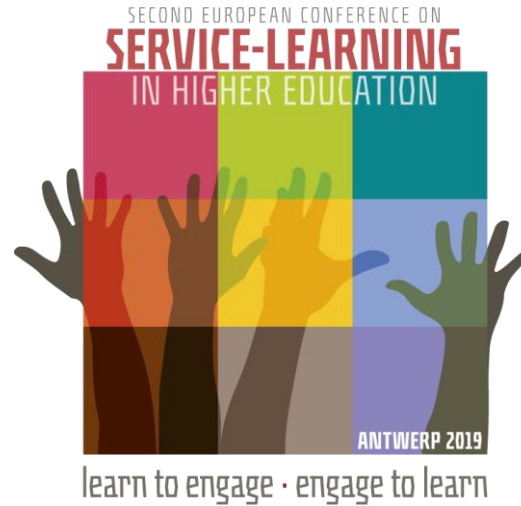




**RURAL 3.0**

SERVICE LEARNING  
FOR THE RURAL DEVELOPMENT



## Rural 3.0: Service Learning for the Rural Development

2nd European Conference on Service-Learning in Higher Education

September 19th – 21st 2019

Rolf LAVEN & Sylvia BRENZEL

Escola Superior de Educação  
Av. Capitão Gaspar de Castro 513  
4901-908 Viana do Castelo  
Portugal



Instituto Politécnico  
de Viana do Castelo



Escola Superior  
de Educação



Co-funded by the  
Erasmus+ Programme  
of the European Union

# Introduction



What is the **main problem** we wish to address?

What do we try to accomplish with our project?

What are our **objectives**?



**RURAL 3.0**  
SERVICE LEARNING  
FOR THE RURAL DEVELOPMENT

## Introduction

Our logo was created by a Portuguese designer and it represents a traditional reed cape that used to be worn by farmers to protect them from the rain.

The name of this cape is 'caroça', but unfortunately not many people know how to make them these days.

The colours on the right-hand side of the logo represent the colours of the 8 flags of the partner countries.



## Introduction

Rural 3.0 began in **January 2019** and was co-funded under the European Union's ERASMUS+ Knowledge Alliances Scheme.

The importance of cultural learning is increasingly being recognised by many countries, not just because of its cultural and human values, but also for the **contribution it makes to local, regional and national economies.**

The countries involved are **Portugal, Spain, Italy, Germany, Austria, The Netherlands, Croatia and Lithuania.**



## Main problem

**Rural communities** (that make up over 90% of the territory of the EU and are home to more than 56% of the population) **have limited opportunities for establishing strong university-community networks.**

As a result, the labour force is affected by a lack of skills, diversity and structure, which is caused by **outward migration of the young, those with relevant skills and of those who have benefited from a high level of education.**





## Main problem

- (i) There is no link between academic context and rural communities;**
- (ii) The main focus of the research is on economic and political issues;**
- (iii) There is a narrow understanding of the potential of SL methodology for the rural context;**
- (iv) Rural contexts have been neglected.**

## Aims

Rural 3.0 intends:



- to bring **HEIs and rural partners together** to work on a common issue
- to design, implement and evaluate a **transnational curriculum based on the innovative SL approach**
- to stimulate **social entrepreneurship** of HEIs teaching staff and rural entities.



## Main objectives

- i. **Help to develop the core skills and entrepreneurial capabilities of the rural community** (for which such development is not easily accessible)
  
- ii. **Improve the quality of education for a sustainable development and promote university-community partnerships in the rural areas through the innovative SL methodology**





## Main objectives

- iii. **Increase the relevance of universities as their students aim to fulfil a service that is in line with the demands of the rural businesses and social needs in rural areas**
  
- iv. **Establish a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content and will promote interactions between universities and rural community stakeholders**



## Methodology

Eight working packages will be developed throughout the three years, evolving and reflecting results from a previous project entitled “*Europe Engage*”.

We believe that building on the methodology of *Europe Engage Project* and adapting it to the rural context will lead to success.



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## What will we do in the **short term**?



HEIs will develop new innovative courses and enlarge their network of community partners for SL projects, improving their capacity to provide useful services to address the needs of communities

The rural associations/organisations (LAGs) and rural actors should benefit from the students' services









## What will we expect in the **long term**?

- HEIs will gain from the partnerships with rural communities in a variety of ways
- Enhanced awareness of social needs in rural communities might lead to valuable research results that could influence public policy
- LAGs and rural actors will benefit from the community-university partnership
- Closing the gap between the existing practices in the endogenous rural development model of LEADER that is lacking contact with the grassroots and their active participation.





## How are we going to do it?



Main progress markers:

- Reports
- Rural database
- Development of MOOCs online World Cafe
- SL Rural 3.0 Hub





**NEWSLETTER**  
JUN 2019, ISSUE 1

**Rural 3.0**  
is a knowledge alliance between different European higher education institutions (HEI) and rural partners that aims at setting up and implementing a framework for an integrated transnational approach of academic teaching and learning and thus contribute to the development of rural areas. This is achieved through an innovative methodology that not only meets the needs of these communities and increases innovation in these areas, but also leads to closer community-HEI partnerships.

**Service Learning (SL)**  
An educational approach that combines learning objectives with community service in order to provide new educational standards for students by tackling real-life needs in their community.

**Social Entrepreneurship (SE)**  
Recognizes social problems and uses entrepreneurial principles to create and organise innovative ways to promote social change

**Rural 3.0**  
The consortium wants to create a rural SL and a teaching model that combine the strengths of SL strategy with SE and that could be implemented worldwide.

# RURAL 3.0

SERVICE LEARNING FOR THE RURAL DEVELOPMENT

**Welcome** to the electronic newsletter of Rural 3.0 project where both public and stakeholders will be able to find information about the project's progress on a regular basis. We invite you to join our wide group of service-learning promoters and to send us collected feedback.



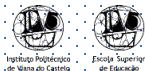
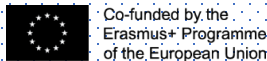
The logo of the project represents the partnership between higher education institutions (HEI) and rural communities. The inspiration for creating the logo was the "Coroça", "Caroça" or "Croça", a straw robe that was used by Portuguese and Spanish shepherds to protect them against the cold and the rain.

**Rural 3.0** project started in January 2019 and will finish at the end of December 2021. During these three years, Rural 3.0 wants to develop the core skills and entrepreneurial potentialities of the rural community (for which such development is not easily accessible), as well as improve the quality of education leading to sustainable development and promote HEI-community partnerships in rural areas through an innovative SL methodology. Rural 3.0 is directed at enhancing the relevance of HEI as their students aim to fulfil a service that is in line with the demands of businesses and social needs in rural areas; setting up a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content (dedicated transnational academic modules with courses on SL and SE, community training materials and digital collaborative & learning tools) as well as promoting interactions between HEI and rural community stakeholders.

## How are we going to ensure the visibility and dissemination of the project results?

- newsletters
- papers in conferences
- reports
- images

The outcome of this project will also be of interest to other agencies, thus dissemination of the results across Europe is an important goal.





## Session 2

# SESSION 1

In **session 2** of the presentation Cinzia, Antonella and Rolf, representing Italy and Austria, **will discuss service-learning as a learning format fostering public engagement in rural environments, and responsible entrepreneurship, supporting the idea of entrepreneurial social innovations in rural areas.**

# SESSION 2



Co-funded by the  
Erasmus+ Programme  
of the European Union



Instituto Politécnico  
de Viana do Castelo



Escola Superior  
de Educação



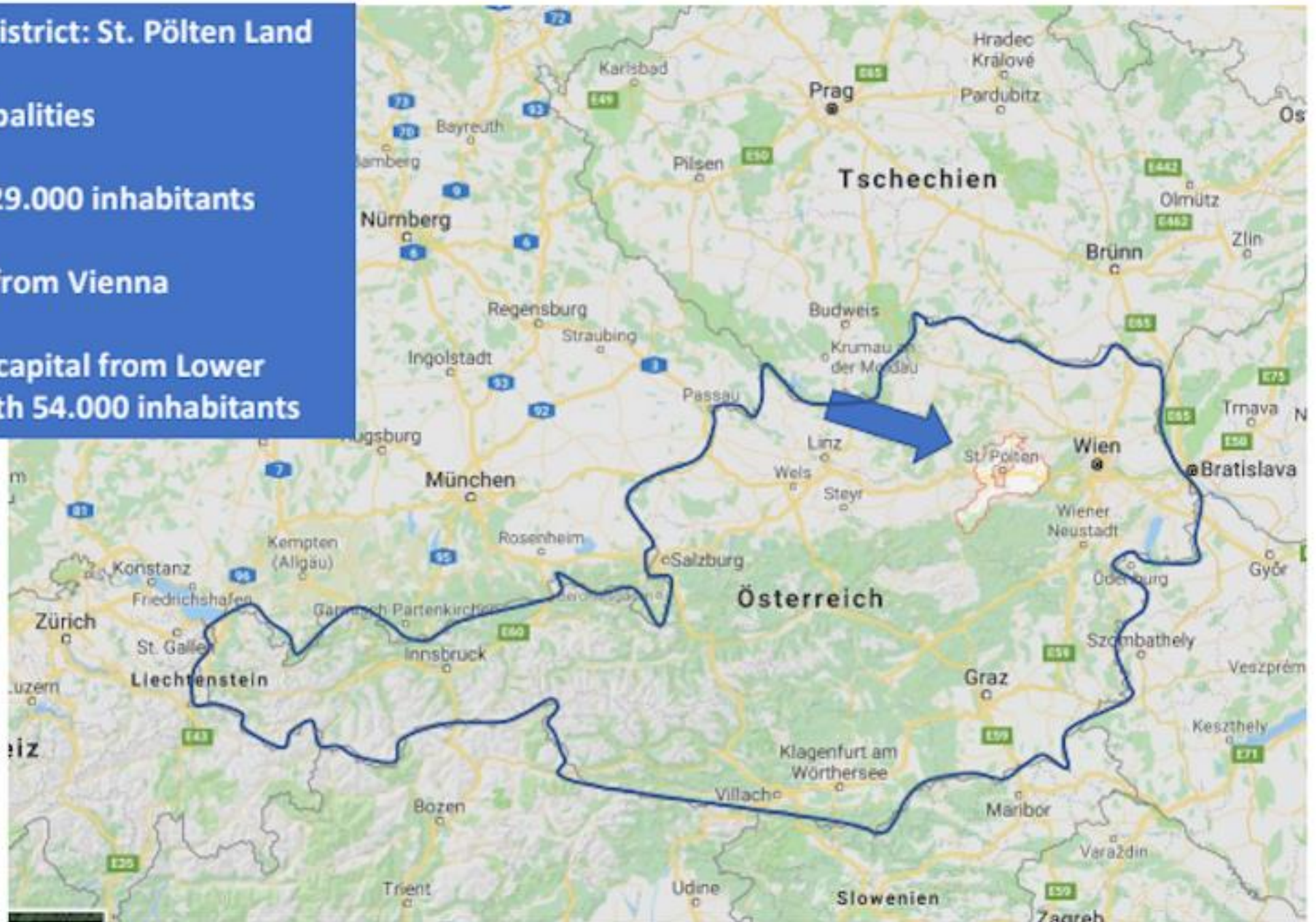


# Rural 3.0 - Service Learning for the Rural Development RURASL in Austria



**HEI: University College of Teacher Education - LAG: Plenum**

- Regional district: St. Pölten Land
- 45 Municipalities
- Approx. 129.000 inhabitants
- 60-80 km from Vienna
- St. Pölten capital from Lower Austria with 54.000 inhabitants





# Presentation plenum

Local Action Group (LAG) Austria

- Supporting rural development projects
- initiated at the local level
- in order to revitalise rural areas and create jobs



# plenum activities

plenum activities and experiences relevant to this project are in the field of development of human resources in capacity building in the sphere of creative and innovative skills (particularly through contemporary arts).

plenum plans to reach the rural area around St. Pölten (capital of Lower Austria) and will cooperate with the following rural beneficiaries, who are themselves regional multipliers with broad networks:

- [www.verein-ebi.at](http://www.verein-ebi.at) – Verein eigenständiger Bildungsinitiativen
- [www.pioneersofchange.org](http://www.pioneersofchange.org)
- [www.pomali.at](http://www.pomali.at) – Cohousing project (80 persons)

Lower Austria has 1.6 million inhabitants, the rural area around St. Pölten has approx. 129.000 inhabitants.

plenum will be actively involved in needs analysis of the rural target groups in Austria, as part of the WP1.

plenum will be the co-leader of the task 2.2 (development of the community training materials on rural service learning and social entrepreneurship). Together with the leader LAG Kaunas, plenum will collect data from other community partners in the project (LAGs and SSA) to assess their educational needs. HEI partners will develop materials based on these needs to help community organizations in structuring meaningful student involvement and assisting students with the implementation of their activity plans.

plenum will also be the co-leader of task 4.3, community training via online World Cafe.



Schloss Landersdorf,  
3124 Wölbling,  
Lower Austria

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Haschahof wien



## Haschahof

4,5 ★★★★★ (18)

Landwirtschaftsbetrieb



Routenplaner



Speichern



In der Nähe



An mein Smartphone senden



Teilen



Liesingbachstraße, Rosiwalgasse 211, 1100 Wien, Österreich



49QJ+45 Wien, Österreich



haschahof.at

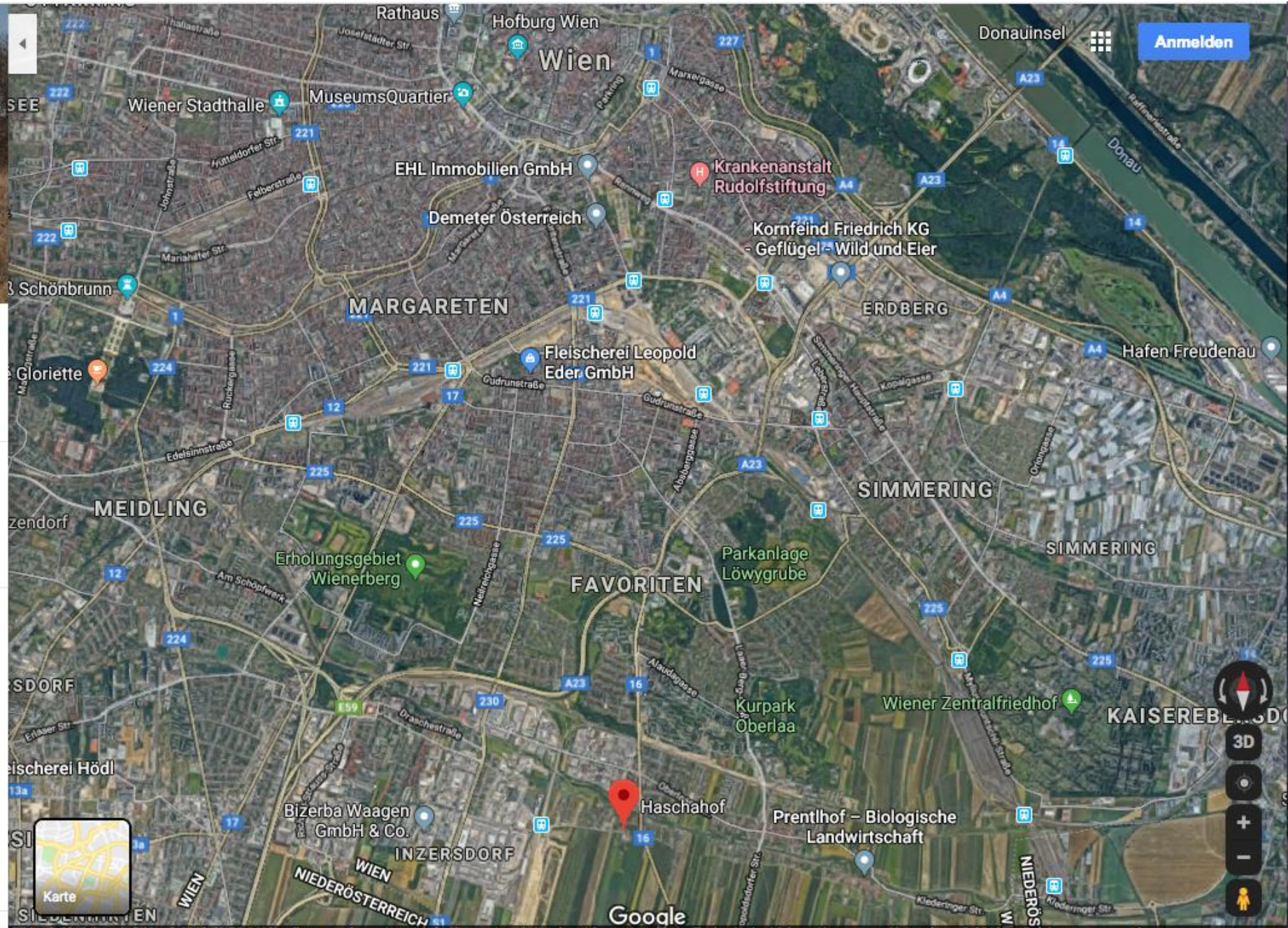


+43 664 7957489



**Geschlossen** Öffnet um 08:00

Änderung vorschlag...







**STADT LAND**  
**WIRTSCHAFT**  
FAVORITEN  
NACHNUTZUNGSKONZEPT  
**Neue Ideen für den Haschahof**  
**ZUKUNFTSHOF**  
Genossenschaft in Gründung



**Haschahof**  
**1100 Wien**



The joint questionnaire was attended by students in Vienna from the *'University of Natural Resources and Life Sciences'*, the *'University College of Teacher Education'*, the *'Academy of Fine Arts (Teacher Training)'* and the *'University College of Agricultural and Environmental Education'*.

The teaching format SERVICE LEARNING is intended to combine social engagement ('community service') with academic teaching and learning methods that combine theoretical, methodological and social skills with practical and interdisciplinary skills ('academic learning').



Participation of the participants was especially in the area of *'social affairs'* followed by *'culture'*. Motives and attitudes of the students (obligatory event or voluntariness of the engagement).

Motivations for Service Learning project participation are *intrinsic, altruistic, vocational or study-oriented, extrinsic- and recognition-oriented*. Service Learning, used as a teaching method, has great prospects of success: the combination of seminar teaching and citizen engagement with students has great potential.



Students state that they volunteer, without being asked, to engage themselves in their Service Learning project for up to two hours per week in non-academic non-profit organizations. The recognition of the high potential for commitment and participation among students is not matched by too few opportunities to get involved. The condensed school-, study- and training-time leads, in particular due to scarce temporal resources, to the fact that young people have less and less time for engagement (outside the universities). In the end, the further question that emerged was: is an essential feature of citizen engagement - voluntariness - possible in the university tertiary education context?













# Service-Learning in the Energy-Climate Era: Sustaining Virtuous Cycles of Hope and Action

Rural 3.0 Meeting  
Pädagogische Hochschule Wien

Dr. Robert Franco

Professor Pacific Anthropology

Director, Institutional Effectiveness

University of Hawai'i, Kapi'olani Community College



## Dr. Robert Franco

Director, Institutional Effectiveness  
Professor, Pacific Anthropology  
Kapi'olani Kula Nui Kaiāulu

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HI 96816 USA

Phone: 808-734-9514

Fax: 808-734-9443

Email: [bfranco@hawaii.edu](mailto:bfranco@hawaii.edu)

## PRESENTATION LINKS & RESOURCES:

- <https://undg.org/>
- <https://www.wearestillin.com>
- <http://www.hawaii.edu/sustainability/>
- [http://ofic.kapiolani.hawaii.edu/wp-content/uploads/2013/01/KapCC\\_Sustain\\_Climate\\_Plan\\_050217.pdf](http://ofic.kapiolani.hawaii.edu/wp-content/uploads/2013/01/KapCC_Sustain_Climate_Plan_050217.pdf)
- <http://kapiolaniserve.weebly.com/>
- [http://kapiolaniserve.weebly.com/uploads/8/5/0/6/8506005/kapiolani\\_cap.2.28.18.\\_final.pdf](http://kapiolaniserve.weebly.com/uploads/8/5/0/6/8506005/kapiolani_cap.2.28.18._final.pdf)
- <https://teachingtobigquestions.wordpress.com>
- <http://www.wmkeck.org/>
- <http://sencer.net/>
- <https://sencerhawaii.com/>
- <https://www.ncseglobal.org/>
- <http://www.aashe.org/>



# Pacific Sea Level Rise Monitoring Network





## THE TRAINING MATERIALS ARE DEVELOPED FOR COMMUNITY PARTNERS!

### REQUIREMENTS FOR THE TRAINING MATERIALS:

- define the rural needs to be included in the university course;
- prepare for the discussion of student orientation, activity plan, clarification of responsibilities and risk management issues;
- explain for students the community organization's mission and goals



## TRAINING MATERIALS:

Rural communities are confronted with limited opportunities for networking and collaboration, resulting in labour forces that suffer from low skill levels, low skill diversity, and from a structural mismatch in the local labour market, caused by outward migration of the young, professionals, and the well-educated.

(EU Rural Review, N° 10, 2011)



## DISCUSSION ON THE FORM OF THE TRAINING MATERIALS

1. The material does not have to be long;
2. It has to be simple;
3. It has to concentrate on the essence of LAGs work with students;
4. What is the best form? Power Point presentations, Lesson Plans, templates with examples of activities or something else?..





## Survey in the Region Lower Austria / St. Pölten

The needs of rural stakeholders, rural entrepreneurs and rural community were investigated in May/June 2019.

Plenum interviewed Local Action Groups (LAGs), non-profit organizations, foundations, associations, farmers, social entrepreneurs, schools, private persons, etc.



## THE RESULTS I

The **rural organizations (Local Action Groups)** are mainly active in the domains of women, tourism, natural resources, sustainability, networking, social inclusion, youth, elderly, stakeholder involvement and rural services.

Their focus is on local development, innovation and cooperation, lifelong learning and vocational training, diversification and job creation.

Priorities are support for local development, knowledge transfer, technical assistance, and restoring agricultural production potential that was damaged by natural disasters.



## SEVEN MAIN CHALLENGES

The LAGs pointed out seven main challenges that they will be facing the coming years:

- Demographic changes,
- Strategic funding,
- Financial challenges,
- Building vacancy,
- Preservation of special cultivated landscapes and biodiversity,
- Infrastructure, and
- Stakeholder exchanges (with volunteers).





## STUDENTS CAN HELP

...by doing basic research about the development and initiation of new ideas, by supporting through monitoring of valuable areas (nature protection), in general by working with rural challenges and developing solutions. Here you can find the most useful disciplines for students that can help with the challenges:

Architecture and town planning	Electricity and energy	Horticulture
Database and network design and administration	Environmental protection technology	Software and applications development and analysis
Economics	Forestry	Management and administration
Natural environments and wildlife	Philosophy and ethics	Religion and theology
Sociology and cultural studies	Journalism and reporting	Travel, tourism and leisure
Work skills		



## THE RESULTS II

The needs of the **local communities** (the beneficiaries of the local community organization):

14 interviews were conducted with local community members (private persons, private companies, entrepreneurs, associations, farmers, school and municipality) in the county St. Pölten Land, mainly in the municipality of Woelbling. Around 40% have already collaborated with students and/or schools and have less than 10 employees/volunteers.



## FIVE MAIN CHALLENGES

The main challenges that were pointed out by the interviewees...

- Financing and fundraising for educational, agricultural projects
- Marketing and Communication
- Climate change (drought, water shortage, variations in temperature, extreme weather events, etc.) > developing a masterplan for drought
- Acquisition of projects (without being part of a political party) and finding new customers
- Human resources development of (pedagogical and other) employees





## OTHER CHALLENGES

Other challenges that were mentioned are e.g.

- work-life-balance,
- developing entrepreneurial know-how very diverse educational levels and political convictions,
- networking in the rural area,
- decease of bees (e.g. because of pesticides),
- lacking awareness of sustainable agriculture,
- small farms disappearing.



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- lacking awareness of sustainable agriculture,
- small farms disappearing.



## NEEDS IN THE RURAL AREA

From our perspective today, we will concentrate on the following “burning” topics/needs in our Rural Region:

- Development of creative promotional materials (marketing/design/videos/photos/flyers)
- Designing/organising events with rural stakeholders (public relation)
- Future ideas generation (about art, ecological and pedagogical issues, e.g. regional food trends, draught issues, awareness rising for sustainable development, exploring needs for complementary educational offers)
- Designing project roadmaps (project management)





## STUDENTS CAN HELP

...with public relation and marketing of entrepreneurial ideas (e.g. help in developing marketing material, in updating the website...), future idea generation (e.g. regional food trends), project development (research, surveys, concepts, idea generation, etc), being change agents and catalysts: awareness rising for sustainability (e.g. knowledge transfer of best practices from other rural areas, healthy soil, regional food, healthy animals, protection of resources like wood), helping with events and event design (e.g. the first forest conference).



# BEST PRACTICE EXAMPLE SERVICE LEARNING

See <https://sc.rce-vienna.at/lehrveranstaltung/>

**Sustainability Challenge**      Projekte    Lehrveranstaltung ▾    Partner & Sponsoren ▾    Presse    Kontakt

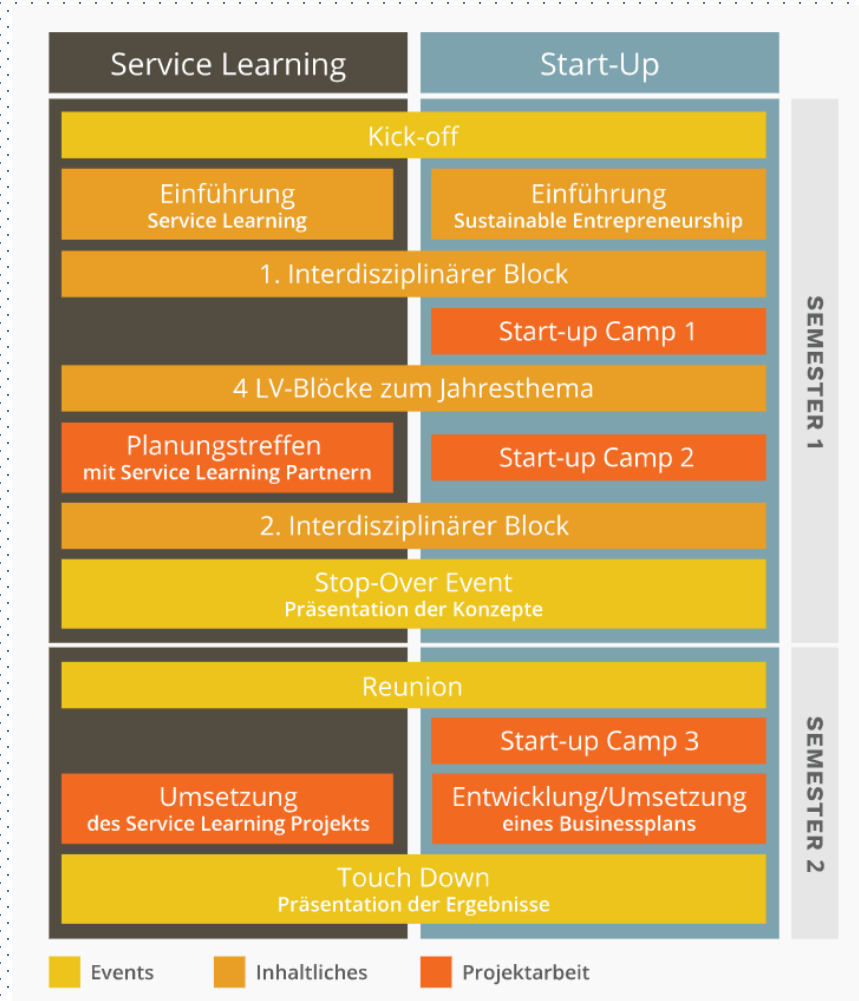
## LEHRVERANSTALTUNG

Im Service Learning Track gemeinsam mit Partnerunternehmen konkrete Problemstellungen aus dem geschäftlichen Alltag bearbeiten oder im Start-up Track Unterstützung bei der Umsetzung der eigenen nachhaltigen Business-Idee bekommen.

<b>2</b> SEMESTER	<b>2</b> TRACKS	<b>1</b> ZIEL
Die Lehrveranstaltung geht über zwei Semester, Beginn jeweils im Wintersemester	Eine Teilnahme ist an einem von beiden Tracks – Service-Learning oder Start-up – möglich	Gemeinsam für eine nachhaltige Entwicklung aktiv werden: Be part of the change



**ROADMAP:  
2 Semesters  
2 Tracks  
1 Goal**







## COLLABORATION OF 4 UNIVERSITIES / 4 MAIN QUESTIONS



Was haben die SDGs mit Klimawandel zu tun?



TECHNISCHE  
UNIVERSITÄT  
WIEN

Wie können wir Städte nachhaltig gestalten?



Warum muss Ökonomie neu gedacht werden?



universität  
wien

Welchen politischen Rahmen braucht es?



## OTHER EXAMPLES SERVICE LEARNING

See <https://www.wu.ac.at/mitarbeitende/infos-fuer-lehrende/projekte-berichte-in-der-lehre/servicelearn>

### Service Learning - Beispiele für curriculare Angebote an der WU

**Projektseminare in der SBWL E&I** +  
SBWL Entrepreneurship & Innovation (Bachelorstudium Wirtschafts- und Sozialwissenschaften, Bachelorstudium Wirtschaftsrecht)

**Praxisprojekt im Kurs V der SBWL Diversitätsmanagement** +  
SBWL Diversitätsmanagement (Bachelorstudium Wirtschafts- und Sozialwissenschaften, Bachelorstudium Wirtschaftsrecht)

**Projektseminar (Kurs III) der SBWL Public und Non-profitmanagement** +  
SBWL Public und Nonprofit Management (Bachelorstudium Wirtschafts- und Sozialwissenschaften, Bachelorstudium Wirtschaftsrecht)

**Service Learning I + II (Lehrveranstaltungen Master SEEP)** +  
Masterstudium Socio-Ecological Economics and Policy

### Service Learning - Beispiele für extra-curriculare Angebote an der WU

**Change Maker Programm / Skills Academy** +

**„Lernen macht Schule“ (Volunteering@WU)** +

**Mentoring@WU** +

**SDG Internship Programme (Volunteering@WU)** +

**Sustainability Challenge** +

## FOLLOW US



<https://rural.ffzg.unizg.hr/>



Rural 3.0



Rural.three.zero



Rural 3.0



Co-funded by the  
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# Rural 3.0: Service Learning for the Rural Development RURASL

**THANK YOU FOR YOUR ATTENTION!**



*Prof. Dr. MMag. Rolf Laven*



*Mag.a Sylvia Brenzel*