



Newsletter 2:

SLUSIK multiplier events around Europe

Universidad de Granada- Departamento de Psicología Evolutiva y de la Educación. Departamento de Didáctica de las Ciencias Sociales (Spain) organized their event on the 20.10.2022.

Approximately 140 people attended the event including students, practitioners, teachers, role models, policy makers and project coordinators. The event was organized in two sessions: the first one aimed at introducing S-L to the students and future educators. The second session was dedicated to the presentation of three S-L projects from three secondary schools from both rural and urban schools, followed by a round table in which practitioners, academics, and policy makers discussed the pros and cons of introducing S-L projects into the non-formal and formal educational structures delivering education services in the province of Granada. Finally, a final non-formal gathering took place to continue the debate and networking activities from participants.



Faculty of Education, Matej Bel University and Platform of Volunteer Centers and organization (Slovakia) organised their event on the 11.10.2022.

The conference was attended by over 100 participants, primary and secondary school students, teachers, representatives from the non-governmental sector and local governments. After the results of SLUSIK project were presented, representatives of 3 self-governing regions presented good examples of how their local governments support youth volunteering. Lucia Vadovičová spoke for the Regional Development and Innovation Agency of the Trnava Region, Marcel Rypák from the Development Agency of the Žilina Self-Governing Region and Lucia Sivoková from the Banskobystrica Self-Governing Region. An important



part of the conference was also the part dedicated to the so-called Living books. Living books is a method of retelling stories and personal experiences. The participants had the opportunity to listen to the stories of service-learning projects in the environment of primary and secondary schools in Slovakia. At the end of the conference, the Engaged School - national award for the service-learning project was given. In 2020, the Platform of volunteer centers and organizations for schools implementing service-learning activities launched the national award Engaged School, which is being prepared under the auspices of the Ministry of Education, Science, Research and Sports of the Slovak Republic. This award is part of an international award in the entire region of Central and Eastern Europe called the Regional Award for Successful Service-Learning Practice in Central and Eastern Europe.

The winner in the Primary School category and the holder of the Engaged School gold mark is ZŠ Marcelová with the project Fulfilling Children's Dreams. The winner in the Middle School category and the holder of the Engaged School gold mark is Gymnasium Stropkov with the "Heart for Seniors" project. At an online event 3 other schools also received the Engaged School brand. The Engaged School 2022 brand was awarded to the Secondary Vocational School of Entrepreneurship and Services, Námestovo for the projects Knowledge is Life with Wings and Natura Day. At the same time, the school received an Extraordinary Award for exceptional engagement in solving local problems. The conference created a space not only for learning and mutual sharing, but also for informal discussions.





University of Limerick (Ireland) organised their event on 19.10.2022. which gathered 23 participants.

This event was constructed for students who have been participants in the SLUSIK field trial and representatives across relevant organisations that have direct or indirect impact on policy.

It was an in-person event and declared to be PowerPoint free – no PowerPoint presentations - and instead the focus was on discussion. A range of different presenting forms were used to maintain interest and ensure that students felt central to the event. Given the dependence on technology during the pandemic, many of the participants commented positively on the decision to revert to a person to person /relationship-based event.

The event was made special by being held in the very rooms that the University originated from – to support the narrative 'from small beginnings....', also demonstrating the value UL places upon the young person's involvement in the SLUSIK project. Students found the event inspiring and felt special to be guests at UL.





Association Delta (Croatia) organised their event on 21.09.2022. In a two-hour online workshop, Delta presented guidelines and good practices in the piloting done at Ekonomska škola Mije Mirkovića u Rijeci. The event gathered 28 participants from 27 schools.

The conference in Croatia was organized by the Faculty of Humanities and Social Sciences in Rijeka on the 24.10.2022. in cooperation with the Association "Delta" and gathered 30 interested, motivated educational staff from Primorje-Gorski kotar county, as well as a representative of the Education and Teacher Training Agency of Croatia and faculties from Rijeka. Bojana Čulum Ilić, project manager of SLUSIK, presented the good practice of learning by advocating in the community at faculties.

"Community-based commitment learning leads to real change, both for those who participate in it and for the communities where they take place. That is why it is very important to extend the model to secondary and elementary schools. The PLACE model is a good start for that!" she pointed out. Maša Cek, executive director of the Association "Delta" presented the phases of the PLACE model: school preparation, connecting with faculties and organizations from the community, community action, the celebration phase and performance measurement. In the second part of the conference, professor Sonja Doboviček, 2. F class students Laura and Matea, and Lana Meštrić, a student of the Department of Pedagogy at the Faculty of Humanities and Social Sciences in Rijeka, shared their experiences of the pilot implementation of the PLACE model at the Mijo Mirković School of Economics in Rijeka. The students reflected on the new roles they took through such a form of teaching, which helped them build confidence and acquire new skills: from organizational to team leadership skills. "The PLACE model seems like a good way to introduce novelties into teaching. It encourages meaningfulness and flexibility, and courage leads to freedom in education, which is indispensable to education," concluded one participant in the discussion.

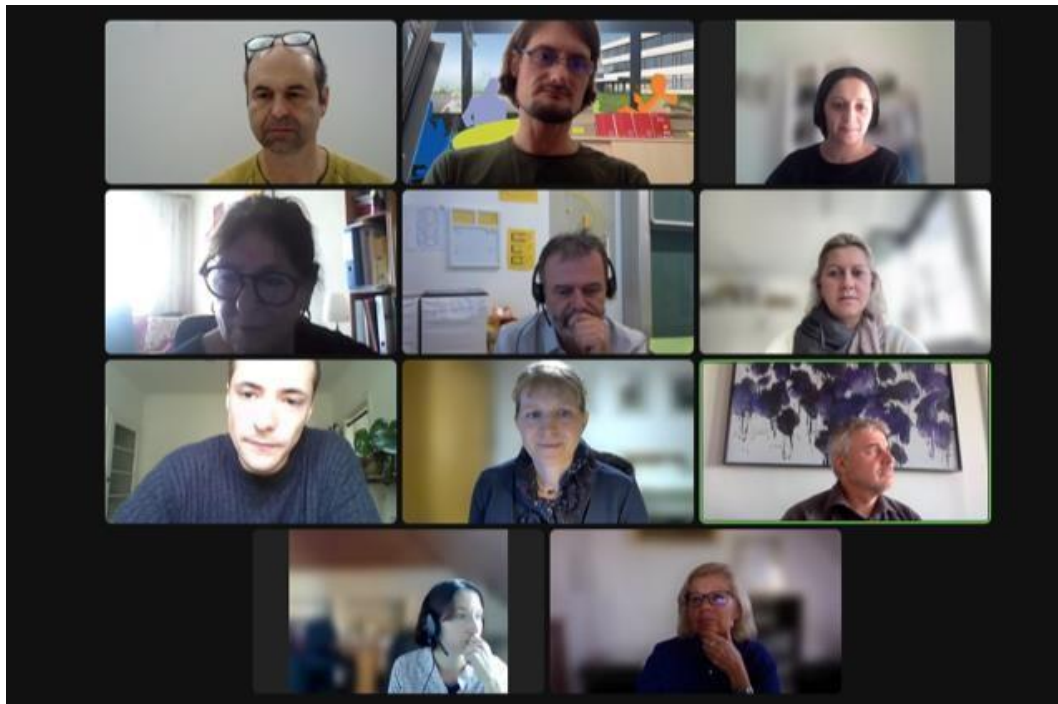




University College for Teacher Education Vienna organised an online event on 17.10.2022. and gathered 35 teacher educators, teachers, teacher candidates, policy makers, NGOs, community center members and members of school board.

In this event, the outputs of SLUSIK were introduced and the participants gave feedback on how to make use of these outputs and how to profit from them in formal but also non-formal education context. Guided by the goals of the SLUSIK project, the participants discussed how service learning can be implemented at school with the cooperation of teacher education institutions. The world café method brought people together (as in a street café) into a conversation with each other. The aim was to create a discourse about different questions about Service Learning in small circles. Participants agreed to take the cooperation further and use the toolkit of SLUSIK project at schools.





On 18 November 2022 in Brussels (Belgium) Centre for European Volunteering organised the Final Conference which was attended by 80 including stakeholders from EU institutions, CSOs, school students and university teachers and project partners. During the conference the project results, in particular the SLUSIK Policy Paper and the Service Learning curricula, the SLUSIK Toolkit and the potential of the Community of Practice were showcased. The panel discussion with Giuseppina Tucci, Secretary-General of Organising Bureau of European School Student Unions (OBESSU), Éva Birinyi, Policy Officer in DG EAC, European Commission and Domenec Ruiz Devesa MEP from S&D opened topics and questions about what are values and benefits of Service Learning for students; how does Service Learning contribute to the social inclusion of students and their engagement; how can policy-makers enable and encourage a deeper understanding of the benefits service-learning brings to the school environments, particularly to preventing social exclusion and is this integral part of the social inclusion policies; does SL have something to contribute to citizenship education, and in what way? In the second part of the Final Conference, there was a "Living Library" - where teachers and students shared testimonies from the piloting phase. After there was discussion on how to develop a few short and long-term goals & actions on how you can promote SL at the national level and promote the policy paper and how can the teachers/teachers/universities/NGOs support the implementation of the recommendations. The Final Conference was closed by Gabriella Civico underlying that policy-makers should enable schools, through financial and policy support, to create a space in educational curricula and learning programs for diverse service-learning experiences set in a 'real-life' context with not-for-profit community partners that combine both formal and informal learning outcomes with a positive impact on social inclusion and preventing social exclusion.





The SLUSIK project is led by the CEV (Belgium) in collaboration with Out of the Box International (Belgium), Rijeka University (Croatia), University of Limerick (Ireland), University of Granada (Spain), University College of Teacher Education, Vienna (Austria), and Matej Bel University (Slovakia).



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