

KEYS



UNISERVITATE
Service-learning in Catholic Higher Education

UNISERVITATE COLLECTION

Institutionalization of Service-Learning in Higher Education

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Introduction

4.1

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Institutionalization of Service-Learning in Higher Education

Uniservitate Collection

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ABOUT US

Uniservitate

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

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

Porticus

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

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

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

Porticus has two goals which guide their way it works: to listen and learn from the people they seek to serve, and to act on evidence that demonstrates what works.

CLAYSS

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

The UNISERVITATE collection

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

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

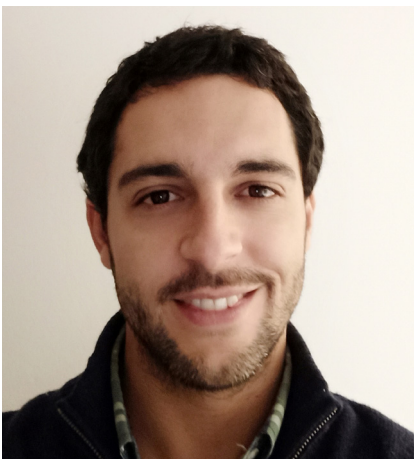
With the contribution and collaboration of outstanding international scholars and specialists, the objective is to offer contributions from different regions and to share multicultural perspectives on topics of interest related to spirituality and the pedagogy of Service-learning in the world.

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



Chantal Jouannet Valderrama

Is a psychologist from the University of La Frontera (UFRO) and holds a master's degree in Educational Politics from the Alberto Hurtado University of Chile. She was the Coordinator of the Christian Humanist Education Curriculum at the Catholic University of Temuco, between 2004 and 2007. Between 2007 and 2009, Chantal was one of the professionals participating in the program known as Puentes UC (Catholic University Bridges), where she connected academic resources with municipalities in the Metropolitan Region. Between 2009 and 2012, she coordinated the UC (Catholic University) Service-Learning Program, where she led the incorporation of service-learning for over ten years, and focused on the design of institutionalization models and assessment of the methodology's impact. She has also participated actively in the Service-Learning National Network. From 2012-2019 Chantal was Deputy Director of the UC Center for Teaching Development. Since 2020 she has been the Director of the Center, guiding the implementation of undergraduate and graduate online lessons, in addition to the training of university professors. As a national leader of service-learning, Chantal organizes workshops and holds conferences for educational institutions in Chile, Latin America and Europe. She is a consultant for various educational institutions. She is a member of the Service-Learning National Network and the Academy of Community Engagement Scholarship. Chantal has lectured on the methodology in national and international seminars and has published for educational journals.



Luis Arocha

Holds a Master's degree in Education from the Catholic University of Uruguay. He has a degree in Psychology from the Universidad de la República Oriental del Uruguay. Specialist in Leadership and Educational Innovation, Educational Evaluation, Emotional Education, Logotherapy, Affective Sexual Education.

Fellow of the International Visitor Leadership Program - United States Department of State.

From 2011-2019, General Director of Providencia Educational Center in Montevideo, Uruguay, leading formal and non-formal education projects in vulnerable contexts.

From 2020-2022, Coordinator of Regional Nodes at Uniservitate, and Coordinator of the Early Childhood Teacher Training Program at the Pontifical Catholic University of Argentina.

He currently serves as Executive Director of the María de Guadalupe Educational Group Foundation, and is a Faculty member of the Pontifical Catholic University of Argentina School of Education. Luis is also member of the advisory board of the NGO Dale Tu Mano.

1. INTRODUCTION

INSTITUTIONALIZATION OF SERVICE-LEARNING IN CATHOLIC HIGHER EDUCATION: ACTORS' PERSPECTIVES

With great enthusiasm, we present this new book of the Uniservitate collection, which comprises the outstanding perspectives of various actors who have participated in the process of service-learning institutionalization in higher education. In this book, different global cases of service-learning institutionalization are described, and conceptual elements and key features of such processes are reflected upon.

This compilation of thoughts and experiences is aimed at contributing to the great global debate on how and to which purpose processes allowing for the integration of service-learning into the identity and culture of higher education institutions are launched and developed, to such an extent as to consider service-learning “institutionalized”. To achieve this goal, the concept of institution is used in such a way as to avoid its exclusive identification with that which is “instituted” (fixed, part of an established order, related to values and rules); with the aim of integrating and describing that which is “instituting”, i.e. questioning, criticism, and the innovation and transformation capacity inherent in institutions. In addition, the significance of institutionalization processes for institutions as well as the different efforts made towards that aim are considered and analyzed.

Polyhedral institutionalization: the integration of this book into the uniservitate context

The growing sense of globalization we, human beings, feel may lead us to experiencing what the current Big Data has to offer us. We run the risk of deducing and inducing from the biggest and noisiest realities, which occupy the center of the scene.

Its aim is not the advancement towards institutionalization in a specific direction or the presentation of successful cases as models, but the promotion of a dialogue on the efforts already made and the construction of a sense of community.

Pope Francis, however, has insisted on the need to visualize human processes as the figure of the polyhedron, i.e. a figure at which all facets converge maintaining their own originality, so that their unique identity is gently integrated into the community and enriches it, without end-

ing up isolated or sterilized. Such a perspective has inspired this text and the various authors and institutions that have worked so that this book may become real. Its aim is not the advancement towards institutionalization in a specific direction or the presentation of successful cases as models, but the promotion of a dialogue on the efforts already made and the construction of a sense of community.

Following the idea of the polyhedral figure, the experiences of over fourteen universities and various actors' perspectives on service-learning institutionalization as well as their results are presented in this work. Readers will discover that for different reasons—the search for a more comprehensive education, a new relationship with their communities or society as a whole, or more effective teaching—higher education institutions from different latitudes, which are inserted in very different contexts and cultures and with multifaceted structures, have made considerable steps towards the same direction.

In this respect, this publication constitutes true evidence of the spirit inherent in the polyhedron, which inspires Uniservitate, and of the force of said approach to encourage constructive dialogues on the same topic. As such, this book also constitutes—thanks to some of the institutionalization processes explained below—an original contribution to two key aspects of the program:

- ▶ Reflections and discussions on the force the service-learning pedagogy has to enrich and fulfill the identity and mission of Catholic higher education institutions (CHEIs); and
- ▶ Specific features distinguishing service-learning at CHEIs, which allow readers to consider the specificity of this “fertile land” and the “seeds” of service-learning in said land.

Our deepest wish is that readers can have an experience similar to that people have when—from different lookouts—they gaze at a landscape, contemplate it and learn from it, absorbing the scenery in order to form and enrichen their own views on a topic. In this regard, this book is aimed at readers going on a trip through various continents and cul-

In this regard, this book is aimed at readers going on a trip through various continents and cultures, reading accounts which are as diverse as the contexts and actors starring in them.

tures, reading accounts which are as diverse as the contexts and actors starring in them.

Book chapters

There follows a brief summary of the ten chapters and the appendix of this book:

1. Nieves Tapia and Andrés Peregalli, from Argentina, develop general concepts on service-learning institutionalization in higher education, presenting ample evidence for making efforts towards that goal. In addition, they analyze the risks and difficulties inherent in institutionalization processes, sharing what they have learned from the work done at the Latin American Center for Solidarity Service-Learning in order to assist universities in Latin America and in other parts of the world.

2. From the University of Minnesota, Andrew Furco shares his thoughts on the long development of his well-known “Self-Assessment Rubric for the Institutionalization of Service-Learning”. This author comments on the various implementations and adaptations of the rubric, analyzing its use in different contexts, especially in Catholic higher education institutions.

3. Based on her work at the International Federation of Catholic Universities, Monserrat Alom Bartroli shares her wealth of experience on the implementation of the Newman Reference Framework, as a viable alternative to the current university classification rankings and methods. Additionally, in this chapter solid support is given to the contributions of the Newman Framework, showing—at the same time—how the service-learning pedagogy makes a key contribution to the accomplishment of missions at Catholic higher education institutions.

4. Jay Brandenberger and Jim Frabutt, from the University of Notre Dame (Indiana, USA), share institutional achievements throughout a period of 175 years, not as a finished mission but as a process which is deeply rooted in the institutional charism still in progress. The processes through which institutional projects were completed are described in this chapter, adequately balancing conceptual frameworks, good practices—of their own and others—and a great spirit of experimentation. This chapter presents the role some institutional actors had in these processes; actors who—challenged by the foundational mission—came up with new ways of conducting it, trying to be true to the charism and force which gave rise to this institution.

5. Barbara McCrabb and Donald McCrabb, from the USA, highlight the importance of the relationship between Catholic universities and local churches, describing the challenges and opportunities inherent in that relationship. They analyze the implications of this relationship for Catholic universities, the richness implicit in belonging to a historic,

religious and cultural tradition which provides solid foundations and encouragement as well as direction and a clear conceptual framework within the Social Teachings of the Church.

6. Based on the ecclesiastical teachings passed on from giants like Cardinal Newman and Pope John Paul II, Barbara Mccrabb and Amelia Blanton support the appropriateness of the implementation of service-learning in Catholic universities and the leading role university presidents and administrators have for its integration into the mission, tradition and charism of each institution, aiming at the vital sustainability of institutions.

7. Chantal Jouannet, from the Pontifical Catholic University of Chile, interviews the Emeritus President of this institution, Pedro Pablo Rosso, providing readers with a first-person perspective on the role of a president in service-learning institutionalization processes.

8. From Nairobi, Kenia, Sahaya Selvam expresses his deep reflection on the role of the president or rector of a university in the implementation and institutionalization of service-learning in Catholic higher education institutions. He proposes an action plan for presidents and describes three main institutionalization strategies. He suggests concrete managing structures and explains the challenges and benefits of the President's Office taking a leading role in the implementation and institutionalization of service-learning at universities. This chapter may be useful for presidents from different contexts to be able to take a central role when dealing with service-learning institutionalization challenges at their institutions.

9. Experiences at universities which have been selected as regional leaders of the Uniservitate Program for Service-learning Institutionalization are highlighted in this chapter. These accounts show the success of the program as to the careful selection of institutions which, despite having achieved different implementations, have a profound commitment to service-learning and the same roots and motivations:

a. Pontifical Catholic University of Chile (Chile): The historic process of consolidation of service-learning going on at this university for over 15 years is related in this account, with special emphasis on the search for quality education. There is also an explanation of the development of its specific service-learning implementation model, which is based on a high level of systematization, and of the institutionalization of its methodology.

b. Catholic University of Leuven (Belgium): In this account, there is an explanation of the way in which a regional process of service-learning institutionalization has

been carried out at one of the most renowned universities in Europe. This process is based on a balanced bottom-up/top-down approach, conceptual frameworks and experiences from other countries, even though the university actors developed their own experiences.

c. University of Deusto (Spain): At this university, the invaluable and centuries-old Ignatian tradition is integrated with innovative pedagogic models, which are characteristic of an institution whose actors always have original and systematic reflections. These models show the relationship between the institutionalization of service-learning and the four fundamental elements of Jesuit education.

d. Catholic University of Eichstatt-Ingolstadt (Germany): This account presents the invaluable experience of service-learning institutionalization at the only Catholic university in Germany, including interesting pedagogical and didactic reflections. This pedagogy stands out in the mission undertaken, which is based on placing the scientific skills of the members of this institution at the disposal of society to help face its main challenges. It is interesting to observe the importance attached to the historic opportunity assigned to the participation of this institution in the Uniservitate Program, both as an integrating and contributing factor to a global movement and as an internal revitalization process for the institutionalization of service-learning at this university.

e. Tangaza University College (Kenya): This section presents the institutional reflection on the results of service-learning viewed in the social transformation challenges which students face after graduating. There is also a discussion on the importance of compassion and justice as fundamental values for the “social transformers” educated at Tangaza University College and on the key role service-learning—as a spiritual path—can have in that formation.

f. De La Salle University (Philippines): In this account, the integration process of service-learning into all undergraduate courses is described as a comprehensive approach including efforts directed towards the academic community and community partners. This experience constitutes an excellent example of institutionalization achieved while dealing with tensions between top-down and bottom-up approaches, with a high level of contextualization (Bibingka Approach) and rooted in the foundational charism.

10. Catalina Nosiglia, relates the experience of the prestigious University of Buenos Aires, establishing the relationship between the concepts of university extension and learn-

ing and service. She highlights the creation process of the “Educational Social Practices”, as a valuable contribution to reflect on good practices in terms of institutionalization and hierarchization of university extension policies.

11. Other cases of institutionalization: Researchers and university members from six leading universities in the world briefly describe the process of integration of service-learning as an institutional policy.

12. Appendix: Andrés Peregalli, a researcher member of the Uniservitate team, compiles some of the best known and most used tools to achieve the institutionalization of service-learning, presenting assessment rubrics and matrixes which explain how to go through such processes and which aspects require consideration.

Challenges and dreams

On the threshold of your reading experience, we would like to highlight some future challenges and dreams which, in our view, are mentioned in this book for all those who are interested in a higher education system which has a closer relationship with the world in which it is implemented:

- ▶ The need to intensify efforts to systematize institutionalization processes, especially with a view to greater diversity, more experience exchanges and more crossover learning.
- ▶ The value of service-learning integration into the identity of Catholic higher education institutions, as a way to plan their missions.
- ▶ The importance of having a deeper reflection on the contribution of service-learning initiatives to the spiritual development of the students who participate in them.
- ▶ Wider diffusion of the methodology used so that more Catholic institutions may implement and integrate it into their curricula, and so that we take the responsibility to educate people who will change and improve our world.

Chantal Jouannet and Luis Arocha

Chile and Buenos Aires, August 2022



In support of the Global Compact on Education

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

“We will not change the world, if we do not change education”

Pope Francis

4 Institutionalization of Service-Learning in Higher Education

This work aims to discover and highlight all the wealth within the perspectives of the different actors participating in the institutionalization processes of service-learning in Higher Education. Through the description of various global cases of service-learning institutionalization, the book presents reflections, actions and experiences that outline conceptual elements and key features, seeking to contribute to the great global debate on how and to which purpose processes allowing for the integration of service-learning into the identity and culture of Higher Education institutions are launched and developed.

We introduce this fourth volume of the Uniservitate collection with the firm intention of allowing readers to experience, through its pages, a journey across the different continents and cultures, exploring stories as diverse as the contexts and actors behind them, and to take on the challenges and dreams that we believe the book suggests, with a forward-looking approach, for those interested in a Higher Education that is more engaged with the world in which it unfolds its actions.

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