

Interactive workshop focused on
***Turning Service-Learning resources
into practical pathways across the
CIVIS alliance.***



DATE

11 June 2026

FORMAT

Interactive workshop

VENUE

University of Bucharest

PARTICIPANTS

29



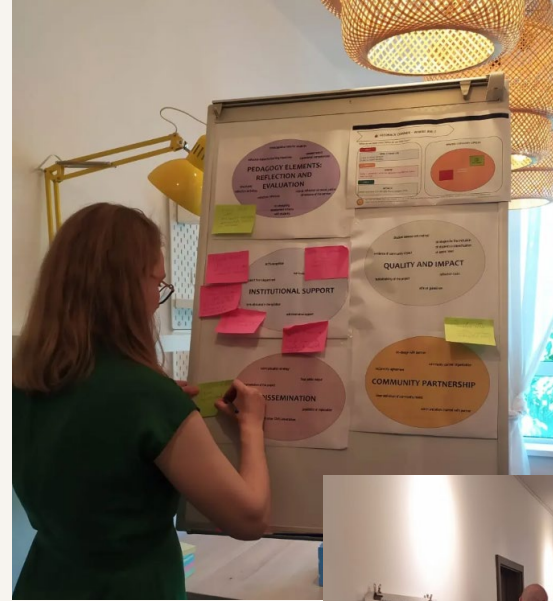
Purpose & objectives

WORKSHOP PURPOSE

Make visible and accessible the practices, tools and lessons learned produced by the CIVIS Expert Group on Service-Learning, and translate them into actionable local pathways.

MAIN OBJECTIVES

- Make key components of high-quality Service-Learning visible
- Diagnose local readiness through a shared ingredient taxonomy
- Exchange examples, tools and practical ideas
- Reflect on expansion, support and institutionalisation
- Produce a shared motivational Manifesto



Service-Learning was framed as a bridge between academic knowledge, civic engagement and reciprocal transfer with communities.

Workshop flow

1

Introductory plenary

2

Ingredient taxonomy

3

Marketplace

4

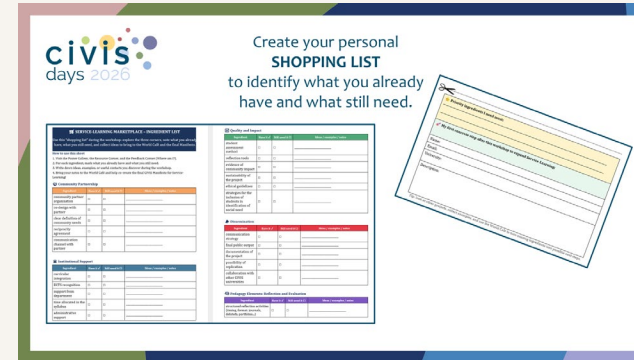
Shopping list

5

World Cafe

6

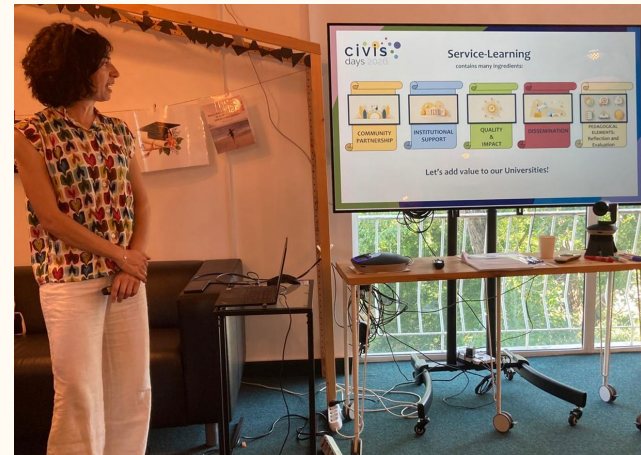
Final synthesis & Manifesto



CONCEPTUAL THREAD

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

The “ingredient” metaphor connected every activity, from exploration to collective synthesis.



ASSESSMENT AND INTERVENTION IN THE DEVELOPMENT OF LANGUAGE



Sabine Pirchio, Sapienza University of Rome
 Margherita Fassari, Crescere insieme - Rome
 Master Degree in Clinical Psychology
 Developmental and Educational Psychology
 3 ECTS

Community need

Service Activities and methods

Service aims:
 Students develop knowledge and skills for assessing language development and for educational and clinical interventions to promote language skills.

Activity Description:
 Students explore child development contexts (family and child-care) via interviews and observations, directly applying their learning and reflecting on both their own and the users' experiences.

Project overview
 Language disorders are the first cause of psychological consultation during childhood. The possibility of an early identification of a risk in language development may increase the developmental opportunities for the child. Parents benefit from the project by receiving the assessment of their child's competence and learning how to promote their child's development through information and training events.

• Child's language assessment
 The assessment methods include a clinical interview, two assessment checklists, and a direct observation

• Parents' training
 The training include a face-to-face group meeting with information and practical session

• Educational context analysis
 The child-care context is analyzed through direct observations. The students choose a specific function (administration, evaluation, observation, training) and participate on a weekly base

Crescere Insieme

Community Partner

The community partner is a company of child-care and preschool putting a special effort in educational and psychological research and in providing the best settings and educational practices for the children, including offering to the parents informative and educational experiences.

• Celebration is an important part of the project, where students, teacher and the community partner share their experience, the milestones they reached and plan future actions.

"We celebrate in our classroom starting with the discussion and concluding with a party!"

Celebration and dissemination

• In 5 years of the project implementation we assessed more than 100 children contributing to the identification of several late talkers
 • More than 300 students successfully participated:

"This experience made me reflect on the strong responsibility we have towards the people we care for, but it also made me feel confident that I can be a resource for others."

•Info: sabine-pirchio@uniroma.it

Service-Learning Project Knowing together: co-producing legal knowledge across borders

- Aix-Global Justice – Aix Marseille University
- Observatoire pharos & local Nigerian NGOs
- France / Nigeria (remote)
- LLM Action & Humanitarian Law & PhD program
- International Law, Human Rights, Criminal Law...
- ECTS

1. Project overview

Brief summary of the PROJECT:
 1. Learning OBJECTIVES: Legal analysis under epistemic uncertainty - Qualification problems in multi-causal violence - Positionality and neutrality in politically charged contexts

2. Activity Description:
 3-phase mandate: co-design with partners → ongoing research exchange → joint validation of deliverables. Balance between academic rigour and genuine service.

4. Reflection WITH STUDENTS

During the service:
 • The "Christian genocide" narrative is politically loaded – legal analysis cannot be neutral by default.
 • The genocide/CAH distinction was directly applicable and meaningful for partners.
 • Disentangling religious, ethnic, economic & criminal drivers of violence.
 • Legal rigour under uncertainty, producing usable knowledge for non-academic actors.

After the service:
 • Academically: Limits of *dolus specialis* in multi-causal, contested factual contexts
 • About the community: Violence and peacebuilding coexist; pluralism in the Middle Belt resists simple narratives.
 • Challenge: Maintaining analytical neutrality when stakeholders hold opposing positions.
 • Connection to course: Direct application of legal doctrines to a live mandate with real stakes.

7. More about the project

<https://www.aixglobaljustice.org/en>
<https://www.aixglobaljustice.org/en/activities/global-justice>
<https://www.aixglobaljustice.org/en/activities/global-justice>
<https://www.aixglobaljustice.org/en/activities/global-justice>

2. Community need

- Independent legal analysis on the "Christian genocide" narrative in northern Nigeria
- Without rigorous analysis, advocates cannot engage potential stakeholders or institutional partners
- NGOs and researchers in Plateau & Kaduna States (Middle Belt)
- SDGs 16 & 17 (Peace, Justice & Partnerships)

5. Celebration and dissemination

• How did you celebrate / Dissemination: Dissemination in progress. Given the political sensitivity of the case – particularly the active promotion of the "Christian genocide" narrative by US political actors – public dissemination requires careful positioning.
 • Who participated? Clinic students and supervisor.
 • Where? To be determined – a meeting with all partners (Observatoire Pharos, JOPC-Jos, CAFOD) is being planned.

6. Evaluation Outcomes and impact

- Partners equipped to navigate the genocide narrative debate & sustain cross-actor dialogue.
- 2 deliverables jointly validated: legal memo + 12-month monitoring report.
- The clinic applies ICL rigour to a politically charged public debate



3. Service Activities and methods

- Produced two deliverables: (1) a legal analysis note on the "Christian genocide" narrative; (2) an international monitoring report on cultural and religious pluralism in Nigeria (Plateau & Kaduna States).
- Pluralism Barometer methodology (3 spheres: political, social, private); analysis of the 1948 Genocide Convention and relevant ICL case law; desk research on Nigerian pluralism dynamics in the Middle Belt.
- Short intensive mandate, deliverables due 31 January 2025 to feed the Nigerian research team's drafting process.

UAM Service-Learning Projects: Education, Civic Engagement and Social Impact

1. Marie Teresa Calle Molina; 2. Javier Salido Domínguez; 3. Beatriz Méndez Guerrero; 4. L. Fernando Martínez Muñoz; 5. Raquel González Hervás; 6. Irma María Palma; 7. María Luisa Santos Pastor; 8. Adánzazu Gil Casademunt; 9. Sofia Pastor-Matamoros; 10. Elena López-de-Azua Prado (project coord.)

1. Physical and Sporting Activity in the Promoter Program

Faculty / Degree: Faculty of Teacher Training and Education – Bachelor's Degree in Physical Activity and Sport Sciences and Primary Education (Physical Education specialization)
ECTS / Dedication: 8 modules include (structure varies by module)
SDGs and social need: SDGs 4 and 10. The project promotes inclusion and equal participation in university life for students with functional diversity and social exclusion.
Service: Inclusive physical and sports activities promoting healthy habits, teamwork and social interaction.
Learning: Development of understanding of digital teamwork and civic engagement skills.
Reflection: Students complete a reflective exercise journal linking theory and practice.
Assessment: Final feedback report with technical results and digital evidence.
Contribution: Module-based assessment and student feedback questionnaire.
Celebration: Final inclusive outdoor event on campus.

2. Archaeological Citizen-science Project (ArchaeoCIVILIA)

Faculty / Degree: Faculty of Philosophy and Arts – Cultural & Medieval Archaeology
ECTS / Dedication: 12 hours (1.5 ECTS)
SDGs and social need: SDGs 4, 5, 10, 11 and 17. The project addresses the digital divide affecting older citizens in Madrid.
Service: Students create digital educational resources and tutorials adapted to older citizens' cultural and cognitive needs.
Learning: Students develop teaching, intergenerational communication, accessibility, teamwork and digital literacy competences.
Reflection: No specific reflection activity is described.
Assessment: No separate assessment process is described.
Contribution: No celebratory activity is described.

3. Connected in Spanish

Faculty / Degree: Faculty of Philosophy and Arts – Modern Languages and Master's Degree in Spanish Language
ECTS / Dedication: 12 hours (1.5 ECTS)
SDGs and social need: SDGs 4, 5, 10 and 11. The project addresses the digital divide affecting older citizens in Madrid.
Service: Students create digital educational resources and tutorials adapted to older citizens' cultural and cognitive needs.
Learning: Students develop teaching, intergenerational communication, accessibility, teamwork and digital literacy competences.
Reflection: No specific reflection activity is described.
Assessment: No separate assessment process is described.
Contribution: No celebratory activity is described.

4. Neuroscience

Faculty / Degree: Faculty of Teacher Training and Education – Physical Activity and Sport Sciences
ECTS / Dedication: 20 hours (1.5 ECTS)
SDGs and social need: SDGs 3, 4, 5, 11, 13, 15, 16 and 18. The project promotes inclusive access to neurological physical activities in natural environments.
Service: Students engage outdoor physical and cognitive games, orientation activities and healthy outdoor experiences.
Learning: Students learn to design and implement physical activities in natural environments while managing safety and risk prevention.
Reflection: Students use field diaries, interviews and group discussions to reflect on the project process.
Assessment: Assessment is integrated into in-person, implementation and final evaluation phases.
Celebration: All participating groups take part in a final shared event.

5. Activate in Health

Faculty / Degree: Faculty of Health Sciences – Bachelor's Degree in Nursing
ECTS / Dedication: 10 hours (first year) / 4 hours (second year)
SDGs and social need: SDGs 3, 4, 9 and 10. The project seeks to improve older adults' quality of life and prevent unwanted loneliness.
Service: Students run workshops on emotional well-being, nutrition, cognitive stimulation and psychomotor development.
Learning: Students apply knowledge from psychology, geriatric nursing and nutrition while developing empathy and communication skills.
Reflection: Students complete a reflective journal on observation skills, logistics and feedback sessions.
Assessment: Students complete reports, questionnaires, rubric-based assessments and peer review activities.
Celebration: A final celebration is organized with music, dancing and reflections in the care home.

6. Microcosmos

Faculty / Degree: Faculty of Biology – Bachelor's Degree in Biology
ECTS / Dedication: 10 hours
SDGs and social need: SDGs 3 (Good health and well-being), 12 (Responsible consumption and production) and 13 (Climate action). The project promotes awareness campaigns and scientific activities related to environmental resilience in the search for new antibiotics.
Service: Students develop microbiology, public health, teamwork and scientific communication competences.
Reflection: Group sessions are organized to reflect on the learning experience and practical work.
Assessment: Assessment includes rubric and self-assessment/feedback journals.
Celebration: A closing session is held with participating secondary schools and university students.

7. Walk to Transform

Faculty / Degree: Faculty of Teacher Training and Education – Early Years Education (ECTS credits)
ECTS / Dedication: 30 hours
SDGs and social need: SDGs 3, 4, 5, 10, 16 and 17. The project promotes digital communication for NGOs and civil organizations with limited technological resources.
Service: Students create multilingual digital resources for NGOs and associations.
Learning: Students develop competences in digital education, creativity, pedagogical observation and collaborative skills.
Reflection & Assessment: Students reflect before, during and after the intervention. Assessment combines observation, documentation, self-assessment and reflection on the learning process.
Celebration: A final celebratory event is held to share experiences and recognize achievements.

8. LaCIVIT Open Lab

Faculty / Degree: Faculty of Philosophy and Arts – Inter-university Master's in Autonomous Translation and Localization
ECTS / Dedication: 10 hours (first year) / 4 hours (second year)
SDGs and social need: SDGs 3, 4, 9 and 10. The project seeks to improve older adults' quality of life and prevent unwanted loneliness.
Service: Students run workshops on emotional well-being, nutrition, cognitive stimulation and psychomotor development.
Learning: Students apply knowledge from psychology, geriatric nursing and nutrition while developing empathy and communication skills.
Reflection: Students complete a reflective journal on observation skills, logistics and feedback sessions.
Assessment: Students complete reports, questionnaires, rubric-based assessments and peer review activities.
Celebration: A final celebration is organized with music, dancing and reflections in the care home.

9. Project Exhibitions

Faculty / Degree: Faculty of Teacher Training and Education – Early Years Education (ECTS credits)
ECTS / Dedication: 30 hours (first year) / 4 hours (second year)
SDGs and social need: SDGs 3, 4, 5, 10, 16 and 17. The project promotes digital communication for NGOs and civil organizations with limited technological resources.
Service: Students create multilingual digital resources for NGOs and associations.
Learning: Students develop competences in digital education, creativity, pedagogical observation and collaborative skills.
Reflection & Assessment: Students reflect before, during and after the intervention. Assessment combines observation, documentation, self-assessment and reflection on the learning process.
Celebration: A final celebratory event is held to share experiences and recognize achievements.

10. App-GirlsTech

Faculty / Degree: Faculty of Teacher Training and Education – Primary Education (ECTS credits)
ECTS / Dedication: 12-15 hours (first year) / 4 hours (second year)
SDGs and social need: SDGs 4, 5, 10 and 17. The project aims to reduce the gender digital divide among girls aged 8-16.
Service: University students mentor girls participating in Technovation Girls Madrid, helping them identify social problems and design digital applications as solutions.
Learning: Students develop digital literacy competences, programming skills, teamwork, communication and civic engagement.
Reflection: Students create digital reflective portfolios documenting emotions, learning, challenges and personal growth.
Assessment: Assessment combines diagnostic, narrative and final evaluation through seminars, materials and reflective portfolios.
Celebration: The project concludes with participation in the Technovation Girls Madrid Regional Grand Final.



NKUA Service-Learning Projects A. Stronger Together: B. Gerodontology Intergenerational Bonds

Open Lab "CIVIS Intergenerational Learning Communities", NKUA
 • Community Partner: NKUA Mission "AITHROPOS"
 • Athens, Greece
 • NKUA Students from:
 • Department of Physical Education and Sports Science /
 • Department of Social Pedagogy and the Study of Hellenism /
 • Department of Early Childhood Education

1. Project Overview

A. The project addressed social isolation and reduced physical activity among seniors residing permanently in Care Homes, while promoting active ageing and social connection.

2. Community need

A. The project addressed social isolation and reduced physical activity among seniors residing permanently in Care Homes, while promoting active ageing and social connection.

3. Service Activities and methods

A. The students designed and implemented a community gerodontology course of the 1st semester. The students, aware of the health of geriatric patients, work collaboratively with other care professionals, develop communication treatment plans, provide oral health education to patients, caregivers, and interrelated healthcare professionals, and distribute oral hygiene habits and products. Other voluntary activities are also included in the Open Lab Initiative.

4. Reflection WITH STUDENTS

A. The students as stated in the evaluation forms became more aware of the emotional and social needs of the seniors and developed empathy, teamwork, creativity, and communication skills.
 B. The organization and structure of our services are presented in oral and international congresses, such as the CIVIS Open Lab meeting on 20-21 June in Athens. As taught in research gerodontology and public health courses in other universities, (c) published in peer-reviewed journals.

5. Celebration and dissemination

A. The students as stated in the evaluation forms became more aware of the emotional and social needs of the seniors and developed empathy, teamwork, creativity, and communication skills.
 B. The organization and structure of our services are presented in oral and international congresses, such as the CIVIS Open Lab meeting on 20-21 June in Athens. As taught in research gerodontology and public health courses in other universities, (c) published in peer-reviewed journals.

6. Evaluation Outcomes and impact

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 B. The organization and structure of our services are presented in oral and international congresses, such as the CIVIS Open Lab meeting on 20-21 June in Athens. As taught in research gerodontology and public health courses in other universities, (c) published in peer-reviewed journals.

7. More about the project

A. <https://www.nkua.edu.gr/en/activities/stronger-together>
 B. <https://www.nkua.edu.gr/en/activities/stronger-together>
 C. <https://www.nkua.edu.gr/en/activities/stronger-together>
 D. <https://www.nkua.edu.gr/en/activities/stronger-together>
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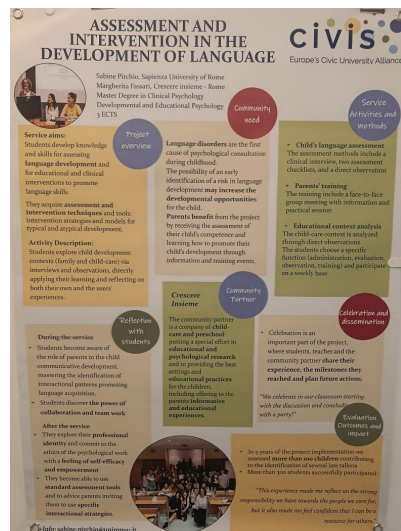
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9. More about the project

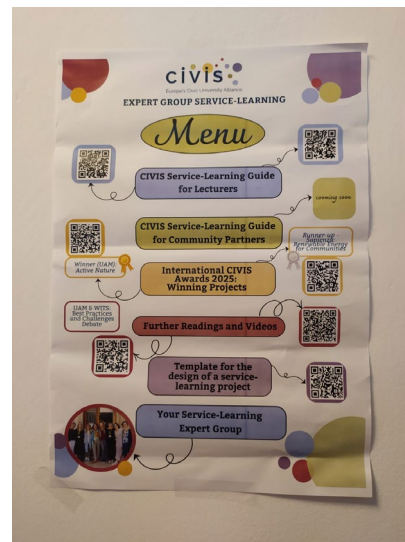
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Interactive dissemination Marketplace stands



Poster Gallery

Real-life Service-Learning examples and practices from CIVIS universities.



Resource Corner

Guides, templates and QR-linked materials created by the Expert Group.



Feedback Corner: "Where am I?"

Reflection on ingredients that are present or missing in each university context.

[Open Marketplace](#)

[Open CIVIS SL Menu](#)

Ingredient List / Shopping List

HOW IT WORKED

Each participant received a personal list to map what their university already has, what is missing, and what tools or examples could be taken back to their institutional context.

VALUE OF THE TOOL

Personal readiness reflection
Bridge towards collective discussion
Practical prompts for local follow-up

SERVICE-LEARNING MARKETPLACE – INGREDIENT LIST

Use this "shopping list" during the workshop: explore the three corners, note what you already have, what you still need, and collect ideas to bring to the World Café and the final Manifesto.

How to use this sheet (for you only, not collected):

1. Imagine your own Service-Learning Project – it's easier to learn starting from a concrete case
2. Visit the Poster Gallery, the Resource Corner, and the Feedback Corner (Where am I?).
3. For each ingredient, mark what you already have and what you still need.
4. Write down ideas, examples, or useful contacts you discover during the workshop.
5. Bring your notes to the World Café and help co-create the final CIVIS Manifesto for Service-Learning!

Community Partnership

Ingredient	Have it ✓	Still need it □	Ideas / examples / notes
community partner organisation	☐	☐	
co-design with partner	☐	☐	
clear definition of community needs	☐	☐	
reciprocity agreement	☐	☐	
communication channel with partner	☐	☐	

Institutional Support

Ingredient	Have it ✓	Still need it □	Ideas / examples / notes
curricular integration	☐	☐	
ECTS recognition	☐	☐	
support from department	☐	☐	
time allocated in the syllabus	☐	☐	
administrative support	☐	☐	

Quality and Impact

Ingredient	Have it ✓	Still need it □	Ideas / examples / notes
student assessment method	☐	☐	
reflection tools	☐	☐	
evidence of community impact	☐	☐	
sustainability of the project	☐	☐	
ethical guidelines	☐	☐	
strategies for the inclusion of students in identification of social need	☐	☐	

Dissemination

Ingredient	Have it ✓	Still need it □	Ideas / examples / notes
communication strategy	☐	☐	
final public output	☐	☐	
documentation of the project	☐	☐	
possibility of replication	☐	☐	
collaboration with other CIVIS universities	☐	☐	

Pedagogy Elements: Reflection and Evaluation

Ingredient	Have it ✓	Still need it □	Ideas / examples / notes
structured reflection activities (timing, format: journals, debriefs, portfolios...)	☐	☐	
reflection linked explicitly to learning objectives	☐	☐	

metacognitive tools for students (self-assessment, learning logs)	☐	☐	
collective reflection involving all actors (students, partners, teachers)	☐	☐	
critical reflection on social justice dimensions of the service	☐	☐	
assessment of civic and transversal competencies (beyond disciplinary learning)	☐	☐	
co-designing assessment criteria with students	☐	☐	

☐ Priority ingredients I need most:

Cut here → then drop the final section into the box at the Feedback Corner.

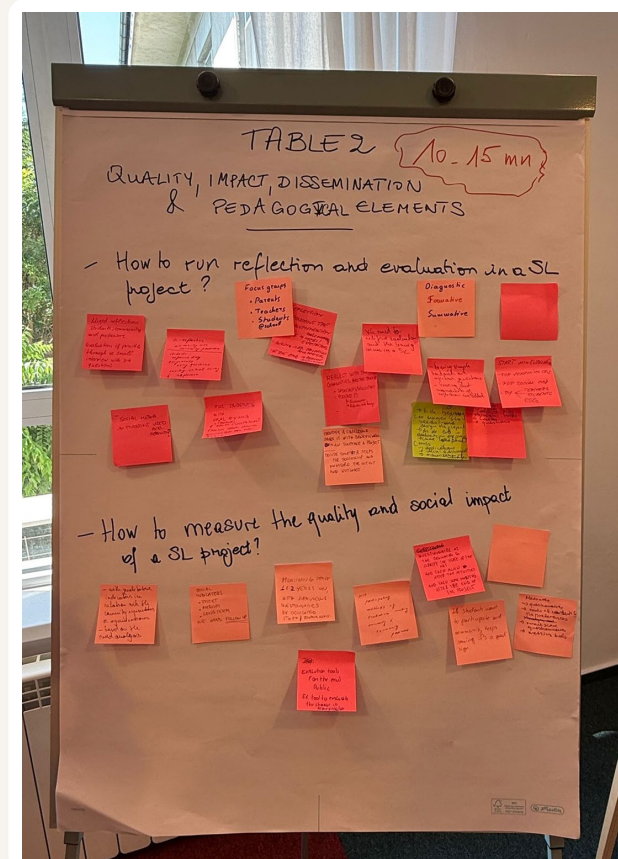
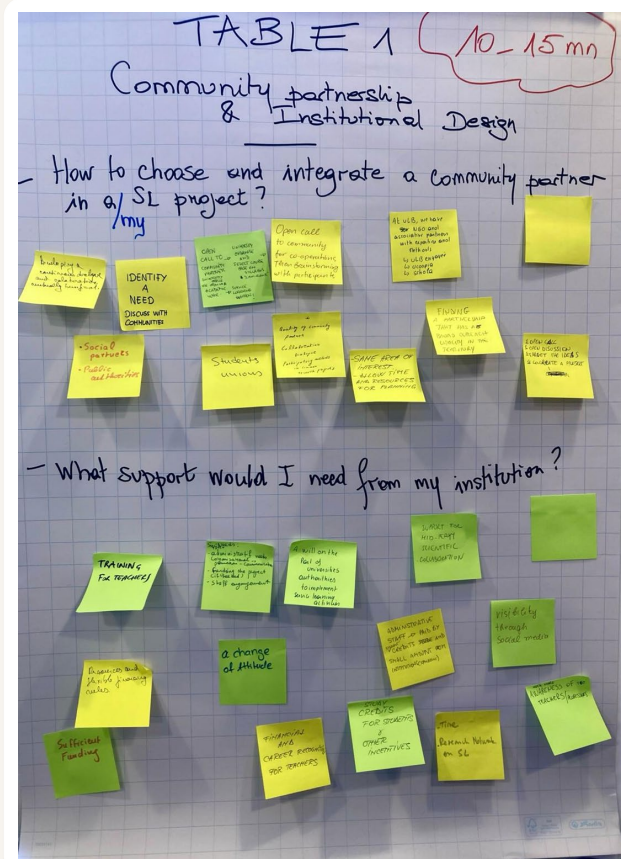


My first concrete step after this workshop to expand Service-Learning:

Name:
Email:
University:
Description:

Tip: look at other projects, collect examples, and use the World Café to turn missing ingredients into possible next steps.

World Café



DISCUSSION TABLES

Table 1 Community Partnership + Institutional Support

Table 2 Reflection + Evaluation + Quality, Impact & Dissemination

WHAT IT ADDED

Connected workshop ingredients with implementation questions
Turned individual reflection into peer exchange
Generated ideas for plenary synthesis and the Manifesto

Final synthesis & outputs

CIVIS SERVICE-LEARNING MANIFESTO: LEARNING WITH COMMUNITIES. TRANSFORMING EUROPE TOGETHER

As the CIVIS European Civic University Alliance, we believe higher education must serve society. Through Service-Learning, we connect knowledge, communities, and civic action to advance inclusion, sustainability, democracy, and the common good.

Core Principles

- Civic Engagement and Responsibility
- Reciprocity and Partnership
- Learning through Service and Service with Knowledge
- Reflection and Critical Thinking
- Social Justice, Inclusion, Digital Empowerment and Sustainability
- Institutional Commitment

We believe in...

PARTNERSHIPS THAT TRANSFORM

We build relationships based on trust, reciprocity, and shared responsibility, recognizing our role in creating a better world through knowledge and social change.

LEARNING THAT INSPIRES ACTION

We connect academic learning with society's needs, encouraging students to become active, reflective, and responsible citizens.

UNIVERSITIES' CIVIC MISSION

We ensure our research, education, and service are embedded in local and global contexts, and promote positive change.

QUALITY & SOCIAL IMPACT

We focus on evidence, reflection, and active participation to ensure the quality of our service and its impact on society.

SOCIAL JUSTICE & SUSTAINABILITY

We create equitable, sustainable, and accessible opportunities for all, and address societal inequalities and injustices.

SHARING KNOWLEDGE & CELEBRATING ACHIEVEMENTS

We share our knowledge, experiences, and successes with others, and celebrate our achievements together.

TOGETHER, WE MAKE HIGHER EDUCATION A FORCE FOR DEMOCRACY, JUSTICE, AND SOCIAL CHANGE.

Learn, Serve, Transform!

Across our cities, across our lands,
We come together hand in hand.
Students, teachers, communities, learning
through shared realities.
From every challenge, hope can grow.
Through every service, knowledge flows.
Different voices, one common dream,
building a future for all to see.
Service learning. Hear our call. Learning,
serving one and all.
Side by side we find our way. Creating
change every day. Service, learning, strong
and true.
Connecting me, connecting you.
Knowledge, action, heart and soul.
Working for the common goal.
In every classroom, every street where
learning and community meet.
We listen, share, create, inspire, and turn
ideas into something higher.
Through reflection, we understand how to
help and how to stand for justice, dignity,
and care.
Creating change everywhere.
Service learning. Hear our call. Learning,
serving one and all.
Side by side, we find our way. Creating
change every day. Service learning strong
and true.
Connecting me. Connecting you.
Knowledge, action, heart and soul.
Working for the common goal.
Trust and respect will guide us on. Many
voices still one song. Communities and
universities.
Building hope across the seas. Learn
together.
Serve with pride. Walking forward side by
side. Cross TVs.
We belong together. We are strong.
Service learning. Light the way.
Building tomorrow from today. Democracy
and hope we bring. Let our future sing.
Service learning. Hand in hand.
Growing stronger through our language
together.
Our shared vision now and forever.
Learning with communities transforming
Europe together.
Service learning learn transform together.

Scan here to watch the video

Service-Learning Song

BUCURESTI, 2026

Europe's Civic University Alliance

OUTPUTS PRODUCED

CIVIS Manifesto for Service-Learning
Song / anthem linked to the Manifesto
Video version including the song
Materials suitable for dissemination across CIVIS universities

MAIN OUTCOMES

Shared understanding

Readiness reflection

Peer exchange

Motivational output

Share the Manifesto and communication materials across CIVIS universities
Reuse the Ingredient List and Marketplace logic in staff development
Maintain contact with participants who identified concrete first steps
Use the outputs to support dialogue, peer exchange and capacity-building

[Service-Learning Song](#)

[Song Lyrics](#)