



Service Learning Turns 50:

Higher education's contested journey toward embracing its *critical* civic mission

Dr. Seth S. Pollack, Professor of Service Learning
California State University, Monterey Bay

2nd European Conference on Service Learning in Higher Education
Universiteit Antwerpen, 20 September 2019

Disclaimer:

Healthy Skepticism Needed

why do we say...

**Take It With a
Grain of Salt**



Disclaimer:

Healthy Skepticism Needed

take life with:



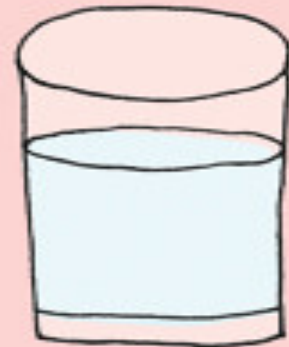
a grain
of salt

+



a slice
of lemon

+



and a shot
of tequila

Fundamental Assertion:

Partners in learning

- “Service-learning brings together students, academics and the community whereby **all become teaching resources, problem solvers and partners.**” (Europe Engage)
- “Through those activities in that rich learning environment, **students, teachers and external parties learn from each other.**” (Universiteit Utrecht).
- The CSUMB education will integrate work and learning, service and reflection... Create a model pluralistic academic community where **all learn and teach one another** in an atmosphere of mutual respect and pursuit of excellence. (CSU Monterey Bay)

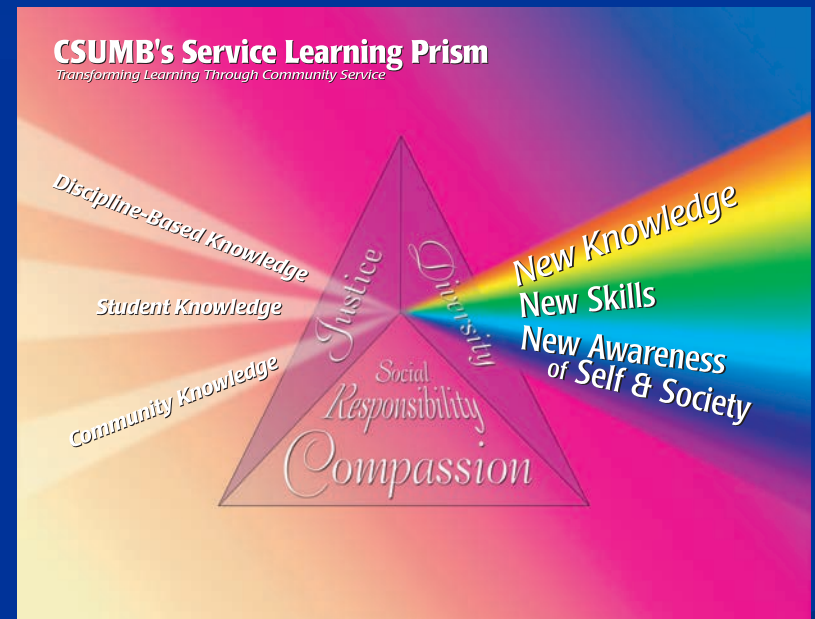
Fundamental Assertion: Partners in learning



Service Learning:

3 Fundamental Transformations

- **HOW** we teach and learn
 - Applied, experiential, community-based
- **WHAT** we teach and learn
 - Civic knowledge; diversity knowledge;
- **WHO** has knowledge; & how knowledge is created
 - Knowledge democracy; knowledge co-creation



Service Learning:

3 Fundamental Transformations

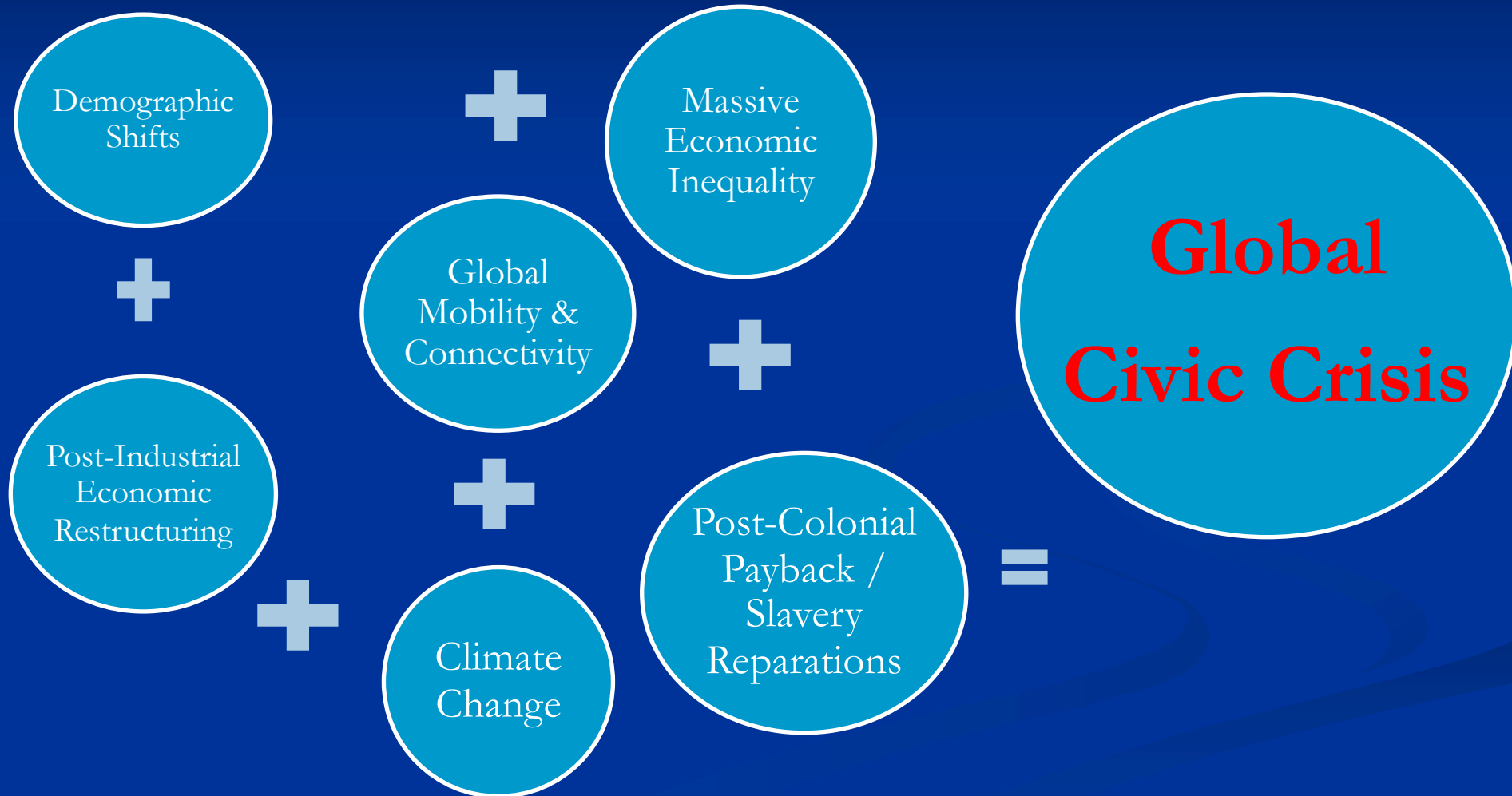
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THE WORLD UNIVERSITY RANKINGS		PROFESSIONAL	JOB	EVENTS	RANKINGS	ST	
16	University of Passau 📍 Germany	60.5	89.1	44.3	57.0	53.4	41.4
17	University of Luxembourg 📍 Luxembourg	59.8	87.7	42.8	99.7	44.5	38.7
=18	Aalborg University 📍 Denmark Explore	59.1	88.9	47.1	73.9	50.5	35.0
=18	Aalto University 📍 Finland	59.1	79.6	49.6	78.4	47.6	46.2
=20	Bielefeld University 📍 Germany Explore	58.9	79.3	53.4	46.4	56.5	44.6
=20	Ulsan National Institute of Science and Technology (UNIST) 📍 South Korea Explore	58.9	96.3	70.1	49.7	50.3	31.6
22	University of Antwerp 📍 Belgium	58.8	75.2	74.5	67.9	53.3	44.5

Higher Education's Contested Journey: Embracing its critical civic mission

1. Why **civic mission**? Why today?
2. Service learning's forgotten history (USA)
3. The 3 fundamental transformations
4. CSUMB model: **civic learning outcomes**
5. Questions for European higher education going forward

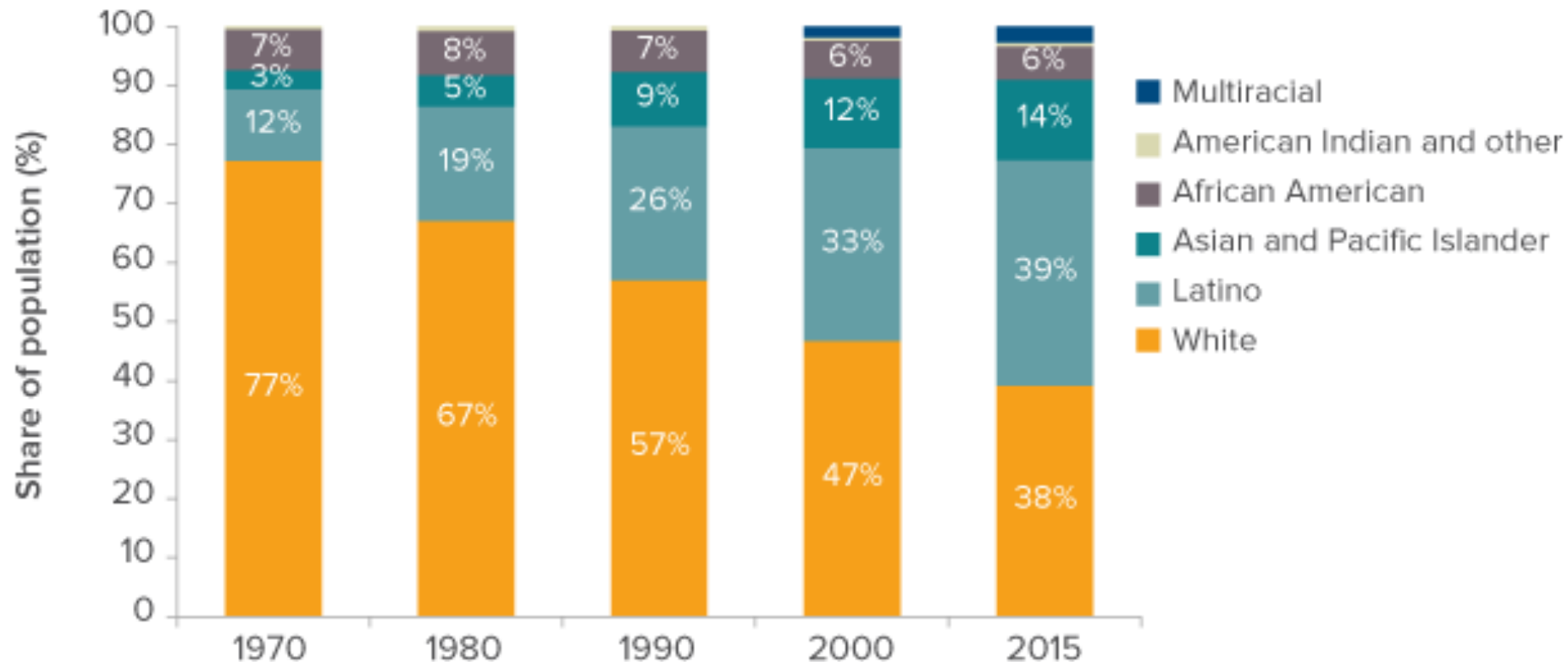
Algorithm for our Global Civic Crisis:



California Population

1970 – 2015

- White decline: 77% to 38%
- Latino increase: 12% to 39%

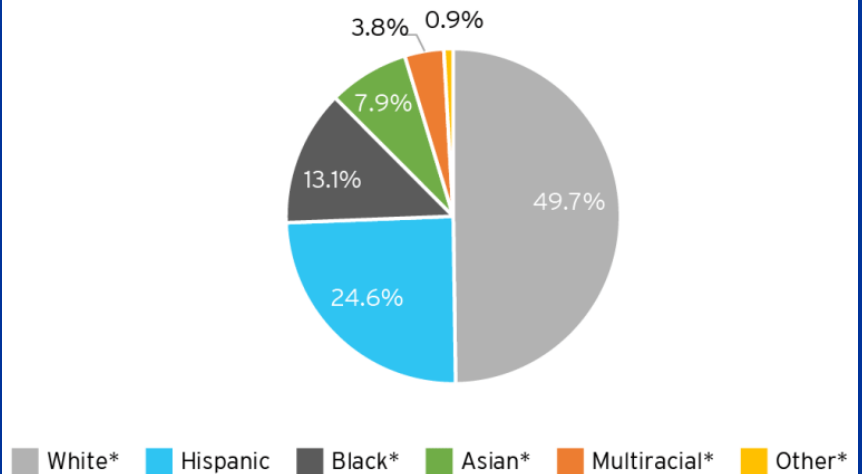


US: Majority Minority in 2045

“New census population projections confirm the importance of racial minorities as the primary demographic engine of the nation’s future growth, countering an aging, slow-growing and soon to be declining white population.”

FIGURE 1

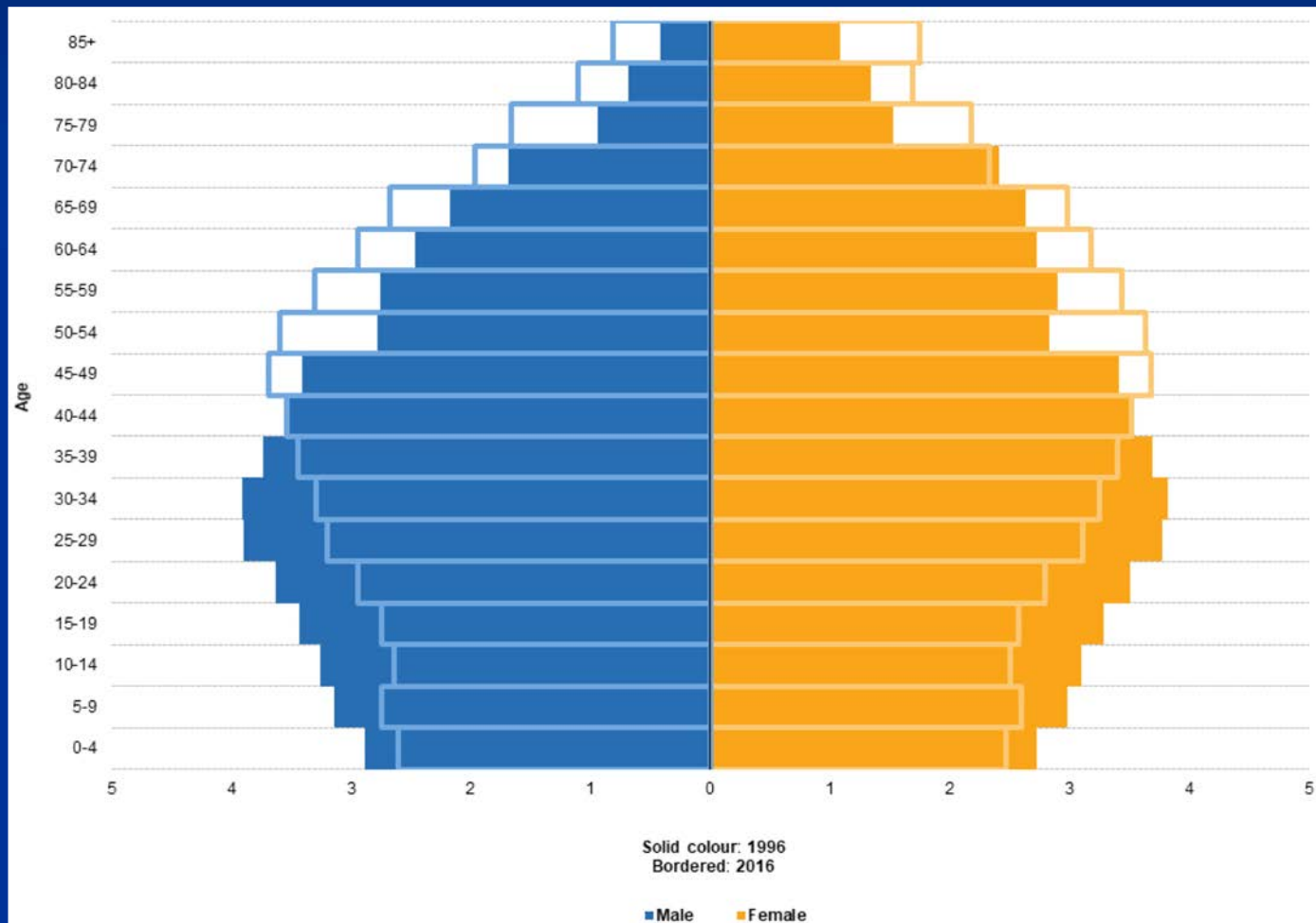
Racial profile of U.S. population, 2045



Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018

B Metropolitan Policy Program
at BROOKINGS

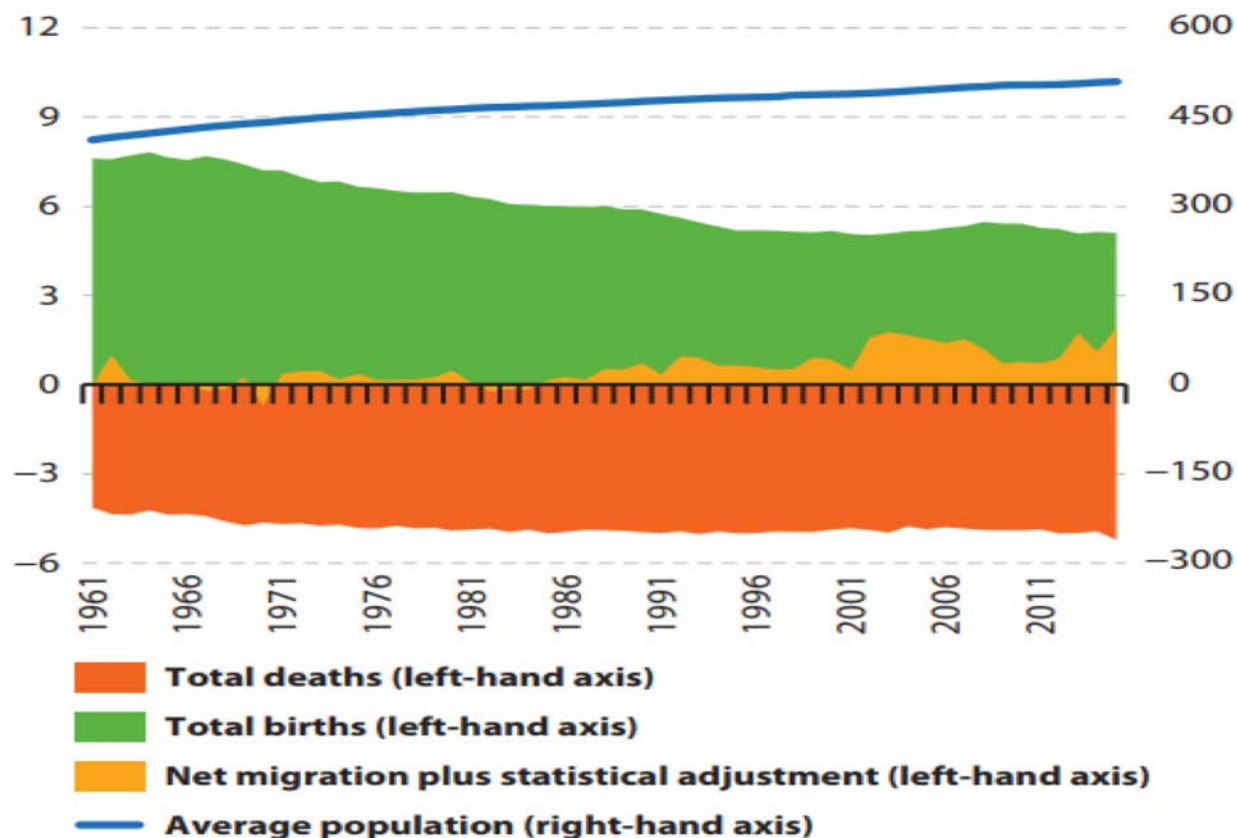
EU's Aging Population



Note: as of 1 January. 1996: EU-27. 2016: estimates. Break in series.
Source: Eurostat (online data code: demo_pjangroup)

EU Population Growth: Migration

Figure 2.1: Population change, EU-28, 1961–2015
(millions)



Note: various breaks in series. 2013–2015: estimates.

Source: Eurostat (online data code: [demo_gind](#))

EU Population Change by Nation: Migration!

Demographic drivers	EU Member States, EFTA countries and candidate countries
Growth due:	
only to natural change	Montenegro, the former Yugoslav Republic of Macedonia, Albania
more to natural change	Ireland, France, the Netherlands, Slovakia, Iceland, Turkey
more to net migration (and adjustment)	Belgium, the Czech Republic, Denmark, Spain, Cyprus, Luxembourg, Malta, Austria, Slovenia, Finland, Sweden, the United Kingdom, Liechtenstein, Norway, Switzerland
only to positive net migration (and adjustment)	Germany (*), Italy
Decline due:	
only to natural change	Hungary, Serbia
more to natural change	Bulgaria, Croatia, Portugal
more to net migration (and adjustment)	Estonia, Greece, Latvia, Lithuania, Romania
only to negative net migration (and adjustment)	Poland

Note: based on data from 1 January 2006 to 1 January 2016. Breaks in series. Ireland, Spain, France, Cyprus, Malta, Austria, Liechtenstein and Switzerland: including provisional data. Germany, Greece, Portugal, Romania, the United Kingdom and Albania: including estimates.

(*) Evolution between 2011 and 2016 may be attributed to a methodological break in 2011.

Source: Eurostat (online data code: demo_gind)

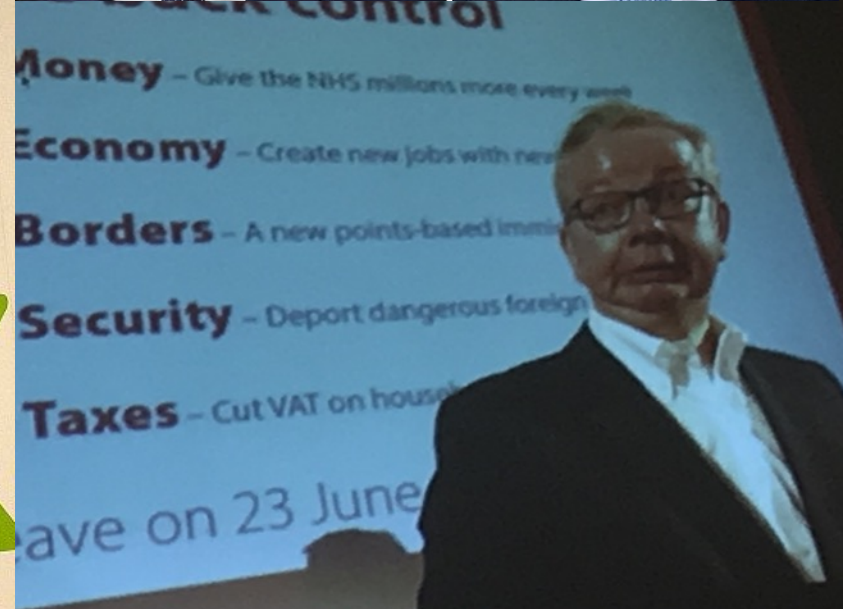
Our Changing Communities



Our Changing Communities



Our Polarized World

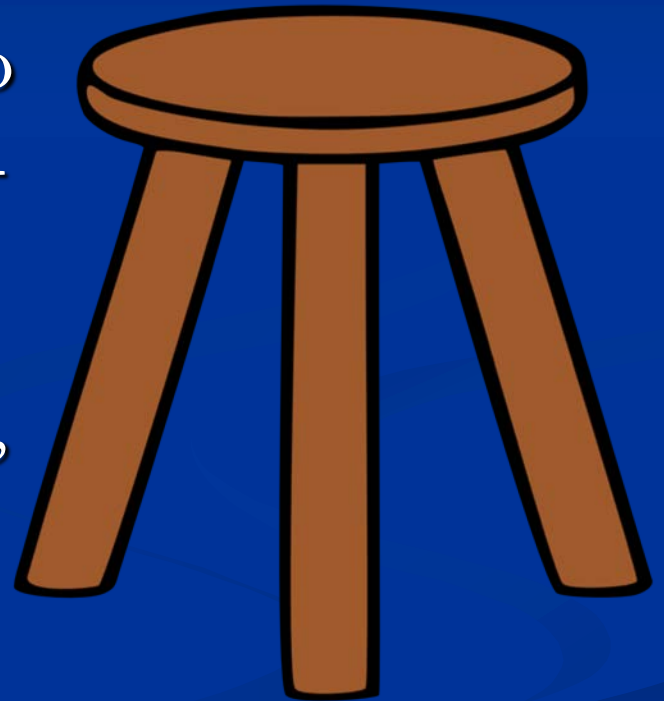


Role of Higher Education?

Civic / Public / Third Mission

“Higher education must be more responsive to the **great threats** to the environment, to material well-being, to personal and social security, to social cohesion, to values, convictions and beliefs...”

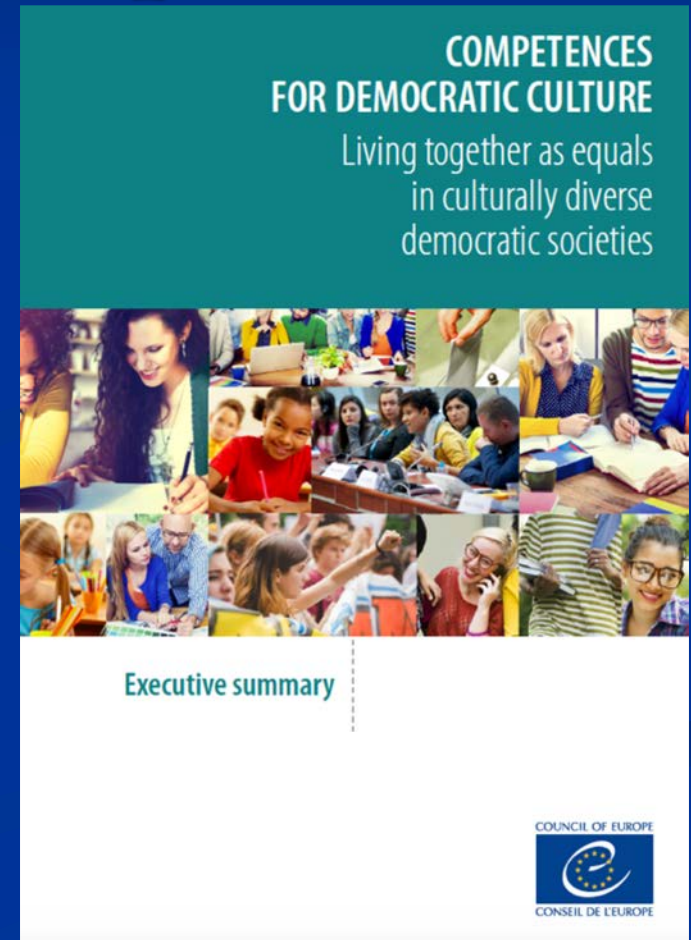
- Sur Bergan, Head of Education, Council of Europe, 2011. *Not by Bread Alone.*



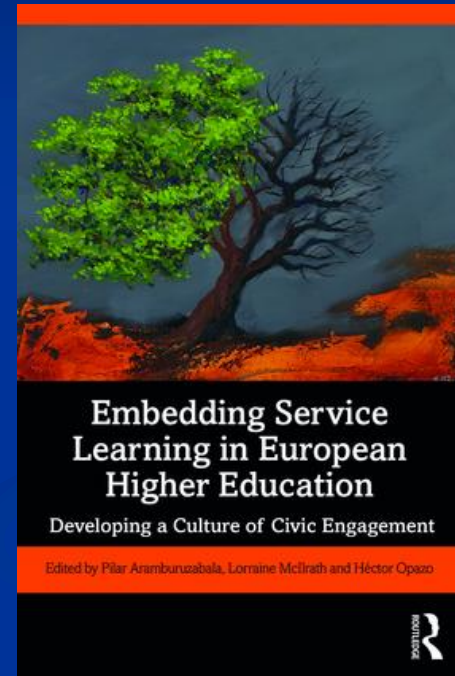
Council of Europe: “Promote equity, social cohesion and active citizenship” (2013)

UNIBILITY: university meets social
responsibility project (2015-2017)

“Universities increasingly are expected to be responsive to the needs of society... The increasing importance of this social dimension of higher education calls for a concerted effort to devise strategies and implement measures which will establish **universities as drivers of societal well-being.**”



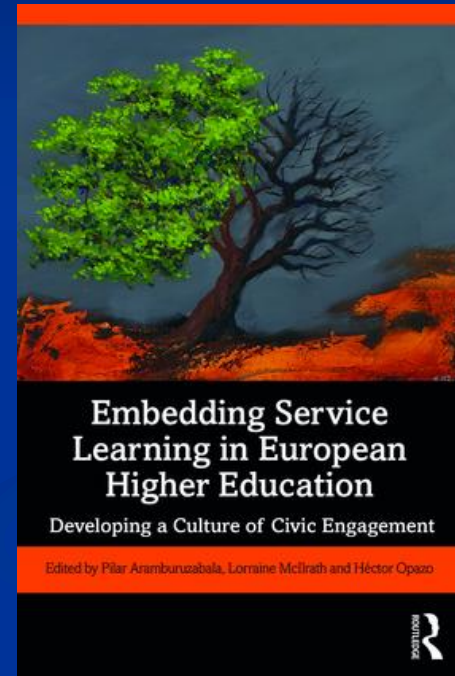
Service Learning in Europe: Date of Birth: 2014



“In addition to enhancing academic and real world learning, the overall purpose of service learning is to **instill in students a sense of civic engagement and responsibility and work towards positive social change within society.**”

-<https://Europeengage.org>

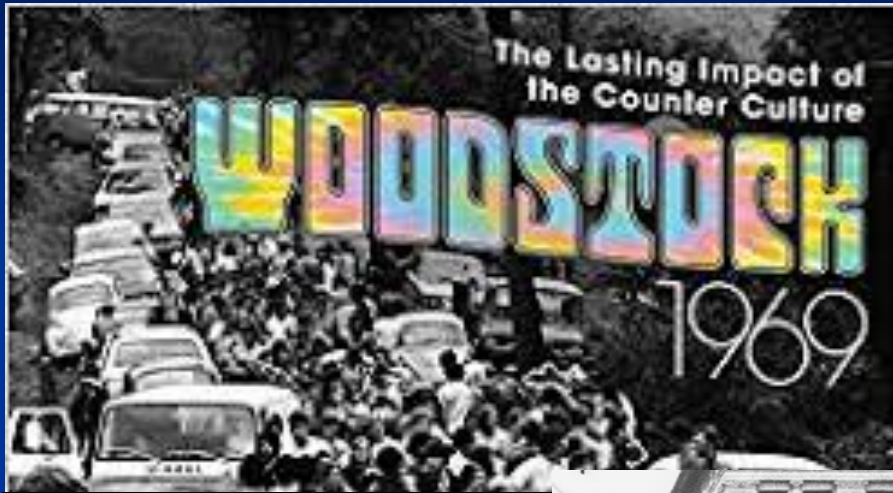
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1969: Famous for Many Things



The Birth of Service-Learning

...that colleges and universities encourage student community service;
...that students, public and private agency officials, college faculty and staff, cooperate in the administration of programs in which students both serve and learn;
...that such programs be given the generic name...

SERVICE – LEARNING

...whose definition is **“the integration of the accomplishment of a needed task with educational growth.”**

-Southern Regional Education Board, Atlanta,
June 1969

The Birth of Ethnic Studies: San Francisco State University, 1969

WHOSE UNIVERSITY?

The 50th Anniversary
of the UC Berkeley
Third World
Liberation Front
Strike

AN ARCHIVAL EXHIBIT
University of California, Berkeley

Exhibit on Display	Exhibit Reception
March 11 – August 31, 2019	April 24, 2019
Bernice Layne Brown Gallery	5-6pm Ethnic Studies Library
In Doe Memorial Library	6-8pm Morrison Library

In 1969, one of the longest student-led strikes in UC Berkeley history gave birth to a

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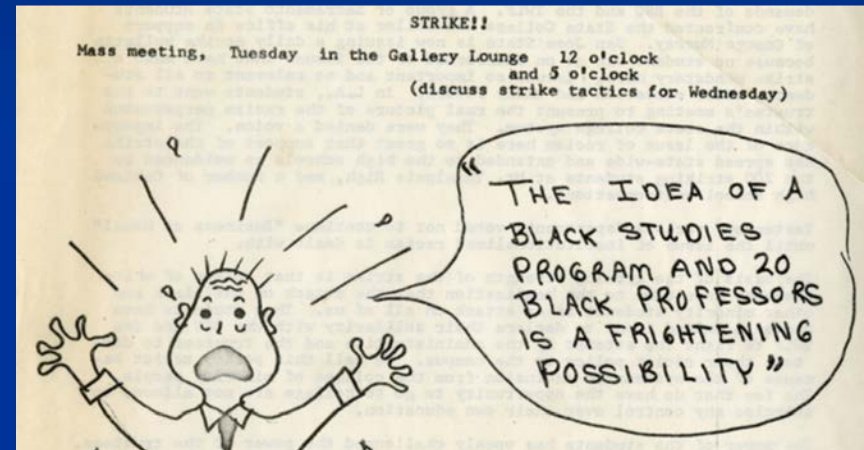
liberatory education is as critical as ever.

This exhibit shows this history through archives from the Ethnic Studies Library and Bancroft Library and photographs by Stephen Shames and Ilka Hartmann.

Cosponsored by the Department of Ethnic Studies, Ethnic Studies Library, TWLF 50th Planning Committee, Media Resources Center, and the University Library

All locations wheelchair accessible.
For any questions, visit eslibrary.berkeley.edu/twlf50 or e-mail stfj@berkeley.edu.

TWLF



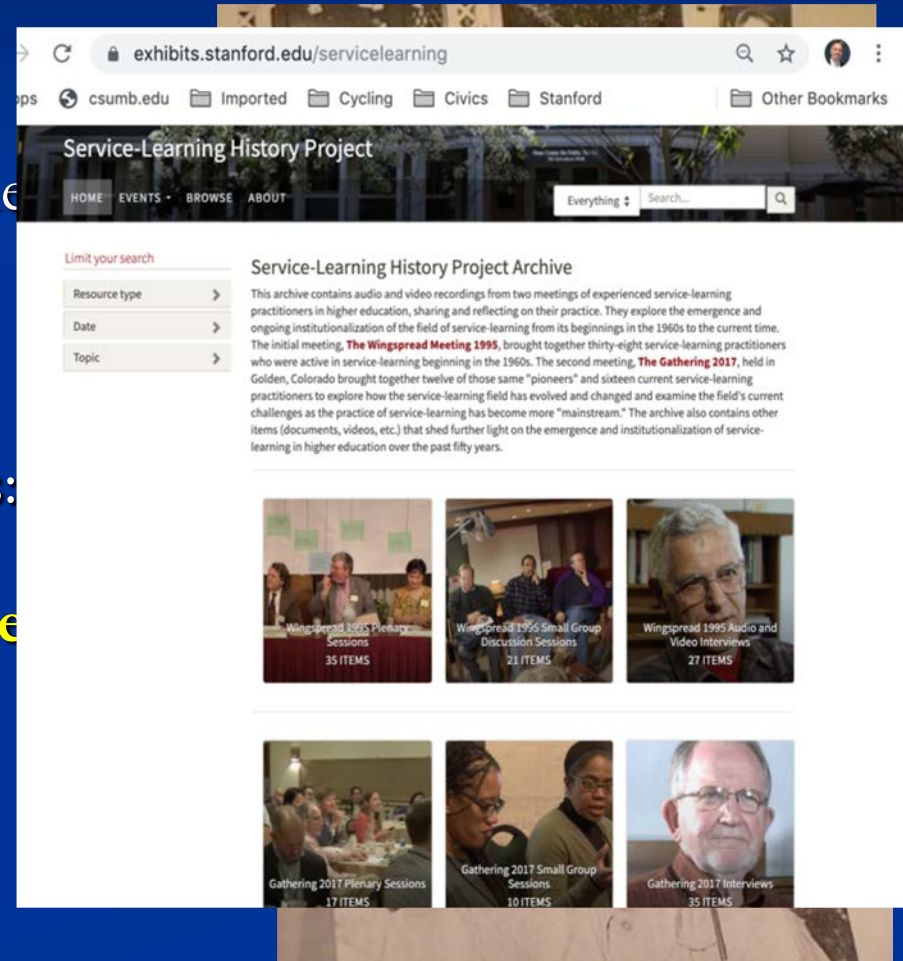
“...this Western-centric/Christian-centric, capitalist/patriarchal, heteronormative, modern/colonial world system which denies the epistemic diversity of the world...”

-Center of Study and Investigation of Decolonial Dialogues (2019)

STRIKE COMMITTEE

Era I. Service-Learning 1960s-70s: Semesters in Community for Social Change

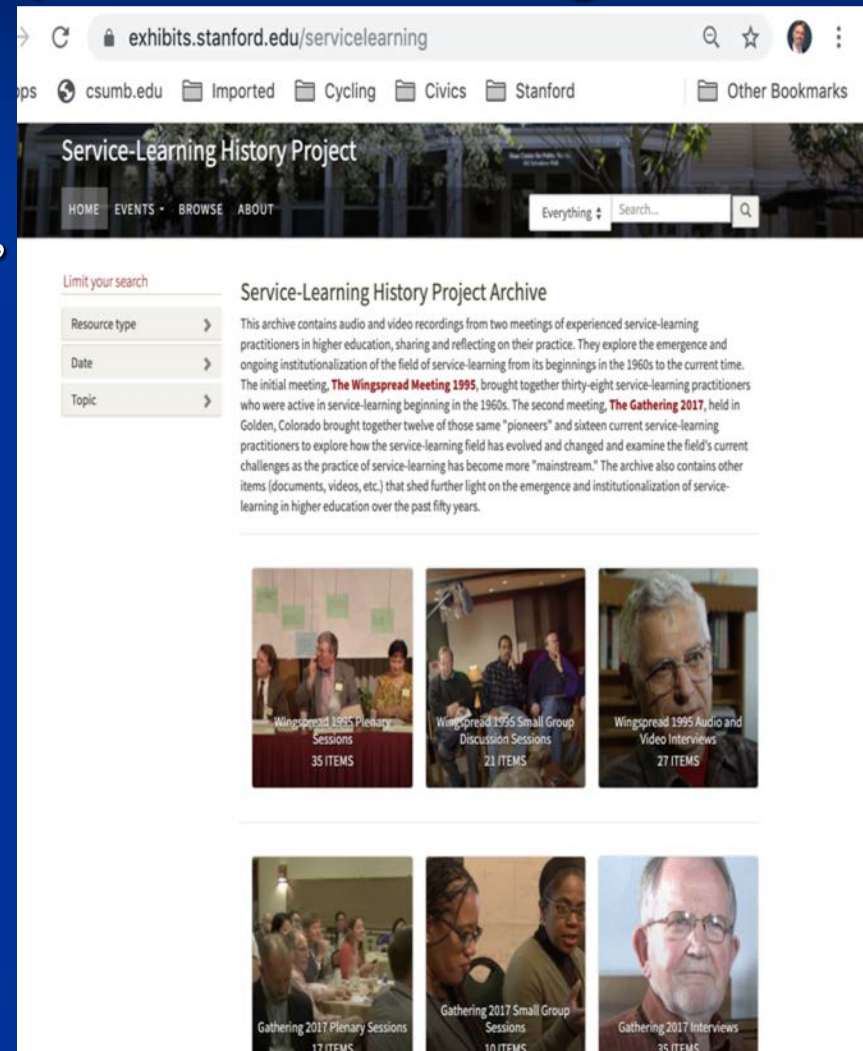
- Demand for **relevance** of academic programs; **new knowledge-base** (ethnic studies, women's studies, community studies, etc.)
- Experiential learning programs: “urban plunge semesters; **accessing knowledge outside the academy**”
- War on Poverty; “**Maximum feasible participation**” by communities; self-determination.



<https://exhibits.stanford.edu/servicelearning>

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<https://exhibits.stanford.edu/servicelearning>

European Film Debut

Urban Corps: New York City 1967



Service Learning in 1972

“Action, man, action –student action, without the confinements of the curriculum and the classroom, against which rebellion is overdue. Self-determination, self-reliance, self-imagination, self-ingenuity, self-responsibility, self-etc. ...”

- *Anonymous faculty speaking on the merits of service-learning, North Carolina Internship Office, 1972.*

A Nation at Risk

National Commission on Excellence in Education (1983)

“While we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by **a rising tide of mediocrity that threatens our very future** as a Nation and a people.”



Era II: Academic Rigor

SL as a pedagogy (1990s)

“*Service-learning* can help your students develop broader social and political awareness. But, how can you customize service-learning so it supports learning...*in your discipline*...in what you teach...without sacrificing academic rigor.”

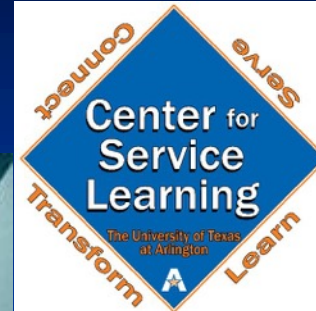
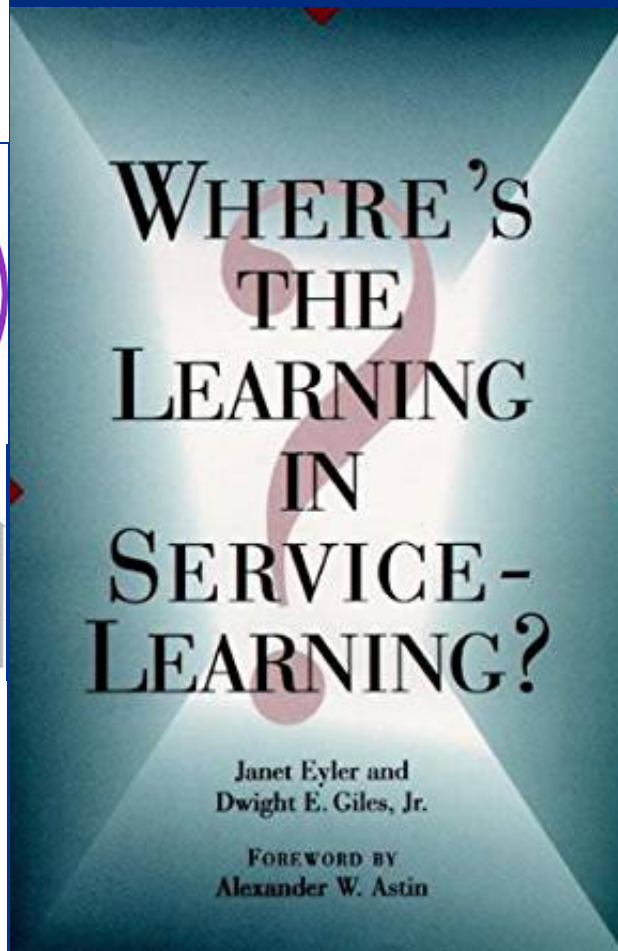


♦1997, AAHE monograph series on service-learning in the disciplines.

Service Learning's Revival (1990s)

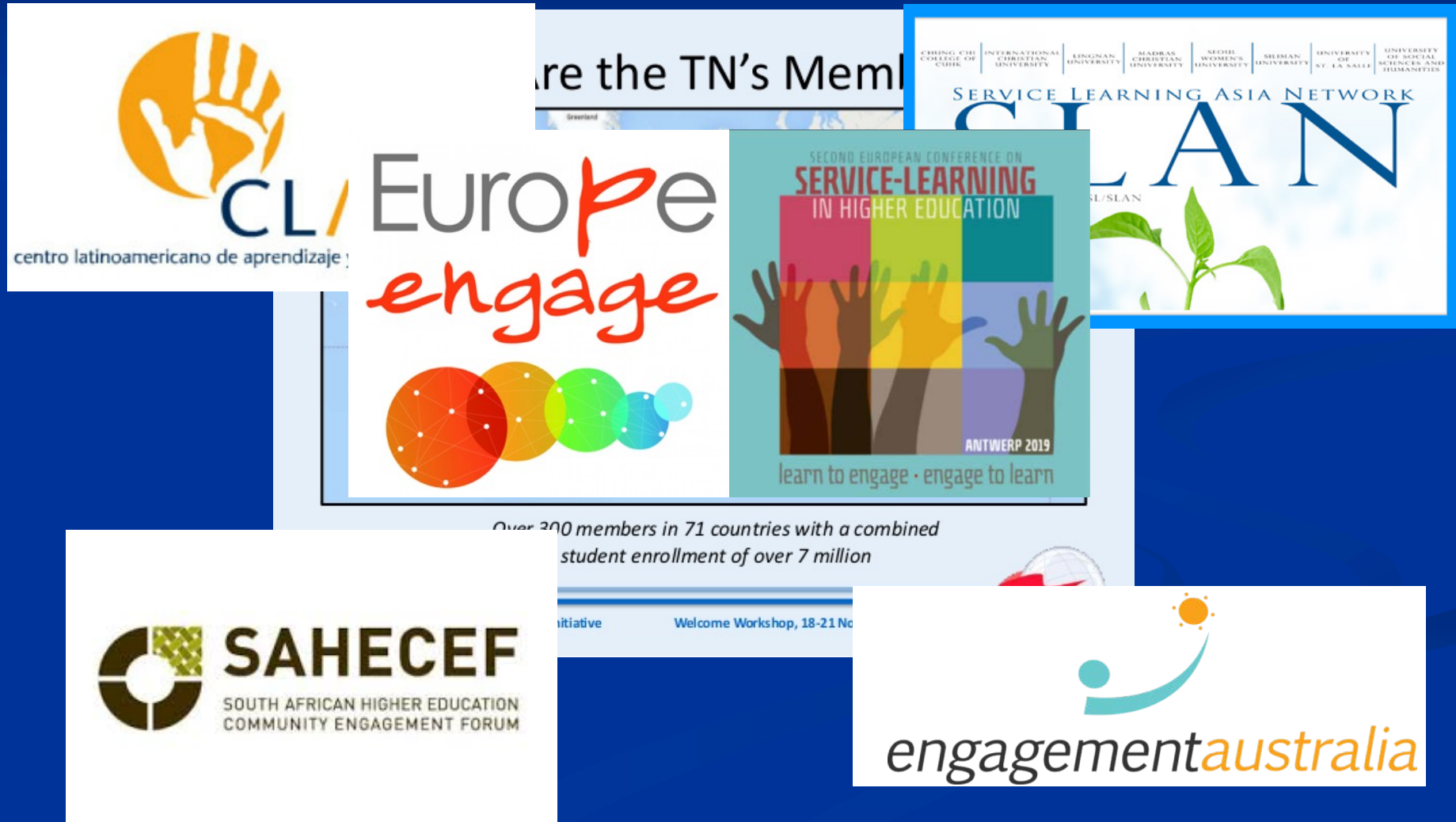


Community Partners



A Global Movement:

Talloires Network: 388 members



Service Learning & Social & Civic Challenges?



After 50 years,
how are we doing?

Poor Walk: Civic Learning is Marginalized

“All too often, **service-learning is indistinguishable from internships or clinical placements: their chief aim is disciplinary learning or improved clinical practice. Democratic or “civic learning” outcomes – encouraging students to understand and question the social and political factors that cause social problems and to challenge and change them – at best remain hoped-for by-products.**”

(Saltmarsh & Hartley, 2013, p. 290)

Pedagogification

“I define *pedagogification* as the cultural reworking of an epistemologically transformative educational practice into **a teaching method**, stripping the initiative of its transformative content while emphasizing its utility as **a tool for mastering the traditional knowledge-base.**”

- Pollack, 2015. “Critical Civic Literacy as an Essential Component of the Undergraduate Curriculum.” p.168

“We have met the enemy, and he is us.”
The Ivory Tower



Pogo, Earth Day 1970



Greta Thunberg, 2019

educators-for-climate-action.org

Apps csumb.edu Imported Cycling Civics Stanford Other Bookmarks

CALLING EDUCATORS TO ACTION ON CLIMATE CRISIS

HOME CALL TO ACTION GLOBAL CLIMATE STRIKE ABOUT US

CALLING EDUCATORS TO ACTION ON CLIMATE CRISIS

We are educators who declare our solidarity with the students' uprising for climate justice action. We call on our fellow educators globally to respond to the students' appeals. We need to act now.

AND SIGN

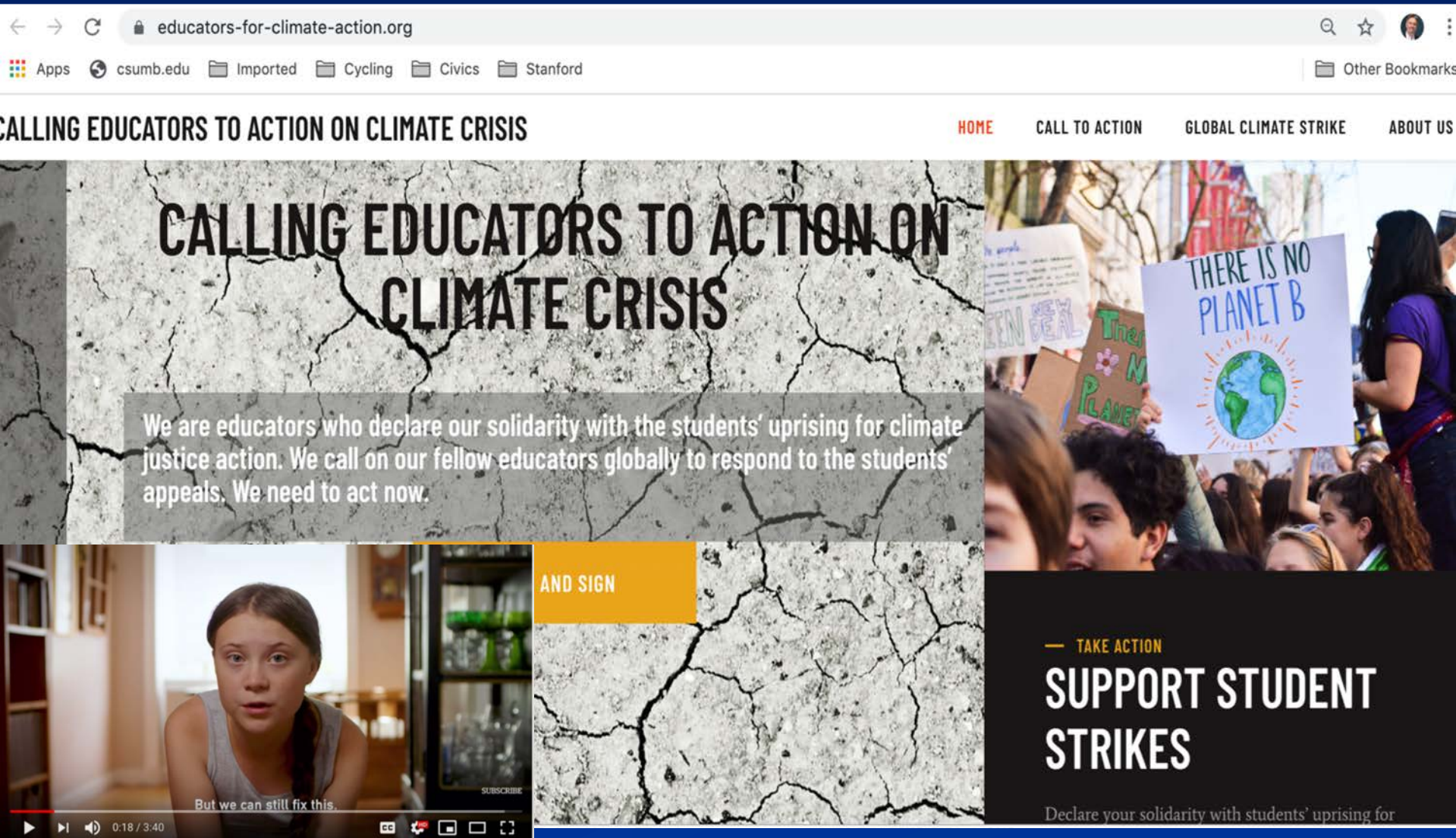
— TAKE ACTION

SUPPORT STUDENT STRIKES

Declare your solidarity with students' uprising for

But we can still fix this.

0:18 / 3:40

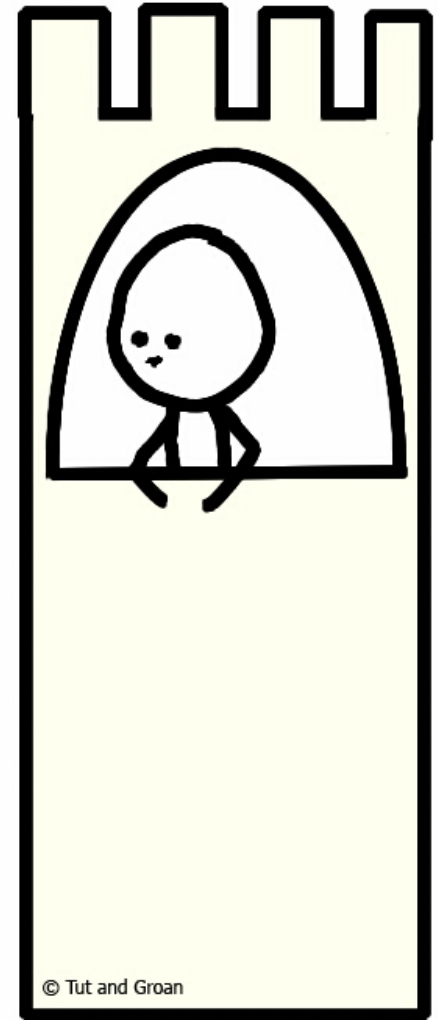


<https://www.youtube.com/watch?v=-Q0xUXo2zEY>

You come across
a bit snobby in
some of these...



Speak up-
the acoustics in
my ivory tower
are TERRIBLE



“... brings together students, academics and the community whereby **all become teaching resources, problem solvers and partners.**” (Europe Engage)

Dr. Ahmed Bawa, Exec. Dir., South Africa Higher Education

“Given today’s unprecedented challenges –increasing poverty, growing inequality, erosion of democracy, increasing violent nationalism, the threat to the viability of our planet – our work must focus on the *transformation of the knowledge-base itself...*

“We must *integrate engagement into the heart of the knowledge enterprise*. We must redefine the knowledge, skills and attitudes that our students acquire, to effectively address the social challenges of our communities and the world.”

- December 2017, National Coordinating Center for Public Engagement Conference, Bristol, UK

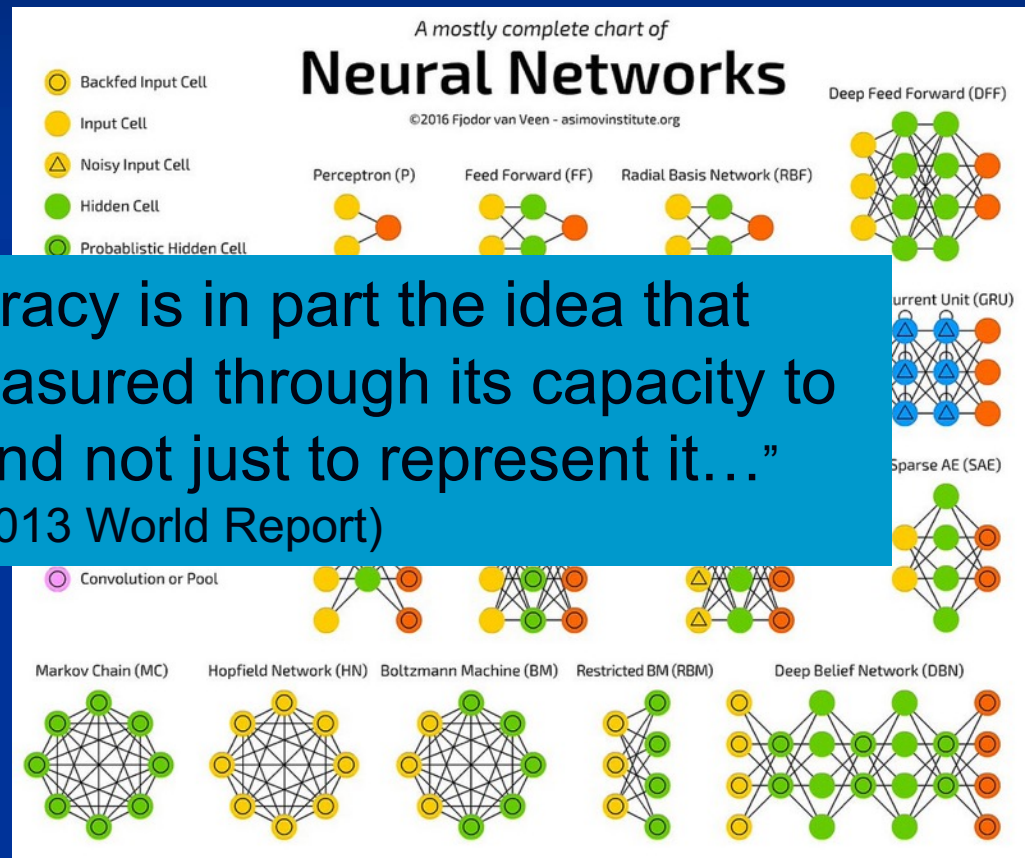
From the Ivory Tower to...

Community-
Engaged
Learning



...to the Neural Network

“Knowledge democracy is in part the idea that knowledge is to be measured through its capacity to intervene in reality and not just to represent it...”
(GUNI 2013 World Report)



Community Service Learning: The Three Transformations

- **HOW** we teach and learn: pedagogy of applied, experiential learning)
- **WHAT** we teach and learn: explicit civic learning outcomes; democratic and civic competencies
- **WHO** has knowledge/ **HOW** knowledge is created: knowledge co-creation with community

“... brings together students, academics and the community whereby **all become teaching resources, problem solvers and partners.**”

-Europe Engage

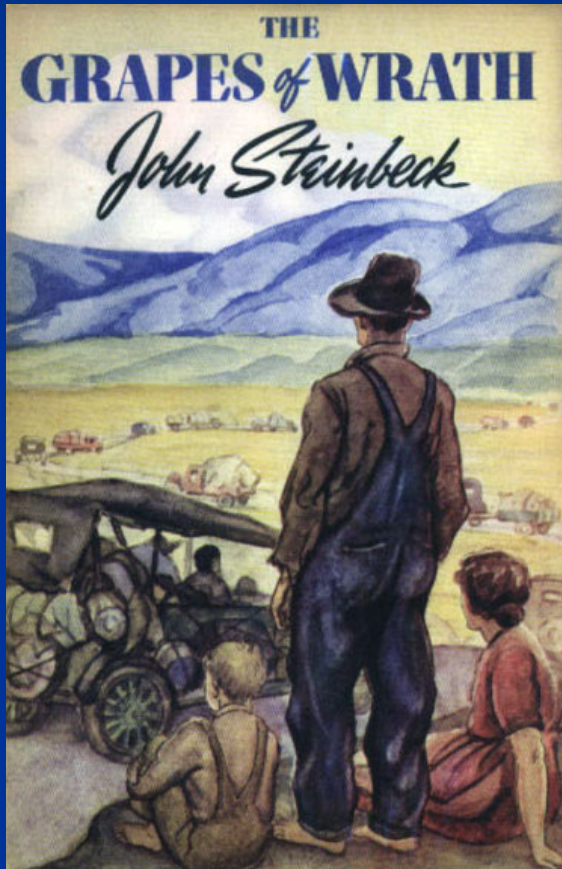
California State University Monterey Bay

Service Learning & Social Justice (1995)



California State University Monterey Bay

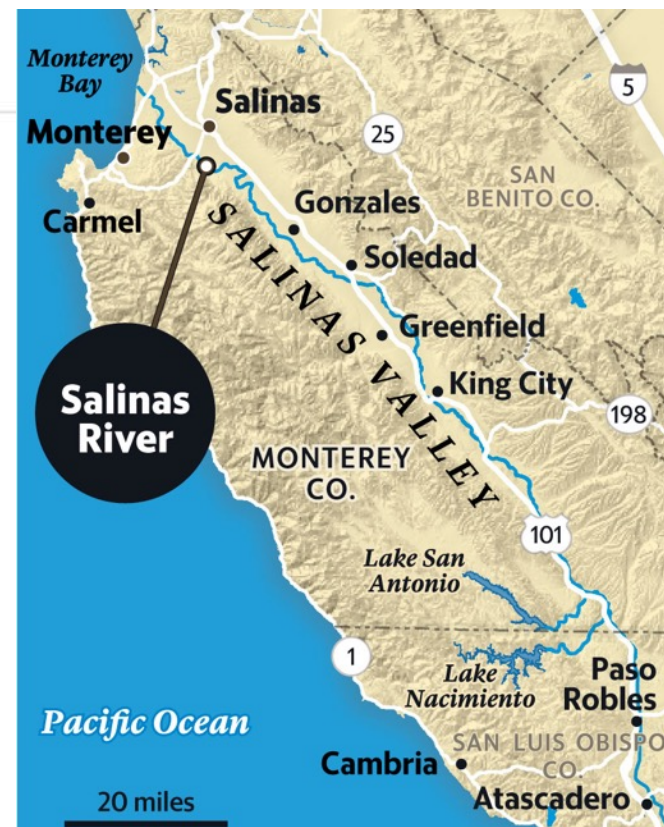
Service Learning & Social Justice (1995)



U.S.

In a California Valley, Healthy Food Everywhere but on the Table

By THOMAS FULLER NOV. 23, 2016



SHARON OKADA sokada@sacbee.com

CSUMB: A National Leader in Service Learning & Civic Engagement

- TWO service learning classes/modules required for ALL students in ALL academic programs.
 - Introduction to service, civics & social justice
 - Service & social justice **in the discipline**
- Each year:
 - 50% (3,500) students in service learning classes
 - 400+ community organizations
 - 100,000+ hours of service
- All SL classes teach to common **service learning outcomes: *Critical Civic Literacy***
 - Self and social awareness
 - Service & social responsibility
 - Community & social justice
 - Action for systemic change



A Crucible Moment (2012)

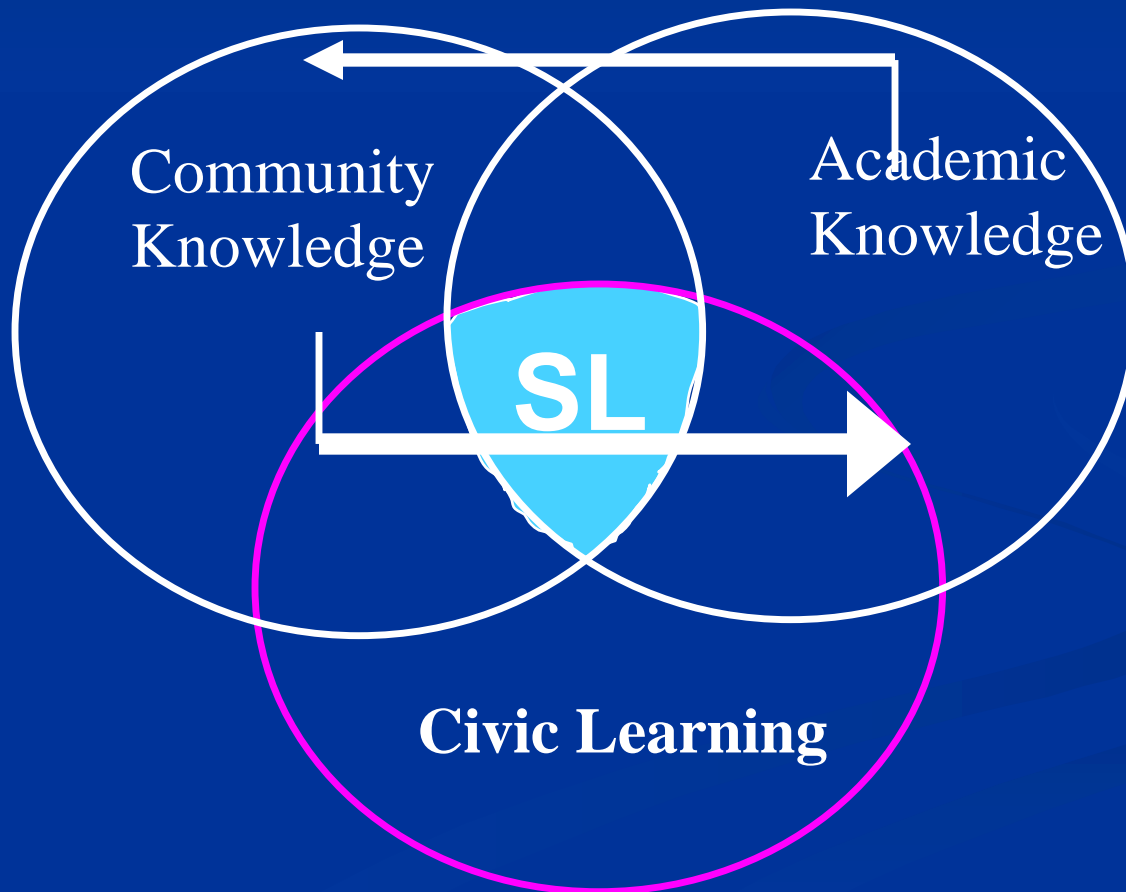
“CSUMB is the model for a university that embeds questions about civic responsibilities within career preparation and that therefore points to the next level needed in campus civic work.”

National Task Force on Civic Learning and Democratic Engagement, 2012; p. 13

Traditional (pedagogified) Service Learning



Service Learning for Social & Civic Responsibility



What is Civic Learning?

“...learning that contributes to student preparation for community or public involvement in a diverse, democratic society.” *(Michigan Journal of Community Service Learning, 2001)*

- Traditional civics
- Democratic citizenship learning
- Political learning
- Leadership learning
- Inter- and intra-personal learning
- Diversity learning
- ***CSUMB: Social justice learning; Critical Civic Literacy***



“Critical Civic Literacy”

“Critical civic literacy emphasizes the **role that social power plays in facilitating or inhibiting meaningful participation** by individuals and/or groups in civic or public life. Through critical civic literacy, students **examine issues of power, privilege, oppression, and systemic inequity** in service learning courses to understand the root causes of social inequities.”

Pollack (2013). “Critical Civic Literacy: Knowledge at the Intersection of Career and Community.” *Journal of General Education*.

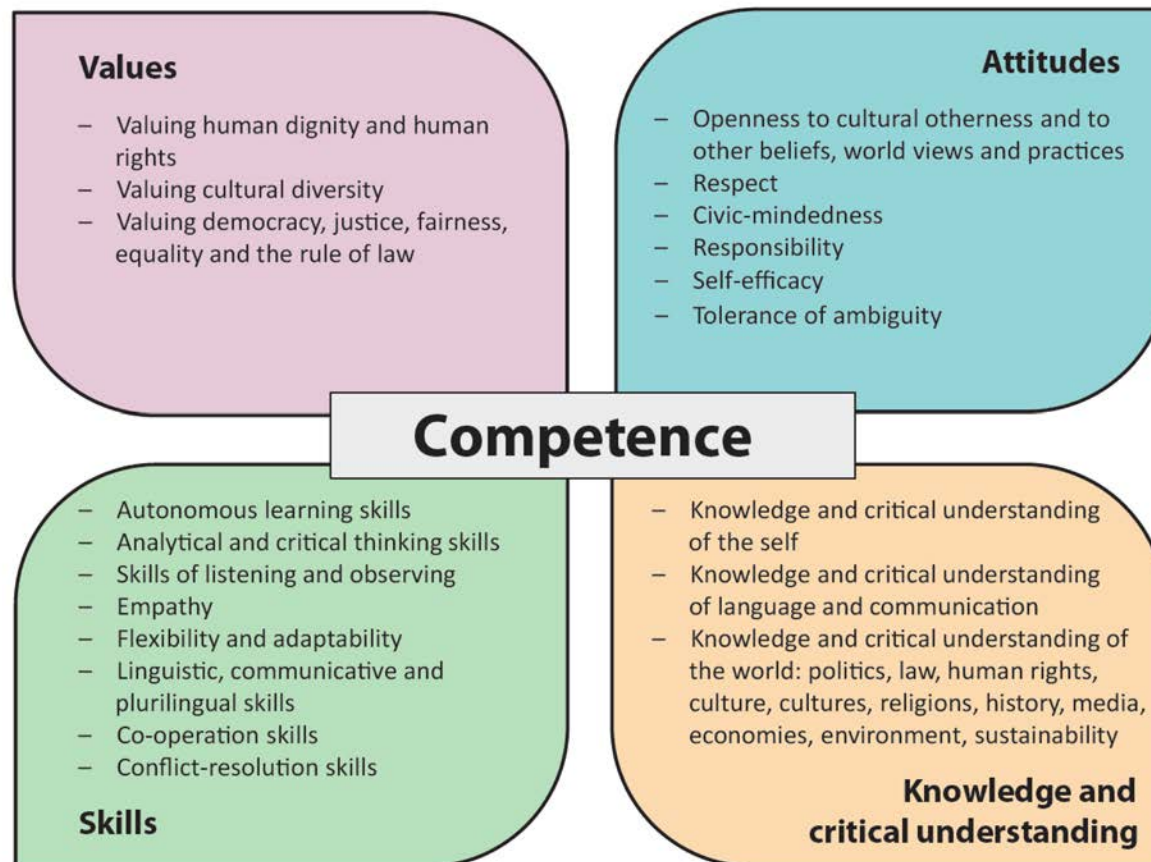
CSU Monterey Bay:

Service Learning Outcomes

1. **Self and Social Awareness:** Examine the relationship of the diverse dimensions of their social, cultural and professional identities to systems of power, privilege and oppression.
2. **Service and Social Responsibility:** Analyze how the field/profession has perpetuated inequity/injustice and/or contributed to equity/justice at the individual, group and societal levels.
3. **Community and Social Justice:** Engage in responsive, reciprocal service that is informed by knowledge of the multicultural histories, demographics and sociocultural dynamics and assets of a specific community.
4. **Action for Systemic Change:** Develop and implement personal and professional strategies, policies and/or practices that work towards creating greater equity and justice in our communities, workplaces and institutions.

Civic Learning in the European Union

The 20 competences included in the model



Council of Europe (2016). *Competencies for Democratic Culture*

Learning for Diversity & Civic Responsibility

“One way to integrate diversity and civic learning is to move from the language of service to the language of justice and social responsibility. A second is to link both diversity and civic work to the learning outcomes we want to cultivate in students. **What do our graduates and future professionals need to know to function effectively and responsibly in a diverse, stratified world?**”

- *Caryn McTighe Musil, Vice President, Association of American Colleges and Universities*



Transforming **HOW** we Learn

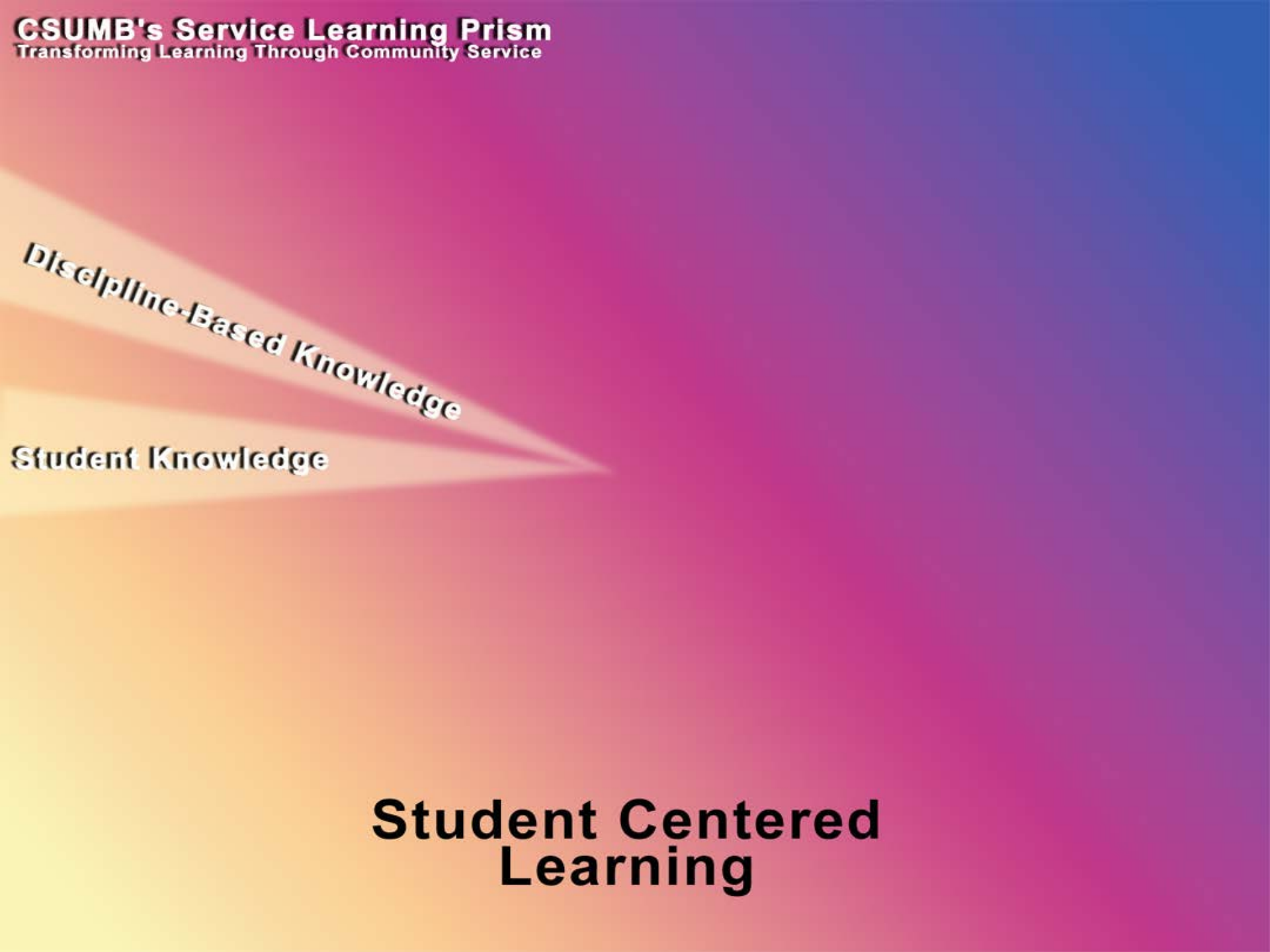
The pedagogy side (experiential learning)

- How is facilitating “experiential learning” different from traditional teaching?



Discipline-Based Knowledge

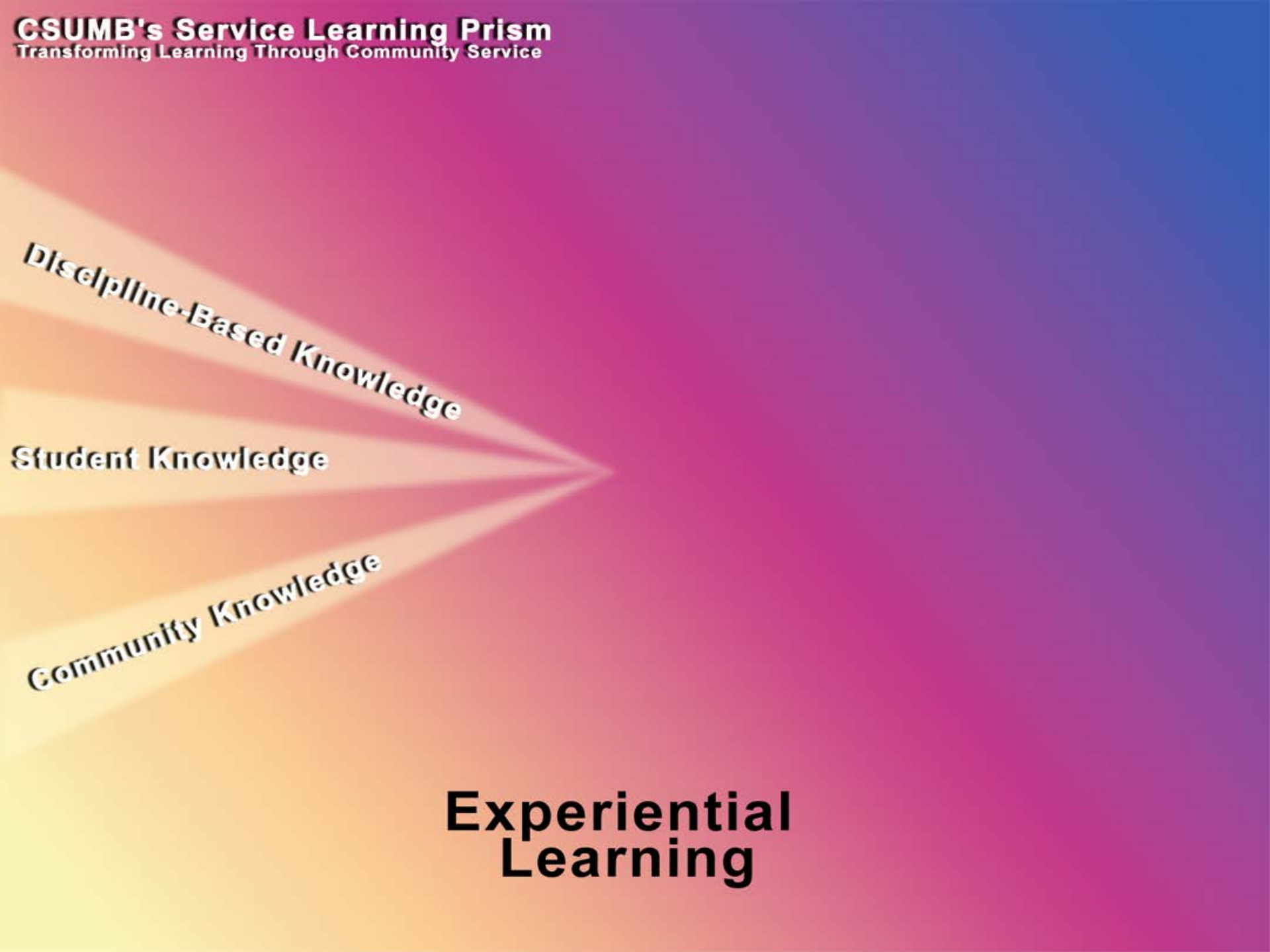
Traditional Learning



Discipline-Based Knowledge

Student Knowledge

**Student Centered
Learning**



CSUMB's Service Learning Prism
Transforming Learning Through Community Service

Discipline-Based Knowledge

Student Knowledge

Community Knowledge

**Experiential
Learning**

Transforming **WHAT** we Learn

- What does it mean to explicitly focus on student learning about social and civic responsibility?
- What do students need to know and be able to do to address social challenges?:
 - Knowledge
 - Skills
 - Attitudes
 - Values

**“Promote equity, social cohesion
and active citizenship.”**



**“Promote equity, social cohesion
and active citizenship.”**

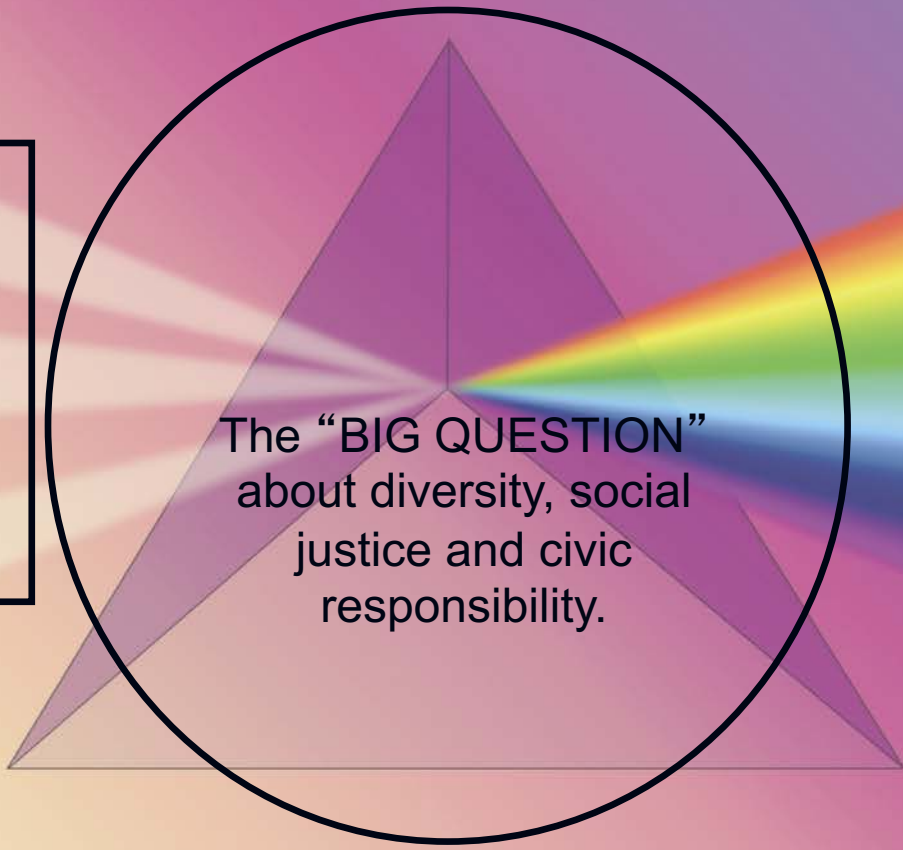




It all starts with the Social Justice “META- QUESTION”

Academic
learning
objectives:

- *
- *
- *



The “BIG QUESTION”
about diversity, social
justice and civic
responsibility.

NEW social justice-
oriented civic
learning objectives:

- *
- *
- *

BIO 378S:

Health Science Service Learning

Social Justice Meta-Question

How does class, ethnicity, language, and immigration status affect access to healthcare in the Salinas Valley?

Social Justice Learning Outcomes

- Students will understand the factors that lead to inadequate and inequitable medical care in the Salinas Valley.
- Students will learn how to speak with community members about their health care choices and challenges.



Prof. Henrik Kibak: Our “other classrooms”

“Our goal is to get out in the community and let it teach us...”

- Students discover (NOT the “Professor” tells...)
- Authentic vehicles for learning from people in the community.
- Active reflection session IN THE COMMUNITY to facilitate authentic discovery

“I don’t ever use the words ‘social justice’; I want them to get it through the clarity of the learning outcomes.”



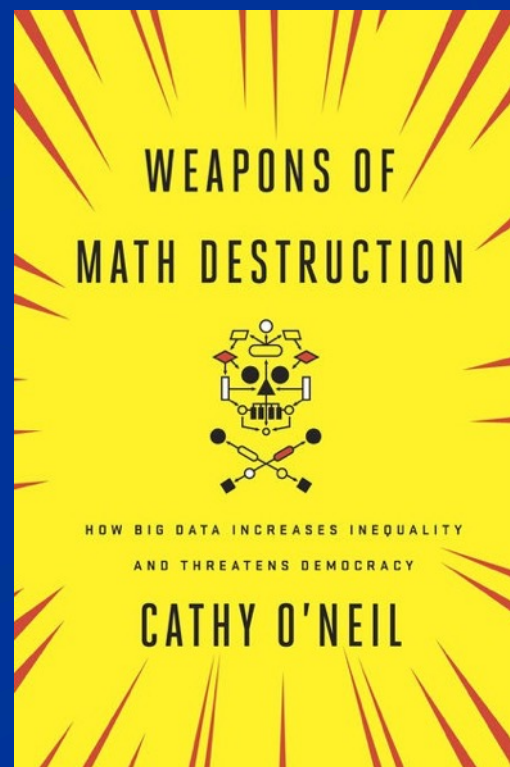
STAT 362S: Statistics Consultants

Social Justice Meta-Question

- How can mathematicians and statisticians contribute to furthering social justice and equity through their profession?

Social Justice Learning Outcomes

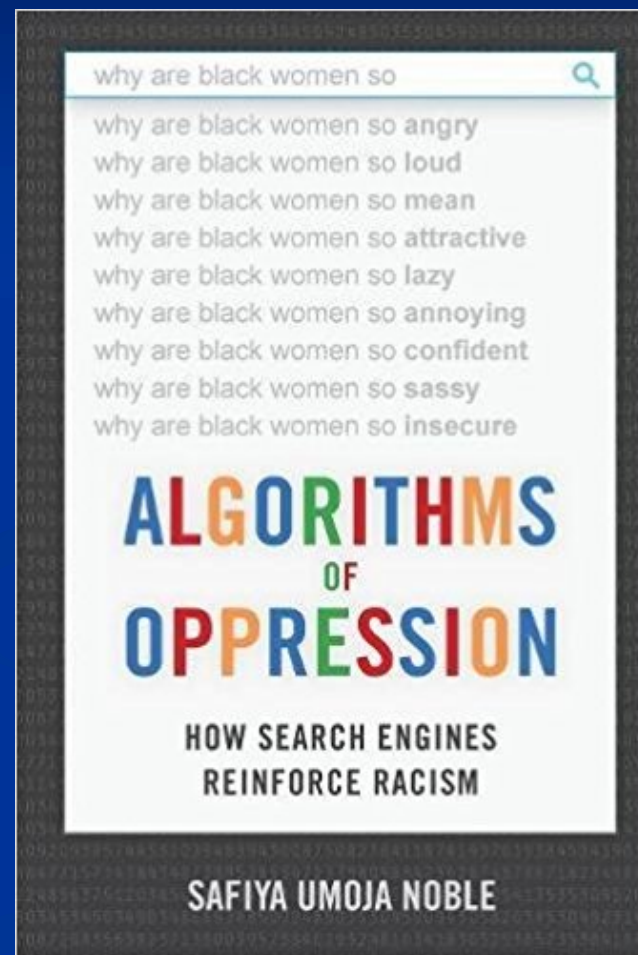
- Identify and address the social inequities created by applications of mathematical and statistical methods.
- Apply mathematical and statistical methods to expose and propose solutions to social injustices.



“Math is not neutral”

“I feel like I am at the center of a crime that is committed against poor families and that it is continuously happening without any settlement to justice. I am not only a witness of this crime but also a victim that has the need to do something about it. I hope to use my knowledge of mathematics and statistics to help dissolve this empire of injustice.”

* Student comment in Unfried and Canner (2018).
“Doing Social Justice: Turning Talk into Action in a Mathematics Service Learning Course.”



Student Evaluation of SL Courses

Social Justice Learning (2018-19)

Question	% Strongly Agree/ Agree
Encouraged me to think about social justice in ways I had not before.	85%
Has motivated me to listen to perspectives that are different from my own.	91%
Helped me gain more awareness about my social identities (e.g., gender, ethnicity, race, sexual orientation, etc.)	80%
Gave me the knowledge, skills and/or attitudes to speak up/ speak out against oppressive behaviors (e.g., sexism, homophobia, racism, religious intolerance, etc.)	81%
Helped me engage with issues that are meaningful and relevant to my life.	88%

Three Transformations

Structural Manifestations

Transformations	Structural Change
HOW we learn: experiential learning	<ul style="list-style-type: none"> Professional development for instructors Acknowledge “partnership development” in workload; Community Partner Database integrated with core information systems.
WHAT we learn: civic / social responsibility / service LEARNING	<ul style="list-style-type: none"> Hiring faculty w/discipline-based social justice knowledge expertise Personal, Professional and Social Responsibility as a university goal Service Learning Awards at graduation
WHO has knowledge; HOW knowledge is created: epistemology	<ul style="list-style-type: none"> Diverse approaches to knowledge development (research) and dissemination (publication) Professional Application as legitimate category of scholarship Marian Penn Partnership Award

Three Transformations

Structural Manifestations

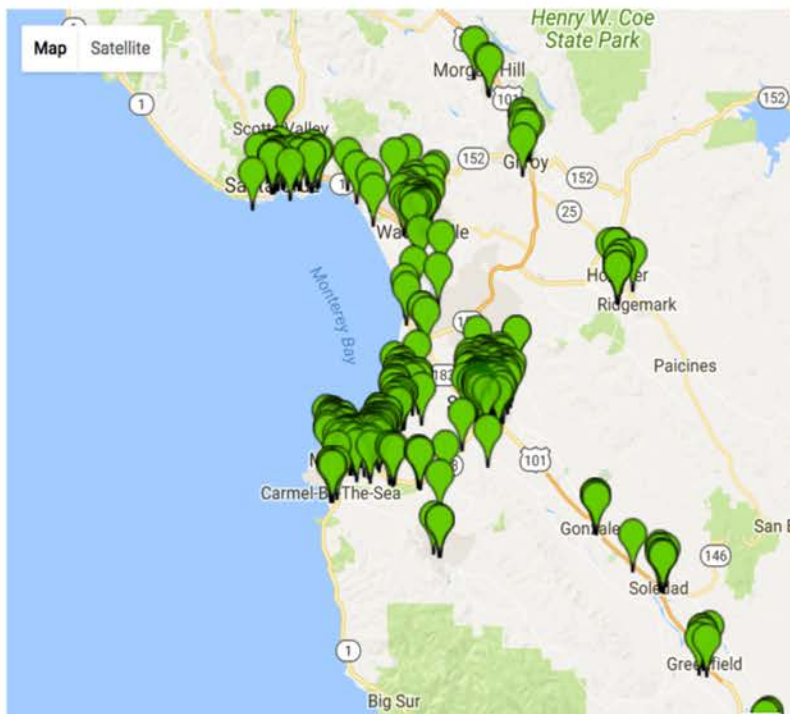
Transformations	Structural Change
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WHAT we learn: civic / social responsibility / service LEARNING	<ul style="list-style-type: none"> Hiring faculty w/discipline-based social justice knowledge expertise Personal, Professional and Social Responsibility as a university goal Service Learning Awards at graduation
WHO has knowledge; HOW knowledge is created: epistemology	<ul style="list-style-type: none"> Diverse approaches to knowledge development (research) and dissemination (publication) Professional Application as legitimate category of scholarship Marian Penn Partnership Award

CalState S4: Online Community Partner Database

Student/Faculty Log In

Community Partner Log In

Welcome to CalStateS4 for CSU Monterey Bay



CSUMB PLACEMENTS supports students serving and learning in their communities.

This website helps to place students in the following programs or courses at CSUMB:

[Service Learning](#)

[Academic Internships](#)

[Collaborative Health and Human Services](#)

Are you looking to partner with the University?

Start by filling out the [Request to Initiate Partnership](#) form.

Three Transformations

Structural Manifestations

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ULO 2: *CSUMB graduates engage in **ethical reasoning and **public action** informed by historical, multicultural, global, ecological and equity-oriented perspectives.***



Three Transformations

Structural Manifestations

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Retention, Tenure and Promotion: 4 Areas of Scholarship

- Teaching
- Research
- University Service
- **Professional Application:** “Instructors use their academic training and experience to serve the profession and the public:
 - They contribute to the public welfare or the common good;
 - They call upon a faculty member’s academic and/or professional area of expertise;
 - They directly address or respond to real-world needs; and,
 - They support the CSUMB Vision.” (CSUMB RTP Policy: <https://csumb.edu/policy/retention-tenure-and-promotion-policy>)

Discipline-Based Civic Knowledge

Discipline-Based Knowledge



Transdisciplinary or Civic Knowledge



Beyond Competing Narratives: Purpose of Higher Education

- “In the competitive global market, higher education needs to contribute to the nation’s economic productivity and prepare students for the workforce.”



- “In a diverse democracy, higher education must embrace a civic mission to educate students to become informed, engaged responsible citizens locally, nationally, and globally.”



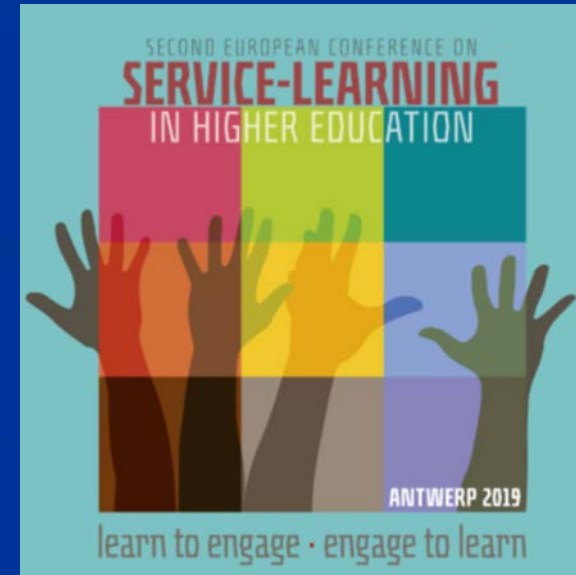
Beyond Competing Narratives: Purpose of Higher Education

- To address our global civic crisis, higher education needs to **NOT ONLY** contribute to the nation's economic productivity and prepare students for the workforce; **but must educate a new generation of *multicultural civic community-builders*: students who have the knowledge, skills, attitudes and values to build more just, more equitable and more inclusive, workplaces, communities and social institutions.**”

(CSU, Monterey Bay)

Three Big Questions for *European Higher Education*

- What do **students need to learn** to “*promote equity, social cohesion and active citizenship*” as part of their core university education?
- What do **instructors need to learn** to effectively “*promote equity, social cohesion and active citizenship*” through service learning in their disciplines?
- What **support structures** need to exist in **European higher education** to more effectively “*promote equity, social cohesion and active citizenship*” through service learning?



Rachel Naomi Remen

In order to live well, we may need to know and trust one another again. To touch and be touched by those around us. Service is the way that this world can heal...

The best definition of service I have come across is a single word, BELONGING. Service is the final healing of isolation and loneliness. It is the lived experience of belonging.

■ Rachel Naomi Remen, *My Grandfather's Blessings*

Greta Thunberg, 2019

educators-for-climate-action.org

Apps csumb.edu Imported Cycling Civics Stanford Other Bookmarks

CALLING EDUCATORS TO ACTION ON CLIMATE CRISIS

HOME CALL TO ACTION GLOBAL CLIMATE STRIKE ABOUT US

CALLING EDUCATORS TO ACTION ON CLIMATE CRISIS

We are educators who declare our solidarity with the students' uprising for climate justice action. We call on our fellow educators globally to respond to the students' appeals. We need to act now.

AND SIGN

— TAKE ACTION

SUPPORT STUDENT STRIKES

Declare your solidarity with students' uprising for

But we can still fix this.

0:18 / 3:40

SUBSCRIBE

<https://www.youtube.com/watch?v=-Q0xUXo2zEY>