

CIVIS Days 2026 – Dissemination Session Report

Service-Learning Marketplace: from EG Resources to Actionable Pathways

Date: 11 June 2026

Venue: Meeting room at the UB Learning Center, 36–46 Mihail Kogălniceanu Boulevard, Building C, 3rd floor, IT Room, in the same yard as the Faculty of Law, University of Bucharest.

Format: Interactive workshop / dissemination session.

Participants: 29, including representatives of the African partner universities.

The workshop gathered 29 participants, including representatives from different CIVIS universities and from the African partner universities. This strengthened the transnational and intercultural dimension of the session and enriched the exchange with a range of institutional experiences, challenges, and perspectives.

The atmosphere was collaborative, constructive, and active. All planned activities were carried out successfully, and the overall format worked well in practice, allowing participants to move from exploration to reflection and final synthesis.

1. Overview

The workshop “Service-Learning Marketplace: from EG Resources to Actionable Pathways” was successfully delivered during CIVIS Days 2026 as an interactive dissemination session organised by members of the CIVIS Expert Group on Service-Learning. Its main purpose was to make visible and accessible the resources, practices, and lessons learned produced by the Expert Group, and to transform them into practical and actionable pathways for participants from across the CIVIS alliance.

The workshop adopted a Marketplace format, combining guided exploration, self-assessment, peer discussion, and a final shared synthesis. This format was designed to help participants identify the key “ingredients” of Service-Learning, reflect on what is already available in their own institutional contexts, recognise what is still missing, and imagine possible next steps for implementation and institutional development.

The workshop pursued the following objectives:

- to make visible the essential components and enabling conditions of high-quality Service-Learning projects;
- to help participants diagnose their local readiness through a shared ingredient taxonomy;
- to facilitate the exchange of examples, tools, and practical ideas across CIVIS universities;
- to support reflection on how Service-Learning may be expanded, supported, and institutionalised;
- to produce a final shared dissemination-oriented output through a motivational Manifesto.

2. Structure of the workshop

The workshop was organised into a coherent sequence of moments, moving from introduction to exploration, discussion, and shared synthesis.

a. Introductory plenary

The session opened with a short introduction to the workshop rationale and to the concept of Service-Learning, presented as a pedagogical approach combining academic knowledge and civic engagement. Service-Learning was framed as a way of applying academic knowledge in practice with a social purpose, ensuring reciprocal transfer between university and society, and allowing students to experience the impact of their actions while learning and providing a service with the community.

b. Ingredient-based approach

Participants were invited to understand Service-Learning through the metaphor of a special recipe made up of key ingredients. This metaphor was used to make the concept more concrete and easier to apply to different university contexts. Five macro-categories of ingredients structured the whole workshop:

- Community Partnership
- Institutional Support
- Quality and Impact
- Dissemination
- Pedagogical Elements: Reflection and Evaluation.

These categories served as the common conceptual thread connecting all workshop activities: the introduction, the Marketplace stands, the Feedback Corner, the World Café, and the final Manifesto.

To make this exploration easier and more personal, each participant received an **Ingredient List**, presented as a kind of shopping list. This sheet helped participants record:

- what they already had in their university,
- what was still missing,
- any useful ideas, examples, contacts, or inspirations collected while visiting the Marketplace stands.
- specific follow-up section “My first concrete step after this workshop to expand Service-Learning”. This last part of the sheet could be cut off and placed in the Follow-up Box located in the Feedback Corner.

The Ingredient List was mainly conceived as a tool for individual reflection and self-positioning. In this way, the Ingredient List supported participants in translating the general discussion on Service-Learning into a more concrete approach. Overall, the Ingredient Game proved useful because it transformed the workshop from a simple dissemination activity into a guided process of reflection, diagnosis, and action planning. The shopping-list format helped participants navigate the Marketplace, structure their observations, and prepare for the World Café discussion and the final Manifesto.

c. Service-Learning Marketplace

The Marketplace phase invited participants to move freely across three thematic stands:

❖ **Poster Gallery**

The Poster Gallery was designed as an **exhibition space** where participants could explore real-life examples of Service-Learning projects and practices developed within the CIVIS context. The idea was to make Service-Learning concrete and visible through actual project experiences, rather than presenting it only as a theoretical approach. Each university represented in the Service-Learning Expert Group was invited to display one poster, so that participants could compare different institutional contexts, project designs, community needs, learning objectives, and impact pathways. The posters exhibited were:

- Template in use (finalized to show the structure of each Project);
- Assessment and Intervention in the Development of Language – Sapienza Università di Roma;
- Education, Civic Engagement and Social Impact – UAM Universidad Autonoma de Madrid;
- Knowing together: co-producing legal knowledge across borders – AMU Aix Marseille University;
- Stronger Together: Building Intergenerational Bonds – Open Lab “CIVIS Intergenerational Learning Communities” NKUA;
- Gerodontology Compulsory undergraduate dental curriculum, Dental School, NKUA;
- Exploring Uncertainties: Fostering Civic Engagement on Natural Hazards - University of Tübingen
- Civic Engagement in Europe: A Transdisciplinary Approach - University of Bucharest

❖ **Resource Corner**

The Resource Corner was conceived as the practical hub of the Marketplace, where participants could consult and take inspiration from materials developed by the **CIVIS Service-Learning Expert Group** over the course of its work. The aim was to make the “ingredients” of Service-Learning more tangible by giving participants direct access to tools, guides, templates, and communication materials that could support the design, implementation, evaluation, and dissemination of Service-Learning projects in their own universities.

Some of the materials were specifically reworked for the workshop format, in order to be more easily consulted during the Marketplace activity, while others were reused and valorised as outputs already developed within previous CIVIS Service-Learning initiatives. In this sense, the Resource Corner functioned both as a dissemination space and as a practical support desk, allowing participants to enrich their understanding of the different Service-Learning ingredients through ready-to-use resources.

The materials displayed and shared with participants included, among others:

- the **CIVIS Service-Learning Menu** (a visual entry point to the available resources)
- the **Template for the Design of a Service-Learning Project**
- the **CIVIS Service-Learning Guide for Lecturers**, made available as printed booklets
- the **Service-Learning Guide for Community Partners**, also available as printed booklets
- the **Recommendations for the Promotion of Service-Learning in the CIVIS Alliance**.

❖ **Feedback Corner – “Where am I?”**

The Feedback Corner – “Where am I?” was designed as a quick, visual, and participatory activity to help participants **reflect on the Service-Learning ingredients** identified during the Marketplace phase. Participants were invited to use two post-its: one to indicate the ingredient they considered most present in their university, and one to indicate the ingredient they considered most missing, both to be placed in

each of the circles proposed to represent the following aspects: **Community Partnership, Institutional Support, Dissemination, Pedagogy Elements**.

Participants contributed actively to the activity, using the Feedback Corner not only as a voting space, but also as a **way to share short qualitative insights** about their institutional contexts. The contributions showed that participants were able to connect the general ingredient framework with concrete strengths and needs in their own universities.

- A first relevant result concerned **Community Partnership**, where several participants identified existing strengths. Contributions referred to willing partners, interested NGOs, strong community partners with expertise, co-construction methods with students, and existing structures such as Ucoopia and ULB Engagée. These inputs suggest that, for several universities, community relationships already represent a **meaningful asset** for further Service-Learning development.
- Participants also highlighted strengths in the area of **Pedagogical Elements**: Reflection and Evaluation, including critical reflection, reflection tools, motivated teachers, motivated students, and structured courses for teachers.
- At the same time, the Feedback Corner made visible some recurring needs. **Institutional Support emerged as one of the most critical missing areas**. Participants mentioned the need for ECTS recognition, curricular integration, administrative support, recognition by the university, and a clearer overview of existing infrastructures that can sustain Service-Learning.
- Another area requiring attention was **Dissemination**. Participants pointed to the need for stronger communication strategies and more sustainable dissemination processes. This suggests that Service-Learning projects may often remain insufficiently visible and that more structured communication and valorization strategies could help strengthen their impact across universities and within the CIVIS network.

The Feedback Corner also included a **Follow-up Box**, linked to the last section of the Ingredient List, where participants could leave the part entitled “My first concrete step after this workshop to expand Service-Learning”. This created the basis for a possible follow-up after the workshop, allowing the organisers to remain in contact with participants who wished to pursue concrete next steps in their own institutions.

The contributions collected through the Follow-up Box confirmed that participants did not engage with the workshop only at an inspirational level, but also began to identify practical directions for future action. Some contributions focused on the **need to make Service-Learning procedures more structured and systematic**, especially in relation to ECTS recognition and curricular integration. Another contribution highlighted the importance of **monitoring project impact over time**, avoiding isolated or one-shot experiences. Other participants expressed interest in **further collaboration and brainstorming**, while another concrete proposal focused on the development of reflection instruments.

These contributions offered useful material for the World Café discussion, grounded the final Manifesto in concrete needs and experiences, and identified possible directions for post-workshop follow-up by the CIVIS Service-Learning Expert Group.

d. World Café

After the Marketplace phase, participants joined a short World Café, organised around two thematic discussion tables, each addressing two closely related dimensions of Service-Learning implementation.

Table 1 focused on Community Partnership and Institutional Support. The discussion was guided by two main questions:

- a. How can a community partner be chosen and integrated into a Service-Learning project?
- b. What institutional support is needed to implement a Service-Learning project?

Table 2 focused on Reflection and Evaluation, and on Quality, Impact, and Dissemination. The discussion was guided by two main questions:

- a. How can reflection and evaluation be organised in a Service-Learning project?
- b. How can the quality and social impact of a Service-Learning project be measured?

The World Café helped participants connect the ingredients identified during the Marketplace phase with more concrete questions of implementation, support, pedagogy, and impact. It also transformed individual reflection into collective exchange and generated useful ideas for the final plenary synthesis and the concluding Manifesto.

e. Final synthesis and Manifesto

The session concluded with a collective wrap-up and the presentation/co-creation of a final Service-Learning Manifesto, conceived as a shared CIVIS output designed to motivate further dissemination and support the growth of Service-Learning across universities.

3. Main outcomes

The workshop generated several outcomes at both individual and collective level.

- **Shared understanding of Service-Learning ingredients** - Participants engaged with a common vocabulary and a shared framework of Service-Learning ingredients, which helped make the concept more concrete, discussable, and transferable across different universities.
 - ✓ **Service-Learning Project Posters** by each University member of the SL Expert Group
 - ✓ **Service -Learning Ingredient List**
 - ✓ **Resource Corner Materials**
- **Individual readiness reflection** - Through the Ingredient List, participants reflected on what they already have in their university, what is still missing, and what practical steps might help move forward.
- **Peer exchange and collective reflection** - The World Café enabled participants to compare contexts, identify common needs, and discuss feasible strategies. It helped transform individual insights into collective learning and created connections between institutional realities, pedagogical practice, and dissemination needs.

- **Motivational dissemination output** - The final plenary and Manifesto phase produced a shared dissemination-oriented output, conceived not only as a summary of the workshop but also as a motivational resource for the further promotion of Service-Learning across CIVIS. In particular:
 - ✓ **CIVIS Manifesto for Service-Learning** - A final visual version of the Manifesto was produced as a communication-oriented output for dissemination (Canva link: <https://canva.link/tncoxyqzpe1g3k7>)
 - ✓ **CIVIS SL Song** - A creative audio piece was developed in connection with the Manifesto (Song link: <https://suno.com/s/QNierrXEOI9ATUdz>) including a video version (YouTube link: <https://www.youtube.com/watch?v=-p2yWalja8o>)

4. General assessment

The workshop was successfully delivered, and all planned activities were implemented as expected. The Marketplace format proved effective in turning dissemination into an interactive and experience-based process, allowing participants not only to receive information but also to connect it to their own institutional conditions and possible futures.

The combination of visual exploration, personal mapping through the Ingredient List, collective discussion in the World Café, and shared synthesis through the final Manifesto created a coherent and engaging learning path that supported both dissemination and reflection.

The workshop also demonstrated the usefulness of employing shared, simple tools — such as the ingredient metaphor and the shopping list — to make Service-Learning more approachable, debatable, and transferable across different universities and contexts.

5. Possible follow-up

The workshop suggests several possible follow-up actions:

sharing the Manifesto and the associated communication materials across CIVIS universities;
 reusing the Ingredient List and the Marketplace logic in future staff development or dissemination activities;
 maintaining contact with participants who identified a concrete first step for Service-Learning in their university;
 using the outputs of the workshop to support further institutional dialogue, peer exchange, and capacity-building activities across CIVIS.