



CEE&ME HUB NEWSLETTER

APRIL 2026, 3RD EDITION



UNISERVITATE
Service-learning in Catholic Higher Education



Content

Introduction

**New Members
Welcoming**

International Cooperation

**Small Research Grants
Winers**

**VI Global Symposium
Summary**

Reflection Form

Dear Colleagues,

Spring is a season of renewal, hope, and new beginnings. It reminds us that even after the harshest winters, life can blossom again, and decisions made today can shape a brighter future. In times like these, when the world faces instability and the shadow of conflict seems ever-present, hope is more than just a feeling—it is a necessity.

As we step into this new season, we invite you to reflect on the power of service-learning and the resilience it fosters in students, educators, and communities alike. Our work together continues to build bridges, spark dialogue, and inspire action, even in the most challenging circumstances.

In this edition of our newsletter, we highlight stories of collaboration, courage, and creativity that demonstrate how our network persists and thrives.

Let us embrace spring as a time to renew our commitments, make thoughtful decisions, and nurture hope—not only for ourselves but for the communities we serve. Together, we can turn challenges into opportunities for learning, growth, and lasting impact.

*With hope and determination,
Hub Coordination Team
Olha Mykhailyshyn & Maria Müller-Pulsfuß*



NEW MEMBERS

In our previous issue, we mentioned that the [Catholic University of Croatia](#) has joined our network as a new member.

In this issue, we would like to introduce this university in more detail.

We are happy to welcome a new Member!

At the initiative of the Vice-rector for International Relations, prof. Jasna Ćurković-Nimac, Lana Batinić from University Department of Psychology participated in the VI Uniservitate Global Symposium - Service-Learning in a Fragile World: Universities nourishing Peace and Hope in November. Returning with very positive impressions and enthusiasm that appears to be contagious within the Uniservitate network—the Catholic University of Croatia (CUC) decided to apply for official membership. As of December 2025, CUC officially became proud member of the Uniservitate network.

Uniservitate Coordinator at the Catholic University of Croatia:
Lana Batinić, PhD
Assistant Professor
University Department of Psychology
lane.batinic@unicath.hr



In February, Lana presented the Uniservitate network and the concept of service-learning methodology at a meeting of all University employees. She shared her experience from Uniservitate symposium and emphasized advantages of service-learning practices for students, as well as professors. This pedagogical approach not only enables students to acquire knowledge, but also to integrate it with practical engagement, providing them with direct experience of how their work can contribute to the wider community. For faculty members, this form of learning represents a valuable way to enhance teaching processes and develop educational activities that allow for greater flexibility and creativity in working with students.

Also, working group for the implementation of service-learning was established. The group is coordinated by Lana and includes members from various university departments and faculties to ensure an interdisciplinary approach and better dissemination of relevant information and good practices.

The University opted for a bottom-up approach to the implementation of service-learning. All faculty members were therefore invited to inform the working group about any teaching activities they already conduct with students within this framework, as well as about the organizations with which they collaborate in this context. Several faculty members shared examples of very good practices that are already being implemented, and the next step is their formal integration into the official course syllabi. In addition, the implementation of service-learning is currently underway in courses that will be offered in the upcoming academic year. In the longer term, the plan is to incorporate the service-learning methodology into the University's strategic documents. All information regarding our Uniservitate activities is shared on our website.



MONITORING AND EVALUATION 2025

Recently, all supported institutions received their Monitoring and Evaluation (M&E) reports, based on their self-assessment questionnaires.

The internal M&E process within Uniservitate helps track how Service-Learning (SL) is developing across institutions. It highlights both progress and challenges, while also encouraging collaboration and exchange within the network.

For each institution, completing the M&E form is important because it helps to:

- organize and reflect on their work,
- assess their own progress,
- highlight achievements,
- identify lessons learned, and
- see what still needs to be improved.

By providing accurate and consistent information, institutions help ensure that the reports reflect their work as clearly and realistically as possible.

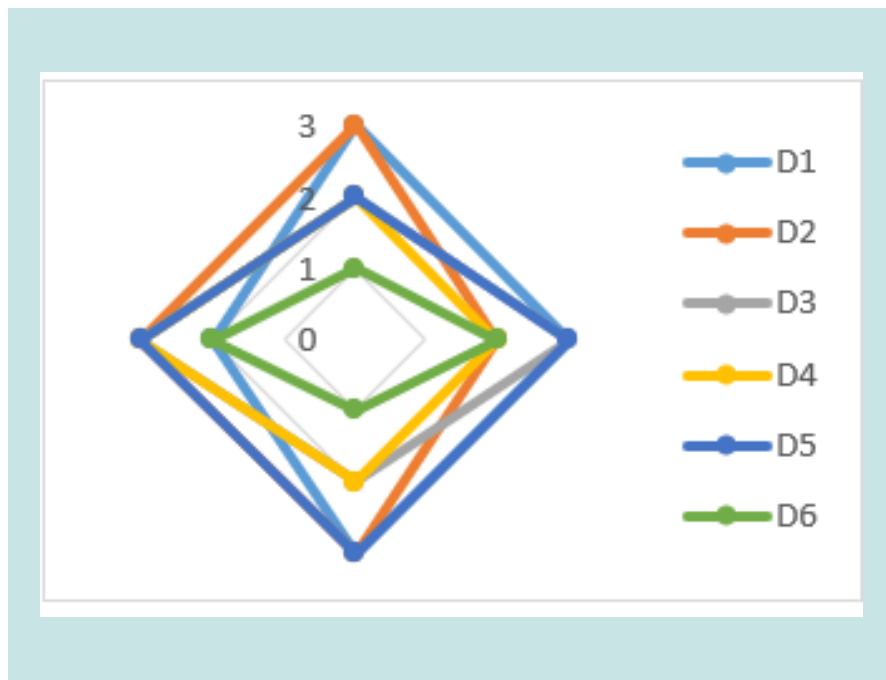


FIGURE 1. UNISERVITATE: RADAR CHART OF SL DEVELOPMENT BY ANALYSIS DIMENSION. M&E 2025 - CEE&ME HUB.

For Students and Alumni in SL (D3), and Community Partners, Networks, and Alliances (D4), most scores fall in the middle range, with some variation between institutions. So overall, these areas are moderately developed but less consistent.

Finally, the SL Spiritual Perspective (D6) is mostly clustered near the center of the chart, showing the lowest scores across all dimensions. This suggests that this area is still relatively underdeveloped in the region.

Taken together, the results indicate that, at present, the region is consolidating at an advanced level.

This regional synthesis and the institutional syntheses are not intended as evaluations; rather, they reflect the Network's accompaniment approach. They aim to make progress and achievements visible, to identify challenges and to open spaces for reflection in support of continuous improvement, where appropriate.

So, we see the directions in which we should work to improve the institutionalization of Service Learning at our institutions.

In addition, informed dialogue among institutions is a practice encouraged within each hub and can be particularly valuable for collaborative learning and for extending the Network's support through peer-to-peer advising, as reflected in the results.

We also have obtained a synthesis analysis for our region.

The outer polygon shows the highest score (3), then there's a middle one (2), and the inner one (1), with zero right at the center.

Each axis stands for a different analytical dimension, and the colors help distinguish the different series.

In CEE&ME region, the chart shows that Service Learning (SL) in Institutional Mission (D1), Teaching Staff in SL (D2), and Institutional Support for SL (D5) all follow the same pattern: three institutions reach the highest level, and one sits at the middle level. This suggests a strong and consistent level of development across universities.

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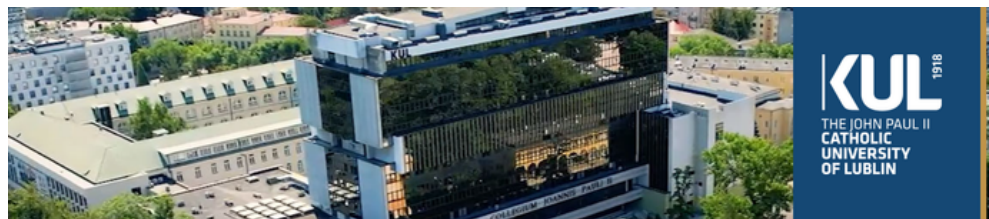
CEE&ME HUB NEWSLETTER, APRIL 2026

HIGHLIGHTS OF 2025

The first quarter of the year is often dedicated to reporting on the achievements of the previous calendar year. While preparing the general report, I would like to take this opportunity to highlight some of the accomplishments of our supported institutions - John Paul II Catholic University of Lublin, Bethlehem University and Ukrainian Catholic University.

At the same time, I warmly encourage all our member institutions to share their own achievements and experiences. By doing so, we can learn from one another, exchange ideas, and inspire new initiatives together.

Of course, the examples presented here reflect only a small part of the work carried out over the year. Behind them lies continuous dedication, strong engagement, and a great deal of hard work from all those involved.



In January 2025, the Vice-Rector for Education entrusted Dr. habil. Ewa Trzaskowska, Prof. KUL, with the coordination of activities related to the promotion and implementation of Service-Learning (SL) in teaching.

A Service-Learning working group, established in cooperation with the Center for Teaching and Learning, was formally launched in November 2025 under her leadership. The group has since defined new objectives for the further development of SL at KUL.

Teaching using the Service-Learning method is now formally recognized in the evaluation of academic staff, representing an important component of the periodic assessment of teaching performance.

University teachers are supported through initiatives such as the "eduCafe" meetings organized by the Center for Teaching and Learning. These meetings provide a space for individual consultations, where teachers can discuss their SL courses and projects, receive guidance, and, if necessary, apply for financial support.

At the same time, the university actively shares its expertise in Service-Learning with other Polish institutions. For example, [a study visit by academic staff from Jan Długosz University in Częstochowa](#) took place at the Center for Teaching and Learning at KUL from March 25 to 27. During the visit, KUL experts conducted a dedicated training on Service-Learning.

The service-learning courses brought together around 650 students and 30 community partners.

In 2025, the John Paul II Catholic University of Lublin offered 12 service-learning courses across a wide range of disciplines, including Coaching and Career Counseling, Landscape Architecture, Social Work, Social Work and Social Economy, Economics, Psychology, Polish Studies, Nursing, Pedagogy, English Studies, Journalism and Social Communication, as well as Preschool and Early Childhood Pedagogy.

Teachers from John Paul II Catholic University of Lublin have contributed to scholarly publications in the field of Service Learning. Notably, A. K. Badora (2025) explored service-based education as a factor enhancing creative activity in the training of future early childhood teachers, while K. Łogoźna-Wypych (2025) examined Service Learning projects as a tool for supporting foreign language acquisition through a case study approach.

You can find those publications here

Badora, A. K. (2025). [Edukacja przez służbę czynnikiem dynamizującym aktywność twórczą osoby, w procesie kształcenia przyszłych nauczycieli edukacji elementarnej](#). *Edukacja Elementarna w Teorii i Praktyce*, 20(2(77)), 121-135. <https://doi.org/10.35765/eetp.2025.2077.08>

Łogoźna-Wypych, K. (2025). [Projekt service learning jako narzędzie wspomagające naukę języka obcego. Studium przypadku](#). *Roczniki Humanistyczne*, 73(10), 53-68. <https://doi.org/10.18290/rh257310.4>



HIGHLIGHTS OF 2025

One of the most remarkable initiatives is the KUL [project “Green Networks.”](#) The “Green Networks” project (Systemy zieleni dla miast na miarę wyzwań XXI w.) addresses contemporary environmental, climate, and social challenges faced by modern cities. It focuses on the role of urban green spaces as essential components of sustainable urban structure. The main objective is to develop a comprehensive concept of a green infrastructure system for the city of Lublin, as well as a general model that can be applied to other cities. By treating greenery as an integrated system rather than isolated elements, the project aims to improve urban resilience, environmental quality, and residents’ well-being.

The project is carried out by the Department of Landscape Planning and Design at the John Paul II Catholic University of Lublin in cooperation with multiple institutional and social partners, including the City of Lublin and national research institutes. It involves interdisciplinary research, public participation, and collaboration with stakeholders. The initiative also produces educational and popular science materials that can be used by schools, universities, public institutions, and NGOs, ensuring both practical implementation and increased public awareness. The expected outcomes of the project include a detailed concept of a green system for Lublin and a transferable model for other cities, along with accessible educational resources. The project highlights the importance of connecting green areas into coherent networks that serve ecological, social, and recreational functions. By promoting sustainable urban development and integrating nature into city planning, the initiative contributes to long-term environmental protection and an improved quality of life, offering innovative solutions for cities facing the challenges of the 21st century.



As part of the project, the event “Green Network for Lublin – Student Connector Projects” was organized in cooperation with the City of Lublin Office. During the event, students of Landscape Architecture at KUL presented their designs for green connectors. The meeting was attended by representatives of the Ministry of Climate and Environment, the City of Lublin Office, the Lublin City Council, KUL, as well as representatives of various institutions and local residents.



The student projects provide an opportunity to explore and test different approaches to creating new green connectors in Lublin. The selected sites were chosen for their particular importance within the city’s green infrastructure system. Further challenges and design tasks are planned for future classes. The projects were developed as part of coursework in the subjects “Urban Planning” and “Design of Landscape Architecture Objects,” under the supervision of Dr. Eng. Jan Kamiński and M.Sc. Eng. Paweł Adamiec, within the framework of the “Green Networks” project.





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HIGHLIGHTS OF 2025

Bethlehem University has undergone a transformative process towards institutionalizing the service learning into its academic programs across faculties.

In this reporting year of the project implementation, BU had improved new courses which fulfil the Service Learning general five criteria.

The projects were related to educational programs of different fields of study such as social sciences, nursing, science, humanities and Community Service targeting different categories of beneficiaries, among them family clinic, hospital residences, public health centers in refugee camps, people with disabilities, people living in remote areas, Bedouins, community based organizations(CBOs) and other NGOs, local authorities.

BU has established the Innovation Hub with a diverse educational mandate to emphasis the importance of institutionalizing the Service Learning further through providing capacity building for faculties and mentoring professional services in the field of Service Learning, and was mandated to work under the academic office



The number of students benefited from the introduction of the Service learning as a philosophical, pedagogical, socio-economic development mission were around 350 students, and the number organizations benefited were around 60 organizations, while the number of direct and indirect beneficiaries from the projects were estimated to be around 1850 people located in various geographical areas to include refugee camps, villages, Bedouin communities as well as cities. Projects implemented by students were diverse and, thus covered awareness creation in media literacy, public health, democracy, human rights, action research, people with disabilities rights...among other areas of intervention.

During the reporting year, 2025, Bethlehem University implemented Thirty (30) Service Learning projects as part of its Human Rights courses, arts courses, and Journalism and Interactive media courses. The program enabled students to apply the theoretical knowledge and skills acquired –to real community challenges in Bethlehem and surrounding areas.

Ms. Fatima Hammad, Chair of Midwifery at Bethlehem University, published a study in Women and Birth on midwives' competence and challenges during crisis conditions in the West Bank. Conducted with Dr. Ibtisam Dwekat, Ms. Salam Awad, and other partners, the research highlights national academic collaboration.

Based on interviews with 20 midwives, the study shows their strong skills, resilience, and vital role as first responders during violence, movement restrictions, and limited hospital access.

It also identifies key challenges, including safety risks, lack of resources, geographic barriers, stress, and systemic constraints. The authors call for better training, equipment, legal support, and psychological assistance to strengthen midwifery services. Supported by UNFPA and PMRS, the study underscores the crucial role of midwives in protecting maternal and newborn health in crisis settings.

Read full article [here](#)





HIGHLIGHTS OF 2025



Layth Awwad and Ruba Ayyad published the article *Service-Learning in Wartime: Solidarity and Spirituality at Bethlehem University in Palestine*, examining the role of service-learning (SL) in higher education during wartime.

Based on a qualitative case study of 55 undergraduate students (2023–2024), the research shows that SL goes beyond teaching by fostering resilience, agency, spirituality, and civic engagement. Students developed key skills such as critical thinking, leadership, digital competence, and the ability to design and implement advocacy initiatives.

The study highlights impacts on both learning and community levels: students addressed urgent social needs, strengthened social cohesion, and contributed to collective resilience. It also reveals a strong spiritual dimension, including personal growth, compassion, and a search for meaning.

Overall, the study concludes that service-learning is a powerful and transformative approach in times of crisis, supporting educational continuity while promoting social responsibility and community engagement.

Read full article [here](#).



According to the UCU Strategy 2025 each student of each bachelor's program should participate in at least 3-4 high-quality training courses using the method of service learning during their studies. The goal was to reach the level of 44 courses till 2025. In 2025, the institution achieved its strategic goal by offering 44 service-learning (SL) courses, marking a consistent growth from 13 in 2021. This expansion involved approximately 1,200 students across bachelor's and master's programs in diverse fields such as history, IT and business analytics, psychology, social work, law, media communications, public administration, and theology. The projects addressed urgent wartime needs, with a strong emphasis on psychological support, veteran reintegration, child protection, cultural preservation, and community resilience.

Key characteristics of the impacted target population include:

- Size: Direct beneficiaries reached over 5,000 individuals, including 1,500+ in psychological counseling (e.g., "Poradnya" center serving 15-20 young adults monthly), 800+ children and adolescents in educational/preventive initiatives (e.g., inclusivity projects in Lviv schools), 400+ veterans and families via mental health research and support (e.g., collaborations with Veteran Hub), and broader audiences like 1 million+ online viewers for archival/media projects. Indirect impact extended to communities through policy recommendations (e.g., child safety policies for Lviv City Council affecting 200,000+ residents) and business optimizations (e.g., for agribusiness and social enterprises supporting vulnerable groups).

HIGHLIGHTS OF 2025

- **Demographics and Vulnerabilities:** The population was diverse, encompassing war-affected groups (veterans, IDPs, military families-e.g., aid via "Lapka Dzygy" foundation), children/youth (e.g., anti-violence prevention in schools, reaching 500+ teens), elderly/low-mobility individuals (e.g., inclusive urban spaces via Lviv Furniture Cluster), ethnic/religious minorities (e.g., Holocaust history projects engaging Lviv's Jewish heritage community), and rural/urban communities (e.g., energy law analyses for Lviv hromada, benefiting 800,000+ residents). A notable focus was on mental health (e.g., 300+ in veteran well-being studies) and social inclusion (e.g., for people with disabilities via "Dream Workshop").
- **Geographic Scope:** Primarily Lviv and surrounding regions (e.g., Rozdil palace heritage, Lviv schools), with extensions to Ternopil, Rivne, Kyiv, and international collaborations (e.g., Indonesia for foreign policy analysis).
- **Sustainability and Impact Trends:** 10 projects spanned both semesters (e.g., "Poradnya," legal clinic aiding 40+ cases quarterly), emphasizing long-term effects like policy adoption (child protection standards) and digital outputs (e.g., interactive Holocaust maps, oral history archives with 170+ entries). War-related themes dominated (70% of projects), fostering resilience through 100+ events, 50+ research outputs, and 20+ business/IT solutions. Student reflections highlight enhanced empathy and practical skills, while partners (e.g., Lviv City Council) noted measurable community benefits, such as improved inclusivity and resource mobilization. This year solidified SL as a core methodology, aligning with UCU's service-oriented mission amid ongoing war.

MONTH OF SERVICE LEARNING

It became a good tradition in UCU to celebrate the Month of Service Learning every November, bringing together students, faculty, and community partners to reflect on how education can meaningfully serve society, especially in times of crisis. The initiative has grown into a dynamic platform for dialogue, exchange of experiences, and showcasing the impact of service-learning projects.

The 2025 program concluded with a final discussion focused on partnership and solidarity as core principles of effective service-learning. Participants emphasized that meaningful cooperation goes beyond formal collaboration; it requires shared responsibility, trust, and a commitment to creating tangible social impact. This perspective is particularly important in the context of war, where universities play a crucial role in supporting communities and strengthening social cohesion.

Throughout the month, numerous events—including panel discussions, workshops, and presentations—highlighted how students and educators engage with real societal challenges. Service-learning was presented as a pedagogical approach that integrates academic knowledge with practical experience, fostering critical thinking, empathy, and civic responsibility. It also enables students to better understand the realities faced by different social groups and to actively contribute to addressing urgent needs.

A key theme of the discussions was mutual learning. Community partners benefit from academic expertise and fresh perspectives, while students gain hands-on experience and develop a deeper awareness of social issues. This reciprocal relationship strengthens both educational outcomes and community resilience.

Overall, the Month of Service Learning at UCU reinforces the university's mission to educate socially responsible citizens. It demonstrates how higher education can act as a driver of solidarity and positive change, bridging the gap between theory and practice and contributing to the development of a more engaged and resilient society.



Discussion "From Cooperation to Collective Impact: Partnerships in Service-Learning"



COMING SOON... STAY TUNED!



LECTIO MAGISTRALIS
INTERNATIONALIS

PROF. NIEVES TAPIA

FOUNDER AND DIRECTOR OF CLAYSS
ARGENTINA

THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION CHALLENGES AND FUTURE PERSPECTIVES

Panelists

MACIEJ STACHURA, PHD

VICE MAYOR OF KATOWICE

ASSOC. PROF. KATARZYNA TRYNDY, PHD

VICE RECTOR OF THE UNIVERSITY OF SILESIA IN KATOWICE

PROF. MARIA CINQUE

LUMSA UNIVERSITY, ITALY

ASCOC. PROF. EWA TRZSKOWSKA, PHD, DSC

THE JOHN PAUL II CATHOLIC UNIVERSITY OF LUBLIN

Moderators

ASSOC. PROF. MARIOLA T. KOZUBEK, PHD

REV. ASSOC. PROF. DAWID LEDWON, PHD

Contact

JADWIGA GOROL

lectio.magistralis.katowice@us.edu.pl

April 24

2026

12:00 - 15:00

CEST

Simultaneous

interpretation:

PL <> EN

Click here for registration

(until 20/04/2026):

<https://formularze.us.edu.pl/lmi>

Dear Colleagues, Members of the UNISERVITATE HUB Central and Eastern Europe / Middle East, The Faculty of Theology of the University of Silesia in Katowice is pleased to invite you to the 14th edition of the Lectio Magistralis Internationalis, which will be held online (Zoom) on 24 April 2026, from 12:00 to 15:00 (CET).

This edition is especially addressed to institutions engaged in the development and institutionalization of Service-Learning, as the topic directly resonates with the shared mission of the UNISERVITATE network.

The lectio magistralis, entitled “The Institutionalization of Service-Learning in Higher Education: Challenges and Perspectives”, will be delivered by Prof. Nieves Maria Tapia, Founder and Director of CLAYSS (Argentina), one of the leading figures in the global development of Service-Learning.

Service-Learning is an innovative educational approach that integrates academic learning with meaningful community engagement, fostering both student development and social responsibility. Participation in the event does not require prior experience with this methodology – the meeting is designed as an accessible introduction, while also offering an opportunity for deeper reflection for those already involved in its development.



The second part of the meeting will provide a space for dialogue with the Speaker, enabling the exchange of experiences and joint reflection on the processes of institutionalizing Service-Learning in diverse academic and cultural contexts.

The event will be simultaneously translated (Polish-English).

Registration is open until 20 April via the following form: <https://formularze.us.edu.pl/lmi>

The webinar access link will be sent two days prior to the event.

We encourage you to share this invitation within your institutions and networks, especially among colleagues engaged in Service-Learning initiatives.

We look forward to welcoming you and continuing our shared commitment to the development of Service-Learning within the UNISERVITATE community.

Yours sincerely,

Mariola T. Kozubek, rev. Dawid Ledwon, Raul Silva

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Lectio Magistralis Internationalis

Faculty of Theology - University of Silesia in Katowice

<https://us.edu.pl/institut/int/lectio-magistralis-internationalis/>



COMING SOON... STAY TUNED!

Call for Papers

Submission deadline: May 01, 2026

International Scientific Conference



Service-Learning for Ukraine's Recovery: Education, Citizenship, and Community Resilience

Lviv, Ukraine

9 June 2026



Call for Papers

International Scientific Conference SERVICE-LEARNING FOR UKRAINE'S RECOVERY: EDUCATION, CITIZENSHIP, AND COMMUNITY RESILIENCE

June 2026

Ukrainian Catholic University, Lviv, Ukraine

Format: Hybrid

Submission form:

<https://forms.gle/483kTXtwi3pJqEth9>

The ServU Final Scientific Conference invites submissions from scholars, educators, practitioners, and community partners working at the intersection of service-learning, higher education, civic engagement, and recovery. The conference is organised within the Erasmus+ CBHE project Service-learning in Higher Education for Ukraine's Recovery (ServU). It will present the main academic and practical results of the project and create a space for dialogue between universities, local communities, public authorities, and international partners. The event will also support the long-term development of service-learning in Ukraine and contribute to wider EU-Ukraine cooperation in higher education and community recovery.

We welcome contributions from ServU project partners, associated institutions, and external authors whose work is relevant to the conference themes and meets the academic standards of the event.

More about the conference can be read [here](#).

On 27th and 28th August 2026, we will celebrate the 29th International Solidarity Service-Learning Conference, in Buenos Aires.

This unique event for the educational community was free to attend and required prior registration.



For more information, please write to info@clayss.org.ar



Objectives

- To provide training and updates on "the Service-Learning (SL)" pedagogy to educators, authorities, students of all levels, members and leaders of community-based and civil society organizations.
- To promote the international exchange of ideas and experiences between schools, higher education institutions, universities, and social organizations currently developing solidarity educational projects.
- To foster opportunities for a closer connection between civil society organizations and the formal educational system, benefiting both educational equity and quality.
- To celebrate the continuity of the Conference as an expression of an innovative pedagogical movement that continues growing based on the creativity of educators and students.

Submission form can be found [here](#).



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COMING SOON... STAY TUNED!



9TH EUROPEAN CONFERENCE ON SERVICE-LEARNING IN HIGHER EDUCATION (9ECSLHE)

Strengthening Democracy in Higher Education through Service-Learning and Civic Engagement

7-9 October 2026
University of Bamberg, Germany



Strengthening Democracy in Higher Education through Service-Learning and Civic Engagement

7-9 October 2026 - University of Bamberg, Germany

This conference provides a space to explore how service-learning supports democratic competences –through both reflective practice and academic approaches. It invites participants to share experiences, challenges, and opportunities across classrooms, institutions, and community partnerships. Through dialogue and collaboration, the conference aims to empower participants as active citizens and co-creators of democratic societies.

EASLHE and the University of Bamberg, in cooperation with the network “Education through Social Responsibility” and the Erasmus+ project SL4DC, invite academics, educators, practitioners, and community partners to join the conversation on “Strengthening Democracy through Service-Learning.”

Interested in contributing? Submit your paper, poster, or workshop proposal by 27/04/2026.

SAVE THE DATE!



Dear colleagues,

We will soon have the opportunity to meet at one of the most remarkable events of the UNISERVITATE year—the Global Symposium. This year, it is planned to take place on 26-31 October in an in-person format in Rome and the town of Castel Gandolfo. As previously discussed, we would also like to organize a CEE&ME hub meeting during this time, so I encourage you to save the entire week.

The preliminary program is outlined in the attached image, although some changes are still possible. I will keep you updated via email. Please also inform your senior leadership, as a Rectors’ Meeting is planned as part of the event.

Delegations will be formed depending on the results of the Global Award; however, we kindly ask you to already start considering who might represent your university.



Uniservitate Global Symposium - Plan B

Mo 26/10	Tu 27	We 28	Th 29	Fr 30	Sa 31
Arriving in Castelgandolfo	Castelgandolfo Mariápolis Uniservitate Day	Rome St Peter’s LUMSA General Audience with Pope Leon XIV Rector’s Meeting Students Activity	Castelgandolfo Mariápolis Mass at Castelgandolfo VII Global Symposium	Castelgandolfo Mariápolis VII Global Symposium	Farewell