



## Service-Learning for Sustainable Development: Case-Study Evidence from War Conditions

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### ABSTRACT

Higher education plays a crucial role in advancing sustainable development, particularly under wartime conditions. At the same time, the challenges posed by war have acted as a catalyst, prompting both teachers and students to actively engage in service learning within the educational process. As awareness, student values, and social responsibility shift, universities are increasingly focused on designing impactful courses centered on sustainable community development and social enterprise. To support this transition, it is imperative to encourage the adoption of methodologies that adhere to sustainability principles.

This article provides a theoretical analysis and examines practical cases that highlight the attributes positioning service learning as an effective strategy for promoting education for sustainable development. The pedagogical framework of service learning is explored and linked to sustainability principles within the university context.

Particular attention is given to the features of introducing and implementing service-learning projects during wartime in Ukraine and integrating them into education for sustainable development in higher education using a systemic approach. The results obtained confirm that the service-learning approach effectively implements all six principles of sustainable development in higher education under wartime conditions.

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## Introduction

The European Commission's Renewed Agenda for Higher Education advocates for institutions to strengthen their civic engagement roles, emphasizing the critical importance of collaboration with local communities to foster social cohesion and inclusive development (UNESCO, 2017). This policy framework highlights the need for universities to transcend traditional academic boundaries and actively contribute to addressing complex societal challenges through participatory, community-centered approaches aligned with the United Nations Sustainable Development Goals (SDGs). Such an imperative becomes especially strong in conflict-affected regions, where educational systems face unprecedented disruptions.

Ukraine's ongoing war has profoundly impacted its higher education sector, causing institutional instability, displacing communities, and exacerbating social and environmental vulnerabilities. These conditions have intensified the demand for educational models that not only transmit knowledge, but which also cultivate resilience, ethical responsibility, and adaptive capacities among students – all key competencies for advancing sustainable development. Service-learning, which integrates academic study with structured community engagement, offers a transformative pedagogical approach that aligns closely with sustainability principles. By linking theory with practice, service-learning empowers students to engage with real-world challenges, contribute meaningfully to community recovery, and support sustain-

able development outcomes at local and regional levels.

Education in conflict and war zones is widely understood to face severe disruptions due to displacement, infrastructure distraction, loss of teaching personnel, and psychological trauma among learners (Burde *et al.*, 2017; Cardozo & Novelli, 2018). Yet, it also holds potential to strengthen community resilience and support recovery when grounded in flexible, community-based approaches (Winthrop & Kirk, 2008). Within this landscape, service-learning has emerged as a promising model for linking academic learning with community needs, though it remains under-examined in active conflict settings.

Investigations on service-learning highlight its effectiveness in embedding sustainability principles in higher education by fostering ethical behavior, systems thinking, civic responsibility, and social engagement (Eyler & Giles, 1999; Bringle & Hatcher, 2009; Furco, 2019; Aramburuzabala, 2023). It also supports glocalization and interdisciplinary collaboration, which are essential for addressing complex sustainability challenges (Braßler, 2018; du Plessis & Breshears, 2023). However, the literature notes persistent challenges related to institutional support, cultural adaptation, and the evaluation of long-term impacts (Jacoby, 2015; Butin, 2010).

The significance of service-learning becomes more pronounced in conflict-affected regions such as Ukraine. The latest research shows that the Russian-Ukrainian war has severely undermined progress toward the UN Sustainable Development Goals (SDGs), nullifying gains in 15 of the 17 goals previ-

ously achieved. Despite these regressions, research argues that the SDGs remain a vital framework for guiding development priorities, attracting financial support, and strengthening national resilience and post-war recovery (Chekh, 2023). This emphasis on resilience aligns with other studies, showing that Ukrainian universities increasingly use service-learning to reinforce university–community partnerships, strengthen social cohesion, and provide students with a sense of agency and purpose during wartime crises (Jordaan & Mennega, 2022; Kenworthy & Opatska, 2023; Greenfield, 2024; Kenworthy *et al.*, 2024).

Taken together, these studies suggest that service-based learning can help address immediate community needs, while cultivating sustainability competencies essential for recovery and long-term development. However, its implementation in active conflict zones remains insufficiently documented, underscoring the need for further case-study evidence.

## 1. Theoretical framework

Key concepts for sustainability in higher education, which describes service-learning as a teaching strategy for promoting sustainability, were well emphasized by Prof. Pilar Aramburuzabala (2025, p. 607).

First, to achieve the goals of sustainable development, pedagogy must incorporate interactive, experiential, and transformative learning approaches embedded in practical, real-world application.

Secondly, service-learning constitutes an experiential pedagogical approach that inte-

grates community engagement and critical reflection with academic study, fostering personal development and cultivating civic responsibility.

It is essential that service-learning in higher education incorporates numerous sustainability principles, including: ethical behavior, glocalization, holistic and complex system perspectives, transversality, and social responsibility.

It is important to recognize that using service-learning for sustainability education entails challenges such as securing institutional support, developing impact evaluation tools, adapting to cultural contexts, and deepening understanding of the methodology.

In 2005, the Conference of Rectors of Spanish Universities defined six “Basic Principles of Sustainability” in higher education: Ethical, Holistic, Complexity, Glocalization, Transversality, and Social Responsibility (2012, p. 6). The analysis of the suitability of service-learning for the development of these six principles was later provided by Aramburuzabala, P., & Cerrillo, R. (2023, p. 5-7). To highlight the appropriateness of service-learning as a mechanism for the cultivation of these six principles and to identify the corresponding interrelationships, we have presented them in Table 1.

Higher education should prioritize educating citizens who value individual dignity, freedom, and life, guided by equity, environmental harmony, and respect for future generations. Service-learning fosters ethical reflection, civic participation, and social responsibility by engaging students in meaningful community actions. Educators play a vital

**Table 1. Linking Service-Learning with the Principles of Sustainability in Higher Education**

Principles of Sustainability in Higher Education	Meaning and SL Linking
Ethical principle	Higher education fosters ethical, civic, and socially responsible individuals through service-learning.
Holistic principle	Higher education should adopt an interconnected approach to addressing social, economic, and environmental issues. Service-learning projects must focus on critical community needs, such as supporting vulnerable groups, promoting education, encouraging healthy lifestyles, or addressing environmental concerns. Students should link these actions to broader contexts, fostering critical perspectives on sustainability, social justice, and systemic inequalities.
Complexity principle	SL combines systemic and transdisciplinary approaches to address real-world complexities, helping students to develop critical thinking and understand interconnected social, economic, and environmental systems.
Glocalization principle	Service-learning connects local and global issues by integrating curricular content with real-world experiences, making learning meaningful and engaging. It helps students collaborate with communities, analyze complex problems, take action, and reflect on the broader implications of their efforts. Reflection is central, enabling students to understand social issues, develop critical thinking, and propose solutions for future challenges.
Transversality principle	Service-learning, as an active pedagogy, connects community service with academic curricula, enriching all fields of study. It supports sustainable development by linking knowledge to real-world problem-solving, promoting social justice, and contributing to the Sustainable Development Goals (SDGs).
Social responsibility principle	The SL approach develops professional and civic skills, fosters social responsibility, and supports social justice and SDGs. Service-learning involves partnerships with various institutions, benefiting students, society, and educators by linking academic knowledge to real-world challenges. Projects are designed for continuity, empowering communities to sustain them independently, making service-learning a powerful tool for sustainable development.

Source: Developed by the author.

role in planning and guiding these experiences, making ethical considerations explicit, and encouraging discussions on controversial issues. This approach helps students develop self-esteem, embrace diversity, and improve academic and civic outcomes through active participation and reflection (Aramburuzabala & Cerrillo, 2003).

Higher education must integrate social, economic, and environmental dimensions to address global challenges like inequality, poverty, and environmental degradation.

Service-learning projects should focus on critical community needs, such as supporting vulnerable groups, promoting education, encouraging healthy lifestyles, or tackling environmental issues. These initiatives should help students understand broader social, cultural, and environmental contexts, fostering critical perspectives on sustainability, power dynamics, and social change (Baldwin *et al.*, 2007).

Service-learning adopts systemic, transdisciplinary approaches to address the com-

plexity of social, economic, and environmental issues through real-world actions. Participants develop systemic thinking, connecting problems to their broader contexts, and understanding the interconnections between various systems. Beyond action, service-learning emphasizes critical analysis and fosters inclusion, tolerance, and multicultural values, blending intellectual engagement with activism (Aramburuzabala, 2019).

Service-learning bridges local and global issues by integrating curricular content with real-world experiences. Meaningful, community-relevant activities engage students, helping them to collaborate, analyze complex problems, take action, and reflect on their global impact. Reflection is key, enabling students to understand social issues, develop critical thinking, and propose solutions for future challenges (Brower, 2017; Cushman, 2002; Kenworthy-U'Ren & Peterson, 2005).

The transversality principle involves integrating sustainability competencies across all disciplines and levels in higher education. Service-learning, as an inclusive and active pedagogy, connects community service with academic curricula, enriching all programs. It supports sustainable development by linking knowledge to problem-solving focused on social justice and the SDGs (Brower, 2017).

The principle of social responsibility highlights higher education's role in community sustainability by addressing social, economic, and environmental challenges through collaboration and service-learning. Service-learning fosters civic competencies, social responsibility, and community engagement, while promoting social justice and the SDGs. It benefits

students, society and educators by linking academic knowledge to real-world problems, and fostering trust among institutions. Sustainability is ensured when projects empower communities to maintain initiatives independently, making service-learning a key tool for sustainable development (Aramburuzabala & Cerrillo, 2003; Brower, 2017; Kenworthy-U'Ren & Peterson, 2005; Pearce, 2009).

## 2. Methodology

A case study is a methodological research approach aimed at comprehensively studying a real phenomenon within certain parameters (time, place, subject, etc.) in order to achieve a deep contextual understanding of the phenomenon or process (Coombs, H. 2022).

In this study, we applied the following criteria for case selection:

1. Project participants: projects implemented by students of the Ukrainian Catholic University (UCU).
2. Project duration: initiated after 2022; some may still be ongoing.
3. Relevance: addresses a socially significant or urgent problem.
4. Typological diversity: projects represent a variety of thematic areas.
5. Alignment with the principles of sustainability in higher education.

This article analyzes service-learning projects implemented by UCU students, as our research focuses on service-learning as an effective strategy for promoting education aimed at sustainable development.

According to Aramburuzabala (2023), the service-learning method responds to the ulti-

mate goal of education: to educate competent citizens capable of transforming society. Furco and Norvell (2019) highlighted that key components of service-learning methodology are:

- Integration in the curriculum
- Student voice
- Partnership with the community
- Reciprocity
- Reflection
- Moral values

The Ukrainian Catholic University was the first university in Ukraine to officially implement service-learning at the institutional level, beginning to do so in 2019 (Ukrainian Catholic University, 2022a).

Given the duration of the implementation, one may expect a considerable variety of projects. The timeframe for analyzed cases spans from 2022 to 2025, thus covering the period of Russia's full-scale invasion of Ukraine. This article examines how service-learning contributes to sustainable development during wartime conditions. Some projects remain ongoing at the time of writing.

In terms of relevance, we selected projects that addressed critical social issues during the war, including: support for shelters housing internally displaced persons (IDPs), legal assistance for military personnel and veterans, psychological support initiatives, and information campaigns advocating for the withdrawal of international companies from the Russian market, among others.

An essential selection criterion was the alignment with the core principles of sustainability in higher education. Many of these projects were interdisciplinary in nature, and could be mapped to multiple sustainability-related principles. However, for the pur-

poses of this study, we identified the dominant principle most strongly represented in each case, while acknowledging that most projects align with multiple aspects of education for sustainable development.

Since this study focuses on service-learning cases, it was also essential to ensure that the selected projects meet core characteristics of service-learning, as outlined in foundational literature (Stanton, Giles, & Cruz, 1999; Bringle & Hatcher, 1995). In particular, the projects demonstrate:

- Service-learning integration: the service provided to the community is intrinsically connected to the students' academic learning outcomes;
- Community need-driven approach: the projects address authentic needs articulated by community partners;
- Experiential / active learning: students gain knowledge not only through theory, but also through direct engagement and collaboration with communities;
- Civic engagement: students develop active civic awareness, social responsibility, and a deeper understanding of democratic participation.

### 3. Case studies

*Case Title:*

*Shelter for Internally Displaced Persons*

*Academic Program:*

*Social Work (professional practice)*

In the early days of the full-scale invasion, a temporary shelter for internally displaced persons (IDPs) was established at the premises of the Faculty of Philosophy and Theology at the Ukrainian Catholic Univer-

sity (UCU), supported by benefactors from Germany, and organized by UCU volunteers. Over the course of three months, the shelter accommodated 340 individuals, the majority of whom were persons with disabilities and their family members.

For students enrolled in the Bachelor's Program in Social Work, this initiative represented a clear example of service-learning, as they undertook their field practicum within the shelter (Ukrainian Catholic University, 2022 b). Engaging directly with people in urgent need of support provided students with a unique opportunity to apply classroom-acquired knowledge to real-life situations, while simultaneously developing both professional and civic competencies.

A student of the Social Work program emphasized that the assistance extended beyond merely offering temporary housing: "It's also about helping people access administrative services, supporting them in solving everyday issues, and sometimes simply listening to them and offering psychological support. Often, people ask questions we are not able to answer – such as how to live after all this, where to go after leaving the shelter, or how to find employment" (Ukrainian Catholic University, 2022b).

**Implemented Principle:** This case clearly demonstrates the implementation of the *social responsibility principle*, as it fosters the development of professional and civic skills, promotes social responsibility, and contributes to social justice and the advancement of the Sustainable Development Goals (SDGs). Service-learning, as illustrated by this case, involves collaboration with various institutions, and provides mutual benefit to stu-

dents, educators, and society by linking academic learning with real-world challenges. We can also assume that the *ethical* principle is depicted here.

#### *Case Title: Legal Clinic*

Academic Program:

*Law (Professional Practice)*

The Legal Clinic at the Ukrainian Catholic University (UCU), operating within the UCU Law School since 2017, provides students with the opportunity to offer real legal assistance to those in need. The Clinic primarily focuses on serving individuals most affected by the war: veterans, wounded service members, and civilians who have sustained injuries as a result of hostilities.

As a platform for applied legal education, the Clinic allows students to develop practical skills through direct client interaction, while addressing pressing legal needs. Students engage in real-life legal practice, including client consultations, legal document drafting, and case preparation – particularly in matters related to war-related injuries and veteran rights.

"The Legal Clinic is a mandatory component of the third-year curriculum at the UCU Law School, spanning two semesters. It begins on September 1 with lectures and training sessions designed to prepare students for client interaction – teaching communication strategies, information gathering, relationship-building, and document writing. A critical part of the training involves legal ethics and a comprehensive study of the legal framework for addressing veterans' issues. We work through real cases to illustrate the legal chal-



lenges,” explains Head of the UCU Legal Clinic (Ukrainian Catholic University, 2023).

The theoretical phase of the course lasts one month, after which students are allowed to consult clients directly. Each student has scheduled duty hours. The Clinic operates daily (excluding weekends), ensuring that legal support is continuously available. In the second semester, Master’s students join the practice and provide advanced consultations and legal aid.

Given its focus on war-affected populations, the UCU Legal Clinic closely cooperates with rehabilitation centers located in Lviv, such as *Unbroken* and *Superhumans*. Students not only assist with consultations and claim preparations, but also attend court hearings and observe case proceedings. According to Head of the UCU Legal Clinic, the most common clients are military personnel who have sustained combat injuries, often resulting in amputations. These individuals frequently face challenges in obtaining necessary documentation and receiving appropriate compensation during treatment. While proactive engagement with military units (e.g., through reports and formal requests) often helps resolve such cases, some require litigation.

Another growing client category includes families of missing persons. “In some instances, service members have been missing for over two years, with their remains located in occupied territories. Family members understand that there is sufficient evidence to presume death in combat. In such cases, we prepare court petitions for the legal declaration of death,” notes the head of the UCU Legal Clinic (Ukrainian Catholic University, 2023).

**Implemented Principle:** This case exemplifies the implementation of the *transversality* principle in service-learning. It connects community service with academic curricula, enriching all fields of study. By linking legal knowledge to real-world problem-solving, it contributes to sustainable development, promotes social justice, and advances the United Nations Sustainable Development Goals (SDGs). The case also reflects a *holistic approach* to higher education, emphasizing the need to address social, economic, and environmental challenges in an integrated and responsive manner.

*Case Title:*

*Psychological Counseling Office*

Academic Program:

*Master’s Program in Clinical Psychology  
(Professional Practice)*

The consultants of the Psychological Counseling Office at the Ukrainian Catholic University (UCU) are students enrolled in the Master’s Program in Psychology and Psychotherapy, with a focus on psychodynamic therapy. These students possess the necessary level of theoretical and practical training and complete their practicum under the supervision of certified psychotherapists, who serve as faculty members of the Department of Psychology and Psychotherapy at UCU. Participation in the Counseling Office is an integrated component of their professional practice.

Created to provide free and confidential psychological support, the Counseling Hub is open to all members of the university community, including students, faculty, and administrative staff. During the initial months following the full-scale Russian invasion, the



demand for psychological services at the Hub rose sharply, reflecting the urgent collective need for emotional support and the development of psychological resilience.

“As soon as the full-scale invasion began, we started offering consultations on a daily basis. Everyone had to learn how to live in the new reality, because no one is truly prepared to live during war. This has become a new collective experience for all of us. The consultations, conducted under our supervision, are fully anonymous. The core concept of the Counseling Office is to help individuals make sense of their experiences. It is a way to process and work through one’s emotions,” explains an associate professor at the Department of Psychology and Psychotherapy (Ukrainian Catholic University, 2022c).

Implemented Principle: This case demonstrates the application of both the *ethical principle* and the *social responsibility principle*.

*Case Title: Supporting Children from Vulnerable Categories*

Educational Program:

*Applied Science* (as part of the course “*Creative Problem Solving*”)

This project represents the students’ response to the growing number of orphaned children during the war. Throughout the semester, students collaborated with partners – the municipal institution “*MHB Spilnota-Ridni*” and the charitable organization “*Ridni Charitable Foundation*.” Using design-thinking methodology, they developed solutions aimed at improving the developmental and transitional experiences of graduates from institutional care facilities.

Another core objective of the project was to explore strategies for promoting alternative forms of family-based care – including adoption, guardianship and custody, foster care, and family-type children’s homes. (Ukrainian Catholic University, 2024).

Implemented Principle: This case serves as an example of the application of the principle of *complexity*.

*Case Title: International Business and Global Markets*

Educational Program: *Master’s Program in Business Administration*

The full-scale invasion stimulated the development of civic initiatives in Ukraine aimed at pressuring international companies to exit the Russian market. Within the course “*International Business and Global Markets*,” students actively worked on an information campaign advocating for the withdrawal of foreign businesses from the aggressor country.

As part of the course, students collaborated closely with the #BoycottRussia movement, and engaged in writing letters and creating video appeals on social media. The most successful case involved Samsung. The regional office in Ukraine pressured the central office in Korea to make a decision to exit the Russian market, and the students’ letter was very helpful in this advocacy effort. The students’ initiative was also supported by Coursera – one of the world’s leading educational platforms.

“I am often asked abroad whether our university operates during the war and what our students are doing. Well, our students are doing a lot! Today, UCU is much more than a

university: besides academic processes, we are actively engaged in volunteer activities – providing humanitarian aid, maintaining active communication abroad by shaping new ideas about Ukraine, creating online media, and hosting refugees,” shares Sofiya Opatska (Ukrainian Catholic University, 2022d).

Implemented Principle: This case exemplifies the *principle of glocalization*, as it connects local and global issues by integrating curricular content with real-world experiences, thereby making learning meaningful and engaging.

*Case title: ServU*

Educational Program:

*Professional practice for master’s students in Public Administration and bachelor students of Sociology.*

The ServU project, implemented within the framework of the Erasmus+ program, seeks to strengthen collaboration between Ukrainian higher education institutions (HEIs) and local territorial communities in order to contribute to Ukraine’s recovery through the integration of service-learning (SL) into the educational process. This project introduces an innovative pedagogical model aimed at fostering students’ civic competencies, with a particular focus on addressing the specific needs of three categories of communities impacted by the war:

1. Communities hosting large numbers of internally displaced persons (IDPs);
2. Communities located near active frontlines, where critical infrastructure has been severely damaged;
3. Recently liberated communities that were previously under Russian occupation.

As part of the project, students were primarily responsible for preparing and conducting focus groups, reviewing relevant literature, analyzing transcripts, and formulating conclusions. These activities directly support the main objectives:

- Adapt the service-learning (SL) methodology for wartime and recovery;
- Remodel the Community Needs Assessment (CNA) for wartime and recovery, considering three types of local territorial communities affected by the war;
- Develop students’ skills of active citizenship through service-learning courses;
- Activate collaboration between the European Union, Ukrainian HEIs, and local territorial communities in their efforts for recovery of Ukraine through the implementation of service-learning courses;
- Create a Ukrainian Service-learning Resource Platform for knowledge sharing, transfer of best service-learning practices, and networking.

(ServU Project (Ukrainian Catholic University) n.d.).

Implemented Principle: This case clearly demonstrates the implementation of the *glocalization principle*.

*Case title: What Is a Human Being?*

Educational Program: *Students of different bachelor programs.*

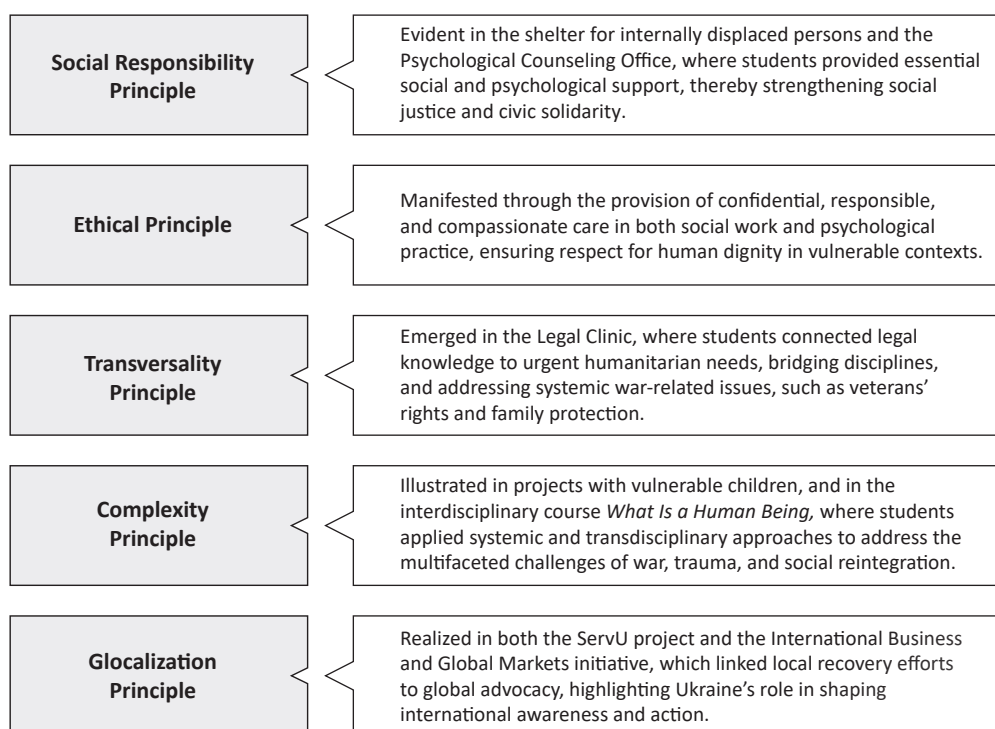
As part of the elective curriculum course “What Is a Human Being? Selected Questions in Theology and Philosophy,” students implemented the project *People of Ukraine* in collaboration with the team behind the initiative *Small Stories of the Great War*. The core idea

of this initiative is to find and share the stories of ordinary Ukrainians who demonstrate resilience, courage, and self-sacrifice in the face of war. This mission was also embraced by the students of the Core Curriculum project. They conducted interviews and created social media publications highlighting the lived experiences of their protagonists.

Implemented Principle: *Complexity principle*. We can see here that SL combines systemic and transdisciplinary approaches to address real-world complexities, helping students develop critical thinking and understand interconnected social, economic, and environmental systems.

The case studies of service-learning projects (SL) at the Ukrainian Catholic University illustrate how the integration of academic curricula with real-world challenges during wartime fosters both professional and civic growth among students, while directly supporting communities in need.

Figure 1 summarizes SL cases at the Ukrainian Catholic University, in accordance with sustainability principles in higher education. These cases demonstrate that SL is not only a pedagogical innovation, but also a strategic response to societal crises. By cultivating resilience, critical thinking, and civic responsibility, SL positions higher education



Source: Developed by the author.

**Figure 1. Service-learning Cases at the Ukrainian Catholic University, in Accordance with Sustainability Principles in Higher Education**

as a driving force for sustainable development and post-war recovery, while equipping students to serve as both competent professionals and engaged global citizens.

## Conclusions

Armed conflict presents multifaceted challenges, ranging from the immediate needs of survival to the long-term pursuit of development within the constraints of disrupted infrastructure and limited resources. In such a context, service-learning emerges as a vital pedagogical strategy; one that not only sustains educational processes, but also enhances their relevance and impact. The integration of service-learning into university curricula enables students to engage meaningfully with societal needs, while acquiring essential academic and civic competencies.

Through the implementation of service-learning projects, key principles of sustainable development are actively embodied. These include an ethical orientation towards community engagement, a holistic and interdisciplinary approach to learning, responsiveness to complex real-world problems, and the principle of glocalization – connecting local action with global understanding. Furthermore, the projects foster social responsibility and transversality, encouraging collaboration across disciplines and sectors. In times of crisis, such educational practices play a critical role in cultivating resilience, solidarity, and informed citizenship among students and institutions alike.

In this article, we examined seven cases of integrating service-learning into the aca-

demical courses of students at the Ukrainian Catholic University. Analyzing these cases in the context of service learning allows us to conclude that, during wartime, they all address issues caused or exacerbated by the war: the protection of military and veterans' rights, assistance to internally displaced persons, information campaigns supporting disengagement from the aggressor state, the protection of children from vulnerable categories, and others. Clearly, these issues are among the most pressing for Ukrainian society, which explains the strong interest they generate among students. From a pedagogical perspective, contributing to the resolution of these problems enhances students' sense of personal significance and agency, develops practical experience, and enables them to apply the knowledge they have acquired in real-world contexts.

## Limitations

Although the service-learning projects analysed above impacted positively on both communities and the university, and are consistent with sustainable development goals in higher education, this study presents several limitations that should be taken into account when interpreting its findings:

- First, the study is situated within the specific context of Ukraine's ongoing war, and the unique social, institutional, and logistical challenges associated with this environment may restrict the generalizability of the results to other countries or to peacetime conditions;
- Second, the absence of longitudinal data limits the ability to assess the

long-term impacts of service-learning on sustainable development outcomes, particularly given the rapidly changing wartime circumstances;

- Thirdly, the cases selected for analysis may also reflect a positive bias, as they focus on successful or early-adopting implementations of service-learning, potentially overlooking less effective or more complex examples;
- Finally, the study does not employ quantitative metrics to evaluate the implementation of sustainability principles, relying instead on qualitative interpretations. While this approach provides valuable insights, it limits the capacity to measure effectiveness with precision.

Future research would benefit from broader sampling, a mixed-method analysis, and long-term evaluation of service-learning initiatives under both wartime and post-war conditions.

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