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Erasmus+ CBHE Project
“Service-learning in Higher Education
for Ukraine’s Recovery”

**OVI 3 (WP2) TRAINING PROGRAM
TOOLKIT “SERVICE-LEARNING PEDAGOGY
FOR COMMUNITY DEVELOPMENT
DURING WARTIME AND RECOVERY”**

Version 2.0 English



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Training Program Toolkit “Service-learning pedagogy for community development during wartime and recovery”, Ukraine, 2024.

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Introduction

The ServU project, “Service-learning in Higher Education for Ukraine’s Recovery”, is an innovative Erasmus+ project aimed at fostering synergy between Ukrainian Higher Education Institutions (HEIs) and local communities to aid in Ukraine’s recovery. This toolkit contains detailed descriptions and objectives of various workshops designed to integrate Service-learning (SL) methodology adapted for wartime and post-war contexts.

Service-learning, a pedagogical approach that combines community service with academic learning, is particularly effective in developing practical skills, civic engagement, and community collaboration. Given the unique challenges posed by the ongoing war and the subsequent recovery process, this method holds significant promise for Ukrainian students and communities. The project’s objectives include adapting the SL methodology for wartime and recovery, remodeling community needs assessments, developing active citizenship competences, fostering collaboration between Ukrainian and EU institutions, and creating a resource platform for knowledge sharing.

The project is a collaboration among six universities: Ukrainian Catholic University, Sumy State University, and Dnipro University of Technology from Ukraine, and international partners KU Leuven, Libera Università Maria Ss. Assunta di Roma (LUMSA), and the Catholic University of Eichstätt-Ingolstadt (KU). These institutions, alongside various associated partners, are dedicated to implementing Service-learning courses tailored to the needs of territories with large numbers of internally displaced people, liberated areas, and regions near the front lines with significant infrastructural damage.

A key component of the ServU project is the series of workshops that were piloted in Eichstätt from May 21 to May 24, 2024. These workshops served as a training program for 30 educators from Ukrainian universities, supported by experts from the consortium institutions. Each workshop was carefully designed with specific

objectives to address different aspects of Service-learning in the context of wartime and recovery.

The toolkit encapsulates the essence of these workshops, providing objectives, detailed descriptions, and outcomes. It serves as a comprehensive guide for educators and practitioners looking to implement Service-learning projects in similar contexts. By sharing the insights and best practices derived from the Eichstätt training program, the ServU toolkit aims to empower educators to contribute effectively to the recovery and development of their communities through Service-learning.

This toolkit is an invaluable resource for university administrators, faculty, and students, as well as schoolteachers and community leaders, offering practical guidance on integrating Service-learning into educational curricula to support Ukraine's recovery efforts. However, the series of workshops was piloted with university administrators and faculty members in Eichstätt - to adapt it to students, schoolteachers and community leaders it might need some modulations, particularly regarding the time dedicated to each activity.

The order of the workshops follows a logical sequence that was deemed appropriate for the pilot phase in Eichstätt. The roadmap of the workshops is the following: Workshop I focuses on the current situation in Ukraine following the Russian military invasion. Workshop II introduces Service-learning in the context of war recovery, as well as e-Service-learning. Workshop III focuses on benefits of Service-learning for peacebuilding education and civic engagement. Furthermore, Workshop IV identifies community, students', and teachers' needs, and Workshop V gives some examples of Service-learning practices.

Completion of the program according to this toolkit is designed for a minimum of 30 hours, which includes a minimum of 10 hours of classroom work at workshops and a minimum of 20 hours of independent work on the processing and analysis of additional educational literature, etc. **As a result of completing the program according to this toolkit, the participant can receive 1 ECTS credit.**

Users of this toolkit are not required to follow the workshops in their given order. For instance, if you are already familiar with the concept of Service-learning, you can skip Workshop II or concentrate solely on e-Service-learning. Those well-versed in the Ukrainian context can bypass Workshop I, and so forth. This toolkit is designed as a flexible resource - anyone can use and adapt it according to their needs and preferences.

Ice-breaking Activities

Before starting the training program we recommend you to use some of the following ice-breaking activities.

Map

If your participants are from different regions, please bring the map and ask each person to put the city where they are from. Participants are allowed to use several pins, indicating also the place of birth, graduation, most favourite city etc.

Greeting cards

Prepare greeting cards with one-sentence greeting on each. Each greeting should be used only 2 or maximum 3 times. Ask participants to look for the person with the same greeting. After short communication participants should find what is in common among them and what is in contrast.

Association cards

Use association cards. Let participants choose one card, describing his or her feeling at the moment, expectation from the training program and so on. Ask participants to explain why they have chosen that certain card. You can come back to the association cards after the finishing of the training program asking the participants to compare their thoughts and feelings.

Dilemmas

Create several pairs of dilemmas or dichotomic notions. Ask participants to go to the left side if they belong, prefer or more close to the first notion or go to the right if they are concerned with the second notion. Examples of the dichotomy pairs or dilemmas: administrative staff or faculty, vegan or not vegan, tea or coffee, one foreign language or many foreign languages, can play musical instruments or not, etc.

You also can make small ice-breaking activities each time while dividing participants into working groups.

Bowl of Questions

Prepare several bowls with small pieces of paper with questions on them. Ask each participants to pick one question and answer it before starting group work.

Adjective + Name

Ask participants to introduce themselves with the name and adjective with the same first letter as the given name. For example - happy Hans, joyful Jacob, lucky Lucy.

Workshop I

Title

Universities' Response to the War in Ukraine

Objectives

The workshop titled “Universities' Response to the War in Ukraine” begins with an introduction to the current situation in Ukraine following the Russian military invasion and its profound influence on society and the educational sphere. This section provides an overview of the wide-ranging impacts of the war on daily life, with a specific focus on how it has disrupted educational institutions and the challenges faced by students and educators.

Next, the workshop presents the various challenges that Ukrainian universities are grappling with because of the war. These challenges encompass both organisational and infrastructural issues, highlighting the difficulties in maintaining educational operations and providing necessary support to students during this tumultuous period.

Following this, the workshop delves into the specific challenges faced by universities in different regions of Ukraine. Given the varied impact of the war across the country, it is crucial to examine the unique problems and needs of universities in each region, acknowledging that a one-size-fits-all approach is not feasible.

Finally, the workshop explores the development of various strategies and methods that universities can adopt to respond to the challenges presented by the war. This section outlines potential actions and initiatives that educational institutions can undertake to ensure the continuity of education, safeguard the well-being of students and staff, and build the long-term resilience of universities amidst the ongoing conflict.

Theoretical Inputs

Based on the objectives of the workshop, the theoretical inputs encompass a range of academic frameworks that shed light on the challenges and potential responses for Ukrainian universities. **Conflict Theory** examines the impact of war on social structures and education, while **Resilience Theory** focuses on recovery and adaptation strategies. Additionally, **Psychological Theories** address the trauma experienced by students and staff, and strategies for support. **Human Rights and International Law** focus on legal protections for education during conflicts. Lastly, **Innovation and Technology in Education** explore the use of technology for remote learning and educational continuity. These inputs provide a comprehensive foundation for addressing the complex challenges faced by Ukrainian universities.

Despite the Russian invasion, many Ukrainian students continue their education, navigating their choices to pursue or pause their studies during the crisis (Cogorno et al., 2023). Research highlights the importance of guidelines for continuing education during wartime to ensure student safety and enrichment, with optimism, family, and social support playing key roles in resilience (Cogorno et al., 2023). Education is considered a **human right** and crucial for exercising other rights (Pherali, 2019). The war has significantly impacted educational infrastructure, with numerous institutions damaged, especially in Eastern Ukraine, making universities direct targets due to their societal roles. The Ministry of Education and Science of Ukraine adapted to wartime conditions, utilizing online and mixed learning modes, although challenges like power outages and existing inequalities have been exacerbated.

Conflict theory focuses on the struggles for power and resources within society. In the context of the Ukrainian educational process during the war, this theory can explain how education becomes a battleground for ideological control and power. The deliberate targeting of educational institutions by Russian forces underscores an attempt to undermine Ukrainian societal structures and future leadership (Waters, 2007). This intentional destruction disrupts educational progress and aims to destabilise societal cohesion and national identity, reflecting the broader conflict over power and control. **Resilience theory** examines how individuals and systems withstand and adapt to adversity. The Ukrainian students' continuation of their education amidst war, driven by factors like optimism, family support, and social networks, illustrates resilience (Cogorno et al., 2023). The adaptive strategies employed by the Ministry of Education, such as transitioning to online learning and adjusting schedules around power outages, highlight systemic resilience. These efforts to maintain educational continuity despite severe disruptions demonstrate the capacity of both individuals and institutions to recover and adapt in the face of ongoing conflict. In fact, the war in Ukraine has had a significant impact on the mental health of children, adolescents, young adults and adults, leading to various forms of trauma (Hutul et al., 2023; Kurapov et al., 2023; Osokina et al., 2023; Rogowska and Pavlova, 2023).

Learning Outcomes

Participants will develop a deeper understanding of the multifaceted challenges facing universities during times of war. They will acquire skills in problem identification, analysis, and innovative thinking to tackle these complex issues effectively, devise comprehensive response strategies, prioritise initiatives, allocate resources efficiently, and adapt strategies based on evolving circumstances.

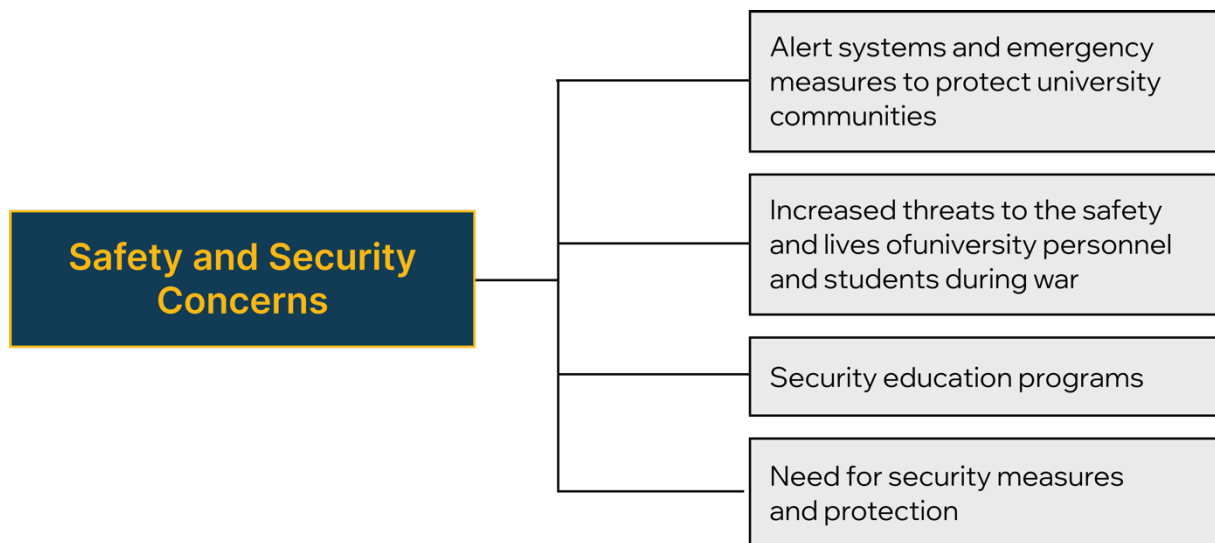
Training Plan and Calendar

Time	Activity	Description	Materials
5	Introduction	Overview of the workshop objectives and agenda	None
15	Presentation: Challenges of Universities in Times of War	Detailed presentation on wartime challenges (See Pictures 1.1.- 1.6.)	Presentation slides
15	Discussion: Identifying Additional Challenges	Group discussion on additional challenges	Flipchart, markers
25	World Café: Team-Based Development of Responses	Team brainstorming on response strategies	Paper for each team (6 teams), markers
30	Presentation of Teamwork	Teams present their developed strategies	Flipchart, markers
	End of Workshop	Summary and closing remarks	None
Total	~ 90 min		

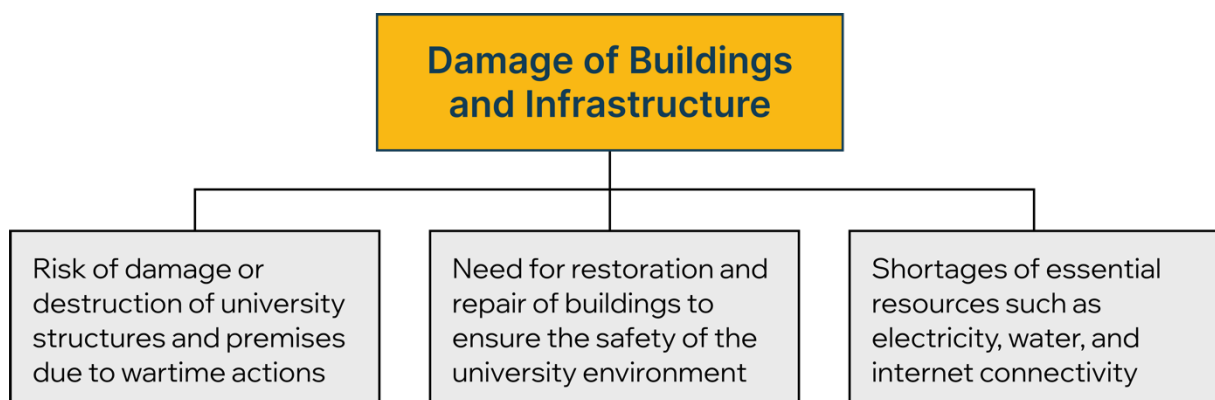
Additional Materials and Handouts:

- Paper for each team (6 teams)
- Markers
- Flipchart

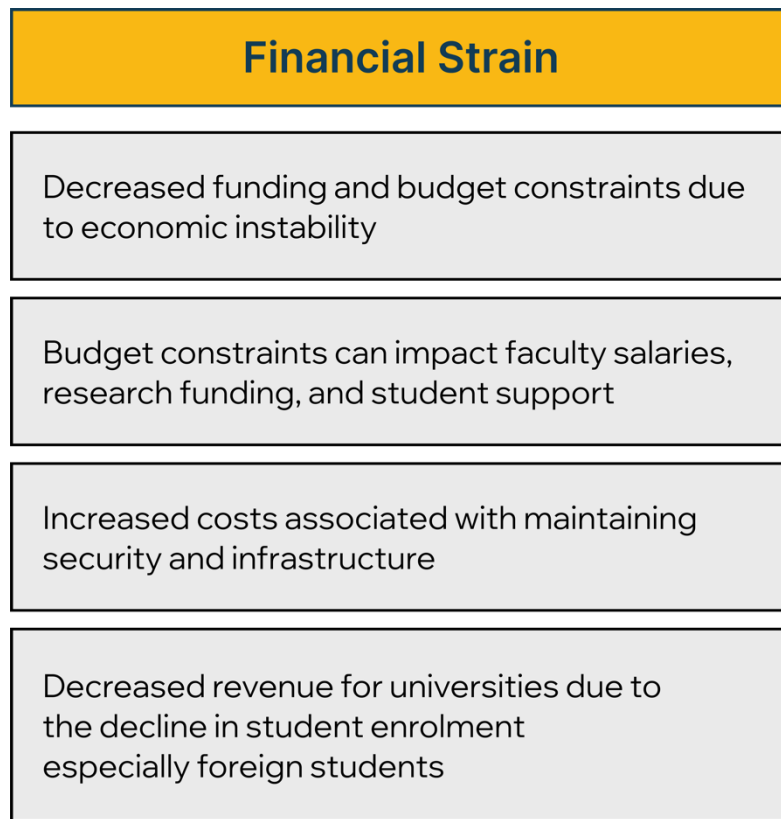
Picture 1.1. Challenges of ukrainian universities associated with war: safety and security concerns



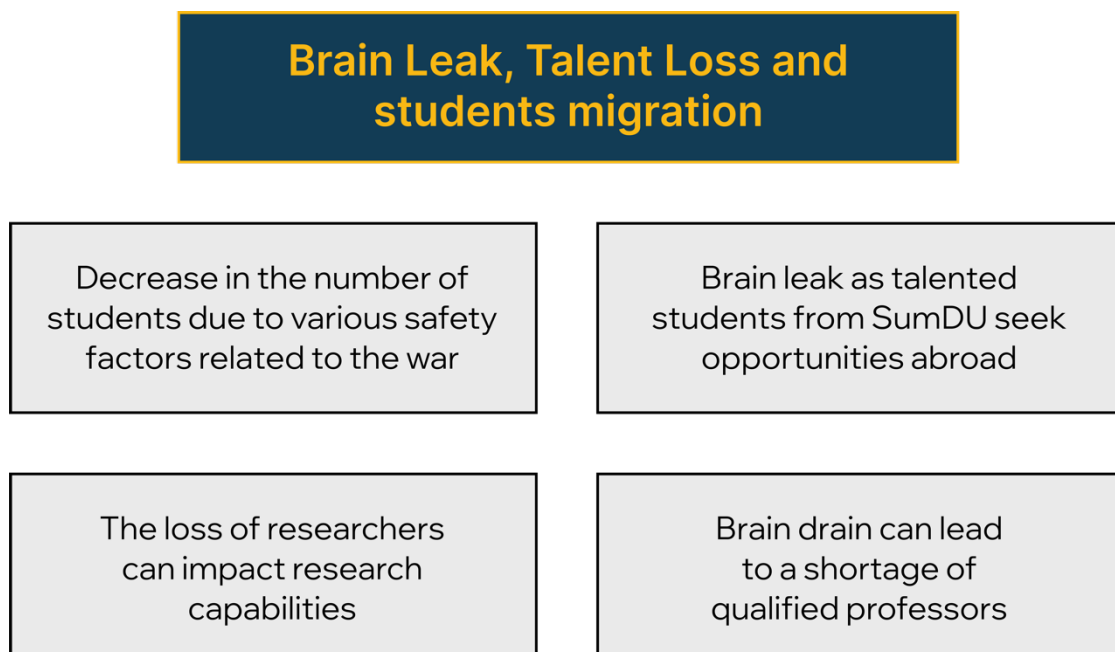
Picture 1.2. Challenges of ukrainian universities associated with war: damage of buildings and infrastructure



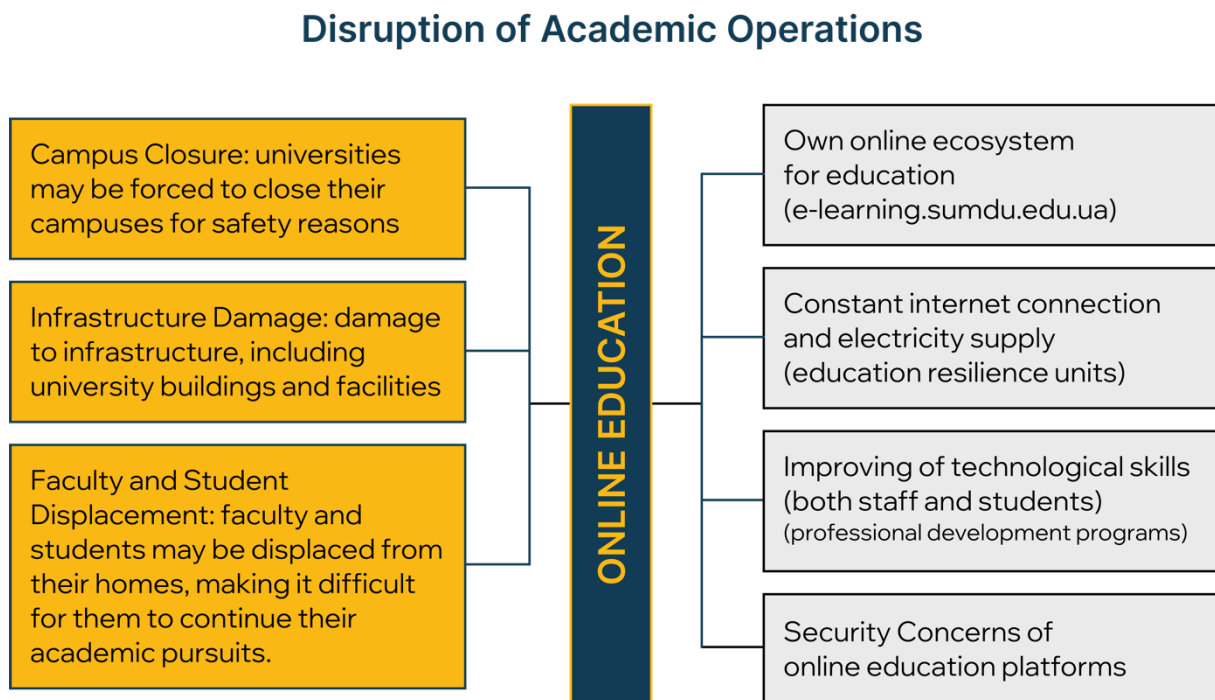
Picture 1.3. Challenges of ukrainian universities associated with war: financial strain



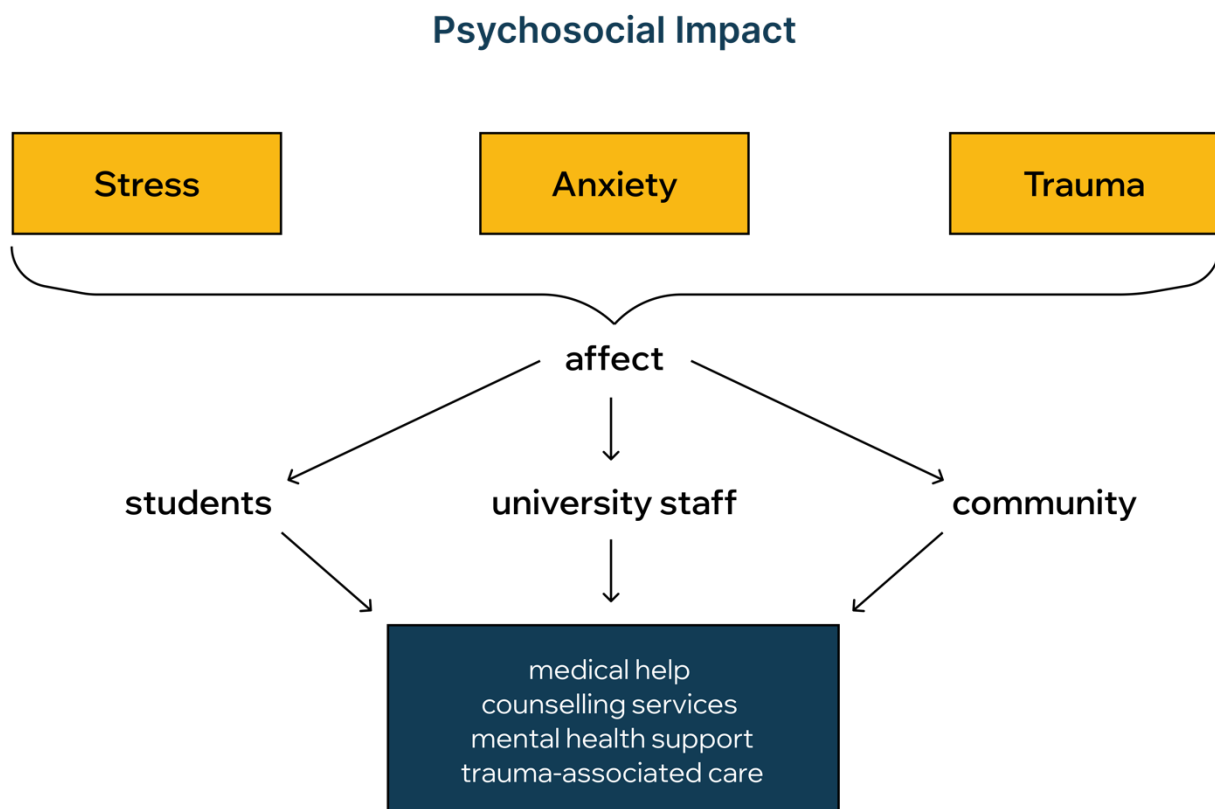
Picture 1.4. Challenges of ukrainian universities associated with war: brain leak, talent loss and students migration



Picture 1.5. Challenges of ukrainian universities associated with war: disruption of academic operation



Picture 1.6. Challenges of ukrainian universities associated with war: psychological impact



Practical Tasks, Recommendations and Results

Based on the previously received information the participants are shared to six groups. Each group receives one main type of the challenges and discusses the possible ways of response to these challenges. The group can also indicate more challenges and ways to respond to them. The results are fixed at the flipchart and after discussion are presented to all the participants.

The expected results could be as follows.

Safety and Security Concerns:

1. Implement Security Measures: Develop comprehensive security protocols to ensure the safety of students, faculty, and staff. This includes emergency drills, secure campus perimeters, and regular risk assessments.
2. Emergency Protocols: Establish clear and accessible emergency procedures, including evacuation plans and communication strategies during crises.

Disruption of Academic Operations:

3. Flexible Academic Scheduling: Adapt academic calendars to accommodate disruptions, such as extending semesters or offering online classes.
4. Infrastructure Repairs: Prioritize the repair and rebuilding of damaged facilities to resume normal academic activities.

Financial Strain:

5. Financial Aid Programs: Create emergency relief funds, scholarships, and bursaries to support affected students, faculty, and staff.
6. Budget Reallocation: Reallocate budgets to prioritize essential services and infrastructure maintenance.

Brain Drain and Talent Loss:

7. Retention Strategies: Develop programs to retain skilled individuals, such as offering competitive salaries, research opportunities, and housing support.
8. Talent Attraction: Initiate recruitment drives and partnerships with international institutions to attract new talent.

Damage to Infrastructure and Resources:

9. Resource Management: Ensure a consistent supply of essential resources like electricity, water, and internet. Explore alternative solutions such as generators and satellite internet.
10. Rebuilding Efforts: Secure funding and partnerships for the reconstruction of critical infrastructure, including buildings and laboratories.

Psychosocial Impact:

11. Mental Health Support: Provide counselling services and mental health support tailored to the needs of the university community.

12. Trauma-Informed Care: Train staff in trauma-informed care practices to better support students and colleagues affected by the conflict.

Humanitarian Assistance:

13. Emergency Relief Funds: Establish funds to provide immediate financial assistance for those in need.
14. Scholarships and Housing Support: Offer targeted scholarships, tuition waivers, and housing assistance for displaced students and scholars.

Management Strategy:

15. Risk Assessment: Conduct thorough risk assessments to identify vulnerabilities and implement risk management strategies.
16. Crisis Communication: Develop and maintain a robust crisis communication plan to ensure effective and timely updates to all stakeholders.
17. Coordination with Authorities: Collaborate with local and international authorities to stay informed and coordinate response efforts.

Education:

18. Curriculum Integration: Incorporate studies on the Ukraine conflict into relevant academic programs to provide contextual understanding.
19. Guest Lectures and Workshops: Host experts to facilitate discussions on conflict resolution and humanitarian efforts.
20. Study Abroad Programs: Offer programs that allow students to gain firsthand experience in affected regions.

Financial Support:

21. Hardship Grants: Provide financial assistance for immediate needs such as housing and medical expenses.
22. Expanded Scholarships: Increase the availability of scholarships for students from conflict-affected regions.
23. Research Funding: Allocate grants for research focused on the conflict and its broader implications.

Addressing Challenges and Opportunities:

24. Barrier Identification: Identify potential barriers to implementing response strategies and develop plans to overcome them.
25. Maximizing Impact: Strategize on how to maximize the impact of the implemented initiatives through effective resource allocation and stakeholder engagement.

Conclusion and Next Steps:

- Summary of Insights: Review key takeaways from the workshop and summarise the main points.
- Collaboration Opportunities: Discuss potential collaborations among participants and institutions to strengthen response efforts.
- Action Plan: Develop a clear action plan outlining the next steps and assign responsibilities to ensure follow-through.

By addressing these practical tasks and recommendations, universities can better navigate the challenges posed by the war in Ukraine and develop effective strategies to support their academic communities.

Recommended additional readings

Service-learning Pedagogy for Community Development During Wartime and Recovery Guidelines, Chapter II

Kenworthy, A. L., & Opatska, S. (2023). Teaching During War in Ukraine: Service-Learning as a Tool for Facilitating Student Learning and Engagement During Times of Uncertainty and Crisis. *Journal of Management Education*, 47(4), 417-439. <https://doi.org/10.1177/10525629231166695>.

Workshop II

Title

Service-learning Theory During War and Recovery and e-Service-learning

Objectives

This work introduces the fundamentals of Service-learning and its benefits for war and recovery contexts. The workshop will more specifically reflect on the meanings for social engagement, practical experience and academic study and how these three dimensions intersect to build a Service-learning experience. The needs of the community and the solidarity concept are also central for ideas in this workshop and for this reason the particular difficulties and challenges of Service-learning in a conflict context are discussed. Considering the particular importance of e-Service-learning (e-SL) for the Ukrainian context, the particularities of this Service-learning form are also introduced.

Theoretical Inputs

The workshop on “Service-learning Theory During War and Recovery and e-Service-learning” aims to provide a comprehensive understanding of Service-learning in conflict and recovery contexts, with a focus on e-Service-learning. Theoretical inputs include an exploration of **Service-learning Theory**, detailing its principles, goals, and benefits for students and communities. **Theories on Community Engagement and Civic Responsibility** emphasize fostering social engagement and solidarity. **Community Needs Assessment** provides methods for identifying and addressing the needs of war-affected communities. Discussions on Conflict and Recovery Contexts highlight specific challenges and ethical considerations. **E-Service-learning Theory** introduces its models and technological integration, especially for the Ukrainian context. Reflective Practice underscores the importance of reflection in integrating experiences with academic learning. Finally, **Educational Technology** discusses digital tools and best practices for online engagement, enhancing the effectiveness of e-Service-learning. These inputs collectively support the development of informed, effective Service-learning initiatives during war and recovery.

Service-learning, as defined by the European Association of Service-Learning in Higher Education (EASLHE, Albanesi et al., 2020, p.12; Furco, 1996), balances experiential education with community service, ensuring both are equally valued. It aligns with university goals and addresses community needs, enhancing institutional **community engagement** (Compare et al., 2022). UNESCO’s 2021 report highlights Service-learning as a method that fosters solidarity, cooperation, and skill development, urging a reimagined educational future based on care and interconnectedness (UNESCO, 2021). This method supports a new social contract for education, involving citizens and civil society in shared educational

responsibilities (Tarozzi & Milana, 2022). Service-learning's practical elements include solidarity service, student protagonism, curricular integration, critical reflection, and active participation, all aimed at fostering social responsibility and commitment. It draws on the pedagogy of the oppressed and emphasizes collective action and efficacy (Porcarelli, 2022; Culcasi, 2020). Ultimately, Service-learning addresses educational challenges by promoting social equity and countering inequalities (Tarozzi & Milana, 2022).

Since the Covid-19 pandemic, technology-mediated Service-learning has become widespread in its application: e-Service-learning (e-SL). The qualitative transformation of Service-learning to e-Service-learning is still an open issue, lacking in many contexts teaching resources and teacher training on how to effectively structure instructional processes and support community organizations in innovation through the digital medium (Culcasi et al., 2023). According to Sparkman (2020) the technology came to Service-learning to stay; moreover, technology offers many advantages in Service-learning: for example, it allows to overcome geographic contexts by expanding the impact of a project, to implement a service when it cannot be done physically or conditions are risky, and to cut down the logistical time and costs of an in-person activity.

Learning Outcomes

To provide participants with a comprehensive understanding of Service-learning principles, values, and dimensions, and to explore how Service-learning can be adapted to conflict contexts with a focus on e-Service-learning.

Participants will integrate the three Service-learning dimensions and consider the particular challenges and needs in a conflict context. They will be prepared to construct or reconstruct projects that are meaningful for the community and for student learning, while incorporating their own visions and personal representations of Service-learning.

Training Plan and Calendar:

Time	Activity	Description	Materials
2-3	Introduction	Brief overview of the workshop objectives and agenda.	
10	Mindmap Creation	Participants create a mindmap with their meanings and values associated with Service-learning. This mindmap will be edited during the workshop. (See Picture 2.1.)	Paper, Pens
20	Presentation of Service-learning Principles	Interactive presentation on Service-learning principles, values, and dimensions. Participants continue completing their mind map and are invited to present slides based on their knowledge.	Paper, Pens, Markers
20	Service-learning and Conflict	Discussion on the role of Service-learning during and after conflict. Participants modify their mind map to reflect conflicts identified and the role of Service-learning.	Paper, Pens
15	Introduction to e-Service-learning	Presentation on e-Service-learning and technological interactions. Discussion on adaptations for war and conflict contexts. Participants add a digital dimension to their mind map using a different colour.	Paper, Pens, Markers
5	Final Modifications of Mindmap	Participants discuss changes made to their mind map in pairs.	Paper, Pens
20	Final Discussion	Group discussion on the differences between mind maps at the beginning and end of the workshop. Focus on the most important dimensions identified. Participants keep their mind map for future use.	Paper, Pens, Flipchart
Total	~ 100 min		

Additional Materials and Handouts

- Paper
- Pens

- Markers
- Flipchart

This training plan ensures an interactive and reflective approach, allowing participants to actively engage with the content and apply their learning in a practical, meaningful way.

Practical Tasks, Recommendations and Results

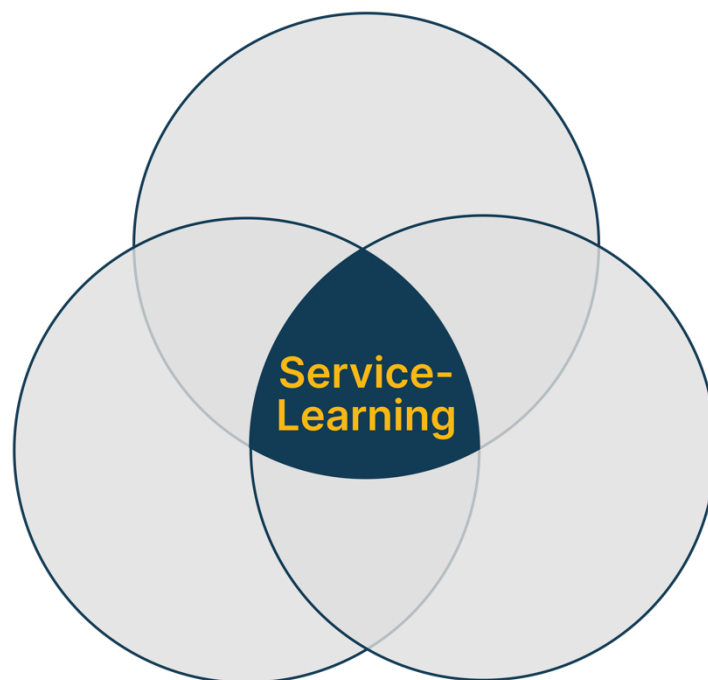
Practical tasks:

The workshop involves people in using the mind map as an interactive tool to help them to organise their thoughts and ideas on the main components of Service-learning and e-Service-learning and the connection among them:

- social engagement
- academic study
- practical experience
- technology

The workshop also includes the difference among Service-learning and other types of experiential activity like volunteering or internship. Furthermore, recommendations and engagement strategies are shown. Finally, the potentiality of the technology in strengthening the result of the projects as well as the risk of technology-based Service-learning projects are discussed.

Picture 2.1. Template of the Mind Map



Results:

We expect participants to be able to integrate the Service-learning dimensions and to be able to consider the particular challenges and needs encountered in a conflict context. In this way, we hope to prepare them to be alert to all Service-learning dimensions so that they can start constructing or reconstructing projects that are both meaningful for the community and for student learning, but also allow space to insert their own visions and personal representations of Service-learning.

Key Outcomes:

1. Deep understanding. Participants will develop a deep understanding on Service-learning and e-Service-learning for integrating it into their courses and local context, fostering civic engagement, reciprocity, personal and academic growth, while creating a meaningful net with the communities.

2. Create impact. Participants will gain information on all the types of Service-learning they can use in order to create impact in their communities: Direct Service-learning, Indirect Service-learning, Advocacy Service-learning and Research-based Service-learning.

3. Digital Empowered Participants. Equipped with practical indication, participants will be prepared to implement e-Service-learning initiatives effectively, promoting digital skills and technologies based solutions.

By focusing on these practical tasks, recommendations, and expected results, the workshop aims to demonstrate the power of (e-)Service-learning to intercept community needs and link the curriculum objectives to the transformative impact on specific societal problems.

Recommended additional readings

Regina, Carla. Service-learning in Central and Eastern Europe handbook for engaged teachers and students / Carla Regina ; Candelaria Ferrara ; coordinación general de Luz Mariela Avruj ; María Nieves Tapia. - 1a ed. - Ciudad Autónoma de Buenos Aires : CLAYSS, 2017. Libro digital, PDF https://www.clayss.org.ar/04_publicaciones/SL-EE_nov17.pdf pp 14-18, 33-40.

Furco, Andrew and Norvell Katrina. What is service learning? Making sense of the pedagogy and practice. Embedding service learning in European higher education /edited by Pilar Aramburuzabala, Lorraine McIlrath and Héctor Opazo. Abingdon, Oxon, ; New York, NY : Routledge, 2019. pp. 14-33

Workshop III

Title

Benefits of Service-learning for Education and Civic Engagement

Objectives

The workshop titled “Benefits of Service-learning for Civic Engagement” aims to achieve comprehensive objectives. These include presenting findings from a sociological survey on the needs of territorial communities, identifying specific challenges and areas requiring support. Additionally, the workshop will propose solutions and recommendations to address community issues, focusing on sustainable development and community empowerment. It also aims to explore and develop Service-learning as a practical tool for post-war recovery, emphasizing its role in fostering community resilience, social cohesion, and individual empowerment. Lastly, the workshop collaboratively designs an implementation strategy (roadmap) for integrating Service-learning tools into territorial communities, ensuring alignment with both community needs and educational goals. Through these efforts, the workshop seeks to equip participants with practical insights and strategies to utilize Service-learning effectively for promoting peacebuilding, civic engagement, and sustainable development in conflict-affected regions.

Theoretical Inputs

The workshop identifies several key theoretical inputs crucial for implementing Service-learning effectively: **Community Development Theories:** These include frameworks on sustainable development and community empowerment, ensuring long-term resilience and local capacity building in Service-learning projects. **Peacebuilding and Conflict Resolution Theories:** Insights into peacebuilding processes and conflict transformation guide the integration of Service-learning, fostering social cohesion and reconciliation. **Community Needs Assessment:** Theoretical perspectives on participatory needs assessment ensure Service-learning projects are responsive to community needs identified through sociological surveys.

These theoretical frameworks are essential for planning and executing Service-learning initiatives that promote peacebuilding, civic engagement, and sustainable development in conflict-affected regions, combining theoretical rigour with practical effectiveness.

Learning Outcomes

This workshop gives the understanding of three types of territorial communities that appear during the period of war and post war recovery, they are deliberated communities, communities close to the front line and communities with a large number of internally displaced people. Based on this classification criteria participants will learn how to identify and access community needs and how universities can face and respond to these needs.

The workshop also provides the basics of the cooperation between communities and universities.

The workshop aims to enhance community resilience and strengthen the capacity to address challenges by leveraging Service-learning initiatives. It also seeks to foster improved social cohesion through collaborative projects that promote mutual understanding and reconciliation among community members. Furthermore, the workshop aims to empower individuals through skill development and encourage active civic engagement.

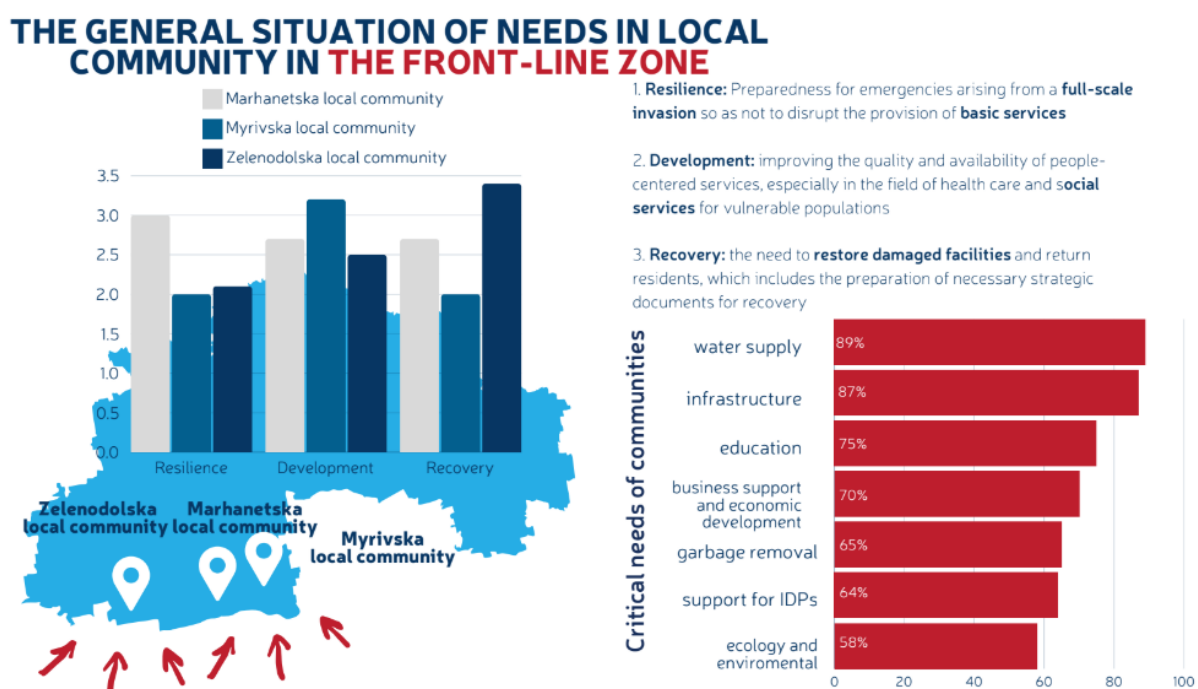
Training Plan and Training Calendar

Time	Activity	Description	Materials
5	Introduction	Brief overview of the workshop objectives and agenda.	-
10	Presentation of results of sociological research	Presentation of findings from sociological research on the needs of territorial communities, identifying specific challenges and areas requiring support in three types of communities (See the example of Dnipropetrovsk region, Ukraine. Picture 3.1)	Presentation materials
15	Presentation of Service-learning projects in territorial communities implemented	Overview of Service-learning projects implemented in territorial communities, focusing on sustainable development and community empowerment (See Picture 3.2 with explanation).	Presentation materials
30	Discussion of the ideas of Service-learning that could be used for post-war recovery	Discussion on the ideas of Service-learning projects for three types of communities for facilitating post-war recovery, emphasising resilience building and social cohesion.	Flipchart
30	Elaboration of roadmap of implementation of Service-learning projects for territorial communities	Presenter leads the development of SL project activities ensuring alignment with community needs and educational goals.	Flipchart
Total	~ 90 min		

Additional materials and handouts:

- Presentation materials
- Flipchart

Picture 3. 1. Example of community needs assessment in one of the communities of Dnipro region, Ukraine



The purpose of the research was to identify and analyse the problems and needs of local territorial communities (LTC), as well as the thematic areas of further work to strengthen the capacity of the LTC to rebuild by piloting their interaction with universities.

Except of the example at the picture, the research was conducted in 12 LTC that are: in relative safety and have not experienced hostilities (Ivano-Frankivsk, Lviv, Rivne oblasts), are recovering after de-occupation/hostilities and may still be in the hostilities zone (Chernihiv, Sumy, Kharkiv, Dnipropetrovsk regions).



The study involved surveying residents, community leaders and workers, business representatives, and NGO regarding the needs and challenges of sustainability, development, and recovery based on a questionnaire. The survey was carried out according to specially designed questionnaires for different population groups, which made it possible to analyze both the specific needs of a certain category of respondents and to compare the answers of respondents of different categories to common problems.

1. Resilience: preparedness for emergencies arising from a full-scale invasion so as not to disrupt the provision of basic services and life in communities (e.g. resilience to energy and security challenges).

2. Development: improving the quality and availability of people-centred services, especially in the field of health care and social services for vulnerable populations (eg, veterans, internally displaced persons, military personnel and their families).


3. Reconstruction (only for communities that were or remain in the war/occupation zone): the need to restore damaged objects and return residents, which includes the preparation of the necessary strategic documents for reconstruction (as required by law).

Picture 3.2. Service-learning projects implemented in territorial communities, focusing on sustainable development and community empowerment



**ASSESSMENT OF RESOURCE PROVISION OF
THE HEAT SUPPLY SYSTEM
ZELENODOLSKA TERRITORIAL COMMUNITY**

MODULE FOR SECONDARY SCHOOL



**TECHNOLOGICAL SOLUTIONS FOR THE
IMPLEMENTATION OF THE MODULAR HEAT
SUPPLY SYSTEM**

- estimation of the expected costs of fuel and energy resources
- determination of the available options for combined reserve heat supply systems
- justification of the priority locations of the boiler rooms of the backup heat supply system
- estimation the expected cost of thermal energy obtained from various energy sources based on aggregated indicators
- estimation the costs associated with the creation of a backup heat supply system

Scientists together with students of Dniprotech help LTC to solve local problems. Thus, they practically test their scientific achievements, and students develop additional competencies.

The **Zelenodolska TC**, which suffers from constant problems with water supply after the destruction of the Kakhovskaya hydroelectric power station, plans to implement energy-efficient solutions, including projects on the use of local alternative fuels and restoration of water systems. Consulting was carried out on the possibility of switching the city's centralized heat supply system to local energy raw materials, primarily biomass, an assessment of the energy efficiency of the city's energy supply system was carried out, the necessary volumes of fuel and energy resources, the capacity of plants operating on biomass, and the capacity of warehouses to ensure the efficiency of the backup energy supply system were determined communities.

*An innovative project of creating an underground educational centre is being developed in the **Marganets TC**, which will become an important element of security in wartime conditions. The creation of an underground education centre is an important step to ensure the safety of children who will continue their education even in the face of threats. This project also contributes to the development of education and provides children with access to the necessary knowledge, regardless of external circumstances.*

***Pershotravenska TC** - an analytical study on the justification of the rational structure of the city's low-carbon energy supply system is underway. The purpose of the study is to assess the feasibility of switching to low-carbon systems of heat and electricity production, to determine the rational structure of the energy supply system, which will combine various energy production technologies. The introduction of such energy supply systems will allow to reduce the anthropogenic impact on the ecosystem, which is especially relevant for coal-mining regions, as well as for communities that have suffered significant destruction and need comprehensive restoration of all life support systems. Their restoration should already be based on low-carbon technologies of energy supply and production. All projects have a comprehensive approach and are aimed at solving a number of problems.*

Projects that are implemented within the framework of this cooperation not only improve infrastructure and quality of life, but also stimulate economic growth, attract investments and contribute to the development of human potential. Universities help communities to implement new solutions, and communities, in turn, get the opportunity to become a model for other regions of Ukraine.

Such cooperation between communities and universities allows the knowledge and experience of scientists to be implemented in solving the practical needs of local self-government.

Practical Tasks, Recommendations and Results

Practical tasks:

Based on the examples of needs assessment and experiences of cooperation between university and territorial communities that are close to the front line participants should discuss the possible projects that could be developed in other types of territorial communities - deliberated communities and communities with a large amount of the internally displaced people. Participants will try to indicate which needs arise in these types of the communities, which courses of study directions can respond to these needs and will create a road map including steps that should be taken into consideration while implementing these projects into life.

As for **recommendations**, the workshop focuses on collaboratively designing an implementation strategy, known as the Integration Strategy Roadmap, aimed at effectively integrating Service-learning into territorial communities. It will also prioritise emphasising sustainable development principles within Service-learning projects to ensure long-term impact. Furthermore, the workshop will suggest strategies to empower local communities through educational initiatives and encourage active participation in community-driven initiatives.

Results:

1. Strategic Roadmap. Participants will develop a detailed roadmap for integrating Service-learning into communities, fostering sustainable development and peacebuilding.

2. Empowered Participants. Equipped with practical strategies, participants will be prepared to implement Service-learning initiatives effectively, promoting civic engagement and community resilience.

3. Informed Action. The workshop will enable informed action based on theoretical inputs and practical insights, ensuring Service-learning projects meet both educational goals and community needs in conflict-affected regions.

By focusing on these practical tasks, recommendations, and expected results, the workshop aims to demonstrate the tangible benefits of Service-learning for promoting peacebuilding education and civic engagement in Dnipropetrovsk and similar regions.

Recommended additional readings

Куропась, І., Ропало, Л., Ткачук, А. Порадник з інтеграції внутрішньо переміщених осіб у місцеві громади. Київ, 2023. <https://eef.org.ua/wp-content/uploads/2023/06/Manual-for-communities.pdf>

Stories of resilience, development, and solving challenges: how communities of Dnipropetrovsk Oblast live. (2024, 07. März). Retrieved from <https://decentralization.ua/en/news/16846>.

Workshop IV

Title

How to Identify and Combine Community, Students', and Teachers' Needs

Objectives

The workshop aims to engage participants in a reflective process where communities are viewed as active participants in Service-learning initiatives. Participants will focus on identifying and understanding the specific needs and values of these communities. Through discussions and analysis using the Problem Tree tool, the workshop seeks to delve deeper into community needs, transitioning from broader issues to specific challenges that can effectively be tackled through Service-learning approaches. This approach aims to empower participants with the skills and insights needed to develop targeted and impactful Service-learning projects that address real community concerns.

In addition, the workshop is designed to teach how to align the needs of communities with the educational goals and needs of teachers and students.

Theoretical Inputs

The workshop, which focuses on engaging communities as active participants in Service-learning, draws upon several key theoretical inputs to establish a comprehensive framework. It emphasises theories such as **Participatory Action Research**, which underscore community strengths and involve members in research and problem-solving processes (Reason & Bradbury, 2008). Additionally, theories like **Community Needs Assessment** provide methods for identifying and prioritising community needs, guiding interventions through both quantitative and qualitative approaches. **Service-learning Pedagogy**, rooted in Experiential Learning Theory and **Civic Engagement** models, promotes practical learning and encourages active citizenship through educational initiatives. **Capacity Building** approaches are integral, aiming to empower communities by enhancing their decision-making abilities and resources. Lastly, **Project Management Theories** enable participants to plan, execute, and evaluate Service-learning projects effectively (Kerzner, 2017). Together, these theoretical foundations equip workshop participants with the knowledge and skills needed to develop responsive Service-learning initiatives that foster sustainable community development and address real-world challenges.

Learning Outcomes

To provide participants the understanding how to match community needs with the learning goals of students and teaching goals of the teachers. Participants will form their understanding what benefits brings cooperation with communities for the teachers and students and how to balance the responding to these needs not losing the attention on the welfare and effective participation of all the key participants of the project. The workshop aims to explore the evolving roles and identities within communities engaged with Higher Education Institutions (HEIs), examining how their contributions align with the needs of teachers and students. Participants will reflect on the sense of belonging students feel toward a community before and after a project, considering potential impacts of war or conflict on these sentiments.

Training Plan and Training Calendar

Time	Activity	Description	Materials
5	Introduction	Brief overview of workshop objectives and agenda.	
20	Brainstorming	Individual activity of participants answering 3 main questions. The answers should be inserted on the joint access tool (google drive, kahoot etc) (See Picture 4.1.).	Paper, markers, link to the joint tool
15	Cluster of Answers	Group activity of participants to categorise responses from the brainstorming session.	Work in joint tool
20	Reflection	Discussion how to maintain learning goals while meeting the community needs and how belonging to the community motivates students and teachers.	
30	Discussion	Small group activity using the Problem Tree tool to analyse community needs deeply, exploring causes and consequences of identified issues (See Picture 4.2).	Paper, markers, flip charts
Total	~ 90 min		

Additional Materials and Handouts:

- Paper, markers, flip charts
- The Problem Tree tool: A method for analysing community needs comprehensively, mapping out causes and consequences to pinpoint specific areas for Service-learning projects.

Practical Tasks, Recommendations and Results

Picture 4.1. Questions to be answered during the individual task

What is a community and who are its protagonists?
What do communities contribute to collaboration with HEIs?
Provide the example how these inputs align with the needs of teachers and students

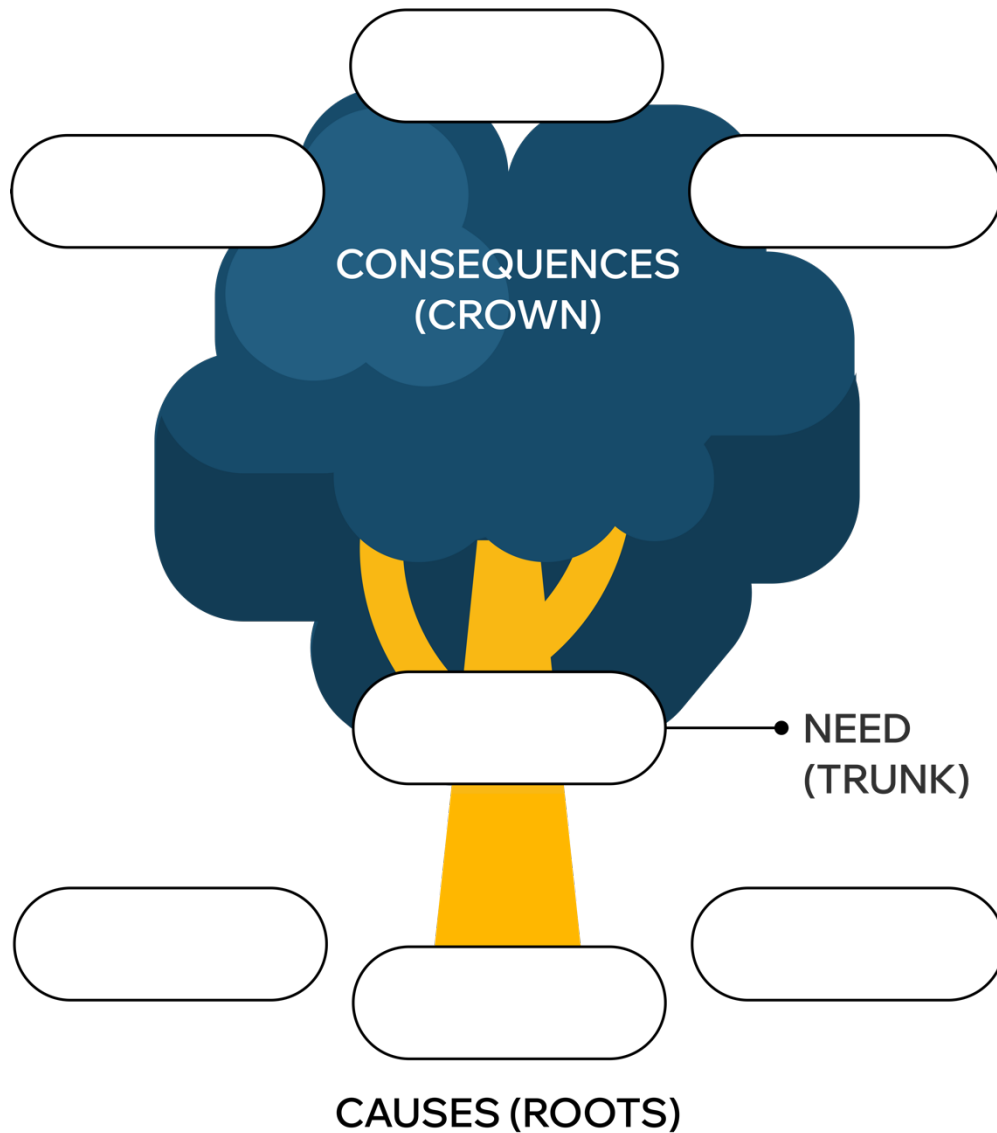
These questions should be inserted into a joint tool in the form of a three-column table. Each participant answers the questions in the proper column. We recommend to emphasise that the answers should be provided without analysis if such an answer already was inserted by another participant or not.

The group activity after answering the question is aimed to summarise the answers, to indicate the most often answers, the most unique, the most disputable and so on. This summary will be the base for the further reflection activity.

For the reflection activity we recommend to divide participants into two groups. They can still work from their places but with the assigned role - (1) to support the position of the necessity to respond to the community needs (Service-oriented-role) and (2) necessity to prioritise learning goals (Learning-oriented-role). In such a case discussion will be held in the form of debates involving arguments, questions and answers, representation and defending of the position and will help to find a balance between service and learning.

Picture 4.2. Problem Tree Tool

PROBLEM TREE



Expected Results

1. Enhanced Understanding of Community Needs:

- Participants gain deeper insight into identifying and analysing community needs.

2. Improved Project Planning Skills:

- Enhanced ability to plan, execute, and evaluate Service-learning projects using theoretical and practical tools.

3. Stronger Community Relationships:

- Improved trust and relationships between schools and HEI, students, teachers, and community members.

4. Empowered Communities:

- Communities feel more capable of addressing their needs through participatory methods.

5. Practical Service-learning Projects:

- Development of actionable Service-learning project proposals addressing specific community challenges.

6. Increased Civic Engagement:

- Higher levels of civic engagement among students and teachers, leading to more active community participation.

7. Ongoing Reflection and Improvement:

- Establishment of a culture of continuous reflection and improvement in Service-learning initiatives.

Participants will leave the workshop equipped with the knowledge, skills, and tools to effectively engage with communities, identify their needs, and develop impactful Service-learning projects for sustainable community development.

Recommended additional readings

Regina, Carla. *Service-learning in Central and Eastern Europe handbook for engaged teachers and students* / Carla Regina ; Candelaria Ferrara ; coordinación general de Luz Mariela Avruj ; María Nieves Tapia. - 1a ed. - Ciudad Autónoma de Buenos Aires : CLAYSS, 2017. Libro digital, PDF https://www.clayss.org.ar/04_publicaciones/SL-EE_nov17.pdf pp 18-33.

Hoth de Olano, C. & Lysiak, M. (2024). *Service-learning in Central European Catholic Universities. Cases from Poland and Germany*/RIDAS, Revista Iberoamericana de Aprendizaje-Servicio,17,4-16. DOI10.1344/RIDAS2024.17. <https://revistes.ub.edu/index.php/RIDAS/article/view/46697/41690>

Workshop V

Title

Analyzing Examples of Service-learning Practices

Objectives

The workshop aims to facilitate a deeper understanding of Service-learning by bridging the gap between theoretical knowledge and practical application. Participants will explore how theoretical concepts translate into real-world scenarios through the implementation of Service-learning projects. By analyzing examples of successful Service-learning practices, the workshop seeks to enhance participants' learning experiences by demonstrating the practical implications and effectiveness of Service-learning in addressing community needs and fostering student engagement. Through this exploration, participants will gain insights into the transformative potential of Service-learning in higher education and its broader impact on community development and civic engagement.

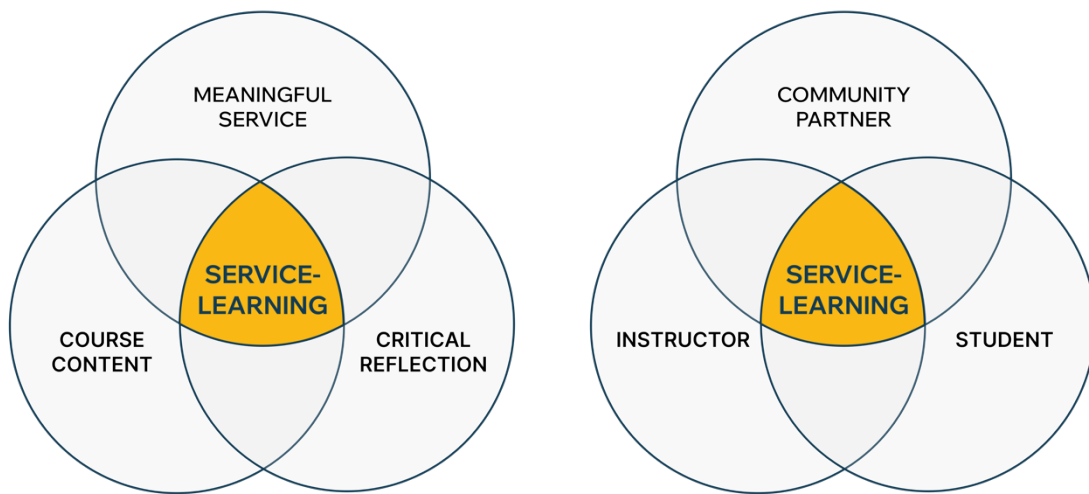
Theoretical Inputs

Community engagement theories such as Asset-Based Community Development and Participatory Action Research highlight strategies for leveraging community strengths and involving community members in decision-making processes, thereby empowering them to shape Service-learning outcomes. **Civic engagement and citizenship theories**, including civic education and social justice education, promote active citizenship through educational experiences, emphasizing civic responsibility and equity within communities.

Evaluation and assessment frameworks, including impact assessment and learning assessment, provide theoretical approaches to measure the outcomes and effectiveness of Service-learning in enhancing student learning, fostering personal growth, and contributing to broader societal objectives such as community development and civic engagement. Together, these theoretical inputs equip workshop participants with the tools to critically analyze and apply Service-learning concepts in diverse real-world contexts, enhancing their understanding of its transformative potential in education and community engagement.

Picture 5.1.

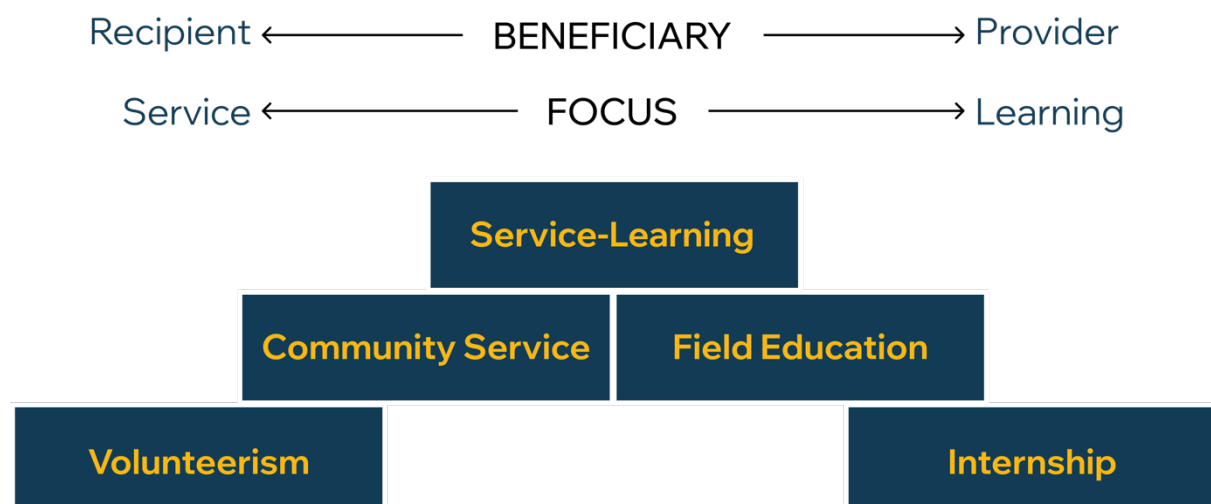
Key Components of Service-learning



DISTINGUISHING AMONG SERVICE PROGRAMS To represent the distinctions among various types of service programs, a pictorial is offered that presents an experiential education continuum upon which various service programs focus. Each program type is defined by the intended beneficiary of the service activity and its degree of emphasis on service and/or learning. Rather than being located at a single point, each program type occupies a range of points on the continuum. Where one type begins and another ends is not as important as the idea that each service program type has unique characteristics that distinguish it from other types. It is that ability to distinguish among these service program types that allows us to move closer toward a universal definition of service-learning (Furco, 1996).

Picture 5.1.

Distinctions among Community-Based Activities



Learning Outcomes

To provide the understanding of the criteria based on which the civic engagement activity is considered to be Service-learning. To teach to identify it from other forms of civic engagement. This training session is designed to engage participants actively in improving and evaluating Service-learning projects through interactive tasks and group discussions.

Training Plan and Training Calendar

Time	Activity	Description	Materials
2	Introduction	Briefly introduce the workshop objectives and agenda.	
13	Short presentation of the Service-learning projects examples	Share best practices of Service-Learning projects from various universities, focusing on the three dimensions of Service-learning.	
7	Team formation, Icebreaker, and Team Bonding	Form teams using Number Grouping method. Each team then engages in an icebreaker activity to get acquainted. Teams create a team name and cheer.	
3	Review of the Case Study	Participants read the case study titled “The Crisis of the Use of Russian Enterprise Accounting Software (1C and BAS) in Ukraine.”(See Case study)	Case study
15	Task 1. Evaluating the Project as a Service-Learning Initiative	In groups, participants evaluate whether the case study project qualifies as a Service-learning initiative, presenting arguments for and against.	
10	Presentations of evaluating the project as a S-ervice-learning Initiative by each group	Each group presents their evaluation findings to the workshop, discussing their conclusions and reasoning.	
10	Task 2. Outline the Itinerary of the	Groups outline the stages of the Service-learning project based on	

Time	Activity	Description	Materials
	Service-learning Project	the case study, focusing on key milestones and activities.	
10	Presentation of the Itinerary of the Service-learning Project by each group	Each group presents their outlined itinerary, explaining the proposed stages and rationale behind their sequencing.	
10	Task 3: Suggestions for Improvement	Groups brainstorm and propose suggestions to enhance the Service-learning project based on their review and itinerary analysis.	
10	Presentation of Suggestions for Improvement by each group	Each group shares their suggestions for improving the Service-learning project, discussing potential enhancements and modifications.	
5	Conclusions	Wrap-up session to summarize key insights and conclusions drawn from the workshop activities.	
Total	~ 100 min		

Practical Tasks, Recommendations and Results

Case Study

The crisis of the use of russian enterprise accounting software (1C and BAS) in Ukraine

After more than ten years of the Russian-Ukrainian war, the vast majority of Ukrainian companies continue to use Russian accounting software. The reason is that even in the early 90s when private businesses emerged in Ukraine after the USSR collapsed, the Russian 1C software had no worthy alternatives. At the same time, there was no ideological aspect of opposing the expansion of Russian software; on the contrary, the idea of unified software was only encouraged.

Olena Kuzmichova is the CEO of Self-ERP, and a Board member of the public union "OSA Ukraine," both engaged in supporting Ukrainian companies that stop using Russian software for accounting of enterprises (1C and BAS). Olena also teaches the elective course "Crisis Management and Decision-Making in Conditions of Uncertainty" (3 ECTS). Having learned about the possibilities of Service-Learning education at UCU, the professor offered the students to implement an SL project

with the support of her two above-mentioned organizations, aimed at researching the use of Russian software in Ukraine. The thoroughness of project implementation was assessed within the discipline of 15 out of 100 points.

The transition to new alternative software requires much professional effort and time from management and staff. Despite the ethical and security factors of using Russian software, companies that still use it (mentees) need professional support from companies that have successfully changed software (mentors).

Within the SL project, two groups of students worked with these two groups of companies to find out the common reasons for staying on Russian software in companies of different profiles and sizes and to propose possible solutions. A major task was also the research of conditions and motives that prevent the transition to alternative programs, as well as the state involvement in the transition process. In this way, students not only participated in solving this social issue but also learned to analyze the crisis factors better. In total, data from more than 40 companies was collected.

Another group of students was engaged in communication: they were responsible for recording two live interviews with the companies that made the transition (MacPaw and "My Malva"). This group also prepared the texts of newsletters, a press release, and a final article about the research results. All materials are freely available.

At the end of the semester, the research was presented by students at an open event at UCU. Presenters highlighted the main reasons for refusing to switch to alternative software and recommendations for enterprises that seek to implement it.

Results

1. Enhanced Understanding of Service-learning:

- Participants will have a deeper understanding of how theoretical concepts in Service-learning translate into practical applications.
- Improved ability to critically analyze and evaluate the effectiveness of Service-learning projects.

2. Practical Insights from Real-world Examples:

- Gained insights from successful Service-learning practices that illustrate the practical implications and outcomes.
- Enhanced appreciation of the transformative potential of Service-learning in addressing community needs and fostering student engagement.

3. Improved Project Design and Implementation Skills:

- Strengthened skills in designing and implementing Service-learning projects that are responsive to community needs.
- Increased ability to incorporate community engagement theories and assessment frameworks into Service-learning projects.

4. Stronger Civic Engagement and Community Relationships:

- Improved understanding of how Service-learning can promote active citizenship and civic responsibility.
- Strengthened relationships and trust between educational institutions and communities through effective Service-learning practices.

5. Increased Capacity for Impact Assessment:

- Enhanced ability to use evaluation and assessment frameworks to measure the outcomes and effectiveness of Service-learning projects.
- Improved skills in conducting impact assessments to demonstrate the value of Service-learning in higher education and community development.

Recommendations

1. Continuous Learning and Adaptation:

- Encourage participants to stay updated with the latest research and best practices in Service-learning.
- Promote a culture of continuous learning and adaptation to enhance the effectiveness of Service-learning initiatives.

2. Foster Collaboration and Partnerships:

- Promote collaboration between educational institutions, community organizations, and other stakeholders to enhance the impact of Service-learning projects.
- Foster partnerships that leverage the strengths and resources of all involved parties.

3. Integrate Community Engagement Theories:

- Actively incorporate community engagement theories such as Asset-Based Community Development and Participatory Action Research into the design and implementation of Service-learning projects.
- Ensure that community members are actively involved in decision-making processes to empower them and enhance project outcomes.

4. Focus on Civic Responsibility and Equity:

- Design Service-learning projects that promote civic responsibility and social justice education.
- Emphasize equity within communities to ensure that all members benefit from Service-learning initiatives.

5. Implement Robust Evaluation Frameworks:

- Use comprehensive evaluation and assessment frameworks to measure the impact of Service-learning projects on student learning, personal growth, and community development.
- Regularly assess and reflect on the outcomes of Service-learning projects to identify areas for improvement and demonstrate their effectiveness.

6. Share Success Stories and Best Practices:

- Encourage the sharing of successful Service-learning examples and best practices among participants and within the broader educational community.
- Use these examples to inspire and guide the development of new Service-learning initiatives.

7. Provide Support and Resources:

- Ensure that participants have access to the necessary resources and support to successfully implement and sustain Service-learning projects.
- Provide ongoing training and professional development opportunities to enhance participants' skills and knowledge in Service-learning.

Recommended additional readings

Hoth de Olano, C. & Lysiak, M. (2024).Service-learning in Central European Catholic Universities. Cases from Poland and Germany/RIDAS, Revista Iberoamericana de Aprendizaje-Servicio,17,4-16. DOI10.1344/RIDAS2024.17. <https://revistes.ub.edu/index.php/RIDAS/article/view/46697/41690>

Conclusions

The ServU Toolkit is a vital resource crafted to bridge the gap between academic learning and community service in the context of recovery from wartime devastation. By integrating Service-learning methodologies tailored to the unique challenges of wartime and post-war scenarios, this toolkit aims to empower educators, students, and community leaders to actively participate in the rebuilding and development of their communities.

Through the collaboration of Ukrainian and European universities, the ServU project has developed a comprehensive framework that addresses various facets of Service-learning. The workshops encapsulated within this toolkit were meticulously piloted with a diverse group of educators, ensuring a robust foundation that can be adapted to various educational contexts and community needs.

Key Takeaways

1. Adaptive Framework:

- The toolkit offers a flexible structure, allowing users to adapt workshops according to their specific requirements and levels of familiarity with Service-learning and the Ukrainian context.

2. Practical Application:

- By analyzing real-world examples and providing practical exercises, the toolkit bridges theoretical knowledge and practical implementation, enhancing the efficacy of Service-learning projects.

3. Community and Civic Engagement:

- Emphasizing civic responsibility and community collaboration, the toolkit fosters active citizenship and social justice, crucial for the sustainable development of war-affected regions.

4. Comprehensive Support:

- Equipped with detailed descriptions, objectives, and outcomes, the toolkit serves as a comprehensive guide for implementing Service-learning initiatives that address community needs and foster student engagement.

Moving Forward

The ServU Toolkit stands as a testament to the transformative power of education in times of crisis. As users engage with this resource, they are encouraged to continuously reflect on and adapt the methodologies to meet the evolving needs of their communities. The insights and best practices derived from the Eichstätt training program serve as a valuable foundation for ongoing innovation and improvement in Service-learning.

By leveraging the collective strengths and expertise of Ukrainian and European educational institutions, the ServU project not only supports Ukraine's recovery efforts but also contributes to the global discourse on Service-learning in crisis contexts. As educators, students, and community leaders utilize this toolkit, they play a crucial role in fostering resilience, rebuilding communities, and promoting sustainable development through Service-learning.

In conclusion, the ServU Toolkit is more than a set of guidelines; it is a catalyst for change, encouraging proactive engagement and collaboration to create meaningful and lasting impacts in communities recovering from the ravages of war.

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