



CEE&ME HUB NEWSLETTER

DECEMBER 2025, 2ND EDITION



UNISERVITATE
Service-learning in Catholic Higher Education



YEAR IN REVIEW

Dear Colleagues,

As this year comes to a close, we invite you to pause with us and look back on a truly meaningful and dynamic period for our Hub. It has been a year of intense collaboration, inspiring encounters, and shared commitment to service-learning.

Undoubtedly, the most significant milestones of the year were the VI Uniservitate Global Symposium and the Students' Global Symposium. These events brought together voices from different regions and generations, creating spaces for deep dialogue, learning, and mutual inspiration. They clearly demonstrated the strength of our network and the importance of staying connected across borders.

At the same time, this year was rich in international communication and numerous events, exchanges, and initiatives. Many of these activities may have taken place online or in smaller formats, but together they formed a vibrant and resilient web of cooperation. In this edition of our newsletter, we are pleased to highlight and reflect on many of these moments.

Looking back is also an invitation to look ahead. Let us reflect on how we communicate, how we support one another, and how we can sustain and further develop our network in the years to come. Our shared experiences remind us that beyond projects and events, it is trust, solidarity, and ongoing dialogue that keep our community alive.

We are proud of what we have achieved together this year and grateful for everyone's engagement, openness, and dedication. May this reflection inspire our future communication and continued growth.

Let us move forward together.

Hub Coordination Team

Olha Mykhailyshyn & Maria Müller-Pulsfuß

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NEW MEMBERS

We are pleased to welcome two new institutions to our hub!

- Slovakia: [University of Prešov](#) – a vibrant public university offering a wide range of programmes across the humanities, natural sciences, theology, education, health sciences, and management. Its strong academic tradition and international engagement will be a valuable contribution to our network.
- Croatia: [Catholic University of Croatia](#) – a private Catholic university based in Zagreb, which has only recently joined our hub. The university is actively involved in international cooperation and academic exchange, and we are delighted to welcome it as our newest member.

The inclusion of these institutions will further strengthen our community, encourage new forms of collaboration, and expand our shared perspectives. We look forward to developing joint initiatives, exchanging experiences, and growing together as a committed and dynamic network.

A very warm welcome to our new partners!

Further information about our new members can be found on the following pages.

Annual Membership Evaluation 2025

Dear Members:

We are pleased to share with you the first Annual Uniservitate Membership Evaluation. As we communicated when you joined our community, we believe it is important to take a moment at the end of each year to reflect on the activities carried out and their impact on the institutionalization of service-learning.

This requirement is mandatory for all Members and must be completed before **February 15, 2026**.

The tools provided below are meant to promote a space for reflection upon our actions. Hoping to facilitate the generation of quantitative and qualitative data that will allow both this coordination and our members to evaluate the effective contribution of the Memberships initiative to SSL institutionalizing processes in each institution. Although it is not a requirement, we suggest that you create collective spaces within your institutions to reflect on these processes and fill in together the provided documents.

Evaluation Form: [\[link here\]](#)

It will seek to highlight the usefulness and functionality of the resources provided and activities carried out by the Uniservitate program, and its contribution to the institutionalization of SSL in our members institutions. It will be short in duration and must include the final version of the rubric detailed below.

Institutionalization Rubric: [\[link here\]](#)

Designed as a self-assessment and diagnostic tool, it will provide members with an overview of the current status of SSL institutionalization at their own university, while also allowing them to identify strengths and weaknesses to work on in the future.

For questions and inquiries regarding this instance or the application of the tools provided, please write to: memberships@uniservitate.org



INTERNATIONAL COOPERATION

We began the year with an international workshop hosted by Katholische Universität Eichstätt-Ingolstadt (KU) and the Social Impact Start-up Academy (SISTAC), titled "Service-Learning Meets Business Education: Strategies for Effective Integration and Competency Development." The event brought together representatives from Catholic universities worldwide to share insights on integrating service-learning with business education. This event was also featured in the [first edition of our Newsletter](#), marking the start of a year full of international collaboration.

In the following sections, we summarize the many international collaboration events and exchanges that enriched our Hub throughout the year.



At the beginning of April, Catholic University of Eichstätt-Ingolstadt (KU) had the pleasure of hosting a study visit from Bethlehem University. From April 3-4, a delegation of three representatives responsible for community engagement—Mr. Moussa Rabadi, Ms. Maysoun Ramadan, and Ms. Luba Nour Cattani—visited KU to share experiences and best practices in service-learning and community partnership. During their stay, the delegation participated in meetings with KU faculty and staff, discussed strategies for fostering effective community engagement, and explored opportunities for future collaboration between the two institutions. The visit provided a valuable platform for exchanging ideas, strengthening ties, and learning from each other's approaches to integrating academic study with community service.



In March, partners from Georgia, Ukraine, Germany, and Greece gathered at Karlshochschule International University for the Second Transnational Partner Meeting of the [Re-Direction Erasmus+](#) project, focusing on cooperation across digital transformation, sustainability, and inclusivity in higher education. re-direction.org

Our coordinator Olha Mykhailishyn participated in this international meeting to strengthen German-level connections and explore further collaboration opportunities for our network within the European higher education landscape. The event facilitated rich discussions on project progress, shared research, and curriculum development, as well as networking with academic staff and local partners.

This gathering not only deepened existing partnerships but also created space for new alliances and mutual learning, contributing to our ongoing international engagement efforts.



INTERNATIONAL COOPERATION

In April, the Uniservitate Africa Hub hosted the Service-Learning Peace Talks: Reflections and Lived Experiences, creating a space for dialogue and solidarity with the people of the Democratic Republic of Congo. The initiative consisted of two online sessions held on April 8 and April 29, bringing together educators and participants to reflect on peace, justice, and service through lived experiences. The sessions featured contributions from Prof. Olha Mykhailyshyn and peace educators from Africa, highlighting the role of service-learning in peacebuilding and social responsibility.



On June 30, 2025, Maria Müller-Pulsfuß conducted the professional development course “Service Learning in Higher Education Teaching” at the University College of Teacher Education Vienna/Krems (Kirchliche Pädagogische Hochschule Wien/Krems). The course was delivered jointly with Laura Kovac (Catholic University of Eichstätt-Ingolstadt) and provided a comprehensive overview of the theory and practice of service learning, as well as its potential for higher education teaching and civic engagement.



We were invited by Tanja Mikusch (Institute for Higher Education Development and Quality Management) and Jennifer Jakob, Vice-Rector for Research and Internationalization, at the University College.

The professional development course addressed:

- the core principles, quality criteria, and impacts of service learning;
- the international Uniservitate project aimed at institutionalizing service learning at Catholic universities worldwide;
- concrete practical examples and models of application in higher education teaching;
- as well as the planning, implementation, and evaluation of participants' own service learning projects.

In the practical component, methodological approaches to integrating service learning into participants' own teaching were presented, with a particular focus on project design, cooperation with partner organizations, reflection, and the development of students' competencies.

Participation in the course served both to deepen subject-specific knowledge and to further develop participants' own teaching formats in the spirit of transformative, socially engaged higher education didactics.

In June, the UCU Staff Week in Wrocław brought together international officers, academic leaders, and mobility coordinators from partner universities across Europe to explore comprehensive internationalization in higher education. During the event, Olha Mykhailyshyn represented our network and highlighted the importance of international cooperation in the field of service-learning, sharing insights on how collaborative approaches strengthen global academic engagement. Her presentation contributed to discussions on resilient partnerships and service-oriented internationalization, reinforcing the role of service-learning in building meaningful university networks. The programme fostered deep exchange and collaboration on strategies that go beyond traditional mobility to create lasting educational impact. More information [here](#).



INTERNATIONAL COOPERATION



Vivir la transformación – El Aprendizaje-Servicio como motor de procesos de aprendizaje transformadores

Carrera de Grado «Transformación – Sostenibilidad – Ética» en KU Eichstätt-Ingolstadt

On Friday, 17 October 2025, Olha Mykhailyshyn and Kerstin Ihle from the Catholic University of Eichstätt-Ingolstadt (Germany) delivered a workshop at the EASLHE European Service-Learning Capacity Building Event, hosted by Utrecht University, the Netherlands. The workshop focused on strengthening institutional capacities and sharing practical approaches to implementing service-learning in higher education. Their contribution highlighted international perspectives and experiences from within the ServU Project.



A large delegation from our Hub took part in the 28th International Service-Learning Conference held in Buenos Aires on August 21-22, bringing together educators, researchers, and practitioners from around the world to share experiences in transformative community-centered education. CLAYSS

The event, organized by CLAYSS as part of the 22nd International Service-Learning Week, featured panels, workshops, and discussions on advancing service-learning pedagogy and practice. CLAYSS

Our hub's participation strengthened international ties and promoted exchange on innovative approaches to service-learning across regions. CLAYSS

We are grateful for the opportunity to connect, learn, and bring back fresh ideas to enrich our community's work



Throughout the year, our Hub actively fostered inter-institutional cooperation through study visits, joint workshops, and professional development courses, notably between Catholic University of Eichstätt-Ingolstadt and partner universities such as Bethlehem University and teacher education institutions in Austria. At the inter-hub and regional level, participation in Erasmus+ projects, staff weeks, and capacity-building events across Germany, Austria, Poland, and Central and Eastern Europe strengthened collaboration, knowledge exchange, and shared approaches to service-learning institutionalization. The Hub's engagement extended to the European level through contributions to EASLHE events and international staff weeks, where service-learning was positioned as a key element of socially responsible and resilient internationalization. On the global level, strong representation at major international conferences, including the 28th International Service-Learning Conference in Buenos Aires, reinforced connections with partners from Latin America, Africa, and beyond. Taken together, these activities demonstrate how sustained collaboration across institutional, regional, inter-hub, and global contexts contributes to a vibrant, interconnected service-learning network.



NEWS FROM PÁZMÁNY PÉTER CATHOLIC UNIVERSITY (PPKE)



The service-learning activities carried out by students and staff of Pázmány Péter Catholic University (PPKE) currently include three major areas:

1.) The Refugee Support Program in cooperation with the Piarist Grammar School of Budapest

PPKE collaborates with the Piarist Grammar School of Budapest in the School's Ukrainian Refugee Support program. The program began at the outbreak of the war, with the aim of operating an afternoon school for students and mothers fleeing Ukraine: afternoon classes offer Hungarian language instruction, school catch-up, and sports opportunities for students, while mothers have a Hungarian language club to develop their language skills. The activities are hosted by the Piarist Grammar School of Budapest. PPKE started a cooperation with the Grammar School and the leader of the program. We have published a call for participation in the program, among our students and staff, so they can be involved in the tutoring and teaching activities at the Grammar School. A total of 10 students have taken part so far, 9 students from the Faculty of Law and Political Sciences (JÁK) and 1 student from the Faculty of Information Technology and Bionics (ITK). All participating students are enrolled in an appropriate credit-bearing elective course, which formally acknowledges their work, so students receive ECTS credits for their service activity.

2.) The Taléta Program, a long-standing pedagogical and community-support initiative

The Taléta Program is one of PPKE's most established and robust service-learning partnerships. It strengthens community engagement through educational, social, and pedagogical support activities. The Taléta Program is run by a committed lecturer of the Faculty of Humanities and Social Sciences (BTK) and offers teaching, help with studies and leisure activities for Roma, Ukrainian, Hungarian children living in deep poverty and middle-class children together, with an intercultural approach. The program has been running for three years and each year, 30–40 students participate actively. Five university lecturers are also involved, providing supervision and coordination. Numerous joint events and activities have been documented by both the Faculty of Humanities and Social Sciences (BTK) and the Taléta Program. A formal signing of a cooperation agreement between the Program and the University has just started recently and the agreement is being prepared to formally acknowledge the cooperation and recognize the student's work. At the Faculty the course "Social and Individual Practices 3" accepts volunteer work in Taléta as an official practicum. This practicum is accompanied by a credit-bearing companion course. Many students submit practicum reports each semester, and these are recognized as part of their coursework. At present, this possibility of obtaining credits is only available to students in teacher-training programs. Several other participants—particularly psychology students—are not eligible for the existing practicum framework, so we have started to work on a solution. For non-teacher-training students, a new 2-credit course will allow to participate in Taléta activities with full academic recognition. Once the faculty-level cooperation agreement is finalized, students will be able to enrol immediately.

3.) The Hospital School Program (Kórházsuli) operated within the Faculty of Information Technology and Bionics of PPKE (ITK)

In addition to the programs described above, the Faculty of Information Technology and Bionics (PPKE ITK) operates its own credit-bearing service-learning initiative. Since September of this academic year, ITK has joined the Hospital School Program (Kórházsuli). The program is implemented in cooperation with the Kórházsuli Foundation, with whom PPKE has signed a formal agreement. Participating students visit hospitals where they provide individual or group tutoring to hospitalized children. Tutoring focuses on helping children avoid falling behind in their school subjects during extended hospital stays. Activities may continue across multiple semesters, depending on student availability and need. The students receive 2 academic credits for their work. The subject may be taken multiple times, enabling students to continue service work across semesters while receiving ongoing academic recognition. This program highlights ITK's commitment to social engagement and humanitarian support.



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SMALL RESEARCH GRANTS

During 2025, a Small Research Grants competition was successfully conducted. Following a careful evaluation process, the Jury supported five research applications, representing diverse thematic, institutional, and methodological approaches to Service-Learning research.

The funded projects are:

1. Topic: [Voices of Service: Investigating the Transformative Impact of Student-led Service-Learning Projects in the JWL Learning Facilitator Program](#)

Thematic Area: Student engagement and transformative learning

University: KUEI

Researcher(s): Marina Tsoi (with 5 students)

2. Topic: [Transforming Perception, Emotions and Stance: Service Learning as a Space for Holistic Ethical Education](#)

Thematic Area: Ethical and holistic education

University: KUEI

Researcher(s): Katharina Zöpfl; Imke von Maur; Martin Schneider

3. Topic: [From Words to Action: Positive Speech in Community-Based Learning](#)

Thematic Area: Communication, discourse, and community engagement

University: KUL

Researcher(s): Anna Sędtak

4. Topic: [Service Learning and Resilient Citizenship in Times of Geopolitical Change: A Comparative, Explorative Study in Areas of Conflict](#)

Thematic Area: Citizenship, resilience, and conflict studies

University: KUEI

Researcher(s): Rico Behrens; Lisa Schmidt

5. Topic: [The Spiritual Dimension of Service-Learning in Europe and Latin America: An Anthropological, Theological and Pedagogical Analysis in the Light of Karol Wojtyła's Theory of Participation](#)

Thematic Area: Spiritual, theological, and anthropological foundations of Service-Learning

University: USK

Researcher(s): Mariola Teresa Kozubek; Dawid Ledwon; Irena Polewczyk; Katarzyna Trynda; Pavol Dancak

Anna Sędtak from John Paul II Catholic University of Lublin and Lisa Schmidt from Catholic University of Eichstätt-Ingolstadt had the opportunity to present their projects during the CEE&ME Regional Meeting held on 5 November 2025 in Eichstätt. Further information on the remaining projects is provided below.

We wish all researchers every success in their work and look forward to the results of all projects in September-October 2026.



**Second call for
Small Research Grants
on service-learning
in Catholic Higher Education**





SMALL RESEARCH GRANTS



Marina Tsoi

Catholic University Eichstätt-Ingolstadt

Voices of Service: Investigating the Transformative Impact of Student-led Service-Learning Projects in the JWL Learning Facilitator Program

1. How did the idea for this project originate?

I still remember the moment it first struck me. As Lead Faculty for the Learning Facilitator program, which we've been running at KU in cooperation with Jesuit Worldwide Learning since 2019, I was reading through yet another brilliant final reflection from one of our international digital students. It was about a literacy circle they had launched in Afghanistan, how it brought young women together, how it opened a space for hope and conversation where there had been none. I've read hundreds of these reflections over the years, each one capturing the spark of something powerful. From STEM clubs in the Kakuma refugee settlement in Kenya to community health workshops in rural areas of Sri Lanka, these were not just assignments; they were real projects, changing real lives.

And yet, one question kept returning to me: what happens when the course ends? Not just in the days that follow, but a year later, two years later. Do those literacy circles still meet? Are the clubs still running? Do the students still feel the same sense of possibility and ownership? I realized I had no way of knowing.

Then, several graduates approached me with a parallel impulse: they wanted to investigate their own SL initiatives and contribute their findings to the scholarly record. When I encountered a call for small-scale research grant proposals, the pieces fell into place. This could be a study that the students lead, not a traditional research project about them, but a collaboration with them as co-investigators, as storytellers, as meaning-makers.

So, this idea came from a need to better understand what lasts and why. It came from a deep belief that education should never be extractive, and that students, especially those on the margins, deserve to be the authors of their own knowledge. And it came from an ethical concern that voices from the margins be represented in academic discourse.

2. Beyond the academic community, how will your research benefit students or the broader community?

For the alumni themselves, I imagine this will be transformative. Research is often framed as something abstract or inaccessible, but when they begin asking their own questions, gathering stories, making sense of the patterns, they'll see themselves differently. Not just as former students or community builders, but as thinkers and analysts. They'll gain the tools of research, yes, but more than that, they'll feel the deep affirmation that their lived experiences matter. That they are not just participants in education, but contributors to knowledge.

And what they uncover won't just sit in a report or publication. It will have practical consequences. In their communities, schools and local NGOs will be able to use these findings to improve what they do, to fund what works, to learn from what didn't. This is especially important in fragile contexts, where resources are limited and there's little margin for guesswork.



SMALL RESEARCH GRANTS

We also hope to translate these findings into something broader - open-access toolkits, short videos, and simple materials that educators around the world can use. Not everyone will face the same challenges, but many work in similarly under-supported environments. If our students' insights can travel and take root elsewhere, the impact grows even further.

But perhaps most important is what this means for the global conversation about education. Too often, it is shaped by voices far removed from the places they're analyzing. This project insists on something else: that knowledge can and must come from the ground up. From refugee camps, from underfunded schools, from communities working with extraordinary creativity and almost no support. We are putting these voices on the record not as footnotes, but as authors.

Katharina Zöpfl

Catholic University Eichstätt-Ingolstadt

Transforming Perception, Emotions and Stance: Service Learning as a Space for Holistic Ethical Education



1. How did the idea for this project originate?

The idea arose from conversations with ethics teacher education students who repeatedly pointed to a gap in their university education: "We learn the theory - but how are we supposed to develop a personal stance as future ethics teachers, especially when dealing with complex societal issues?"

At the same time, experiences from previous Service Learning seminars revealed both the transformative impact and the tensions of this approach - especially when it comes to evaluating engagement and making it visible within academic structures. These observations led to a central question: How can we reimagine ethical education in ways that take emotional, embodied, and social dimensions seriously? And what role can Service Learning meaningfully play in this process?

2. Beyond the academic community, how will your research benefit students or the broader community?

This project contributes to the conceptual sharpening and critical reflection of Service Learning as a form of ethical education. By examining its potentials and limitations through a philosophical lens, the project aims to establish Service Learning not merely as a method, but as a meaningful pedagogical concept for future-oriented teacher education. In the long term, this contributes to a more holistic formation of ethics teachers - one that integrates emotional awareness, critical stance, and social responsibility - and helps reimagine schools as spaces for ethical and transformative learning.



SMALL RESEARCH GRANTS

The joint team of the University of Silesia in Katowice and the University of Presov



Mariola Teresa
Kozubek



Irena
Polewczyk



Pavol
Dancak



Katarzyna
Trynda



Dawid
Ledwon

The Spiritual Dimension of Service-Learning in Europe and Latin America: An Anthropological, Theological and Pedagogical Analysis in the Light of Karol Wojtyła's Theory of Participation

1. How did the idea for this project originate?

The inspiration for the project arose from two complementary research trajectories. On the one hand, Service-Learning (SL) is understood as a pedagogy that integrates knowledge, action, and reflection in service to others. In this approach, three features of Academic Youth Service and Solidarity (AYSS) are crucial: (1) a genuine response to the needs of the community, carried out with the community rather than merely for it; (2) active student agency from planning to outcomes; and (3) an intentional link to the academic curriculum and the development of competencies (Tapia, 2019). Of particular importance in this context is the notion of "horizontal solidarity," which distinguishes SL from charity: the goal is not unilateral giving, but rather partnership, reciprocity, and the co-creation of knowledge—an alternative to paternalistic attitudes.

On the other hand, research conducted by Polish scholars highlights the personalist and theological foundations of this approach. Biela, Kornas-Biela, Kozubek, and Wuwer (2021) emphasize the deep connection between the personalist vision of solidarity articulated by John Paul II and the educational practice of service. Rooted in the Pope's personal experiences and later developed into an ethical and theological framework, solidarity is understood not merely as a form of social engagement but also as an expression of human dignity and responsibility towards others. The work of Ecler-Nocoń, Kozubek, and Cinque (2024) further underscores the spiritual and existential dimensions of SL, interpreting them through the lens of Karol Wojtyła's theory of participation. From this perspective, SL is presented as a space of relational, moral, and spiritual transformation in which students encounter the idea of the "common good" and learn to participate in it actively.

The synthesis of these perspectives leads to the formulation of the project's central research question: How can Service-Learning be interpreted as a space of personalist participation and solidarity across different cultural contexts, while also serving as a formative tool integrating social, ethical, and spiritual dimensions? This question will be explored through literature analysis and a comparative interpretation of students' lived experiences.



SMALL RESEARCH GRANTS

2.-Beyond the academic community, how will your research benefit students or the broader community?

The outcomes of the project extend significantly beyond the academic sphere. For students, grounding SL in the vision of solidarity by John Paul II and in Wojtyła's theory of participation deepens their formation in three key dimensions: (1) by cultivating moral responsibility and a sense of service as integral to personal development; (2) by shaping reflective skills that enable students to interpret their experiences not only pragmatically but also spiritually; and (3) by promoting a relational approach to education in which service is seen as active participation in the well-being of others. These competencies directly enhance students' civic readiness, empathy, and capacity to engage meaningfully with diverse social environments.

For the broader community, this model strengthens the transformative potential of university-community partnerships. By emphasizing solidarity and participation, it fosters collaboration that responds to concrete social needs while affirming the dignity of all participants. Communities thus benefit from projects that are not merely utilitarian, but shaped by values of responsibility, reciprocity, and relationality. In this way, the research contributes to the long-term goal of building cohesive, ethically grounded, and inclusive societies.

Tapia, N. (2019). Ama y comprenderás: el carisma de Chiara Lubich en diálogo con la pedagogía dell'apprendizaje servicio. *Paedagogia Christiana* 1/43, pp. 487-505. DOI: <http://dx.doi.org/10.12775/PCh.2019.023>.

Biela, A., Kornas-Biela, D., Kozubek, M. T., & Wuwer, A. (2021). St. John Paul II and Solidarity. From Personal Experience to Testimony of Service. W: J. A. Blanco (red.), *Service-Learning Pedagogy and the Teachings of the Catholic Church* (s. 23-48). CLAYSS-PORTICUS.

Ecler-Nocoñ, B., Kozubek, M. T., & Cinque, M. (2024). Service-Learning in the Context of Karol Wojtyła's Theory of Participation. *Multidisciplinary Journal of School Education*, 13, 45-67. <https://doi.org/10.35765/mjse.2024.1325.03>

Once again, we wish all our researchers fruitful work and insightful research findings. We look forward to learning from their results and to seeing how their projects contribute to the development of Service-Learning within the network.

And be prepared!

The Global Uniservitate Award will be announced soon.

We will inform you about it separately.

In the meantime, to explore the winners from previous years, please visit the following [page](#).



VI GLOBAL SYMPOSIUM

For two days, Eichstätt became a meeting place for the world. The 6th Global Uniservitate Symposium, one of the highlights of the year within the Uniservitate project, brought together more than 500 participants from across the globe, both on site and online. We were deeply honoured to host this important international event.



During the two-day symposium, held in the first week of November, 50 network members from different regions of the world participated in person, including scholars from South America, Africa, and Australia. In addition, around 500 participants joined the event online via Zoom. The program itself united 97 speakers from 28 countries, contributing both on site and online, and offering a rich diversity of perspectives and experiences.



The symposium was preceded in late October by a student symposium, where students shared their experiences with Service-Learning projects. Service-Learning combines academic education with social engagement by enabling students to apply their knowledge in practical, community-based projects. This approach was a central concern of Pope Francis, who emphasized the importance of linking teaching and social responsibility.

At the opening of the symposium, Uniservitate Network Coordinator María Rosa Tapia highlighted the broader significance of Service-Learning:

“In a world facing deep tensions and challenges, it is urgently necessary to understand education as an act of courage and hope that builds peace. Service-Learning is a pedagogy that makes this possible.”

The symposium focused in particular on the exchange of experiences and best-practice examples, complemented by panel discussions and workshops addressing both research and practical implementation.

A detailed report on the symposium is available on the [Uniservitate website](#).

[Please also see the video summary of the VI Global Symposium](#)



FEEDBACK



Brainstorming Session

- Reflect on current Hub communication practices
- Identify challenges and possible solutions
- Develop ideas for more effective collaboration



Group Work Session

- Discuss long-term engagement and sustainability
- How to maintain partnerships beyond official funding
- Share outcomes in the plenary

Dear colleagues,

During our regional meeting in Eichstätt, we began discussing two key thematic areas that are important for our hub. These include improving communication within the hub, as well as ensuring the sustainability of our network beyond the UNISERVITATE programme—that is, after its completion and/or in the event that funding is discontinued.

As not all of you were able to attend the meeting in Eichstätt, and as I also promised to continue this discussion, I kindly ask you to complete the form below. We will further discuss your responses during one-on-one meetings.

<https://forms.gle/gVdiaVLyGScqGaV59>

YOUR ANSWERS ARE VERY IMPORTANT FOR US!!

Dear colleagues and friends of the CEE & Middle East Hub,

As the Christmas season comes to an end
and we approach the New Year, we extend our warmest greetings to all of you.

Wishing you a restful year-end and an inspiring New Year ahead!

Thank you for ar being part of our community.
We look forward to continuing our journey together in 2024.

Thank you for being part of our community.
We look forward to continuing our journey together in 2024.

*With warm wishes,
The CEE & Middle East Hub Team*