -presenting some popular artists -presence of popular artists
Civil society organizations	-Association Rășinari European confluences - Information Center tourist Rășinari -APAR-Rășinari Travel Association	-Promoting the event through the media
Business	-Parcu Marcu - Pensiunea de Vis	-Providing trays with traditional food for tasting - Promoting the event among tourists

4. Knowledge transfer/exchange

The aim is to enable the target population to incorporate knowledge and skills that will help them to deal more effectively with social problems. To this end, an effective exchange is necessary in which scientific knowledge dialogues with practical knowledge and seeks to facilitate the tackling of certain problems and generate a better positioning of the beneficiaries in relation to them. It allows addressing the problem in the mid-term and the impact of the action tends to improve the position of the recipients in those problematic situations as it favors the processes of empowerment of the subjects and social groups.

The role of the community tends to be active, as long as a true dialogue between scientific/academic and popular knowledge can be generated in real instances of exchange.

For example: projects of labor training, of accompaniment to productive entrepreneurs, consulting workshops, training and discussion sessions, among others.

- **Knowledge exchange/transfer activities developed in CEE**
  - **Catholic University in Ruzomberok**, Slovakia: **Assistance for the socially and economically disadvantaged children*** to reduce the differences in school performance between children from a socially and economically disadvantaged environment. Psychology consulting was offered to elementary school children with learning disabilities.
  - **Genesis Project**, Banja Luka, Bosnia & Herzegovina: **Colorful park of love and tolerance** students prepared different kinds of social activities including outdoor exercises and music, dance and fine art workshops for children with disabilities, and elderly people in the local park.
  - **Mary ward Loreto Foundation**, Lezhe, Albania: **School environment free from bullying*** in which students prepared an awareness video against bullying and delivered a training to other schools and community centers.
  - **Matej Bel University,** Banská Bystrica, Slovakia: **Service-learning 1 & 2*** students created the University Night of Literature (UNL) that included a series of public readings of current literature taking into account audience health disabilities, so readings were interpreted into Slovak sign language; **Move up!*** (Posuň to ďalej using service-learning) an online counseling center on social networking in the field of work advice was offered to children in a crisis center, children's home, and halfway including workshops on efficient communication, conflict resolution, self-development, immutability and collaboration and legislative possibilities for young people becoming employed.
  - **TOKA**, Pristina, Kosovo: **School library** (Biblioteka Shkolles) in which Primary School "Lidhja e Prizerenit" from Pejë equipped a library at a school for language teachers to hold their language classes, to discuss different books, and for students to have a space to develop different kinds of activities.
  - **Transylvania College**, Cluj-Napoca, Romania: **Chess the community!** a project that raised awareness of the importance of playing chess and provided outdoor chess boards available for the neighborhood involving elderly people that helped students practice playing chess.

4.1. ASSISTANCE FOR THE SOCIALLY AND ECONOMICALLY DISADVANTAGED CHILDREN

(Catholic University in Ruzomberok, Slovakia)

Project description:

The project connected Psychology students with real-life practice by putting them in contact with elementary school children with learning disabilities to reduce the differences in school performance between children from a socially and economically disadvantaged environment and children from average families.

Motivation:

Results of Monitor 5 (National testing of children in fifth grade of elementary school) show that Slovakia has the largest differences in the EU (European Union) between children from socially disadvantaged families and children from average families. The differences in school performance between these two groups are alarming and significantly affect children's opportunities in the future.

Goal and objectives:

- Help the elementary school who do not have enough personal and financial capacity.
- Connect psychology students with children with learning disabilities at elementary school.

Reduce the differences in school performance between children from a disadvantaged environment and other families.

Institutional framework:

This project is an integral part of following psychological subjects: social psychology and applied social psychology. Though these subjects are compulsory, the involvement of students in the service-learning activities is voluntary (the students had the possibility to attend these subjects in the classical way, e.g., to write and present a seminary work). It was pleasant to notice that 100 % of students participated in the service-learning activities.

Project activities:

Psychology students spent from 60 to 90 minutes two times a week with the group of elementary kids with learning disabilities helping them with homework and the curriculum, as well as talking about their hobbies, dreams, troubles and problems by utilizing different games.

Learning involved:

Social psychology and applied social psychology, with the support of the Head of the Department, the Dean and Vice-Deans of the Faculty of Arts and Letters and also from the Rector of Catholic University. The plan is to incorporate also students of pedagogy in the next level of this project.

Project Impact:

- Participating pupils: increase of self-confidence, focusing on positive skills, improvement of school skills, increase of motivation, improvement of communication skills, and enhancing teamwork.
- School and teachers: reducing social differences, more satisfied pupils, improved school image, less work in class, better grades, better results in Monitor 5.
- Students of Psychology: real practice, testing and learning communication with children but also with teachers, experience with the elementary analysis of the problem (grades, interviews with teachers and pupils), experience with testing, educational skills in working with children at grade 3 and 4 (seminars, interviews with teachers and pupils), work in the classroom, experience of work under supervision, successful completion of the subjects Social and Applied Psychology

Main lessons learned:

Knowledge: more information about learning disabilities, about developmental aspects of children and about children's play.

Competences: managing skills in the work with small groups, motivational skills in the work with unmotivated children, communicational skills, planning skills.

Testimonials:

Student:

"I would like to thank my teachers and also the elementary school teachers for the opportunity to improve my communication skills and most of all for the opportunity to gain practical skills. I have to admit that I did not plan to work with kids, however now I even started to dream about it. It was great to experience how the kids that had no motivation to cooperate with anybody changed due to the activities we prepared for them. I finally saw that the work of a psychologist is beautiful and worthwhile." (student of Psychology)

Teacher:

"I appreciated the increased motivation to learn of those children which participated in the program. I admire that the students of Psychology were able to create a close personal relationship with problematic kids that even the more experienced teachers have difficulties to create. In many cases I noticed improvements in school performance of these kids. I hope that this program will continue in the next school year and it will last not just three months, but the whole school year." (elementary school teachers)

4.2. SCHOOL ENVIRONMENT FREE FROM BULLYING
(Mary ward Loreto Foundation, Lezhe, Albania- "Rogacionistet" secondary school, Lezhe, Albania)

Project description:

Prior to starting the project students prepared a questionnaire to find out what are the main problems concerned their age groups. One hundred students answered, and the main problem identified was bullying in the school.

The aim of the project was to develop effective means and tools to fight bullying in schools in compliance with the Goals of Education Development in Albania and it had two objectives:

- To support a school in creating a model to be replicated in other educational institutions.

To engage students, teachers, local government structures and community members in becoming aware of this phenomenon and in creating a bully free environment in our schools.

Project activities:

A social worker from the Faculty of Social Sciences at the University of Tirana conducted the training with the students, teachers, parents, school psychologists. After this Training, the students and the psychologists organized a series of trainings themselves at three schools and at the Community Centre in Lezhe.

During the project implementation the students developed and put into practice certain skills:

- Preparing a leaflet with key messages, creating materials as training tools
- Making an awareness video on bullying
- Arranging awareness sessions in the community and in other schools.

As regards the video against bullying the students prepared, played, and registered this film in its entirety, using technology for the benefit of the community. This video served as a tool during the awareness raising meetings.

Apart from what they learned about bullying, the students developed training skills by actively engaging additional schools and parents with this social concern. During these sessions, a great need for anti-bullying awareness raising was identified. Furthermore, training sessions helped identify victims of bullying for whom the psychologists, parents, and teachers provided support. An additional problem was

identified as "cyber bullying" where the use of technology and social media, beyond the school environment, is a factor for students to address in this cyber bullying world, even taking place within the home. An emphasis has been placed on the role that teenagers can play themselves in alleviating this phenomenon.

Integration of learning and service activities:

Curricular Spaces	Curricular contents	Learning activities	Service activities
Literature	Types of questions, open & close questions, drafting a questionnaire.	How to draft questionnaires & test it and conduct it.	Collecting data and doing research which helps to alleviate a problem in the schools and addressing it even with parents in order to support children.
Civics	The role of a community member	Understanding that each community member should play a role and take an active role to make the community and the school a better place for all	Showing by example the active role is the best service for the community
Technology skills & ART	How to play a role in a video. How to prepare the scenario.	The students themselves prepared the video scenario, played it, recorded it and made it available at all training sessions for the awareness activities about the phenomena.	The video was made available and shared with other schools and parents and psychologists working in schools as an awareness tool which can still be used.
Mathematics	Analyzing the data of the questionnaire. Presenting the data in graphs and smart art.	Students learned how to analyze the data and how to present it in smart graphs to others.	Presentation of survey results in nice graphs.

Participants:

The participation of students (15-17 years old) was voluntary and they were involved in all project stages including the needs assessment, prioritization, planning, implementation and celebration. During the trainings, the students did not just deliver the training but they modeled the role that each student should play when facing such situation and the measures they should take in order to alleviate the consequences of this phenomena.

Beneficiaries:

Estimated audience: 1000. The project has three kinds of beneficiaries including school students, community members and psychologists working in the education structures, parents and teachers.

Project partners:

Terre des Home, Two other Schools, Community Centre, Board of Parents, The Community Centre, The Congregation of Venerini Sisters, TOKA organization from Kosovo. Council of Psychologists in the Education Department.

Material published:

https://www.albaniahope.com/wp-content/uploads/2019/01/service-learning-anglisht.pdf

4.3.   MOVE UP!

(Matej Bel University, Banská Bystrica, Slovakia)

Objectives:

The goal of the service-learning project "Move up!" is to link the education of social work students within the competences from their professional profile. The activity was part of the subject of Work with Youth at the Department of Social Work at the Faculty of Education and involved two other departments from the Faculty of Education (Department of Pedagogy and the Department of Andragogy). The aim of this project was to supplement, expand and develop already realized service-learning projects through the interconnection of students with children and youth, leaving the project leadership to the students, working with the community and other study departments.

The project included three service-learning projects:

1. "Move up!" with the children in the crisis center
2. "Move up!" with the youngsters from the children's home
3. "Move up!" with the clients from halfway home

Service objectives:

1. Establish longer-term cooperation with organizations and local communities in need of assistance in the field of child and youth work.

Provide the environment for students working with children and youth under mentoring

Learning objectives:

1. Identify and describe the socio-demographic characteristics of selected target children and youth groups.
2. Define the importance of working with children and youth in the context of the Slovak Republic and the European Union.
3. Classify and analyze the specifics, methods and techniques and professional competencies for performing social work with children and youth.
4. Develop selected competences of the social worker profile.
5. Work with a group of children or young people to apply the acquired knowledge in the context of social work.

Curricular learning involved:

Two levels of reflection involved:

Linking the acquired knowledge and its use: students used the knowledge about the socio-demographic characteristics of selected target groups of children and youth (abandoned children from children's homes and children from crisis centers who experienced violence at home) and applied the acquired knowledge about youth work, adopted methods and practices of working with children and youth in the context of social work.

Specific competences of a youth worker: (selected by the students themselves) The ability to work in a team, ability to motivate, conflict resolution, organizational competences, ability to informally teach, ability to work with processes in the group, knowledge of youth as a social group, entrepreneurship and self-development, ability to communicate efficiently, presentation skills, culture and intercultural skills, project thinking, financial literacy, application of organizational and legislative standards in the field of youth work, ability to work with information, practical use of opportunities for non-formal education in youth work.

Projects descriptions:

"Move up!" with the children in the crisis center:

A series of ten workshops aimed at developing prosocial behavior in children who have a problem of aggressive behavior and mutual humiliation. Motivational skills were developed in workshops, as well as in follow-up meetings on the basis of non-formal education. Students chose topics linked to their competency profile and addressed the topic of efficient communication, conflict resolution, self-development, immutability and collaboration.

In the preparatory stage and diagnosis ten students first approached the organization and held a meeting with the social worker. They presented a service-learning strategy and their own set goals, related to their selected competences about the profile of a youth worker. Then, for one week, the social worker together with the children, worked out a list of their needs and problems. The second meeting of the students and social worker was about the project activity which resulted in a series of seven workshops provided by students and three workshops provided by the social worker focused on the development of prosocial behavior and thus the decline of children's aggressive behavior. Then a meeting with the teacher focused on continuous reflection took place. Once a week, the students or the social worker realized a workshop on one of the selected topics based on participatory activities. In the assessment and celebration, the children wrote a mini letter to the students about what they had experienced and had a Christmas party where the two parties prepared games and entertainment.

"Move up!" with the youngsters from the children's home:

Students got acquainted with the legislative possibilities of young people becoming employed and developed a series of three educational activities and the establishment of an online counselling Centre on social networking in the field of work advice.

In the preparatory phase and the diagnosis five SL students and an Andragogy student created the content of educational meetings and consulted them with a social worker. Following that, the students met some young people from the children's home to cooperate in the preparation of the educational seminars. They conducted a survey of online advice centers on career guidance and job counselling, held two consultations and continuous reflection. In the implementation stage students developed three training seminars and held a reflection session with the participants of the seminars. At the same time, they created a closed group for work counselling for young people from a children's home in Banská Bystrica to enable the young people to pose the necessary questions about employment and work. In addition to the young people from the center, they collaborated with law, andragogy students, educators and lawyers. As a closure, the students promoted the opportunity to engage in online counselling, and gained feedback from the young people from the seminars and from the young people with whom they had collaborated, as well as a final evaluation of the project with the mentor and evaluation of the students' goals was carried out.

"Move up!" with the clients from halfway home

As this was a continuation form a previous project, students met with a teacher who had been there previously, a younger child from the children's home, and students from the previous project. After finding out the needs of the clients of the facility,

they elaborated their plan, consulted it with the social worker and added new suggestions and ideas. In cooperation with their clients from the facility, students created a half-year project aimed at improving the communication of children at children's homes. The students developed specific knowledge about the rational, mental and social level of adult women who often behave like children and realized ten working meetings, six discussion meetings with clients from the facilities, three meetings with a social worker, one meeting with a teacher from the Department of Education and three reflective meetings. In addition, they sought sponsors for the necessary materials and aids.

Achievements:

To connect with communities and partners, so they themselves would not only cooperate on our project but continue with it: Cooperation with the crisis center continues to keep children and social workers together; as part of the cooperation with children's homes, an online counselling has been created which works without the involvement of students; the project with the halfway home is still on-going.

Projects have also been motivating for the target groups and partner organizations to start being more active themselves or other people's communities in their neighborhood.

Main lessons learned:

Students have the opportunity to develop the necessary knowledge and skills of a social worker with children and youth (from a nationally recognized competitive profile) through a direct relationship with the target group.

Main solidarity service to the community:

The project reflected the needs and the problem of children and young people living in different life situations.

Students' Testimonies:

> "Service-learning is interesting in all directions, the way of teaching and especially the subsequent testing of knowledge directly in practice. It gives students the opportunity to do something and try out what it is, make mistakes, get your fingers burnt, show students that reality is different and complex. By the fact that one can try to do something and thereby find out many important things and rich experiences."

> "It helps me better understand the subjects I have in my field of social work (social planning and designing, informal education, youth work, etc.), I have a better understanding of the needs and problems that society has and I can solve also in social work, and I can also disseminate information about this other form of learning, because it gives the opportunity not only to listen to the students but also to realize it."

4.4. SERVICE-LEARNING 1 & 2
(Matej Bel University, Banská Bystrica, Slovakia)

Institutional framework:

The subject of service-learning 1, 2 is a university-wide subject in all study levels (Bachelor, Masters, PhD.), where students from all six faculties can participate. Given the diversity of projects and the scientific and pedagogical profile of lecturers, a high degree of interdisciplinarity is achieved.

Subject description:

The aim is to develop the professional and key competencies of the students and to create civic responsibility through services for the benefit of others, emphasizing the needs of the student, the community and the university.

The SL concepts are organized in three four-hour blocks on:

- Service-learning concept
- Teamwork;
- Mapping the community's needs;
- In-time planning;
- Promotion;
- Communication;
- Budgeting;
- Implementation and evaluation of activities.

Students acquire theoretical knowledge as well as practical experience. By a practical analysis they recognize the necessity of correspondence of the target group with the selection of the promotion tool. Through model situations they are trained in communication and acquire budgeting skills. Students identify their own needs and those of the community and University and create activities to meet the identified needs. In this work, at least twice a month they work in tutorials and are consulted on the suitability of the steps to accomplish the chosen activity as well as its implementation and evaluation.

Ideally, in the course of one academic year they progress through all the stages of service-learning: preparation, action, reflection, evaluation and celebration. At the end the students meet together to present their accomplished activities and outputs to others, reflect on their own learning process and evaluate the whole course of the subject.

University Night of Literature project (UNL), within service-learning 1 and service-learning 2 subjects:

Interdisciplinary project between service-learning together with Slovak language and literature.

Driven by the lack of cultural events without admission charge, the need to engage in the cultural life of the university and the city together with the desire to organize events, students choose a series of current literature readings and created a project to promote and present readings interpreted into Slovak sign language. The aim of the event is to present the university in a non-traditional way, to highlight its importance in the Banská Bystrica region, present interesting personalities from the region and university who are keen to contribute to the culture of society.

The students focus on children with hearing impairments, who acknowledge the lack of cultural events that consider their health disabilities. Every year readings are held in barrier-free environments enabling entry for anyone who wants to participate in the event. There are seven eye-catching books and seven great readings in seven non-traditional locations. Public readings last for fifteen minutes, followed by a 15-minute break to move to another location.

Learning involved:

Teamwork: advantages and disadvantages of group work, continuous reflection of their own, group participation, in relation to the community.

Project phases: planning, in-time planning, organizing, implementation and evaluation of the activity.

Communication skills: on argumentation and effective forms of promotion of the event, coordinated PR events, participation in meetings to obtain the permits for organizing events of this type; the event partners; and the event sponsors;

Organizational skills: Planning skills (plan activities / events, the implementation of them, evaluation, budget planning budget); and development of events.

Management: legislative and functional knowledge, behind the scenes functioning of the university and the city, strategy in choosing the locations for the readings, as well as addressing the readers.

In 2017, UNL was attended by more than 350 visitors and was supported by more than thirty bodies. The team was made up of fifteen students and forty volunteers. In the preparation, the student team is divided into smaller micro teams based on the skills they want to strengthen. In 2017, for example, three students were involved in the writing of promotional texts and press reports about the event, six students obtained sponsorship for the event, two were in charge of communication with the media, two in presentation on social networks, one was in charge of volunteers, one was responsible for the UNL graphics related materials (posters, literary passports, T-shirts, etc.), three collaborated with the hearing impaired community, and two were in charge of the licenses required for this type of event, two communicated with the selected readers and took care of the relevant site.

Impact on students:

Three are already successful graduates and carry out event preparation in addition to their work responsibilities, demonstrating the strength of the service-learning experience and their transfer to life after graduating. Another six completed their master's degrees and two of these found jobs in the cultural field (publishing, library) thanks to their work experience with UNL.

Service-Learning 1 and 2 subject achievements:

A pre-test and a post-test were developed to identify the subjectively perceived level of competencies among the students who have enrolled in and successfully completed Service-Learning 1 and 2. An input and output competency questionnaire was used for testing competences like: information, problem solving, learning, social

and personal, occupational and business, and civic and cultural. Students also chose the ten skills to develop during their own service-learning activity, and in the post-test, they picked up to ten skills that they considered to be the most developed thanks to SL. The analysis has confirmed that service-learning as a learning strategy that links the theoretical learning with practical experience develops the students' skills that are often directly related to their service-learning activity, e.g. the ability to work in difficult and stressful situations, the ability to take responsibility for the tasks assigned, the ability to manage oneself, the ability to make decisions, the ability to set personal goals, the ability to work with specialists, the ability to organize one's time, the ability to work according to a plan or skills in project planning (plan an activity / event, implement it, evaluate it and budget planning).

Difficulties/challenges:

Time-consuming: roughly six months

Quality: to satisfy about 400 visitors

After event activities: writing reports, financial matters.

Once more than 100 people with impaired hearing wanted to attend and, given that only four translators in sign language were available, access restrictions had to be imposed.

Students' Testimonies:

"The subject of service-learning is exceptional for the fact that I could almost immediately use in practice the knowledge I acquired, which will not succeed many times. It is important to notice that you are working in a team. You should depend on it. Engage as much as possible. Do not hesitate for a moment. Work to your fullest."

"I think I have really enjoyed doing these projects, to simply participate in raising the cultural awareness of myself, of my environment, of the city, the people in it, it is as necessary as salt, and it is necessary to go against the flow and do such things so long as you have the energy because when it stops, it will be the absolute end. That's why I want to keep everything, every impression, information, experience, way of planning and realization, and I hope to use it all over and over again."

"Thanks to the experience of organizing the event, theoretical instruction is not only a theory for me, I can connect it to what I have experienced and much better understand it, then interpret it and use it in practice on other occasions. One gains a great deal of new knowledge from different areas, growing professionally, in experience, as a person. Experience and work experience can also help one get a job."

5. Contribution to local development processes

It aims at tackling community problems together with other social actors. It seeks to accompany processes that favor socially, economically, politically, culturally and/ or environmentally sustainable development. It allows the attention of the problem in the mid/long term and the role of the community tends to be active. The action tends to generate conditions of inclusion and sustained development that positively impact the population, favoring the strengthening of people and groups capacities through the consolidation of social networks. The main challenges have to do with the specific contributions that can be made by schools (and by students' knowledge) to addressing problematic situations, generating a dialogue with other social actors with different knowledge and institutional cultures.

Examples: Projects linked to the strengthening of local production circuits, quality social and cultural life, actions with an impact on the environment and the urban environment, the encouragement of local tourism, among others.

- Activities developed in CEE that contribute to local development processes
  - **Forum MNE**, Podgorica, Montenegro: **Service-learning as an asset to the students*** With the aim of introducing the concept of service-learning pedagogy in Montenegro the project included a series of different actions. A manual called "Service-Learning in Montenegro" was published and presented at the final event "Festival of service-learning successes in Montenegro"; language workshops for asylum seekers were offered to improve their Montenegrin language; workshops about child segregation and drug abuse were held in elementary schools; a document was disseminated as an educational resource in schools to serve as a base for further activities; a workshop was organized with a group of high-school students where students create a photo exhibition called *Different View* , addressing the issue of child begging in the Roma community; students designing and disseminating flyers and stickers with different messages about traffic safety problems; implementation of the cultural night in the Montenegrin National Theater, distributing discounts for young people.
  - **Genesis Project**, Banja Luka, Bosnia & Herzegovina: **Service-learning in arts:** a series of projects that promote cultural events involving the participation of spectators/listeners/readers/users as opportunities for diversified use of free time, and quality social and cultural life. The schools connected the community to the arts, such as cinema, literature and visual arts generating opportunities for cultural life in a locality that did not have it before. *Wall painting and arrangement of the promenade by the river*: students produced murals, made benches and revived a promenade, providing a safe space for children and adults for walking and recreation; *School Cinema - Cinema for all* included community screenings offered to a community that had no cinema to attend; *Library / Reading room / Media library* students equipped a library with books, professional literature and multimedia tools and also organized thematic exhibitions of students' paintings, Poetry Evenings and creative writing workshops; and *Art Colony* (Cultural and Historic Monuments of City of Jajce) students organized an exhibition of photos and paintings as well as the production of a multimedia DVD with photographs and paintings of cultural and historical monuments of Jajce that was distributed by local tourist agencies.
  - **Mary ward Loreto Foundation**, Lezhe, Albania: **Remembrance not to forget** an Albanian history project that brought together real stories from communism in which students interviewed their parents and grandparents visited museums, prepared essays, leaflets, a video, and a draft book that was shared in reflection sessions with other students and parents;

- o **Matej Bel University**, Banská Bystrica, Slovakia. **Managerial skills differently*** students prepared a visual presentation of the community center to promote such facilities to the public, organized a workshop for classmates and created a new logo design and campaigns to attract young people to networking events. Also, a communication campaign, a financial analysis as well as suggestions for funding through grants and contributions was developed for childcare facilities sustainability.

- o **Transylvania College**, Cluj-Napoca, Romania: **Baisoara - revive nature related traditions*** students created a campaign on traditional heritage and nature related traditions in the mountain area of Baisoara and Muntele Baisorii participating in traditional events and producing materials for the Tourism Information Center.

- o **Zenit School**, Pristina, Kosovo: **Cleaning a part of the Llap river*** the river was in poor condition and it concerned villagers as it could affect their health. Students cleaned the river and created a recreation park for relaxation, rest or other activities.

5.1. SERVICE-LEARNING AS AN ASSET TO THE STUDENTS

(Forum MNE, Podgorica, Montenegro)

Project description:

This project was the pilot service-learning project for the organization, but for the country as well. Forum MNE was in charge for the design, implementation (together with partners Faculty for Political science and Faculty of Visual Arts), as well as the evaluation aspect of the project.

With the aim of introducing the concept of service-learning pedagogy in Montenegro there were nine projects, with different target groups (such as asylum seekers, Roma children, drug addicts, pedestrians, elementary and high school students) that developed different activities (for instance, organizing and preparing food for the Cultural night of Cuba and Yemen, giving recommendations for the manual "Let's do it together", creating messages for the flyers regarding traffic issues, opening a youth club in the school in order to increase activism of the students, having a role of photo models for the exhibition during which they shared their stories, designing the graphite for the playground and participating in the workshops)

Context:

The concept of service-learning pedagogy is new in Montenegro. Following the Service-Learning Quadrants[7], it can be said that in Montenegro students had a chance to participate in extracurricular institutional volunteering; non-systematic solidarity initiatives and volunteering and in field work, internships and practice with no social intent, but not to either develop or participate in service-learning projects.

Since the changes in Montenegrin higher educational systems are slow (such as curriculum flexibility, correlation between subjects, competencies based, labor market/society-oriented curriculum), there is a vast need to foster this connection now and to promote service-learning pedagogy as an approach that is useful both for students and communities. Student ' practical placements in MNE are an unused mechanism that mostly ends up in just visiting different stakeholders without any implementation of gained knowledge and skills, not to mention possibility to gain new, develop or improve students' skills and competencies. Following the current developments in the educational field, Forum MNE has been working with public University of Montenegro and private universities since 2007 in the efforts to connect learning objectives and societal needs. Now, they can finally be introduced with

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7   TAPIA, 2006, based on Service-learning Center 2000, Stanford University, 1998

service-learning pedagogy.

Goal:

To introduce the concept of service-learning pedagogy in Montenegro in partnership with the Faculty for Political Science, the Faculty of Visual Arts of the University Mediterranean and Directorate of Youth (Ministry of Sports).

The planned activities were actively led by students from the planning stage until assessment and they were working together with the community on meeting community needs while reinforcing its connection to curricula at the universities.

All of this was accomplished through the following activities:

- Planning phase

- Launching of the service-learning Program

- Capacity Building Program

- Service-Learning Projects in Action - Practice in Communities

- Fair of service-learning Projects – two days' city festival

- Evaluation of the project, Promotion and Visibility activities

During the Capacity Building Program, nine small researches on community needs assessments were implemented in the municipality of Podgorica. The topics were the following: youth activism, youth cooperation among schools, child beggars, safety in traffic, integration of Roma youth, women rights, youth cultural needs, use of drugs among young people, child segregation in elementary schools, life of asylum seekers in Montenegro.

Participants contacted relevant institutions and NGOs that helped them with accessing specific groups that they did not have contact with.

Service-Learning Projects in Action - Practice in Communities represents the core phase of the project which enabled participants to apply gained knowledge. Within their projects, forty-five young people have: arranged playground, opened the club in school, created manual, organized language lessons with asylum seekers, made a photo exhibition and much more – they connected and engaged different stakeholders in implementation of their ideas, gained community trust, raised public awareness on specific issues, and developed themselves both personally and professionally.

The project included the creation of a manual called "Service-Learning in Montenegro" [8], created by professors from the partner faculties, as well as the coordinator of the Forum MNE project. The aim of this manual was to introduce different stakeholders with the concept itself, but also with the obstacles encountered during the implementation of the project and mitigation measures. Also, the manual provides tips for all those who will implement this concept in the future. Service-Learning in Montenegro, together with results of the project were presented at the final event "Festival of service-learning successes in Montenegro".

Forum MNE always pays special attention to the process of monitoring and evaluation, therefore it has developed and conducted substantial evaluation aiming to assess the impact the project had on participants. By conducting pre- and post-project surveys, as well as including a control group, the impact that the project had on participants and their perceptions as well as the role of education in society was assessed. It also assessed whether the project had an influence on students' level of engagement in practical activities within the education system.

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8   Can be accessed in: http://www.clayss.org.ar/CEE/resources.html or http://www.clayss.org.ar/04_publicaciones/Servisno_ucenje_u_CG.pdf

Project activities:

Service involved:

Four 3-hours long language workshops for asylum seekers in Montenegro to improve their Montenegrin language. Additionally, educational workshops were organized aimed at familiarizing children with Montenegrin language and culture, and then meetings with teachers in the elementary schools that children attended were held. During those meetings the inclusion of children in extracurricular activities was discussed, which aimed to socialize children with their peers. The project was completed with the organization of a cultural day of Cuba and Yemen aimed at the local population with cultures of these countries.

The group of students which was tackling the issue of child segregation in elementary schools created and implemented a workshop for the class, which had the aim to increase social cohesion and improve teamwork among students. Next step was to prepare a short brochure for elementary school teachers with some of the methods from non-formal education that can help them create a friendlier environment within their class. It contains a set of activities that teachers can implement in their class in different situations and for different purposes (conflict resolution, motivation, awakening, team building, etc.).

One group audio recorded the confession of a former drug addict regarding first encounters with drug abuse, the process of getting addicted, the problems caused, etc. were explained. After the beginning of the school year this group organized visits to three schools where the recording was played followed by a workshop. In addition, the file was disseminated to other schools to use it as an educational resource and to serve as a base for further activities.

A workshop was organized with a group of high-school students where students examined their attitudes towards activism and the problems they are facing. The workshop provided them information about numerous possibilities for volunteering and activism in society, and also opportunities for them to develop their creativity and other interests apart from formal education. The added value was that they worked with students from vocational high schools which lack extra-curricular activities compared to grammar school students. As a result of their initiative, a youth friendly space was created in one of the schools and it remains open for students to socialize between classes. The impacts of this project can be still seen as the club and its participating members continue organizing meetings on designing plans for various activities, such as workshops and actions of a humanitarian character.

Preparation and organization of the photo exhibition "Different View", presenting photos addressing the issue of child begging in the Roma community taken by the students.

The same group worked on designing flyers and stickers with different messages addressing traffic safety problems. The dissemination of material in selected communities followed. Stickers and flyers with messages such as "Drop That Phone!" drew citizens' attention and provoked many positive reactions.

One group planned and carried out two info sessions: one related to the general information important for young people, which concluded with an interactive workshop, while the other was focused on mobility of young people. In addition to the info session, the Youth Informer was launched online, with the aim to increase the awareness of young people about the opportunities offered to them, which was one of the needs identified during the research.

The students arranged a playground located in the area mostly populated with Roma people, and after further consultations, a missing basket was also installed. Children are provided with sports equipment and materials for carrying out various activities. Together with children, students have chosen and designed graphite. Workshops on different topics followed.

Multiple meetings were held with representatives of the Montenegrin National Theater, where students discovered that discounts for young people exist but were not promoted. In accordance with that, the students agreed to focus on the lack of

information. During one of the meetings, they proposed that a certain number of free tickets for young people should be sent to high schools (each month it should be sent to a different school). Alongside with tickets, the theater will send monthly programs as well as information about discounts. What followed was the purchase of tickets that were distributed to selected schools whose students, together with the project group, met in the premises of Forum MNE, discussed the topic of the play, and then watched it. In addition to this, the group participated in the organization and implementation of the cultural night, attended by a large number of citizens, showing that young people are interested in creating cultural content on their own.

Learning involved:

- How to conduct a photo session.
- Preparation and processing of photos.
- Preparation of exhibition and cultural event (event management- concept of the event, negotiations with management of exhibition hall, preparation of invitation card and poster, sending invitations, contacts with media, preparation of press release, etc.).
- Preparation, design and Desktop publishing of brochure.
- Implementing the sociometric technique: formulating the sociometry criterion and drawing a sociogram.
- Working with the groups of smaller and medium size.
- Painting and decorating some public areas (such as a playground for the kids).
- Mediation between the members of different groups and communities.

Integration of learning and service activities:

Curricular Spaces	Curricular contents	Learning activities	Service activities
Graphic programs	Illustration Graphic design Animation	Photo session of Roma children - Preparation and processing of photos - Preparation, design and DTP of brochure - Design of the flyers and stickers - Design of the graphite	- Dissemination of the flyers and stickers with different messages, addressing traffic safety problems -Creating the brochure for elementary school teachers; -Graphite on the playground
Application programs	Photoshop Illustrator In-design		
Multimedia studio	Projects in culture and art		
Social Policy in Practice	Sociometry test within a group	Formulating the sociometry criterion, developing the sociogram, developing the sociometry matrix	-Implementation of a workshop for the class to increase social cohesion and improve teamwork among students. – Preparation of a brochure for elementary school teachers with some of the methods from non-formal education to help them create a friendlier environment in class. It contains a set of activities that teachers can implement in class (conflict resolution, motivation, awakening, team building, etc.)
Community Social Work	Mediation between members of different social groups and communities	Assertive communication, negotiation, persuasive communication	Four 3-hours long language workshops for asylum seekers in Montenegro to improve their Montenegrin language. Educational workshops aimed at familiarizing children with Montenegrin language and culture. Meetings with teachers in the elementary schools that children attended
Community Social work	Agitation for social projects	Preparing the means necessary for the agitation for the social projects Developing the flyers and stickers with different messages	Sharing the flyers and stickers with different messages, in order to persuade the members of the community to support a social project

Participants:

Student participation:

There was an Open call for the students of second and third year of Faculty of Political science and Faculty of Visual arts interested to be involved in this project, and thirty of them were selected to participate. Additionally, on both of the faculties several subjects were selected: Social Policy in Practice and Community Social Work on Faculty of Political science and Multimedia Studio in the third year and the subjects Graphic and Applied Programs in the second year of study for Faculty of Visual arts. Student activities on the project were recognized as part of the engagement involved in the final grade from the above-mentioned subjects.

Students were actively included in every phase of the project from the diagnosis when they conducted nine researches, using different methods such as: interviews, desktop analysis, online survey, but also methods like sociometry; then planning as students planned all the activities, based on the identified needs. Also, they were actively involved during the monitoring and evaluation phase having in mind that they had weekly meetings with their mentors and made certain changes during the implementation phase based on them. Additionally, an impact assessment was done as part of the project, and students were the ones who gave us the recommendations for the implementation of the future activities.

Beneficiaries role:

There were nine projects, therefore there were different target groups such as: asylum seekers, Roma children, drug addicts, pedestrians, elementary and high school students.

Members of the selected communities were included in every phase of the project: from the diagnosis and planning phase, having in mind that students have developed their projects based on the identified needs, to the implementation phase when community members had an important role in all of the conducted activities: organizing and preparing food for the Cultural night of Cuba and Yemen, giving recommendations for the manual "Let's do it together", creating messages for the flyers regarding traffic issues, opening a youth club in the school in order to increase activism of the students, having a role of photo models for the exhibition during which they shared their stories, designing the graphite for the playground and participating in the workshops. Additionally, all the participants from the selected communities were invited to the final event "Festival of service-learning successes in Montenegro" where they gave recommendations for further activities.

Project partners:

Partners on this project were the Faculty of Political science of University of Montenegro, a Public University, and the Faculty of Visual arts of University of Mediterranean which is a private one; as well as the Directorate of Youth (Ministry of Sport).

Type Name	Contribution
Humanitarian organization - The Red Cross of Montenegro	Students who were tackling integration of asylum seekers in Montenegro contacted representatives from the Red Cross, who helped them in organizing meetings with two families, followed by the workshops and Cultural night.
Municipality of the Capital - Podgorica	As the aim of one group of students was to arrange a playground in a part of the town mostly populated with Roma people, they organized a meeting.

Public Institution for Accommodation, Rehabilitation and Resocialization of Psychoactive Substance Addicts in Kakaricka Gora	Students established cooperation with the Institution as they were tackling the issue of drug addiction among young people. They had an opportunity not just to talk with some of the former drug addicts, but to record the confession of one of them. The audio recording was later used during the workshops with high school students.
Montenegrin National Theater	Meetings with the students regarding better promotion of the discounts. As a common decision, they agreed to send a certain number of free tickets for young people to high schools, monthly programs as well as information about discounts.
Youth Centre	Trainings and workshops were held at the premises of the Centre, but also it was a great resource of information regarding youth activism, attitudes, activities.
Hotel "Centre Ville"	The photo exhibition "Different view" was exhibited for a week at the premises of the hotel, as they recognized the importance of addressing the issue of the child begging in the Roma community.
Roma youth organization "Walk with us - Phiren amenca"	Two groups of students who were working with children of the Roma population had cooperation with this organization. Representatives of this organization were involved in every phase of the projects, providing support in informing and gathering the participants, as well as connecting with other relevant institutions and organizations, community members.
Gymnasium "Slobodan Škerović"	Alongside the fact that many students of this school participated in other SL activities such as workshops about drug addiction , one group of students organized a cultural night in the library, which was attended by numerous teachers and students.
Elementary school "Sutjeska"	Students disseminated a questionnaire and based on a scientific method determined the index of cohesiveness in one of the classes, after which they created a workshop plan for the class, which had the aim to increase social cohesion and improve teamwork among students. The school management expressed desire to continue with similar activities in the upcoming school year. Additionally, together with the teachers, students prepared a short brochure for elementary school teachers with some of the methods from non-formal education that can help them create a friendlier environment within their class.
School for trading, tourism and hospitality "Sergije Stanic"	In order to improve youth activism, this school together with selected project students created a youth friendly space for students to socialize between classes. What is important to emphasize is that the impact of this project can be still seen, and that the activities in their club continued. They are currently organizing meetings where they will work on designing plans for various activities, such as workshops and actions of a humanitarian character.

5.2. MANAGERIAL SKILLS DIFFERENTLY

(Matej Bel University, Banská Bystrica, Slovakia)

Problem addressed and motivation:

NGOs are facing a lack of personnel and financial capacities and systematic collaboration with universities in the framework of their course subjects is not a regular practice within the institution. "Managerial Skills of Public Sector Employees" was the course through which students implemented service-learning projects on the needs of three civic associations.

Project description:

Within six teams, students implemented projects that were built on the needs of communities (three civic associations, one community center, one informal group of citizens, one company). The best realized activities were:

A marketing video for Community Centre "Foncorda", which helps to solve problems in housing for people at risk with limited financial and social opportunities and various types of health disadvantages. Students prepared a modern visual presentation[9] of the community center - processing of materials from the archive of previous activities since its foundation to the present . Three students created an attractive presentation video on the activities, volunteer activities, and active communities in the Fončorda Community Center to promote such facilities to the public. Students chose the video's target audience, content and main distribution channels. Resulting work can be seen in: Komunitné centrum Fončorda

Analysis for the NGO Link CoWorking, which creates a community of creative, inspiring and enterprising people from a variety of backgrounds (students, starting and experienced entrepreneurs, mothers on maternity leave and senior citizens) by organizing educational, motivational and networking events. Students processed the analysis of companies, non-profit organizations and informal groups active in the Banská Bystrica region, funding opportunities, potential partners, organized a workshop for classmates and created new logo designs and campaigns to attract young people to networking events.

Communication campaign and financial analysis for NGO ZADOBE, which deals with youth work and in 2017 in cooperation with the Matej Bel University, opened a Children's Corner in the premises of the Faculty of Economics to create a safe environment for teachers' children and of those students who did not have a place to leave their children for a few hours while they are undergoing a consultation or sitting for an exam. A communication campaign on how to promote a corner for students and teachers, but also to the wider public. Students developed a financial analysis on how to set hourly admissions to cover costs (child coordinator wages, purchase of aids and hygiene needs), and so the childcare facilities may be sustainable. In addition, students proposed other ways of funding through grants and contributions.

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9   https://youtu.be/4nq7UQxU2J4

Project partners:

Six non-governmental organizations participated as partners and there were 102 students enrolled in the subject from various careers: Territorial studies, Economics of public service, Tourism, Business and economic management, Finance, banking and investment, Marketing Management.

Testimonies:

Students' testimonies:

"The fact that we should leave our ego to one side and work in the team because an individual can do a lot, but a lot of enthusiastic individuals in the team can do much more, meaning the value is created by the team and not by one individual. And that communication makes the difference between a successful and unsuccessful team."

"I appreciate the friendly approach and the ways of education, and also the room for self-realization."

Community partner testimony:

"I'm very positive about engaging in activities within the subject of Managerial Skills, and I will definitely re-engage in the future. (..) The cooperation through service-learning within the subject was mutually beneficial, the students solved practical things, they learned how a civic association's marketing works in practice, and my civic association, CoWorking Banská Bystrica, got inspiring ideas and an innovative approach to solutions from young people."

5.3.   BAISOARA - REVIVE THE NATURE RELATED TRADITIONS (Transylvania College, Cluj-Napoca, Romania- „Mircea Luca", Băișoara, Romania)

Goal and objectives:

The project had two main goals:

- to promote the nature related traditions in the mountain area of Baisoara and Muntele Baisorii by raising awareness of the traditional heritage
- working in teams with the students from the local school, in order to produce materials for the Tourism Information Center.

From the Sustainable Development Goals for the 21st century, the project aimed mainly at: Sustainable Cities and Communities, Quality Education, which leads to Decent Work and Economic Growth, and also Partnerships to achieve the Goal.

The project was the winner of the "Global Social Leaders" Competition 2018 organized by Future Foundations and COBIS.

Problem addressed and motivation:

The initial needs identified were:

- development based on the touristic potential of the village and environment related aspects
- raising awareness and protecting nature.

Baisoara Mountain is turning from an old and beautiful mountain village into a touristic resort, a fact that affected the environment and the traditions. Old villagers

remember valuable aspects of local culture and they were willing to share and help raise awareness about the traditional heritage.

Oral history is part of what is studied at Transylvania College in primary and middle school, using project-based learning. The service-learning project involved all students in grades 4 and 6 and also some of high school students from year 11, for guidance related to media and technical aspects but during the project all the school community participated in various ways.

Project activities:

The development of the project followed the service-learning itinerary:

Stage	Activities
Motivation	Once exposed and mentored on service-learning concepts, the teachers realized that the service aspects have always been part of the school life and now there was the opportunity for taking the next step: connecting service with curriculum. Therefore, the students were taught key elements of service-learning - main characteristics, the stages and cross-cutting processes. They realized that learning can be more fun and more meaningful this way.
Diagnosis	4th graders worked on identifying the needs that they were able to deal with and brainstorm how their involvement could make a difference.
Project design and planning	4th graders identified some of the curricular goals in History, Civics, IT, Romanian, Crafts and aligned them with the aims of the project. Later on, international partners joined - students at HIES, Atlanta, USA - and so English language learning objectives were also included. Project activities and schedule were built around the village life and regular events: autumn fair, Christmas, spring habits. The leading team was made of students in grades 4 and 6 (the older already initiated in oral history). When doing the resources analyses, they realized that they were lacking IT and media skills, so they asked two high school colleagues for guidance.
Implementation	It included identifying partners, planning and developing each activity and making adaptations when needed. The project was enrolled in the Global Social Leaders competition organized by COBIS and Future Foundations and their periodical feedback was taken into consideration. The student team continued to focus on implementation and management of the project, on highlighting the learning contents associated, on recording evidence and writing blog articles. Reflection and evaluation of the process, adjustments, revisions, new implementations were part of the journey.
Closure and multiplication	Started with systematization; the feedback from all participants counted for the final evaluation; all the active participants and partners were celebrated. Students from Baisoara started using the skills gained during the project and their teachers and school principal confirmed that they were confident, motivated and enthusiastic about this project and eager to start new ones.

Integration of learning and service activities:

Curricular Spaces	Curricular contents	Learning activities	Service activities
Romanian Language	Use old language - vocabulary, riddles, rhymes Express ideas, reason, conclude Folkloric content Describing persons Retelling stories how to conduct an interview, research, interview techniques, speaking and writing skills in collecting data.	Verbal and nonverbal messages Vocabulary Interviewing Writing articles for the blog; creating and editing presentation materials	Collect elements of specific vocabulary and folk literature Communicating and planning - organizing events
History	Inquire about community history information about the region Analyze aspects of social and cultural life Compare past & present Practice the traditions, keep them alive how to run an oral history project Information and photos related to the traditions	Interview grandparents about their childhood Research - historical data of the region, slide show presentations producing materials containing historical information about the region Q&A, survey	Participate in the traditional fair in Baisoara; interview the villagers about traditions
Geography	Information about the region Work with a map Conduct an inquiry on a geographical area Protect fauna and flora	Service- learning activities Slide show presentations producing materials containing historical information about the region	Prepare materials for a raising awareness campaign
Art & crafts	Cut, paste, sew, decorate, Traditional objects using traditional or recycled materials	Dolls on wooden spoons; designing traditional costumes Traditional pottery	Sell objects made for fundraising
English	Use English vocabulary to talk about traditions Cooperation with a RS school - HIES project: the "winning tradition"	Student slide show projects E-mails, video conferences Public speaking Giving & receiving feedback from international partners	Sharing, promoting Keeping the online project portfolio Writing articles for the Global Awareness blog and for the TC communication channels

Financial Education	Plan, run a fundraising event, monitor, reflect	Planning, organizing a shop, advertising, selling, customer care, promotions, how to organize fundraising events at school and local (rural) fairs in order to support the project	Fundraising Book donation campaign
IT & media studies	Graphic Design, photography, documentary. Adobe Spark suite, Google Drive, PPT, Keynote information and photos related to the traditions	Research - collecting and systematizing data, traditions, flora, fauna, local people. Spark Page. Photo & film editing Posters and flyers Designing logo, blog, flyers and other marketing materials	Present all findings in specific visual materials to help promotion . Workshops with students from Baisoara.
Civics	Relationships Belonging to a community Empathy and understanding of elderly people; teamwork and partnership; organizing skills; public speaking	Organize social-emotional activities	Social-emotional workshops (students from TC and Baisoara school)
Music	Traditional music	Caroling	Fundraising event "Carol Service"

Project partners:

Villagers shared information about traditions, traditional jobs, objects, events.

The students from Baisoara participated in the workshops related to raising awareness towards the environment, producing posters.

Students and villagers organized the Autumn Fair - raising awareness about traditions, celebrating autumn as a community; also fundraising for their library

Vlastari group participated in the "Carol Service @ TC" event - caroling and fundraising. And they were involved in the social-emotional workshops together with Transylvania College students.

Type Name	Contribution
Transylvania College Baisoara school "Mircea Luca"	main partners in developing the project activities
Baisoara Town Hall	supporting with information, monographically study of the region
Statiunea Multele Baisorii Association (local ONG)	support in raising awareness related to nature and importance of traditions and promoting activities and materials done by students
Ecouri Verzi (environment-oriented ONG)	support in raising awareness related to nature
SC Eurogramin SRL	providing accommodation for students and teachers during the activities organized in Baisoara
Holy Innocent Episcopal School, Atlanta USA Nova InternationalSchools, Skopje, Macedonia	share best practices related to Service-Learning; promoting activities; partners in the international exchange
Round Square Future Foundations CLAYSS	providing accommodation for students and teachers during the activities organized in Baisoara
Hol y Innocent Episcopal School, Atlanta USA	guidance; periodical feedback for student leading team; providing the theoretical background and framework for a successful S L project

Testimony:

Community partner: "We are really proud of these young students working together and of the outcomes of their activities. Keeping our traditions is one of the main concerns in our village, as so many of the young prefer a more modern life and city opportunities are so tempting for them." (mayor of Baisoara)

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5.4.   CLEANING A PART OF THE LLAP RIVER
(Zenit School, Prishtina, Kosovo)

Problem addressed:

The problem in the village of Barileve was that the river was in poor condition and it concerned villagers, given that their houses were close to it and its conditions could affect their health.

Project description:

Zenit volunteers through communication first managed to address the problem in the village of Barileve as they visited the community three times and talked to them about the condition of the river and how they could clean it together and could create a recreation park. They expressed dissatisfaction because they had addressed the problem to the municipality, and they had done nothing. They further expressed their concerns for health, their houses were close to the river. After, at school the project was planned. The volunteers had the opportunity to participate from the initial phase of the project until the implementation, acquiring collaborative skills by sharing roles with the community. People from the village supported by removing the wild waste with heavy machinery and after the cleaning phase was completed, volunteers began building chairs, desks and trash cans. During this phase they gained technical skills for their construction. Some of them were good at cutting, some at painting and some at assembling parts. Above all there was a good cooperative atmosphere and the volunteers had the opportunity to show their creativity with paintings and the use of different colors. During this phase they learned many new things that they had not thought they could accomplish earlier; they gained the feeling that everything is achievable when there is a good will and a team that communicates and cooperates with each other. Work tools were an important thing during this phase, they gained skills that they could use in their personal lives to help them at home. They learned that there must also be a plan for their construction: when cutting, when gluing, painting and so on. The cleaning of the Llap River was also done which made them aware of how to protect nature and how important it is for human health. They reflected that they would not throw garbage away and would advise others not to do so. After completing the construction of the parts for the park, they began their placement. This was probably their greatest pleasure when in the end they saw the fruit of their work and were motivated for the next projects. The pleasure was twofold when the community thanked them and they felt useful.

Goals:

Educational:

- Awareness of the importance of nature conservation and human health
- Acquisition of technical skills and soft skills
- How to create and develop a project from the initial stage to the implementation.

Solidarity service:

- Removal of the river garbage
- Creation of a recreational park for relaxation, rest or other activities.

Beneficiaries role:

The beneficiaries were both parties: Zenit and Community. Both collaborated and gained new skills both technical and soft skills. The division of roles during this project made the parties contribute in their own way and learned a lot from each other. There were difficulties from both but through communication and assistance of other parties, they were successfully overcome. The director of the school Zenit and TOKA Organization have also contributed by supporting with work tools, a place for the construction and with continuous communication providing any necessary assistance. Above all, the park is public and can be used by everyone for rest, relaxation and various activities.

Integration of learning and service activities:

Curricular Spaces	Curricular contents Learning activities	Service activities
Natural Sciences	What serves man nature? How should we protect nature?	Cleaning nature from waste
Engineering and Communication, Technology	How to use communicative equipment?	Communication with electronic devices with all parties involved.
Social Sciences Community	The rights and duties of every citizen	Awareness and taking responsibility in the community where we live.
Art Technical skills.	How to build an object? How to decorate it using art?	Construction of park equipment and their decoration with paints

Project partners:

Name	Type of participation
Director of the school Zenit	A place for the construction of parts of the park, continuous communication during the realization of the project and providing any necessary assistance.
Teachers (assistants, librarians)	Facilitation of project processes
Relatives	Support during project implementation
Individual from the community	Support during the implementation of the project, work tools, Contacting the managing authority for assistance, waste removal, support during the implementation of the project
TOKA Civil Organization	Granting of money of 100 euros for the realization of the project, continuous communication during the realization of the project and providing any necessary assistance.

Conclusion

In the words of the pedagogue Puig, service-learning is a philosophy, it is *"a way of understanding human growth, a way of explaining the creation of social ties and a way to build more just human communities with better coexistence"* (Puig et al, 2007: 18). It is from CLAYSS perspective (Tapia, 2003; Tapia et al, 2015) that the solidarity component emphasizes the nature of the service oriented to its reciprocal, collective, democratic value. In the service-learning experiences presented, actions focus on attending real and felt needs of the community, based on the active role of the students, while applying and developing knowledge that serves the communities and is therefore significant.

These experiences have simultaneously addressed social engagement objectives and learning objectives, offering students opportunities to put into practice not only values and supportive attitudes, but also specific knowledge and skills for their training. In these experiences, the recipients of the practice are simultaneously the population served and the students, and the focus is simultaneously placed on the development of knowledge and on the improvement of the living conditions of a specific community.

The promotion of care, solidarity and the reciprocal and democratic interest in local development networks of collective intervention as well as the learning, knowledge development and education practices as a means for transformation are a constitutive of all projects. Despite the fact that each one contributes to territorial action from their own perspective, these projects consider the actors involved as active subjects where the solidarity dimension aims to promote the integral development of each and every one of the involved participants. They also care about the inclusion of those who have been neglected, incorporating and enhancing the knowledge of those who make up and are part of the community, taking up and nourishing themselves with popular knowledge and local cultures.

The active exercise of citizenship (focused on practice, incorporating not only rights but also duties and overcoming the idea of the individual, alluding to the community) is a practice that needs to continue being developed in education and as these institutions have shown it is possible to promote a high degree of participation of students transcending the doors of the classroom and the door of their institutions, broadening their framework of action and allowing students to build and develop their knowledge through practical interventions in the community with the application of curricular content through the performance of a service. Again, these proposals coincide in these modes of horizontal connection that constitute networks and therefore propose a type of collaboration that goes beyond the vertical hierarchical structures for a collective construction in alliance with other institutions and organizations strengthening the impact and duration of the actions developed, as well as building and strengthening social capital.

As aforementioned, the promotion of local development processes implies that good practices should gradually include more demanding diagnostic and reflection activities; the construction of networks of collective and collaborative work between educational institutions and social organizations as well as with the public and private sectors to address structural issues that cannot be modified simply from the good will of a handful of students (Ierullo and Ruffini, 2015; Tapia and others, 2015). We hope this publication and the experiences shared in the light of the current complex worldwide scenario will inspire you to deepen joint actions for the construction of knowledge and fair and equal community development. It is from these networks that we will find the collective construction that we need, with citizens with the capacity and responsibility to act and transform in an active, informed and engaged way, generating a different mode of development driven by the desire to transform each other's living conditions.

It is time to give visibility and promote the interests of those that lead to effective social promotion of good living conditions, for a life worth living. See you around!

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