



II UNISERVITATE Global Symposium

Service-Learning, Integral Education
and Transformative Spirituality

October 28 and 29, 2021

María Rosa Tapia (Coord.)

Andrés Peregalli (Coord.)

Luis Arocha

Card. Manuel Clemente

Mons. José Ornelas Carvalho

Isabel Capeloa Gil

Luisa Mota Ribeiro

María Nieves Tapia

Yolanda Ruíz Ordoñez

José Ivo Follmann

Mercy Pushpalatha

Xus Martín García

James Kielsmeier

Marlon de Luna Era

James Arthur

Michelle Sterk Barrett

Karen Venter

Ana Oliveira

Marian Aláez

Daniela Gargantini

Judith Pete

Tom Kearney

Alexandre Palma

Anthony Vinciguerra

Mariano García

Chantal Jouannet Valderrama

Enrique Ochoa

Rita Paiva e Pona

Welcome Words

6.1

Texts extracted from Volume 1 of the Uniservitate Collection:
II Uniservitate Global Symposium

Uniservitate Collection

Coordination of Uniservitate Program: María Rosa Tapia

General Coordination: María Nieves Tapia

Editorial Coordination: Jorge A. Blanco

Coordinator of this volume: María Rosa Tapia and Andrés Peregalli

Proofreading and editing of texts in Spanish: Licy Miranda

Translation and editing of texts in English: Alejandra Linares

Design of the collection and of this volume: Adrián Goldfrid

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*II Uniservitate Global Symposium : Service-Learning, Integral Education and Transformative Spirituality.
October 28 and 29, 2021 / Compilación de María Rosa Tapia ; Andres Peregalli. - 1a ed adaptada. - Ciudad
Autónoma de Buenos Aires : CLAYSS, 2024.*

Libro digital, EPUB - (Uniservitate)

Archivo Digital: descarga y online

Traducción de: Ma. Alejandra Linares.

ISBN 978-987-4487-65-0

*1. Educación. 2. Trabajo Solidario. I. Tapia, María Rosa, comp. II. Peregalli, Andres, comp. III. Linares, Ma.
Alejandra, trad. IV. Título.*

CDD 378.007

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ABOUT US

Uniservitate

Uniservitate is a global program 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 program's objective is to generate a systemic change through the institutionalization of service-learning as a tool for higher education institutions to fulfill their mission of offering an integral education to the new generations and involving them in an active commitment to the problems of our time.

Porticus

Porticus coordinates and develops the philanthropic efforts of the Brenninkmeijer family, whose social engagement dates back to 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 programs 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 the way it works: to listen to and learn from the people they seek to help, and to act on evidence that demonstrates what works.

CLAYSS

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

UNISERVITATE Collection

The UNISERVITATE Collection is an editorial project of CLAYSS (Latin American Center for Service-Learning) in coordination with Porticus. It is aimed at professors and au-

thorities of Catholic Higher Education; other educational institutions, specialists in Service-Learning, ecclesiastical leaders, as well as the general public interested in education and social change. With the efforts and collaboration of leading international academics and specialists, its 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 website: <https://www.uniservitate.org>.

THIS PUBLICATION

This work, coordinated by María Rosa Tapia and Andrés Peregalli, brings together the proceedings of the II *Uniservitate* Global Symposium, held on October 28 and 29, 2021. The texts respect the order of the presentations made during both days, and have been minimally edited to facilitate their reading. A link to the presentations used in each case can be found at the bottom of some of the papers. Also, at the end of each panel, a hyperlink has been included to access the video recording. All the material related to the Symposium (including abstracts, full papers and posters) is on the Uniservitate Program website (<https://www.uniservitate.org/symposium-uniservitate/ii-global-symposium-uniservitate/>) and also available in Spanish, English and French on the Uniservitate YouTube channel: <https://www.youtube.com/@UNISERVITATE/playlists>

INTRODUCTION

On March 2 and 3, 2021, the II *Uniservitate* Global Symposium was convened in a virtual format due to the Covid-19 pandemic.

The Symposium was co-organized by CLAYSS and the Catholic University of Portugal (which is a member of the program), under the motto: Service-Learning, Integral Education and Transformative Spirituality.

The aims of the event were the following:

- ▶ Continue the series of symposia within the Uniservitate program as a multicultural, global and plural space devoted to exploring the contributions of service-learning to integral education.
- ▶ Reflect and research on the spiritual dimension of service-learning and its impact on the identity and mission of Catholic higher education institutions.
- ▶ Share service-learning experiences and institutionalization processes in higher education institutions.
- ▶ Facilitate the exchange among specialists, authorities, professors and students of higher education institutions across diverse cultural contexts globally, regarding university social engagement and service-learning.

The II Global Symposium provided an opportunity to share experiences, conduct research, reflect and engage in debates on the service-learning pedagogy, its spiritual dimension and its contribution to the identity and mission of higher education institutions.

Researchers, authorities, educators and students gathered to work together toward a common goal: promoting an integral education that meets the challenges of our time. The event received the blessing and greetings from His Holiness Pope Francis and from António Guterres (Secretary-General of the United Nations), who highlighted the vital role of higher education in general, and Catholic universities in particular, in contributing to sustainable development through their commitment to addressing social issues.

Pope Francis, through the Secretary of State, encouraged Uniservitate to strengthen its identity and mission with “outreaching” projects that do not remain purely academic, but educate the head, heart and hands of their graduates in solidarity and fraternity. He

concluded by urging us, especially in the demanding times of the pandemic, to foster a culture of dialogue that can respond to the profound yearnings of society, breaking individualism and sectarianism.

António Guterres underscored the pivotal role that universities can play in the transformation and progress of societies; he emphasized that the commitment and contribution of universities are indispensable and cannot be overlooked, particularly given the significant threats confronting our world today. In a context of sharp divisions and a multiplicity of crises, it is imperative to bridge differences, ease human suffering, restore trust and inspire hope. In the face of these challenges, quality education stands at the heart of the response to these issues, with universities especially called upon to assume a significant role in the search for solutions and in the promotion of the 2030 Agenda.

The Symposium, attended by over 1000 participants from 45 countries worldwide, was broadcast in Spanish, English, French and Portuguese, and focused on these three themes in particular: service-learning as a path to transformative spirituality, service-learning as an opportunity for integral education, and service-learning and institutionalization processes. These proceedings encompass the presentations made during the opening session, the inaugural conference, the panels on spirituality and institutionalization, and the concluding round table. Featuring contributions from 30 prominent figures in the global service-learning arena, these presentations offer perspectives and reflections that reveal a multicultural and multifaceted approach, showcasing the potentiality of service-learning to bring about experiences of transformative spirituality that drive social change.

This publication additionally includes 116 accepted abstracts and full papers, submitted by 257 authors from 5 continents, 24 countries and 57 institutions, spanning the three thematic areas discussed during the event. The assessment process of the submitted abstracts was conducted through blind peer review by a Scientific Committee comprising 40 members (global champions in service-learning, leaders of the Uniservitate program hubs and members of the program's academic council). Following the assessment of the submitted abstracts, their approval or rejection was determined according to a predefined assessment grid and provided it was approved by both assessors or by a third one. The review comments were forwarded to the authors with a view to improving their presentation at the Round Table where papers were presented at the Symposium, in the design of the posters and in the final written version (which are also included in these proceedings). Thus, we sought to ensure the reliability and quality of the assessment and feedback processes, while also providing support for enhancing written text production. Throughout this process, we have all learned and contributed to the development of the theoretical and practical fields of service-learning in general and of Catholic higher education in particular.

We encourage readers to enjoy, use and disseminate the contents of these proceedings and of the Uniservitate collection as a whole, in order to keep on strengthening and consolidating the achievement of an integral education that provides experiences of transformative spirituality for social change.

María Rosa Tapia - Andrés Peregalli

*Coordinators of the proceedings of the
II Global Symposium.*

*Coordinator and Vice Coordinator
of the Uniservitate Programme.*

1. WELCOME WORDS



Luis Arocha

He holds a master's degree in Education and a degree in Psychology. He is a specialist in leadership, management, and educational innovation. He is also an expert in logotherapy, affective-sexual education, and emotional education. He is coordinator of the Regional Hubs of the Uniservitate Program (CLAYSS/Porticus). He is general director of the Maria de Guadalupe Educational Group Foundation (Buenos Aires, Argentina). He also serves as a lecturer in the Department of Education at the Catholic University of Argentina and the Teacher Training Courses of Initial and Primary Education.

Welcome! Welcome to the II *Uniservitate* Global Symposium!

This program is an initiative of Porticus, coordinated by the Latin American Center for Service-Learning (CLAYSS), which is organizing this event together with the Catholic University of Portugal. Our brothers and sisters from Portugal, then, will be our hosts, and will welcome us to this event.

The symposium has been organized in collaboration with the International Federation of Catholic Universities (IFCU) and in support of the Global Compact on Education.

It will bring together over a thousand participants from forty-five countries on all five continents. Whether we are in Buenos Aires, Nairobi, Manila, Madrid, Boston, or the city of Wau in South Sudan (cities where we have participants for this event), we will be able to enjoy and share two days of reflection on the specific pedagogical contribution of service-learning to Catholic higher education, as we were asked by the Pope under the motto “Service-Learning, Integral Education, Transformative Spirituality” to achieve a more integral education that connects “head, heart and hands”. Several months ago, we issued a call for the submission of papers and received over a hundred articles based on three central themes that will be presented in round tables and posters in a virtual interactive gallery throughout the symposium.

As you will see in the program of the symposium on the web (www.uniservitate.org), we will organize panels with distinguished speakers from all over the world, as we expect this to be a true celebration of our enthusiasm for the transformative power of education at a

global level. That is why this symposium is being translated into English, Spanish, Portuguese and French on the channels provided in the description of this webcast. You can participate through the YouTube chat, and all the videos of the panels and round tables will also be uploaded onto our channels.

For the opening of this symposium, we will be hosting a remarkable panel.

I would like to thank Cardinal Manuel Clemente, Patriarch of Lisbon, Portugal, for his participation. Also, Monsignor José Ornelas, Bishop of Setubal and President of the Episcopal Conference of Portugal. We will also be joined by María Rosa Tapia, coordinator of the *Uniservitate* program, and by the Rector of the Catholic University of Portugal, Dr. Isabel Capeloa Gil. To begin this opening panel, we will start with a brief address by Cardinal Manuel Clemente, Patriarch of Lisbon.



Cardenal Manuel Clemente

Chancellor Magnus of the Catholic University of Portugal and Cardinal Patriarch of Lisbon, Portugal

He was born in Torres Vedras, and after finishing high school, attended the School of Letters in Lisbon, where he graduated in History. He then entered the Major Seminary of Olivais in 1973, and in 1979, graduated in Theology from the Catholic University of Portugal, obtaining a doctorate in Historical Theology in 1992.

He was ordained a priest on June 29, 1979. He was a member of the Formation Team of the Major Seminary of Olivais, where he served as vice-rector from 1989 to 1997 and rector from 1997 to 2005. In 1999, he was appointed Auxiliary Bishop of the Patriarchate of Lisbon and Titular Bishop of Pinhel, and was subsequently ordained in 2000.

He was appointed Bishop of Porto in 2007 and, in 2013, took office as the seventeenth Patriarch of Lisbon. He was ordained Cardinal of the Holy Roman Church by Pope Francis in 2015, with the title of Saint Anthony of the Portuguese in the Field of Mars.

He has published books and papers related to history, theology and pastoral issues in specialized editions and magazines, and has been awarded several distinctions and prizes..

Let me welcome you to this distinguished team participating in the II *Uniservitate* Global Symposium “Service-Learning, Integral Education, Transformative Spirituality”. This is a most timely concept since we need a kind of teaching connected to society and its needs, both nationally and internationally. We must learn more and better in the light of the complex nature—as well as the interconnectedness—of the topics dealt with by universities

these days: from climate to refugees, the employment of young people, the guarantee of fundamental rights, and international organizations that benefit all nations, particularly those facing the greatest difficulties.

This requires learning and research, and effective implementation. In addition, it calls for a greater connection between teaching, learning and society, between what some people study and learn, and what others request in terms of specific needs. In other words, we need “study” to become more of a “service”. Thus, studying means learning and has to serve practical actions with the permanent and explicitly expressed intention of those who learn. It is not just learning to serve, but also learning by serving. Science will then help solve the question of the employability of students, precisely because universities were born to serve societies in health, law, the humanities, and also in matters of spirituality.

We need “study” to become more of a “service”. Thus, studying means learning and has to serve practical actions with the permanent and explicitly expressed intention of those who learn. It is not just learning to serve, but also learning by serving.

Those who graduate from universities are publicly empowered to serve and work for the benefit of all. Today, reclaiming that position and adjusting it to the present and future is critical. So, all the best for this symposium and my warmest wishes to you all.



Bishop José Ornelas Carvalho

Bishop Of Setubal And President Of The Episcopal Conference Of Portugal

He has been, since 2020, President of the Portuguese Episcopal Conference and Bishop of Setubal. In 2015, he was appointed Bishop of the Diocese of Setubal by Pope Francis.

Born on the Island of Madeira, his desire to become a missionary prompted him to enter the Missionary College of the Congregation of the Priests of the Heart of Jesus (Dehonians) in Funchal, and then he continued his studies at the Missionary Institute in Coimbra. He graduated in Theology from the Catholic University of Portugal. He specialized in Biblical Sciences in Rome and Jerusalem and completed his Canonical Degree at the Pontifical Biblical Institute in Rome. He was ordained a priest on August 9, 1981.

He studied for his PhD in Rome and Germany (1992-1996) and obtained his doctoral degree in Biblical Theology from the Catholic University of Portugal in 1997, where he resumed his teaching activity until 2003. In his Congregation, he also served as a trainer at the Seminary of Alfragide, alongside his teaching activity, and assumed other positions within the Portuguese Province of the Dehonians, of which he became Provincial Superior on July 1, 2000.

He was elected Superior General of the Dehonians in the General Chapter of the Congregation, a position he held from 2003 to 2015.

It is a pleasure and an honor to lend my voice to this message we received from Pope Francis. What is more, I am honored to welcome you all to our house, our university, where I was educated and gained my teaching experience, and will remain with me as an inspiration for life. It is also a great joy for me to participate in this symposium, in light of the role of universities in the world today, in the cultural dialogue for a future that is complex and, therefore, needs information. But it also calls for a dialogue with society, and this is, in turn, what follows from the Pope's message that I am about to read.

I do not intend to use either the learned Spanish of Cervantes or the beautiful Argentinian language of Pope Francis. I will rely on an Iberian "Portuñol", a mix of Portuguese and Spanish, which has become multinational not only in the Iberian Peninsula, but also in so many other parts of the world, particularly in South America. And now, I will read the message from the Pope:

Encourages you to keep working towards the strengthening of the identity and mission of Catholic educational institutions, with projects that do not remain purely academic, but educate the "head, heart and hands" of their graduates in solidarity and fraternity.

His Holiness Pope Francis warmly greets the organizers and participants at the II Global Symposium, entitled «Service-Learning, Integral Education and Transformative Spirituality», promoted by the *Uniservitate* academic network, and encourages you

to keep working towards the strengthening of the identity and mission of Catholic educational institutions, with projects that do not remain purely academic, but educate the "head, heart and hands" of their graduates in solidarity and fraternity.

Furthermore, the Pope urges you, in this particularly tough time of pandemic, to foster relationships and collaboration among the various institutions, creating a culture of dialogue that can respond to the deep yearnings of our society by breaking the individualism, sectarianism and rejection that grip it.

With these feelings, the Supreme Pontiff imparts the implored Apostolic Blessing as a pledge of abundant heavenly goods.

Vatican City, July 12, 2021. Signed by Cardinal Pietro Parolín, Secretary of State.¹



María Rosa Tapia

Coordinator of Uniservitate, Argentina

Coordinator of Higher Education at CLAYSS and the Uniservitate Program. She holds a bachelor's degree in Education, a certificate in Instructional Design in Educational Technology (San Diego State University), and a specialization and a master's degree in Educational Technology from the University of Buenos Aires (UBA). She has been a member of CLAYSS since its foundation in 2002, and has served as coordinator of the Volunteer Program for Youth in Latin America and the Caribbean "PaSo Joven", of the Distance Education Area, and the Solidarity Schools Support Program. She has taught courses, workshops and webinars on service-learning for educational institutions and CSOs in Latin America, the Caribbean, the United States, Spain, Bosnia and Herzegovina, Kenya, and South Africa. She leads teacher training in Social Educational Practices at the Academic Affairs Office of the University of Buenos Aires and is a professor of Learning and Technology at the "Raúl Scalabrini Ortíz" National University of San Isidro.

Welcome! Thank you for joining us at the II *Uniservitate* Global Symposium. We are delighted and grateful to have over a thousand people from forty-five countries who registered to participate, and 257 people who sent 116 papers. We are especially thankful for the messages we received: from Cardinal Mario Poli, who sent his blessing along with a precious chapter for our new book in the *Uniservitate* collection; the messages we have just listened to from Cardinal Manuel Clemente, Monsignor José Ornelas Carvalho; and—particularly—the message from his Holiness Pope Francis; and from the Secretary-General of the United Nations, Antonio Guterres.²

They all encourage us to keep working in pursuit of education for solidarity and fraternity.

For all of us who are part of *Uniservitate*, it is a great joy to make this culture of dialogue a reality, gathered in this multicultural space where we can build a place to share experi-

¹ https://www.uniservitate.org/resources/II_Simposio/Mensaje%20Francisco%20-%20En%20APERTURA.pdf

² <https://www.uniservitate.org/wp-content/uploads/2021/10/Message-of-Antonio-Guterres-II-Global-Symposium-Uniservitate-1.pdf>

ences, to research, to reflect on and discuss the pedagogy of service-learning, its spiritual dimension and its contribution to the identity and the mission of higher education institutions. The purpose of *Uniservitate* is to generate a systemic change through the institutionalization of service-learning as a tool for higher education institutions to accomplish their mission of offering integral education to the new generations, involving them in an active engagement with the predicaments of our time.

Uniservitate is an initiative of Porticus, coordinated by the Latin American Center of Service-Learning (CLAYSS).

For the development of the Uniservitate program, we seek to advance along three lines of action: to research and reflect on the spiritual dimension of service-learning through spaces such as this symposium; to create a global network of regional hubs of educational institutions friendly to higher education and the networks that bring them together; and to support higher education institutions for the institutionalization of service-learning.

From CLAYSS, from the Global South, and under the motto “Learning serves and serving teaches”, we have been developing solidarity-based service-learning, both in formal and informal education, for almost 20 years. Throughout this time, we have provided advice and training to policymakers, NGO leaders, educators and students, seeking to respond together to the deep yearnings of our society.

For the development of the *Uniservitate* program, we seek to advance along three lines of action: **to research and reflect** on the spiritual dimension of service-learning through spaces such as this symposium; **to create a global network of regional hubs** of educational institutions friendly to higher education and the networks that bring them together; and **to support higher education institutions** for the institutionalization of service-learning.

In these first two years of the program, we have managed to take the steps that we would like to share with you today through this summary of the road we have traveled. We will now share a short video:³

3 <https://www.youtube.com/watch?v=8pJm3rScBug>



At this point, I would just like to thank all the institutions and participants that make it possible for *Uniservitate* to be a global, multicultural, fraternal and, above all, resilient community. We also want to thank Richard Brosse, portfolio manager of Vital Catholic Thought, for his mission and trust; as well as the valuable cooperation of the Catholic University of Portugal for the organization of this II Symposium, particularly through its rector, Isabel Capeloa Gil, and Rita Paiva e Pona, with whom we built a fantastic team of fraternal work. We are also grateful for the collaboration of the International Federation of Catholic Universities, and we are holding this symposium together, in support of the Global Compact on Education.

Once again, thank you for joining us. We hope these two days will find us together, fraternally, to reinforce our mission of educating each person integrally: head, hands, heart, and soul.



Isabel Capeloa Gil

Rector Of The Catholic University Of Portugal, Portugal

President of the International Federation of Catholic Universities (IFCU) and rector of the Catholic University of Portugal, (UCP), where she previously served as vice-rector for Research and Internationalization (2012-2016) and was dean of the School of Human Sciences (2005-2012). She earned her PhD in Germanic Studies from that university, where she also serves as a professor of Cultural Studies in the School of Human Sciences. In addition, she is an honorary fellow of the IGRS, School of Advanced Study (University of London) and is a visiting professor at the University of Saint Joseph (Macau).

Your excellency, Monsignor José Ornelas, president of the Episcopal Board; the Cardinal; my dearest María Rosa, María Nieves, and Richard Brosse; all the friends who contributed to the organization of this colloquium and those who will participate over the next two days to celebrate service-learning.

In a challenging world like the one we live in, education is crucial for building a sustainable and resilient future, above all, to be able to summon, for a project of transformation and elevation, the protagonists for the world to come: our youth.

Dear friends, it is a real pleasure for the Catholic University of Portugal to organize, in collaboration with CLAYSS, this II *Uniservitate* Global Symposium, whose central theme is “Service-Learning, Integral Education, and Transformative Spirituality”.

In a challenging world like the one we live in, education is crucial for building a sustainable and resilient future, above all, to be able to summon, for a project of transformation and elevation, the protagonists for the world to come: our youth.

At a time of explosion of new and contradictory protagonists, this call implies reclaiming the right to do things differently: we must find a valuable proposal that does not arise from reacting to trends or circumstantial needs, but that anticipates, instead, major social changes so that no one is left behind. As Pope Francis says, an education that will train future protagonists should also encourage taking risks because educating and learning is, inevitably, a risk.

To be a protagonist, it is necessary to know how to fail, to do it again and to start over. Being a protagonist does not only mean claiming or having the leading role. If we look into the origin of the word, the prefix *protos* means ‘first,’ and *agonistes*, which is formed from *agon*, means ‘fight, combat’. We can see, then, that—between protagonist and fighter—it is the fighter who first goes into battle, the one who dares to carry out the action. The protagonist is the one who will mobilize, who will open new paths in a resilient, combative and innovative way.

Dear friends, given the call to provide quality education in the service of the common good, service-learning is an approach that genuinely embodies the appeal to which Pope Francis, in the audience with the Diplomatic Corps accredited to the Holy See, referred to last January. I quote: “An educational vision that can embrace a broad range of life experiences and learning processes, in order to enable young people, individually and collec-

tively, to develop their personalities. Education is not limited to school and university classrooms; it is ensured, above all, to strengthen and reinforce the primary right of families to educate their children, and the right of the Church and communities to support and assist families in raising their children” (Audience with the Diplomatic Corps accredited to the Holy See for the Exchange of Greetings for the New Year, January 9, 2020).

Education—which is handled outside the academic field and plunges into the complex social reality of different communities—is a challenge that Catholic institutions must embrace if they are to fulfill the mandate for a practice that is centered on the integral development of the person and genuinely reacts and works to solve the complicated problems of our times.

In line with the demands of Pope Francis for a Church that goes forth, Catholic higher education must fulfill its mission of leading the way, acting collaboratively to further the advancement of knowledge for the common good, to provide high-quality teaching articulated with the needs of society, aiming to transform the potential our students are endowed with into insightful, creative and ethical professionals.

Here, at the Catholic University of Portugal, we are committed to a curriculum transformation developed with the support of Porticus to implement service-learning across the whole of the University. The CApS project—Catholic University and Service-Learning: innovation and social responsibility—aims to institutionalize the service-learning methodology, value the active participation of students in community activities and experiences in a wide range of areas, and foster the integration of community work with the Sustainable Development Goals (SDGs).

The alignment of purpose between service-learning and the SDGs, adopted by the United Nations, is clearly expressed in the very generous message that the Secretary-General of the UN, His Excellency Antonio Guterres, has conveyed to this meeting, and which I shall have the honor of reading next. But before I do, I wish to thank the partnership with CLAYSS that made this symposium possible—particularly María Nieves and María Rosa Tapia—and the generous support of Porticus and the International Federation of Catholic Universities, as well. A special mention to the team at the Catholic University of Portugal that made this possible, as well as to all the participants, may this be an occasion for an enlightening and fruitful dialogue with a community of purpose, to promote and develop quality education worldwide and to empower new protagonists for the common good.

Now, I shall read the message of Antonio Guterres, Secretary-General of the United Nations:

To the Symposium of the Catholic University of Portugal,

It is with great pleasure that I greet this symposium organized by the Catholic University of Portugal in partnership with the Latin American Center for Service-Learning.

As one who began his professional life in the academic environment, I know—from my own experience—the key role that universities can play in the transformation and progress of society. We need your engagement and ideas. Our world has never been more threatened—or more divided. We face the greatest cascade of crises in our lifetimes.

The COVID-19 pandemic. The climate crisis. Conflicts. A wave of mistrust and misinformation. Threats to human rights. Science under assault.

Now, more than ever, we need to overcome these divisions, reduce human suffering, restore trust and inspire hope. Quality education is at the heart of the response to these challenges. The role of universities, in particular, is crucial in the search for solutions and in promoting the 2030 agenda.

Now, more than ever, we need to overcome these divisions, reduce human suffering, restore trust and inspire hope. Quality education is at the heart of the response to these challenges. The role of universities, in particular, is crucial in the search for solutions and in promoting the

2030 agenda. The global-scale challenges we face cannot be solved in isolation. They require collaboration, solidarity and partnerships. These alliances, established by civil society organizations and, in particular, by the university sector, are therefore very valuable for the realization of the SDGs with a view to reducing inequalities and promoting dignity and hope for all humanity. Best wishes for this symposium.

Antonio Guterres⁴

Useful links:

https://www.uniservitate.org/resources/II_Simposio/Discurso_Uniservitate_SR.pdf

⁴ https://www.uniservitate.org/resources/II_Simposio/Mensaje%20Guterres%20-%20En%20APERTURA.pdf



In support of the Global Compact on Education

Uniservitate is a global programme for the promotion of service-learning in Catholic Higher Education. It aims 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 an integral education and formation of agents of change committed to their community.

“Only by changing education can we change the world”

Pope Francis

6 II Uniservitate Global Symposium

This publication brings together the proceedings of the II Uniservitate Global Symposium, held on October 28 and 29, 2021, in virtual modality together with Catholic University of Portugal. The texts respect the order of the presentations made during both days, and have been minimally edited to facilitate their reading. Featuring contributions from 30 prominent figures in the global service-learning arena, these presentations offer perspectives and reflections that reveal a multicultural and multifaceted approach, showcasing the potentiality of service-learning to bring about experiences of transformative spirituality that drive social change. This publication additionally includes 116 accepted abstracts and full papers, submitted by 257 authors from 5 continents, 24 countries and 57 institutions, spanning the three thematic areas discussed during the event. We encourage readers to enjoy, use and disseminate the contents of these proceedings and of the Uniservitate collection as a whole, in order to keep on strengthening and consolidating the achievement of an integral education that provides experiences of transformative spirituality for social change.

UNISERVITATE COLLECTION

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<https://www.uniservitate.org>



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ISBN 978-987-4487-65-0



9 789874 448765 0

Published in July 2024
ISBN 978-987-4487-65-0