



Service-Learning
Migrants/Refugees

Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe

Service-Learning as an Educational Resource

Management
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Given that we live in a time of great complexity and uncertainty, in a world that is more interdependent than ever before, it is logical that social and educational challenges are shaped by certain ways people have to cope that nonetheless mean certain commonalities in local, national, and international life. And this is particularly so if governments are looking to reduce, rather than inflame, the significant tensions that currently exist around us.

Undoubtedly, the enormous challenge of increasing migration, and the rise in international protection applicants as a result of armed conflicts or persistent inequality and poverty in many parts of the planet demands responses commensurate with the difficulties people face at such critical points in their lives.

Europe, and in particular the EU, is the chosen destination for large numbers of people who –citing reasons such as lack of protection, marginalization, and persecution– wish to enter the community with the hope of improving their lives and the lives of their families. They trust Europe as a place of inclusion and trust in the promise of a more stable future, despite the threats looming once again over the security of the old continent.

However, making advances in the inclusion of migrants and refugees requires not only political declarations and clear directives about levels of effective solidarity with people who have fled from their homes. It also needs appropriate resources, support and social protection and educational services. This is in order to provide the best possible care to individuals and families in a transversal process where schools and universities must play a substantive role within responsible civil society, which includes dozens of

organizations with well-documented legacies of involvement and on-the-ground assistance.

It is from this perspective that channels of collaboration and avenues for improving the care given to these people have been opened through the use of scientific knowledge in a socio-educational key, and by harnessing transfer mechanisms that can support decision-making about the problems and needs in communities.



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These avenues have been realized in a variety of formats with a clearly innovative bent when it comes to propelling methodological reforms in universities –focused on progressive activation of the link between the academic curriculum and socio-community discourse. In short, linking the educational benefits of theoretical knowledge with the benefits– for both learner and community –that can result from putting such knowledge into practice in response to reasonably addressable needs.

This is exactly how the approach known as service-learning has also pragmatically gained ground; an operational synthesis of a pedagogy based on commitment and common action in which young people and adults gain the educational value of experience, within a scope of individual autonomy and community participation that should leave no one behind.

This means we are clearly presented with a pedagogical proposal that is looking for specific ways to involve students in the life of the community, making them the protagonists of their own learning, while being connected to curricular objectives and addressing social needs.

If the European project is to stand out and make a difference on the global stage due to its primary identifying features of valuing inclusion and respect for human rights, then the management of cultural diversity –in which migrants and refugees feature so notably– must be a public policy priority. This underscores the benefit of better leveraging educational knowledge through programs offering proven educational effectiveness, with service-learning being one notable, accessible example.

To that end, a Guide to Best Practices provides procedural assurance, although it is not definitive for obvious epistemic reasons. It provides support for actions aimed at inclusion for migrants and refugees in the European context. Using this Guide should help improving the possibilities of service-learning in various knowledge areas and fields of professional involvement from the university, with examples that help meet the needs these individuals have.

This Guide is the result of the joint work from the partners in the Erasmus+ project “Mobilising university-community resources through SL(M) for the inclusion of migrants/refugees (SL(M))” (2022-1-ES01-KA220-HED-000087650). <https://service-learning-m.eu>

The objectives of this project are: to favour the social inclusion, as a two-way process, of third country nationals in Europe; to train university students in civic and social competences; to contribute to increasing the social and cultural capital of university students and migrants/refugees through networks of collaborative work, reciprocity and social support; to learn about the reality of migrants/refugees in Europe; to stimulate the democratic and civic participation of university students by promoting opportunities for social engagement and intercultural development; to analyse the role of universities in the European social and intercultural project; to strengthen the development of European civil society through the participation of local communities working in networks; to contribute towards achieving the objectives of the 2030 Agenda; and to promote service-learning at the University as a methodology for social learning and transversality in university education.

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In order to achieve these objectives, 5 work packages have been proposed, whose content has allowed us to develop a Course on service-learning and migration/refugee in Europe for teachers and students at the Universidade de Santiago de Compostela, Università di Verona and University of Galway; and the drafting of a needs report for the inclusion of migrants/refugees by ACCEM and Glocal Factory. Both activities have resulted in the design, implementation and evaluation of different service-learning (M) projects.

For this reason, before presenting the projects, we dedicated a section to analysing the needs for inclusion, and another to introducing service-learning as an appropriate methodology for the university to respond to these needs.

It is a document that starts with experiences that have been developed during the academic year 2023/2024, but it is open to new incorporations of SL(M) projects.

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There are intrinsic and extrinsic characteristics and circumstances of each migrant, and the needs of a person can be addressed individually or collectively. Moreover, we can distinguish and give priority to a need depending on the demand for external support which is connected to the person's degree of vulnerability. It is highly important to keep in mind that these needs may vary throughout the process of migration: from the exit of the country of origin, passing through the transition or mobility and once having arrived at the host country, with the possibility of voluntary or involuntary return to the country of origin.

Once having provided training on International Protection to university teachers and students, in sum, of sharing discussion spaces together with migrants in an online seminar to address the main migrants and refugees' collective needs. We can classify the needs under **governmental and regulatory needs, financial needs, physiological needs, human needs and social needs.**

First, it has been possible to draw conclusions that Governmental and regulatory needs are pivotal since there is a need for **information about access and legal permanence** in the host country. Here several points are considered such as the lack of knowledge on how to request International Protection and the subsequent procedure. In this line there is a need to acknowledge the requirements for applying for nationality and what type of access they have to the Public Healthcare System, and if there are different phases of the application which determine this access.

In addition to the needs related to the governmental and regulatory system addressed before, another relevant category of needs is



the financial ones. Here the main need detected is the one related to **income generation**. Amidst the challenges of displacement, one of the most crucial aspects for migrants and refugees is accessing gainful **employment**. Employment not only provides financial stability but also fosters a sense of dignity, purpose, and integration into their new communities. Also, the working culture may vary from one country to another, and cultural differences and lifestyle represent a short-term limitation which should be addressed by the contractors.

On the one hand, according to labor market statistics in the European Union, unskilled jobs such as domestic service or construction have a high employability of non-EU citizens. On the other hand,

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the insertion of non-EU citizens in qualified jobs is exponentially lower. This condition may be in some cases due to the lack of qualifications of certain migrants but also due to barriers such as the tedious process for homologating prior learning, as many migrants and refugees possess valuable skills, knowledge, and qualifications acquired in their home countries, which are often unrecognized in their new context.

Physiological needs (Koning, 2022; McAuliffe, M., & Bauloz, 2024; Kovář, 2023; Pérez Murcia, y Bonfanti, 2023; Triandafyllidou, 2023; Vila-Freyer y Sirkeci, 2023; Westendorp, 2022), as outlined in Maslow's hierarchy of needs (Maslow, 1943), refer to the basic requirements for human survival and physical well-being. These needs are fundamental and must be satisfied before an individual



can move on to higher levels of development and fulfilment. These needs form the foundation upon which higher-level needs, such as safety, love and belonging, self-esteem, and self-actualization, are built. Meeting physiological needs is crucial for maintaining physical health, mental well-being, and overall survival. Migrants and refugees, in their different status, face issues in covering these needs thus granting the basic of personal survival.

The **shelter** and housing needs of migrants in the European Union (EU) are multifaceted and influenced by factors such as legal status, socioeconomic status, family composition, and access to support services. All might have different shapes and relevance in the different European countries. Overall, these can be considered some features of shelter needs in the EU: emergency accommodation, long-term housing, integration and social cohesion and family reunification. For this reason, legal and policy frameworks are important to ensure migrants' access to adequate housing.

The matter of **food assurance** and **nutrition** among migrants intersects with the broader discussions on migration, human rights, and social welfare on a national level. Among the many issues raised by this matter, migrant populations are often vulnerable to food insecurity. Factors such as low wages, limited access to social services, language barriers, and discrimination can all contribute to their inability to access an adequate and nutritious diet.

Access to clean water, sanitation facilities, and hygiene are fundamental aspects of human rights and public health, yet migrants in the EU often face challenges in accessing adequate to this services.

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Mental health along with **physical health** issues are the common struggles of our society. Migrants, refugees, and international protection applicants, being more vulnerable than others, are at higher risk of suffering from the discomfort related to mental health. It is all closely related to their life experiences as people in the process of migrating or being forcibly displaced?, to the new living conditions, to the access to health care, to other contextual factors that put stress on their mental wellbeing. Migrants may face challenges in accessing maternal and child healthcare services, including prenatal care. Also, chronic health conditions can be exacerbated by factors such as inadequate nutrition.

Next it is important to address the **human** need for information given to the migrants in advance at **reception centers** about their rights, duties and access to basic services. In some cases, information regarding bureaucratic duties on arrival may diffuse other practical information such as how to access some services. It is important to offer reception centres built on participatory relationships with local communities.

Social inclusion encompasses the ongoing process by which migrants and refugees become fully integrated into the local communities of their host societies. The **community** in which they reside –made of friends, neighbors, coworkers, and civil society organizations– plays a vital role in providing social support networks, which fosters resilience and promotes a sense of belonging. Community participation, in fact, can fulfill migrants' immediate needs, expands their social network, and facilitates psychological integration.

The role of social support in migrants' inclusion is well-documented (Döring, 2019; Renner et al., 2012; Stewart et al., 2008). In particular, many studies show that individuals with strong support networks experience better physical and mental health, especially when dealing with resettled refugees with psychosocial needs and those facing integration challenges, such as vulnerable women, older refugees, and children. The community can assist migrants in addressing inequality, marginalization, and adaptation to their new settings. One of the most important roles of the community in migrant inclusion is creating welcoming spaces where newcomers feel accepted and valued.

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Communities can also provide practical support to migrants: this may include offering assistance with housing, employment, education, healthcare, transportation, and legal issues.

Education is a fundamental need because not only does it provide individuals with essential knowledge and skills, but also serves as a catalyst for social integration, empowerment, and self-sufficiency. **Language proficiency** is the key determinant not only for successful inclusion but also to gain access to quality education. Unfamiliar educational systems, and financial constraints can further prevent access to learning opportunities; here the establishment of a **Universal Design for Learning** or the develop-

ment of Inclusive Education and including intercultural mediators in schools may be of help. Lastly, there is a need for **training in digital skills**, that goes from the use of ICTs, to access to technological equipment.

Addressing these diverse needs is a multifaceted challenge that requires a collective responsibility and a holistic approach that encompasses support for families and engagement with local communities. Moreover, empowering local actors such as NGOs, grassroots organizations, and volunteers to provide practical assistance and advocacy can enhance the support available to migrants and refugees at the community level. A successful example of a comprehensive approach is that of Private Sponsorship (PS) programs. They are initiatives that involve individuals, community groups, or organizations in helping refugees resettle and integrate into their new communities in Europe. These programs are typically in place to supplement government-sponsored refugee resettlement efforts and provide an additional avenue for refugees to find a stable and welcoming environment. The aim of these programs is to provide a more personalized and community-driven approach to refugee resettlement, ultimately helping refugees to become self-sufficient (Mateus et al., 2021).

Actually, community participation does not necessarily contribute to social integration when the participation environment is biased and lacks meaningful encounters. In this context the role of local authorities in migration governance is crucial, due to the proximity to their communities, their direct experience in implementing policy, their potential to initiate multi-stakeholder dialogue and participatory decision-making (Colleo, 2010).

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By embracing diversity, fostering social connections, providing practical support, celebrating cultural heritage, and empowering participation, communities can create inclusive environments where migrants feel welcomed, valued, and supported. Through these efforts, communities can harness the full potential of diversity and build stronger, more resilient societies that thrive on mutual respect, understanding, and collaboration.

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Our project is based on the principle that the university must re-think its mission and pedagogical effectiveness, as it should educate 'European citizens'. To this end, it must design and develop pedagogical strategies to enhance students' learning of civic competences. The goal is to educate responsible citizens, who are respectful of the environment, active, critical, and supportive, open to interculturality, and committed to equity. Ultimately, the European university should aim to develop an intercultural citizenship (Santos Rego et al., 2021).

However, civic education would not only mean knowing about such issues, being interested in issues affecting society, or demonstrating attitudes and moral sensitivity towards the world around them; they must also be able to engage with that world, even encourage active citizenship projects and become agents of change.

The service-learning (SL) methodology is an educational approach that combines learning processes and community service in a single well-articulated project where participants learn while working on real community needs. This methodology may be a good catalyst for European universities to take on and meet this challenge.

More specifically, the focus of the community in our project is on migrants and refugees in Europe. Students from various knowledge areas, together with teachers, migrants/refugees, and social organizations, must identify the inclusion needs of third-country citizens in order to design and implement solutions that meet those needs (service). We must seek solutions that are effective, efficient, sustainable, and just or equitable. The starting point is

the necessary active participation of the recipients, who need to be heard as rights-holders in the society where they are expected to build their individual and family life projects.

The service is connected to the curriculum of the subject or subjects the students are studying. But moreover, that same context of project development becomes an intercultural space, as it must foster cooperative work among students, migrants/refugees, faculty, and entities.

This calls for constant dialogue and communication between the university community and civil society. The goal is to identify needs and seek collaboration methods that can meet those needs. Authentic reciprocal relationships are an intrinsic requirement, and those relationships must be based on cooperation, negotiation, and the exchange of resources and actions between community agents and university institutions striving to achieve maximum benefit for society.

It is therefore essential that we perceive the community as another educational agent, not just as a context in which learning is acquired. Participating in this methodology will enable students to become more familiar with the work of social organizations, with the consequent possibility of helping to disseminate their values and causes, as well as improve their practices and programs. We might therefore predict that this project will help the university and the largest group within it –the students– to establish reciprocal relationships with other parts of society, strengthening the sense of belonging to a community, especially if it involves encouraging their active participation in it.

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Service-learning projects are known to foster bonds of exchange and mutual benefit between social actors (intercultural action entities) and academia, in addition to being a pedagogical strategy that impacts students and can serve as an incentive for change towards greater social justice.

With all this, what motivates us is the European intercultural project, making a more democratic, equitable, and inclusive society, with everyone's participation. It is absolutely vital to implement social and intercultural actions at the local level (without ignoring supranational connections) linked to debate, reflection, analysis, and action about the situation experienced by migrants/refugees in Europe.

We believe that if students' education, or to put it another way, the education of future professionals, occurs through Service-Learning in migration contexts, this will enable not only a greater understanding of this social reality but also greater sensitivity and awareness of what it means on a personal and social level.

Participation in long-lasting service-learning experiences has been shown to foster intercultural competence (Santos-Rego et al., 2022), even leading to more general identity changes related to a capacity for cultural relativization, reduced ethnocentrism, understanding complex sociological processes such as migration and the risk of social exclusion (Lalueza and Macías-Gómez-Estern, 2020). It is clear that future professionals undergoing these types of practices can help the inclusion of migrants and refugees, reducing interpersonal and institutional racism and discrimination.

We might see an even greater potential for service-learning practices if understood through the lens of critical education. Authors such as Walsh (2010) or Buraschi and Aguilar-Idáñez (2017) have identified that there needs to be a revision of how we think about migration, especially in frameworks where discourses about racism and interculturality converge. What they argue is that the intercultural model we see in Europe has limitations for inclusion, as it works within an inherently segregating and ethnocentric system (Walsh, 2010).

Along these lines, it is necessary to start considering future professionals who can think in dialectical terms about interculturality, questioning practices that have become normalized but correspond to types of institutional violence (Buraschi and Aguilar-Idáñez, 2017). Such reflection is perfectly reasonable for service-learning in sustained migration contexts, as it puts students in relation to and in dialogue with these people's perspectives, and to some extent confronts hegemonic narratives with concrete subjectivities. Facilitating this interaction may serve to question pre-established beliefs and even social functioning (García-Romero et al., 2024). It is an opportunity for students to develop thought in contact with voices that have often been silenced.

We can also look at studies that trace connections between this pedagogy and expansive learning, where what is emphasized are activity systems as such (McMillan et al., 2016). Joint activities between the university and other institutions and social actors helps people rethink assumptions and norms, which often represent obstacles to necessary change.

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Ultimately, we are convinced that Service-Learning's potential is not only about a way of integrating the three missions of the university. We need to keep this in mind when we approach the phenomenon of migration from an inclusive perspective.

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Activating the community

Ainara Díaz Geada (coord.)



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GENERAL DATA

Project name:

Activating the community

Coordinating professor:

Ainara Díaz Geada

Participating professor:

Santiago Martínez Isasi

Academic degree:

Bachelor's Degree in Nursing. Universidade de Santiago de Compostela

Academic years:

2.º and 4.º

Subjects:

Family and Community Nursing, Final Degree Project

Entities/community partners:

- **Arraianas:** www.arraianas.org
- **Médicos do Mundo:** www.medicosdelmundo.org
- **Centros Socioculturales de Santiago de Compostela:** santiagodecompostela.gal



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

This project proposes the design and development of community nursing interventions in health education based on interculturality and intersectionality.

The process is developed in collaboration with entities of reference for the migrant population in our community such as the Arraianas Association, Médicos do Mundo, and the Socio-Cultural Centers of Santiago de Compostela.

The students participating in this project should identify the main health education needs of the participating population, prioritize their actions, learn about the evidence to identify effective interventions, establish an action plan and carry it out, and finally, evaluate the process and its results.

This project is aimed at facilitating access to health education and, by extension, at improving the health empowerment of the migrant population in our environment. The diversity of signifiers and meanings of health can often lead to the perpetuation of prejudices and stereotypes that constitute major barriers to accessing the health system and, therefore, to migrants' health.

This project is conceived as a process of community and intersectoral participation (collaboration with different sectors that share

a common interest), which is aimed at contributing to the improvement of the quality of life and well-being of the people who make up our community.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

The stages of this project are described below:

- **Diagnosis stage:** students use the Nursing Care Process as a framework. In this phase, there were meetings with the community and with professionals of the collaborating entities. The purpose of these meetings is to organize the project's reference driving group and identify the main health education needs of the participating population. In addition, students conducted a literature review to update their knowledge in this area.
- **Prioritization stage:** once these needs are identified, they should prioritize their action. To this end, they were able to use different community health prioritization tools. (felt, normative, expressed, and comparative needs –Bradshaw– triangulation of perspectives, community and expert consensus). The process must be participatory at all times.
- **Design stage:** students should check the evidence that allows identifying effective interventions and integrate them into the design of the activities they finally propose to develop in the community.

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- **Action stage:** establish an action plan (organize and facilitate community access to these proposals) and develop it.
- **Evaluation stage:** evaluate the process and its results, applying both self-evaluation and collaborative evaluation. The users and professionals of the collaborating entities also requested an evaluation of the project and its participants.

3. Specify what responsibilities the students have.

The students participate in person in all the stages of the project described above. Organized in groups, they have to distribute the main tasks of the whole project in order to develop it. The teaching staff prepared a guide throughout the process and played a secondary role, whereas students played the leading role.

Therefore, their responsibilities include: develop the project design, maintain direct contact with the community and collaborating entities, have direct control over setting up meetings to structure the process, identify the needs of the community and prioritize their actions; be responsible for the design and implementation of the planned activities, identifying and maintaining up to date relevant evidence for the design and development of the activities; be in charge of maintaining permanent contact with the organizations during the process to ensure its correct implementation or to be able to respond to any unforeseen event that may arise during the process; and, finally, they carry out the self-evaluation process.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

This project is developed within the framework of the subjects of Family and Community Nursing, of the 2nd year of the Bachelor's Degree in Nursing, and the Final Degree Project, of the 4th year of the same degree.



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Students develop basic and general skills of the Degree in Nursing, such as the ability to communicate information, ideas, problems and solutions to both specialized and general audiences or the ability to understand people without prejudice, considering their physical, psychological and social characteristics, as autonomous and independent individuals, making sure their opinions, beliefs and values are respected, while guaranteeing the right to privacy through confidentiality and professional secrecy.

They also enhance the development of transversal competences such as decision-making, planning and time management skills as well as the understanding of diversity and multiculturalism.

Regarding the subject of Family and Community Nursing in this project, contents such as the following are addressed:

- Family and Community Nursing Care Process.
- Family structure and dynamics.
- Family care plan. The provision of care in the family environment.
- Community health diagnosis given the nursing taxonomy.
- Community participation. Interventions with different groups.
- Adaptation of the community and home environment to disability situations. Carrying out everyday life activities: at home, in public spaces, transportation, assistive products.

5. Describe the preparation activities in which the students should be involved before the service.

Students should take part in the training course on SL, which is taught at the University of Santiago de Compostela to fully understand the fundamentals and methodology before getting involved in this project.



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Furthermore, students should acquire basic training on the principles of community health, the influence of social determinants of health, and the theoretical framework of salutogenesis and asset-based community health. At the same time, they should acquire the fundamentals of cultural competence in health care and attention from an equity perspective.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Decision-making skills.
- Basic general knowledge.
- Knowledge of cultures and customs of other countries.
- Ability to work in a team.

REFLECTION

7. With whom does the reflection take place?

Students and teachers work together to produce the reflection of the project throughout its various distribution stages. In some stages, the professionals representing the collaborating entities in each case also need to participate in the reflection process. If the opportunity arose, users who expressed interest would

be given the chance to take part in one of these stages of joint reflection.

8. When does the reflection take place?

- Diagnosis stage.
- Prioritization stage.
- Design stage.
- Action stage.
- Evaluation stage.

9. What is the focus of the reflection sessions?

- Assessment and diagnosis stage: acknowledge the fundamental aspects to be explored in the community in order to determine its resources and needs. Reflect on the adaptation of the Nursing Care Process to this part of the procedure.
- Planning and prioritization stage: sharing the choice and use of prioritization tools. Reflect on their appropriateness and the outcome of this part of the process.
- Design stage: discussion of the proposed ideas, analysis of positive and negative aspects, analysis of the structure/organization of the proposed intervention, chronogram and distribution of tasks.

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- Action or execution stage: comparative discussion before and after developing the proposed interventions (users' participation, scheduling, use of inclusive materials, etc.).
- Evaluation stage: examination of the expected planning compared to the final outcome. Reflection on positive and negative aspects. Sharing of possible improvements. Analysis of the global outcome of the project. If this is possible, this part should be shared with the collaborating professionals and the users.

LA EVALUACIÓN

10. How was the service performed by the students monitored?

The monitoring of the service involve both the teaching staff and representatives from the different collaborating organizations. Every week, at least one email was sent to discuss how the service developed and whether there was a need to incorporate any changes or improvements to the project in the immediate future.

The teaching staff hold follow-up meetings with the students participating in the project. Following these meetings, a rubric is filled out, which was added to the student's evaluation.

11. Who participates in the evaluation?

Professors, students and representatives of the collaborating organizations who were involved in students' monitoring throughout the process also participate to the evaluation process.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

Among the mechanisms and instruments to be used in the students' evaluation process, the following are proposed:



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- Portfolio (follow-up of the experience, tools used, role of each person in the group etc.).
- Evaluation of service recipients (level of satisfaction).
- Evaluation of the collaborating professionals involved.
- Teacher evaluation.

13. Will there be any feedback to students or community members?

Within the framework of the different stages of the project, materials were created that can be exhibited in the Faculty of Nursing at the end of the project as well as in the socio-cultural centers and participating organizations to increase awareness of this community process.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Good health and well-being



Gender equality



Reduced inequalities

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Accreditation of competences for migrants

María del Mar Sanjuán Roca (coord.)



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GENERAL DATA

Project name: Accreditation of competences for migrants

Project website:

<https://transformatuformac.wixsite.com/my-site>

Project logo:



Coordinating professor: María del Mar Sanjuán Roca

Participating professors: Silvia López Gómez, Milena Villar Varela

Academic degrees: Master's Degree in Compulsory and Upper Secondary Education, Vocational Training, and Teaching of Languages. Universidade de Santiago de Compostela

Academic year: Specialization: Vocational Training (Service Sector)

Subject: Vocational Training

Entities/community partners:

- **Movemento pola Paz-Galicia:** www.mpdl.org/etiquetas/mpdl-galicia
- **Arraianas:** www.arraianas.org/es
- **Provivienda:** www.provivienda.org



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The main purpose of this project is to provide information on the accreditation of competences to less informed groups, such as migrants, with the aim of easing their inclusion and improving their employability. In addition, it seeks to enhance university students' education by allowing them to apply their knowledge in real-world contexts.

Project objectives:

- To acquire and manage the concepts and basics of competence accreditation.
- To demonstrate the importance of this knowledge in real-world contexts, to be able to analyze the needs of the associations' users and to explore how their newly learned information might be used to respond to them.
- To apply the teaching skills developed during their training to choose and create materials that are suitable for the context in which they were used.
- To create digital educational materials for migrants and refugees.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

Project stages:

1. Students' participation in a SL training course focused on migration and refugee issues.
2. Analysis of the migrant population's needs.
3. Development of competences by the students, both those related to the use of technological tools and applications and to the accreditation of professional competences.
4. Meetings and interviews with associations' staff and accreditation professionals.
5. Creation of digital resources such as video tutorials, animated videos, interactive activities and games to provide engaging information and strengthen knowledge.

3. Specify what responsibilities the students have.

- A needs analysis study and potential intervention.
- Product proposal.
- Design of materials.
- Search for contents.

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- Construction of materials and implementation.
- Presentation of the completed work to the involved parties.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The project is directly linked to the contents of the subject by including the system of evaluation, recognition, and accreditation procedures of professional competences within the contents of the academic program. This helps students gain a deeper and more practical understanding of the concepts taught in the classroom. However, it was necessary to work on topics related to the European Qualifications Framework and in-depth knowledge of the Spanish vocational training system. The work carried out is linked to the following topics:

1. **European vision of training.** This topic deals with the policies on vocational training implemented by the European Union (EU). To this end, an overview of some of the institutions that develop their work in this field were provided, and mobility and training programs as well as initiatives that materialize these policies was presented.

Objectives:

- To be aware of the evolution and the latest news on the European policies related to Vocational Training.

- To be aware which European organizations are directly related to vocational training.
- To understand the importance of the work and training opportunities offered by the different European Community Initiatives and Programs for lifelong learning.
- To manage the terminology of training for employment, in accordance with the conceptualization of the European Qualifications Framework.
- To manage the portals and information of the European Union institutions and organizations related to Vocational Training.

Sections:

1. European policy and organizations related to Vocational Training.
2. The European Qualifications Framework.
3. Support and management structures of Vocational Training in the EU.
4. Mobility tools: programs and initiatives.
5. Lifelong learning.

2. **Training and labor market.** This second topic aims to provide the students with knowledge related to the context, presenting the

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processes that convey the relationship between training and the labor market and characterizing the production sector and the professional families that are specific to it. This builds on the previously acquired understanding of qualifications and training as a component and result of the demands of the labor market.

Objectives:

- To understand the connection between the professional profiles and the degree programs offered.
- To be aware of and understand the importance of the current legislation on Vocational Training (05/2002 and its development).
- To manage the tools and catalogs of the National System of Qualifications.
- To be aware and manage the institutional portals where information related to the subject of study can be accessed.
- To comprehend and properly use the nomenclature of the educational field of study.

Sections:

1. Vocational and training profiles.
2. The Spanish National Institute of Qualifications (INCUAL) and the Spanish National System of Qualifications (SNCP): Qualifications Catalog and Modular Catalog.

3. Spanish Organic Law 3/2022, of March 31, 2002, on the organization and integration of Vocational Training.

3. **Initial Vocational Training.** It focuses on the organizational structure of the initial or formal vocational training subsystem at both the institutional and regulatory levels. We also work on the conceptual framework of this type of training, as well as the organizational structure of the training cycles, their contents, and the opportunities they present, bearing in mind that we focus on topics directly related to what was the work context of the teachers in training.



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Objectives:

- To know the current legislation that regulates Vocational Training in the Educational System.
- To identify the training cycles, their curricula and the degrees to which they lead.
- To know and characterize the different types of schools in which Vocational Training is taught.
- To effectively handle conceptual and regulatory data related to formal professional training.
- To be aware of the programs offered by the Vocational Training and the resources available, knowing their characteristics and how to use the virtual tools available.

Sections:

1. Regulatory framework and structure of the initial vocational training subsystem.
2. Levels (Intermediate Vocational Training, Advanced Vocational Training, Basic Vocational Training) and degrees (based on LOE, Spanish law on Education 2006-2014, and LOGSE, Spanish law on Education 1990-2006) in the Training Cycles.

3. Modular organization (Training and Job Orientation, On-the-job training, Dual Vocational Training, Professional Project Module) of the Training Cycles.
4. Modalities (on-site, distance) and regime (ordinary and for adults) in formal vocational training.
5. Requirements for access to vocational training and access to university from vocational training.
6. Types of schools where it is taught (National Reference Schools, Integrated Schools, and Secondary Schools).
7. Programs and Resources: FP Plus (Vocational training Plus program), Information and Career Guidance Department, the FP Empresa project, the Academia Project, Mobility (Erasmus+, On-the-job training in Europe).

4. And finally, **Training for Employment**: we focus on the subsystem of Training for Employment, which is under the jurisdiction of the Ministry of Employment and Social Security. The goal is to highlight the existing possibilities of continuing and vocational training; professional certifications and the recognition of competences were also presented as accomplishments in order to certify people with prior work experience.

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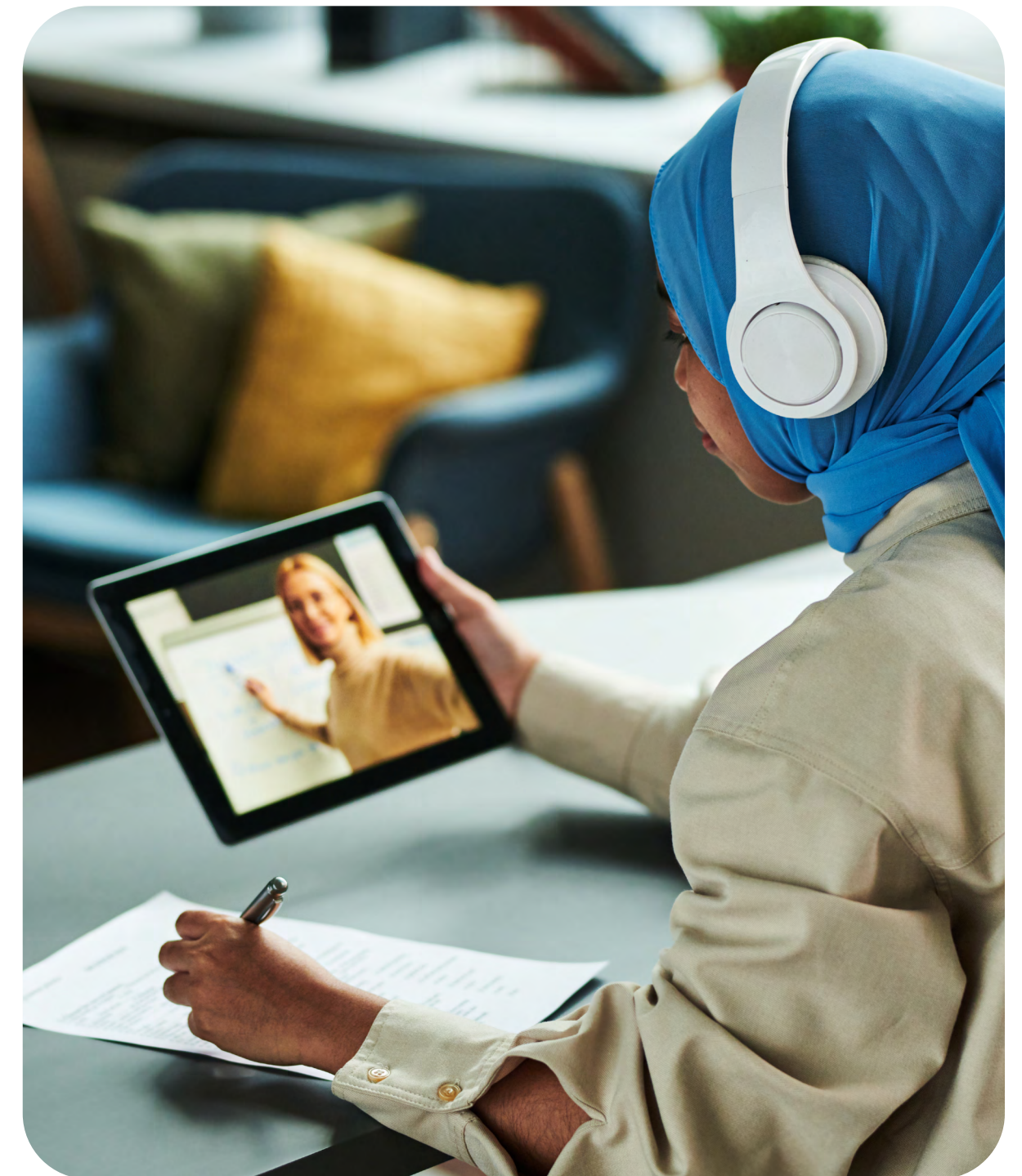
Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
Service-Learning as an Educational Resource
Accreditation of competences for migrants

Objectives:

- To identify the characteristics of Training for Employment and the training modalities set out in Law 30/2015 that regulates this training subsystem.
- To understand the importance of recognizing competences.
- To be aware of the repercussions that the certificates have on the subjects' accreditation and employability.
- To understand the relationship between vocational training subsystems and the opportunities in the context of vocational training centers.

Sections:

1. Background and regulatory framework of the training for employment subsystem.
2. Actions, initiatives, and training modalities under the jurisdiction of the Ministry of Employment and Social Security.
3. Accreditation of competences, professional certifications, professional authorization, professional training.
4. Connection with Formal Vocational Training.



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5. Describe the preparation activities in which the students should be involved before the service.

The project provides students with the opportunity to apply the theoretical knowledge acquired during the course in a real-world context. By participating in the creation of teaching materials for migrants on competence accreditation, students are interpreting and applying theoretical concepts to a concrete situation.

Stages carried out prior to project development:

1. Students' participation in the “Vocational Training” subject of an SL training course focused on migration and refugee issues.
2. Analysis of the migrant population's needs. Several meetings were held between the teachers and the associations' managers.

3. Development of competences by the students, both those related to the use of technological tools and applications and to the accreditation of professional competences. Students' attendance to expository and interactive sessions related to the contents of the subject and to two training sessions on the creation and development of teaching materials with digital technologies.

4. Meetings with accreditation professionals. Students' and teachers' attendance to a 4-hour training session on the evaluation, recognition, and accreditation of professional competences in Galicia and on the Acredita application (<https://www.edu.xunta.gal/fp/acredita>), at the Integrated Polytechnic Vocational Training Center of Santiago de Compostela.

5. Creation of digital resources such as video tutorials, animated videos, interactive activities, and games on the accreditation of competences.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Decision-making skills.
- Initiative skills.
- Ability to present in public products, ideas, reports and similar.
- Knowledge of cultures and customs of other countries.
- Ability to use ICTs.

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REFLECTION

7. With whom does the reflection take place?

- Students participating in the teaching and implementation of the project.
- Teachers participating in the subject.
- Associations involved.
- Teachers from the Vocational training center who instructed students on specific topics of the project.

8. When does the reflection take place?

1. During the needs analysis, examining the opportunities of participation considering the problems shown by the associations, during the meeting of the teachers involved in the project, choosing how to implement it with the students and, finally, involving the students in the needs identified, the potential involvement and implementation method.
2. During the design and development of the products, considering their opportunities and going deeper into the contents of the subject and the repercussion of our actions on the target population.
3. Upon completion of the products, observing their functionality and potential uses while acknowledging their limitations.

4. During students' project presentation, which was attended by representatives of the associations and the management team of the Vocational Training Center; afterwards, all participants engaged in a series of interventions aimed at evaluating the strengths and weaknesses of the products showcased, as well as the individual learning experiences during its development.

9. What is the focus of the reflection sessions?

- Understanding a group and its problems, as well as recognizing the potential intervention through the knowledge that each individual acquires.
- Finding opportunities for improvement.
- Analysis of emotional and knowledge performance in project involvement.

EVALUATION

10. How was the service performed by the students monitored?

In a meeting where the collaborators express the potential of the products and the challenges encountered. Also through a rubric that was provided to them once the different products have been implemented with the reference group of each association.

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11. Who participates in the evaluation?

Throughout the whole process, different types of evaluation were carried out, therefore the participants vary depending on the time and nature of the evaluation:

First, the teachers carried out a diagnostic analysis in which the collaborating entities participated in order to identify their main needs. To this end, the interview technique was used.

At the beginning of the project, an initial evaluation was also conducted with the students in order to determine their prior knowledge, using an ad hoc survey.



During the development of the service-learning project, the teachers applied continuous training evaluation with the students, through classroom observation and diaries.

The final evaluation with the students was carried out with the final products they created, shown in a presentation day in which were present, besides the students, teachers, collaborating entities and external agents that contributed to the development of the project.

The impact evaluation subsequently includes all the agents involved (students, organizations, and teachers) through an *ad hoc* procedure that is specifically tailored to each group.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

The students' evaluation was based not only on their participation in the project and in the creation of the resources, but also on their ability to apply the knowledge acquired in a real-world context and the quality of the materials generated. Together with students, teachers, collaborating entities and external agents such as professionals from a Vocational Training center, a presentation of the materials generated was made; the specific evaluation rubrics to be completed were also presented, in relation to the project (compliance with the objectives, quality of the resources, degree of innovation, etc.), the students (involvement, collaboration, presentation skills, etc.), and the entities (commitment and collaboration, dissemination of the resources, feedback provided).

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13. Will there be any feedback to students or community members?

In addition to the last day of presentation of materials and resources, rubrics are created and applied to report on the results obtained, informing the students and the community. Moreover, since it is planned to carry on with the current SL project in subsequent courses, the students and the community were updated on the ongoing improvement of materials and the creation of new resources, involving students from previous courses based on their availability. For future courses, it is expected that students would be able to present and apply their training proposals to users, allowing them to get feedback straight from the source.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Quality education

Decent work and economic growth

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Italian language course for young migrants

Serena dal Maso (coord.)

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GENERAL DATA

Project name: Italian language course for young migrants

Project website:

www.univr.it/it/i-nostri-servizi/futuri-studenti/tai-ti-aiuto-io

Project logo:



Coordinating professor: Serena dal Maso

Participating professors: Isolde Quadranti, Alessia Bevilacqua, Alessandra Cordiano

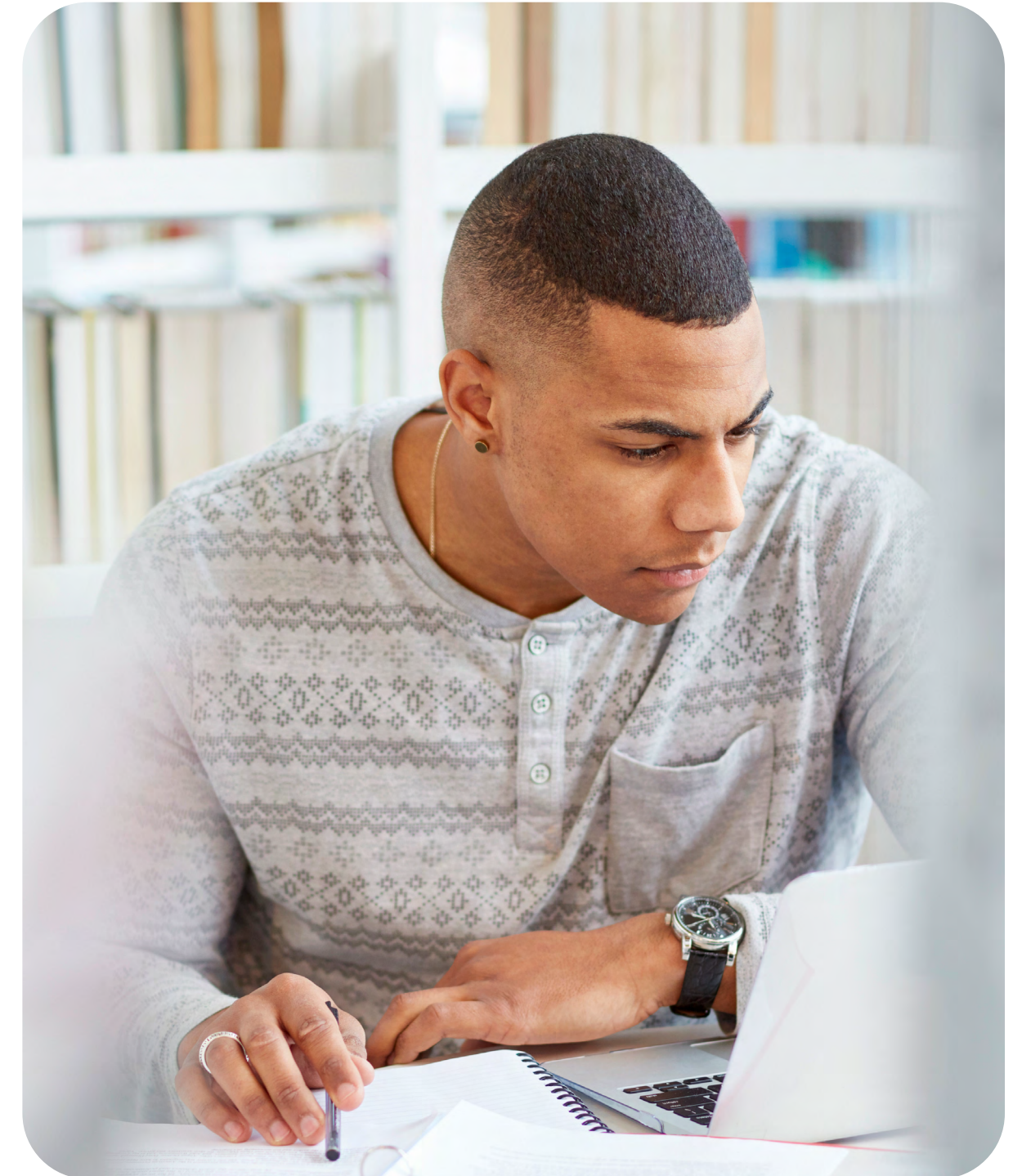
Academic degrees: Culture and Civilizations Master Degree and Combined Bachelor's + Master's degree in Primary Teacher Education. Università di Verona

Academic years: 4.º and 5.º

Subjects: Methods of Language Teaching, Inclusive Education and Teaching

Entities/community partners:

- **Rete TanteTinte Verona:** <https://sites.google.com/ic12golosine.education/rete-tante-tinte/home?authuser=0>
- **Cestim (Centro Studi Immigrazione):** www.cestim.it



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The university SL project aims to support first- and second-year secondary school students from socio-economically and culturally disadvantaged backgrounds at risk of dropping out. Given that the main obstacle is language learning, an Italian language course for academic purposes has been established to achieve this. The students were selected, trained, and guided through their journey by a group of teachers who were project coordinators.



Every university student was paired with a secondary school student. These students were identified by the “Rete Tante Tinte” and in collaboration with “CESTIM”:

- “Rete Tante Tinte” is a network that aims to enable the full academic success of international students and promote the growth of education in interculturality, peace, and human rights in schools. The network promotes the spread of intercultural understanding and practices of welcoming international minors and their families in schools of all levels and grades in the province of Verona.
- CESTIM is an association that deals with inclusion and hospitality in the municipality of Verona, promoting the organization of language courses in particular, based on the needs of the territory.

The migrants' need for assistance was identified as follows: not knowing the Italian language prevents the international students from adequately understanding school subjects. The risk of dropping out of school is exceptionally high for these students.

For this reason university students made themselves available to teach the “language of study” to international students. Indeed, the problem for these young migrants is not mathematics but mathematics in Italian. Geography is not the issue, but geography in Italian.

The choice to proceed with “pair learning” helps to create a trustful relationship and a safe zone where the younger international student does not feel judged, as is often the case at school. Each Italian student must dedicate at least 20 hours to the linguistic support activity.

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2. Explain the stages of the project, or the specific activities that the students perform during the service.

- Mandatory participation in an 8-hour training course to prepare our students in what teaching a language means.
- Pairing of the students according to the international students' needs.
- Identifying the need of learning and preparing the subject for each lesson.



- 15 meetings with the student with a minimum of 20 hours of teaching activity, between end of February and April 2024: the meetings are online, they last 1.5 hours each, and take place weekly, at the agreed time.
- Participation in monitoring moments with the project workgroup and with the classroom teachers of the supported student.

3. Specify what responsibilities the students have.

- Preparing the initial assessment module to identify each participant's language level.
- Selecting educational objectives.
- Evaluating the progress of the international student.
- Maintaining contact with Rete Tante Tinte.
- Organizing each lesson, deciding the timetable, and respecting deadlines.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The students come from the L2 language teaching course, Primary Education Sciences and Culture and Civilizations. Therefore, this

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is an opportunity to put into practice the methodologies learned during their studies, such as preparing lessons for more effective learning, overcoming the mistrust dictated by a different culture of origin, seeing concretely what the obstacles to learning Italian as L2 are, despite the many years spent at school.

5. Describe the preparation activities in which the students should be involved before the service.

The training course for students includes 4 meetings to prepare them for teaching Italian for academic purposes. Specifically, the subjects are:

- Presentation of the project and focus on the training recipients and Best practices, practical ideas, and operational tools.
- The Italian language for academic study.
- Elements of intercultural pedagogy.
- Engagement and active teaching.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Problem solving skills.
- Oral and written communication skills.

- Ability to write and speak in foreign languages.
- Knowledge of the cultures and customs of other countries.

REFLECTION

7. With whom does the reflection take place?

The reflection takes place both individually through the drafting of a brief written summary; reflection on the activity take place in various ways:



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- Individually, through the drafting of a reflective diary at the end of each meeting during the individual study.
- The student body who attended the language course through the final reflective meeting coordinated by Alessia Bevilacqua was distinguished by each student's academic area to enhance their awareness and learning.

8. When does the reflection take place?

The reflection takes place:

- At the end of each meeting, through the drafting of a reflective diary providing an account of the student's experience.
- At the end of the experience, together with Rete Tante Tinte, Cestim and Professor Bevilacqua.

9. What is the focus of the reflection sessions?

Students were given a basic understanding of how difficult it is for migrants to have access to personalized language courses and how important it is to have a personal relationship to learn a new language. As a result, part of the reflection also focuses on the impressions, doubts, and emotions experienced when learning about the obstacles migrants face. Additionally, the reflection then centers on their academic preparedness (whether it is sufficient to address practically what they have only studied in theory) and analyze the difficulties in organizing a language course.

EVALUATION

10. How was the service performed by the students monitored?

Contacts were made with the Rete Tante Tinte after a period of 6 months to understand if and to what extent the language course has impacted the lives of the guests.

11. Who participates in the evaluation?

Professors.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

Students were evaluated based on the assigned tasks, accuracy in meeting deadlines, and the commitment with which they reflect on their lived experience.

13. Will there be any feedback to students or community members?

The community partner are responsible for providing feedback to the students, in collaboration with the involved teachers, assessing academic performance and developing soft skills necessary for organizing an L2 language course.

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14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Quality education

Reduced inequalities

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Intercultural encounters

Lorraine Tansey (coord.)



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GENERAL DATA

Project name: Intercultural encounters

Project website:

<https://www.universityofgalway.ie/designingfutures/personalised-studentjourney/transdisciplinarymodules/forstudents>

Coordinating professor: Lorraine Tansey

Participating professor: David Doolin

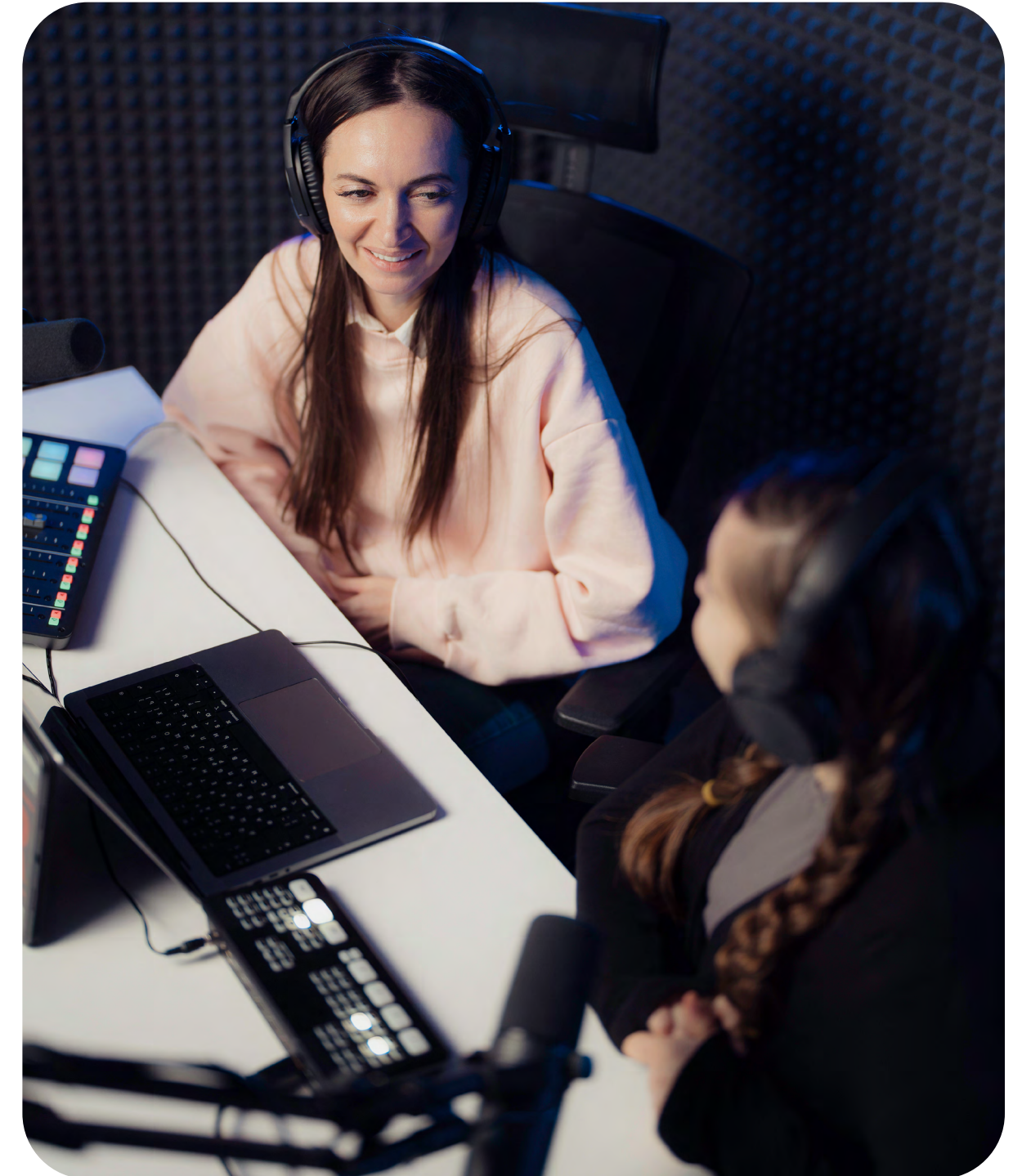
Academic degrees: Bachelor of Arts, Humanities, Social Sciences, Bachelor of Business and Law, Bachelor of Science. University of Galway

Academic years: 2nd and 3rd

Subjects: Tourism and Hotel Management, Marketing, Legal Science, Business Logistics, History

Entities/community partners:

- **GOCOM Radio:** www.gocomradio.ie
- **LIFT Leadership Ireland:** <https://liftireland.ie>
- **Ukrainian Support Workers:** www.volunteer.ie/ukraine



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1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The overall goal of the course is to give insights into global citizenship, diversity and inclusion, through disciplinary and cultural boundary crossing, knowledge sharing and co-production, as well as intercultural understanding and collaboration between students. Students with different disciplinary and cultural experiences jointly address complex issues related to a specific global challenge that also has a local impact, within a team research project.

The service takes place with two main community groups: the Ukrainian migrants coordinated by the local Volunteer Centre Ukrainian Support Workers and the GOCOM Migrant Community Radio Station.

- **Ukrainian Support Workers:** USW identified that newly arrived Ukrainian migrants would welcome a collective and shared environment that was supportive for practicing the English language, meeting Galway community members, and self or personal development skills.
- **GOCOM Migrant Radio:** GOCOM identified that a marketing and promotional support would enhance the knowledge of their station in the wider community.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

- **Phase 1. Preparation:** The students were divided into two separate groups and given a task to complete a Service Learning Plan. This involved collaborating on their group work skills and establishing a team contract that outlines how they work together. This Plan also required the students to outline how they would connect with their community partner and establish a line of communication. Students were asked to research their project online and get familiar with the organisations through videos, social media posts and website content.
- **Phase 2 Introductions:** Students were introduced and given tours of the community partner organisations locations of work. They met their main contact and arranged schedules. These first sessions involved interviewing their community partners to understand their work in more detail and outline the role of the students. Students engaged in training on LIFT Leadership skills, and on GOCOM radio business plan.
- **Phase 3. Service and Reflection:** Students carried out their service projects. This process was accompanied with reflection and communication with in-class time where students could share any challenges they were having. Students gave a mid-way presentation as a group on what they had achieved so far and their final service activities. Course Professors greatly assisted in supporting questions and the service activities with practical tools like documents printed and transport logistics.

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- **Phase 4. Celebration:** Students and Community partners met for celebrations, closing the projects and thanking the partnerships for participation.

3. Specify what responsibilities the students have.

Student responsibilities included:

- Working within a group effectively to communicate.
- Produce necessary documents and presentations and keep deadlines according to the schedule.
- Active participation in the design of the community project, with the community partner and with the course lecturers.
- Commitment to training and research to build knowledge and skills.
- Attendance at weekly Service Project meetings and deliver on project goals.
- Maintaining contact with the community partner mostly through emails but also through social media.
- Carry out project goals:
 - **Group one:** deliver the LIFT Leadership programme to the group of Ukrainian individuals.

- **Group two:** meet with community businesses to share promotional material about GOCOM radio to increase listenership.

- Reflect on project goals and activities in order to develop and enhance the projects.



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4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The Service activity aligned to the Course Learning outcomes. On completion of this module, the learner is able to:

1. Understand historic developments and contemporary concepts relating to global engagement, global citizenship, diversity and inclusiveness. The service project involved in-class and on site in the community reading material, discussion and videos to explore these concepts. Inclusion was a particularly important aspect of service introductions in phase two where students met with community leaders and heard the origin of the organisations and their mission statements.
2. Collaborate effectively within a diverse team and apply a challenge-based approach to their learning, as well as being able to define what service learning entails. (The service project was carried out in a team approach).
3. Actively and respectfully engage with different perspectives to achieve comprehensive solutions and communicate their ideas for potential solutions to the specific challenge they've engaged with. The service project required training, preparation, commitment, agile change and flexibility in order to deliver the service project goals.

4. Reflect on their own learning process and give and receive constructive feedback as part of their teams, becoming aware of cultural difference and negotiating with the various viewpoints respectfully, thus appreciate social and cultural diversity. The service project centred reflection and communication to draw out the strengths and challenges of carrying out the service project goals.

5. Recognise and critically reflect on the way their own value-system influences their own perspective, after engaging and learning about the immigrant experience, structural racism and xenophobia. The service project was supported with practical tools to connect on the experiences of the migrant communities the students were exposed to and these practical tools were important for supporting the very emotional and intense experiences of the community members, as seen by students.

5. Describe the preparation activities in which the students should be involved before the service.

The preparation phase one included:

- In-class material and presentations included information on SL methodology.
- Specific on-site training for skills development – this enabled the students enabled the students to then deliver on the service project activities.

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- Independent and Group research work of online materials like websites, videos and social media to build knowledge about community partner organisations.
- A complete Service Learning Project Plan document –this was a template provided to the students to allow them to have the framework to outline their timeline and key deliverables.

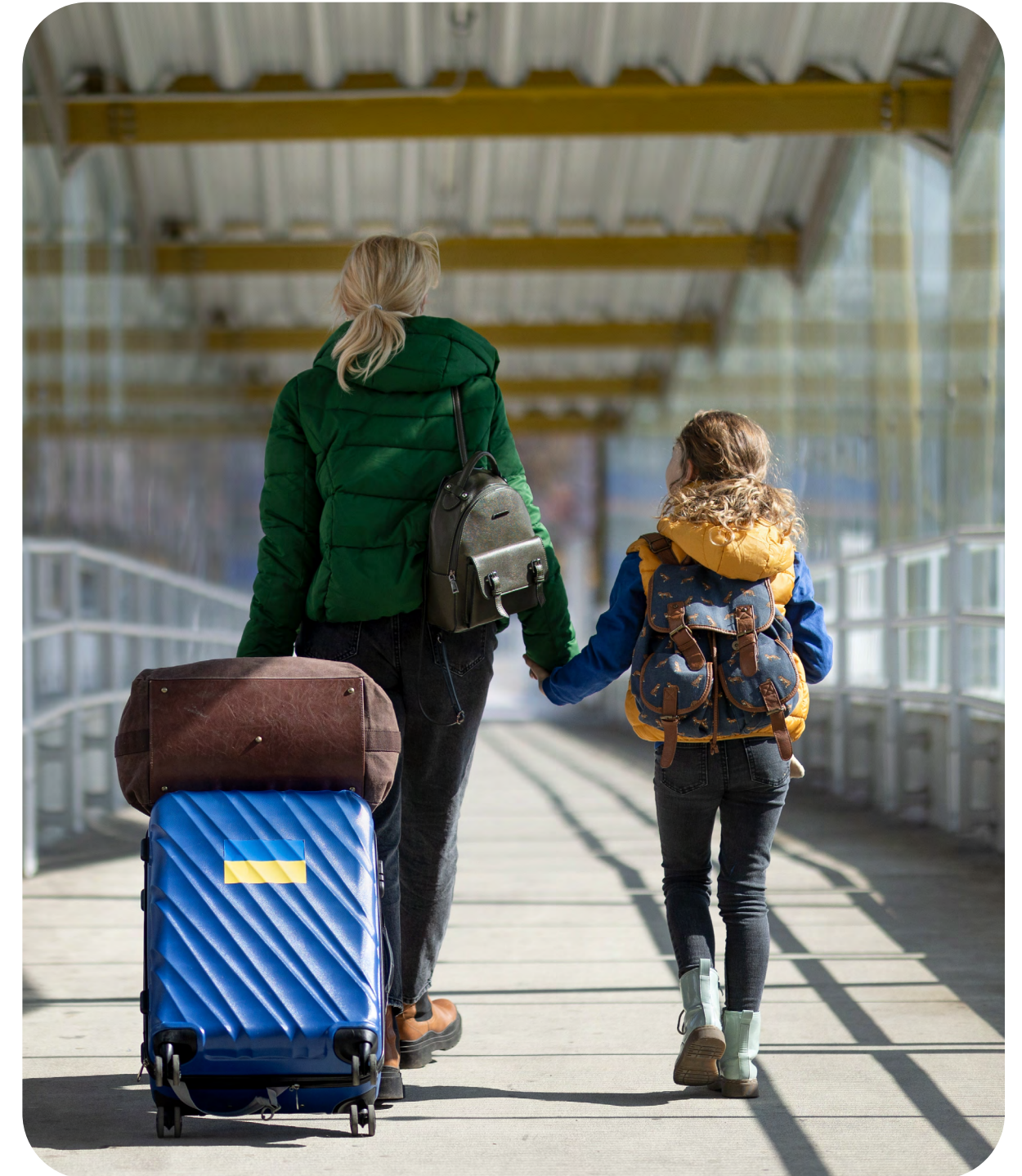
6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Problem solving skills.
- Capacity for initiative.
- Ability to present in public products, ideas, reports...
- Knowledge of the cultures and customs of other countries.

REFLECTION

7. With whom does the reflection take place?

- Students carried out individual reflections through written essay questions as part of the template provided to them.



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- Students carried out group reflections through oral presentations to their classmates.
- Community reflections were shared at collaboration events and celebration events.
- Lecturers carried out reflection at a shared presentation for the wider university community.

8. When does the reflection take place?

- Students carried out individual reflections through written essay questions as part of the template provided to them. (Three written reflection essays every two weeks were submitted).
- Students carried out group reflection through oral presentations and sharing as part of a template provided to them to the entire student course. (One presentation was made half way through the Service project timeline).
- Community reflections were shared at three collaboration events and celebration events.
- Professors carried out reflection at a shared presentation for the wider university community.

9. What is the focus of the reflection sessions?

Reflections took three strands: personal, civic and academic.

Personal reflection on community experiences. This covers experiences of:

- a. Working effectively in a group (including making use of skills training received on teamwork, group dynamics and resolving conflicts).
- b. Being organized, creative and/or resourceful.
- c. Taking responsibility and/or a leadership role.
- d. Having different hopes and anxieties, which may have changed over time.

Part 1: What? (Description). Describe Personal Development experience(s) during the CKI project to date that you want to learn from. Identify the facts and feelings of the experience for you.

Part 2: So What? (Interpretation) Interpret what is interesting, relevant and important about the experience for you to learn from.

Part 3: Now What? (Outcome) Consideration of the outcome of the experience for yourself, for now and in your future study and profession. Detail your action plan.

Civic engagement. This covers experiences of:

- a. Getting to know your partner and building up a working relationship with them.

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- b. Understanding the role of the partner –what would it be like to be in their shoes? Would you find their role/job challenging, rewarding, frustrating, exciting or something else? Has your attitude changed over the course of the project?

Part 1: What? (Description). Describe Community Engagement experience(s) during the service-learning project to date that you want to learn from. Identify the facts and feelings of the experience for you.

Part 2: So What? (Interpretation). Interpret what is interesting, relevant and important about the experience for you to learn from.

Part 3: Now What? (Outcome). Consideration of the outcome of the experience for yourself, for now and in your future study and profession. Detail your action plan.

Academic enhancement. This covers experiences of:

- a. Communicating with others, both oral and written, about your project.
- b. Project evaluation.
- c. Planning the project and managing your time effectively.
- d. Reflective thinking and writing.

Part 1: What? (Description). Describe Academic Enhancement experience(s) during the Service-Learning project to date that you want to learn from. Identify the facts and feelings of the experience for you.

Part 2: So What? (Interpretation). Interpret what is interesting, relevant and important about the experience for you to learn from.

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EVALUATION

10. How was the service performed by the students monitored?

The community partners are closely linked to the University staff and there is constant connection and communication on next steps, further opportunities and support for community organisations. The Ukrainian Support Workers for example are carrying out LIFT Leadership Facilitator training in order to be able to lead their own leadership reflection programme with communities.

11. Who participates in the evaluation?

The community partner organisations, the service recipients, professors and students are participating in evaluation.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

Student assessments assist in indicating if the learning is connecting for the student and includes:

Service-Learning Plan

Reflection #1

Group presentation updates

Reflection #2

Briefing Journal

Reflection #3

Service-Learning Final Report

13. Will there be any feedback to students or community members?

Students are provided with written and oral feedback on their progress. Community members are provided with a one-page feedback form:

Service-Learning Projects Community Partner Feedback

Please read each statement and circle an answer underneath (Strongly Agree to Strongly Disagree, N/a = not applicable).

1. The students made an effort from the start of the project to learn about the community partner and what they do.

*Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a*

2. The students communicated well, and were punctual and attended meetings or other sessions as planned.

*Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a*

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3. The students were courteous and treated all members of the community group with respect.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

4. The students made a useful contribution of time and expertise to the community group, which had a positive impact on the group.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

5. The students took feedback on board and were able to adapt and change if required during the project.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

6. The students worked efficiently as a team.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

7. The students took responsibility and showed initiative when completing project work.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

8. The students succeeded in achieving their project-specific Learning Outcome(s) as detailed in the initial Learning Agreement.

Strongly Agree – Agree – Neither Agree nor Disagree – Disagree
Strongly Disagree – N/a

Other comments:

Community Partner:

Date:

Community Partner Representative (signature):

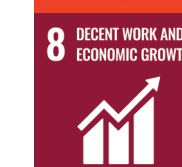
Community Partner Representative (print name):

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Gender equality



Decent work and economic growth



Peace, justice and strong institutions

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EXCORAS: experiential learning through movement in Early Childhood Education

José Eugenio Rodríguez Fernández (coord.)



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GENERAL DATA

Project name: EXCORAS: experiential learning through movement in Early Childhood Education

Project logo:



Coordinating professor: José Eugenio Rodríguez Fernández

Participating professors: Silvia Basanta Camiño, Maite Abilleira González

Academic degrees: Bachelor's Degree in Early Childhood Education and Dual Degree in Early Childhood Education and Primary Education. Universidade de Santiago de Compostela

Academic year: 3.º

Subjects: Child Motricity (1st semester), Didactics of Body Expression and Communication (2nd semester)

Entities/community partners:

- **Asociación Recreativa Cultural Os Tilos:** www.arcostilos.org
- **Centros Socioculturales de Santiago:** www.santiagodecompostela.gal
- **Accem:** www.accem.es



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The purpose of this project is two-fold: a) to improve motor skills of children of age between 3-6 years through regulated physical activity; and b) using physical activity and play as means to increase those children's opportunities for social inclusion.

The project objectives are: a) To broaden the offer in the co-operating entities' activities by including physical activity. b) To improve the social inclusion of immigrants, refugees and other socially disadvantaged groups. c) Contribute to the development of a fairer and more caring society.

Depending on the collaborating entities, different needs are determined:

a) Recreational Cultural Association "Os Tilos". Boys and girls aged 3, 4, 5 and 6 years old, who spend many hours in the afternoon in this institution. Among the activities they carry out, physical exercise is not one of the main ones; within the offer, there are activities that are not free of charge, so many families do not have access to them and, consequently, children's opportunities to engage in physical activity are reduced throughout the week.

b) Entities working with immigrants and/or refugees, with people in need of resources, means, information etc., In this case,

social inclusion can be addressed through play and physical activity, one of the main means for this purpose, especially when dealing with children who do not know the language, customs, etc. Working with immigrants and/or refugees is also an objective in this edition of EXCORAS.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

1. **Project preparation.** In cooperation with the students of the subjects involved. The students are a fundamental component of this process, which is also part of their learning. It is carried out in September for the first semester and in February for the second.

2. **Project implementation.** In the first four-month period, we focus on the subject of Child Motricity (October to December); in the second, on the subject of Body Expression and Communication (March to May).

3. **Evaluation.** During the implementation of the project (development and adjustment stage) and at the end of the project (the participating students, professors, and collaborating entities). Portfolios were used for the participants as well as questionnaires to evaluate acquired learning, civic-social competences, generic competences, and self-efficacy of the participating students.

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3. Specify what responsibilities the students have.

Students actively participate in the design of the project.

Subsequently, they bear primary responsibility for its implementation in the collaborating entity (they design, develop and adjust activities).

The entire group maintains active communication with the entity while the project is being developed; upon completion of the project, the relationship ends, unless they express a particular interest in continuing collaborating with the entity, participating in internships, etc.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

In the first semester, in the subject of Child Motricity, students work in groups to draw up the activities of different blocks of subject contents (corporality, rhythm, balance, coordination, and similar), preparing theoretical expositions and developing specific sessions for this content. The content is carried out in a single day with the group/class at the faculty. Subsequently, the same session (designed for Early Childhood Education students) is implemented with students from the collaborating entity.

In the second semester, a global project is carried out, with a specific topic, to which all of the course material is adjusted. The subject itself is a single project, and the complete sessions of this project are implemented with the students of the collaborating entities.

5. Describe the preparation activities in which the students should be involved before the service.

Before the service, students work, in one subject, on the elaboration of specific contents to be developed with children aged from

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3 to 6 years old. The professor teaching the subjects guides the specific groups throughout the entire process.

In the case of the other subject, the students take it a step further and choose the project concept, the contents, or the method of implementation. It is important to keep in mind that most of the students participating in the second semester course already participated in the first semester one.

The knowledge students have about SL is what the professor teaches them when outlining the contents of the EXCORAS Project.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Problem-solving skills.
- Decision-making skills.
- Initiative skills.
- Ability to work in a team.



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REFLECTION

7. With whom does the reflection take place?

The long duration of the project and the use of two subjects in separate semesters require carrying out different analysis proposals with the students.

Since not every student is involved in the project, the reflection is not carried out with the entire class during the first semester. Consequently, in addition to working on the project, we have dedicated sessions for reflection, making adjustments, and rethinking many aspects, which serve to improve future editions. Moreover, during the first semester, the reflection is performed via the virtual campus or, more quickly, through the Whatsapp group, where students share their impressions at the end of the sessions, encourage to improve other aspects with their peers who develop the following sessions, etc. These are primarily one-time events, but they are also very effective and practical for everyone, students and professors alike.

During the second semester, when we focus on another subject, other students (some of whom also attended the previous semester course), and with another way of tackling the subject. The reflection is carried mainly with the class-group, since 100% of the students take part in the project. In addition, other sub-groups are formed which, depending on the portion of work they have to do, share this space for reflection with the teaching staff. During the second semester, the use of Whatsapp groups or the virtual campus are also channels of communication and reflection.

8. When does the reflection take place?

Three primary reflection times are defined:

1. Immediate, at the end of the session implemented in the collaborating entities. The channel is via Whatsapp and, subsequently, the virtual campus.
2. Follow-up with the teaching staff, during the normal sessions of the subject. Also, during specific sessions in which the participating students are gathered to discuss or adjust the way the project is run.
3. Finally, at the end of the project, during specific sessions at the faculty with the participating students. This is the moment to hand in documents such as portfolios, questionnaires, etc.

9. What is the focus of the reflection sessions?

Above all, on the distinctions between applying highly practical work with peers and then implementing it with children in a real context.

The reflection is also focused on examining the problems that we encounter in real contexts and what solutions must be considered to continue improving week by week, until the project is done or successfully completed. From the beginning to the end of the project, two aspects are consistently present: resilience and decisiveness.

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EVALUATION

10. How was the service performed by the students monitored?

In two ways:

1. Based on the data provided by students and on the reflection sessions.
2. Based on the data provided by the collaborating entity, which sends a report of each session that is carried out within the entity.

11. Who participates in the evaluation?

Students, professors and collaborating entity.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

- Questionnaire.
- Students' reports.
- Reports from the collaborating entity.
- Professors' reports or field notes, which they collect throughout the process.

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In relation to students' grade weighting, during the first semester, participation in the project may count for up to 0.5 points in the final grade of the subject or, also, the number of hours of the implemented session as mandatory class hours at the faculty. During the second semester, the final grade weighting is 100%, since the entire program of the subject is focused on the development of workshops with children, where all students participate.

13. Will there be any feedback to students or community members?

In each session, professionals from the collaborating entity are present. Their participation is limited to collaboration or accelerating the session setup (taking children to the bathroom, entering and leaving the class for any reason, etc.).

Every session concludes with a time set aside for discussion and reflection between students and professionals of the entity.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Good health and well-being



Quality education



Gender equality

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Standing up for those who stand up for others: female rights defenders

Silvana Longueira Matos (coord.)



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Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
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GENERAL DATA

Project name: Standing up for those who stand up for others: female rights defenders

Coordinating professor: Silvana Longueira Matos

Participating professors: M. Esther Oliveira Oliveira, María González Blanco, Stefany Sanabria Fernandes, Antonio Rodríguez Martínez, Raquel Mariño Fernández, Nelly Fortes González, Marcos Pequeño Goris

Academic degrees: Bachelor's Degree in Social Education⁽¹⁾, Bachelor's Degree in Pedagogy⁽²⁾, Master's Degree in Compulsory and Upper Secondary Education, Vocational Training, and Teaching of Languages⁽³⁾ Universidade de Santiago de Compostela

Academic years: ⁽¹⁾1st year; ⁽²⁾1st and 3rd year; ⁽³⁾1st year

Subjects: 1. Theory of Education; 2. Education Economics; 3. Theory of Education; 4. Comparative Education; 5. Learning and Teaching Modules for Professional Families in the Service Sector

Entity/community partner:

- **Solidariedade Internacional de Galicia (SIG):**
www.solidaridadgalicia.org



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

We are facing an ecosocial emergency, which calls for new collective responses and competences in the educational framework. Only 3% of the world's population resides in countries that allow active citizenship, and in 106 countries, individuals face danger when they advocate for the democratic improvement of their societies. In 2022, 401 defenders were killed in 26 countries as a result of their work towards peace. NGOs (Non-Governmental Development Organizations) engage in direct intervention with vulnerable groups and in raising social awareness in the face of major global challenges. In addition to the usual inequities, the unique characteristics of women's collectives amplifies the effects of environmental threats and social gaps. In the case of female rights defenders, in addition to facing the same threats as men, they also experience male chauvinist violence.

In 2024, the first Galician Temporary Shelter Program for female human rights defenders was launched, in order to allow women from organizations and social movements in countries where the Galician Cooperation¹ is present to temporarily leave the environment in which their physical and psychological integrity is at risk as a result of their work as human rights defenders.

The purpose of the project is to raise the awareness of society and the university community about the vulnerable situation of female human rights defenders.

The objectives are: To integrate in the training of future education professionals, to reflect in the role of education in the face of major global challenges; to understand the risk situation of female human rights defenders; to contribute to the development of the Galicia Abriga Program to provide shelter and protection to female human rights defenders in Galicia; to recognize the role of female human rights defenders, and learn more about the causes and consequences of their struggles; to work on the components of Education for Sustainable Development and Global Citizenship (ESDGC) in order to incorporate them into future educational designs for students; to initiate the creation of a mapping of Female Human Rights Defenders and their struggles.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

The students work in groups of five, collaborating with the entities and receiving assistance from the subject teaching teams in the following stages:

Semester I (subjects 1 and 2: Theory of Education, taught within the Degree in Social Education, and Education Economics taught within the Degree in Pedagogy):

- I. General training on gender equality and ESDGC for all students enrolled in the 1st year of the Degree in Social Education and those enrolled in the 1st year of the Degree in Pedagogy.

¹<https://cooperacion.xunta.gal>

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Semester II (subjects 3, 4, 5 and 6): Theory of Education, taught within the Degree in Pedagogy, Education Economics, within the the Degree in Social Education, Comparative Education within the Degree in Pedagogy, and Learning and Teaching Modules for Professional Families in the Service Sector within the Master's Degree in Teacher Training):

- II. Specific training on ESDGC and gender equality. At this stage, the groups had the opportunity to meet a female human rights defender.
- III. Design of intervention projects; Information systematization for mapping.
- IV. Implementation of projects outside the USC.
- V. Elaboration of the initial mapping phase.
- VI. Development of a workshop with students from the Faculty of Education Sciences during the 10th Conference on Education for Global Citizenship (May, 2024).
- VII. Submission of the portfolios and publication of the mapping with the entities.

The evaluation was carried out three times: at the beginning, throughout the process, and after obtaining the results. A questionnaire was administered at the beginning and end of the project to determine the students' starting point and progress on sustainability, EDSC, and Agenda 2030.



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The students' grades correspond to the practical part of the subjects and account for between 30% and 50% of the final evaluation of the subjects. The collaborating entities are also involved in the final evaluation.

Once the process has been completed, an evaluation survey was sent to the participating students and two group interviews were conducted to evaluate the results and identify aspects to be improved in future editions.

3. Specify what responsibilities the students have.

- Participate actively in the design of the project: each group design a part of the intervention while maintaining a common purpose and vision.
- They are in charge of organizing part of the activities, those related to raising awareness among the population and the university community.
- They also maintain active contact with the entities and communities targeted for awareness-raising.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The proposal has a direct implication with all the transversal com-

petences (communication, collaborative/cooperative work, critical thinking, involvement, and commitment in problem solving and decision making, professionalism and deontology) developed in the related degree programs and contributes to the development of the general competences. With respect to the specific competences, we should mention CE1 (1.1, 1.2, 1.5) and CE2 (2.1, 2.2) in the Degree in Social Education, CE1 (1.1, 1.4 and 1.5) and CE2 (2.1 and 2.3) in the Degree in Pedagogy, and CEG3, G8, G10, G15, G23, E4, E5, E6, E16, E27, E32 in the Master's Degree in Teaching Training. In addition, the proposal emphasizes the dynamics of project-based work.

The students participating in teacher education programs are viewed as “multiplier agents” in terms of sustainability. Sustainability competences involve developing systemic thinking, anticipatory capacity, strategic competence, collaboration, critical thinking, self-awareness and integrated problem solving (UNESCO, 2017).

Theory of Education and Education Economics are basic training subjects. In the case of the former, the project brings students closer to the principles of intervention, the educational relationship, the creation of educational environments and educational processes through a dimension of educational practice analysis. In the case of the latter, contents related to access to education, educational policies and specific investment are addressed, with an eye toward their implications in different realities and contexts.

In Comparative Education, the project allows the comparison of international educational systems by means of quantitative and qualitative indicators through a dimension of analysis of real-life experiences.

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The subject of Learning and Teaching Modules for Professional Families in the Service Sector involves developing a directly applicable dimension. The students insert the content related to the female defenders in the design of their projects, which they subsequently develop in their training.

5. Describe the preparation activities in which the students should be involved before the service.

- Specific training in SL, provided by the University Participation and Integration Service (SEPIU) of the USC.



- Specific training on Education for Development and Global Citizenship with the Tercera Xeración Research Group (TeXe RG).
- Specific training on gender equality, equity and feminism.
- Approach to collaborating entities.
- Reaching agreements and design of the interventions to be carried out.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Decision-making skills.
- Leadership skills (mobilizing others).
- Initiative skills.
- Ability to work in a team.

REFLECTION

7. With whom does the reflection take place?

- The reflection was carried out with the student groups participating in the SL program.

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- The rest of the students enrolled in the above-mentioned subjects.
- With part of the students enrolled in the Faculty of Education Sciences (through the development of the interventions designed and programmed by the groups).
- With the entities.
- The teaching teams.

8. When does the reflection take place?

The nature of the initiative implies that reflection is inherent to the entire process. It requires initial reflection, from the presentation and selection of the group (a collective work is performed to guarantee students' involvement and commitment). It is a fundamental part of the process, which happens at the same time as the training. Moreover, as mentioned above, there was another evaluation at the end of the project.

9. What is the focus of the reflection sessions?

It is necessary to establish a connection between the contents of the subjects involved and the development of the capacity for reflection and critical thinking. This is particularly true when it comes to fundamental rights, the right to education (3rd generation), education for sustainability, and the development of a just and sustainable global citizenship (4th generation).



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They are also related to the educational process itself (understanding of the educational relationship and the organization/design of the processes) and to the learning process (metacognition).

Finally, as future education professionals, it is worth reflecting on the applicability, forward planning, and usefulness in professional development.

EVALUATION

10. How was the service performed by the students monitored?

Through interactive classes, tutoring, meetings with the entities, support in the development of the interventions, and proactive communication with the entities.

11. Who participates in the evaluation?

- Entities.
- Teaching teams.
- Students who were the recipients of the interventions.
- Students participating in the SL methodology.



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12. What instruments and mechanisms were used to evaluate the students participating in the project?

- Students participating in the SL methodology: portfolios.
- Entities: dialogic communication and a specific rubric.
- Teaching team: monitoring and observation rubrics and grids.
- Students who were the recipients of the interventions: evaluation survey.
- For the process evaluation: final evaluation survey for students participating in the SL program, and group interviews for the entities.




13. Will there be any feedback to students or community members?

The results of the process evaluation are always sent to the participating entities and students.

In addition, they are a frequent topic of discussion for the teaching team. Throughout the years, we have been working with this methodology, the reflection is a tool that allows us to modify and adapt to proposals that are operational and adjusted to the needs and expectations of the students with whom we work each academic year. Each year, we identify areas in which the design and intervention need to be improved for the following editions.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)

 4 QUALITY EDUCATION	Quality education
 5 GENDER EQUALITY	Gender equality
 17 PARTNERSHIPS FOR THE GOALS	Partnerships for the goals

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Law around the world

María Teresa Carballeira Rivera (coord.)

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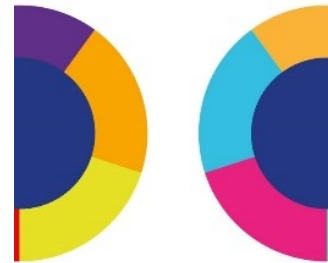
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GENERAL DATA

Project name:

Law around the world

Project logo:



Coordinating professor:

María Teresa Carballeira Rivera

Academic degree:

Bachelor's Degree in Political Sciences and Administration.
Universidade de Santiago de Compostela.

Academic year: 1st

Subject: Administrative Law

Entities/community partners:

• **Médicos do Mundo:** www.medicosdelmundo.org



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The Law around the World project arises as an educational endeavor in the current academic year 2023-2024 with the goal of providing students with basic legal knowledge from a social perspective that focuses on cultural diversity and social cohesion. There were several reasons that encouraged them to follow this methodology based on clinical learning projects, referred to as “Service-Learning” in our setting. The first reason is to make legal concepts and information easier for students to understand and learn. The second one is to generate empathy towards Administrative Law and to bring this legal discipline closer to a non-legal environment such as the Degree in Political Sciences and Administration. The third one is to collaborate towards the achievement of the SDGs and the 2023 Agenda, which is a responsibility that all individuals and organizations must undertake. The fourth one is to draw attention to a social and legal reality that is unknown and disconnected from our immediate environment but that has a great impact on people's lives. The fifth reason is obviously to dispel hoax and prejudices about immigration and international protection. The sixth one is to regard legislation as a tool of social molding that promotes or, at least, influences the change and adjustment of social objectives and goals. Lastly, our aim is to award participating students with curricular merit (non-formal volunteering competences) and complementary recognition from the University. In short, to pro-

note the study and learning of administrative law and to provide a cross-cultural, stigma-breaking, and harmony –and solidarity– seeking service to society.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

1. Stage of presentation and approach of the subject with the support of civil society and collaborators. Presentation and intervention of the recipient entity and experts in SL methodology: February.
2. Organization of groups, work subjects, and timeline: February.
3. Development of the first product (legal guide): February-March.
4. Monitoring, intervention of the collaborating entity, and evaluation of the first product (legal report): March.
5. Development of the second product (compilation of cases and case law): March-April.
6. Monitoring, intervention of the collaborating entity, and evaluation of the second product: April.
7. Development of the third and last product: April-May.
8. Evaluation of the results of the Learning and Service provided. Closing and evaluation.

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3. Specify what responsibilities the students have.

1. To actively participate in the project.
2. To maintain active contact with the collaborators.
3. To deliver the elaborated materials.
4. To manage working groups.
5. To conduct dissemination of results and self-evaluation.



All activities are performed in coordination with the recipient entity, according to its needs and under the supervision of the teacher. Committees for drafting and overseeing are created in order to consolidate and refine the final product based on the contributions of the various groups.

We work closely with the students to increase their involvement and commitment to the service to be provided. The number of tutoring sessions is increased and the work schedule is more flexible. Group work is monitored through the taking of minutes and the use of the task application on the virtual platform of the USC.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

Both the topics and expected products are sequentially connected to the learning of the subject. Therefore, at first we work with topics such as sources and legal system. Subsequently, with fundamental rights, social rights, and definition of legal concepts useful for the service. The final area of focus are administrative organization and procedure, with a particular emphasis on jurisprudence and case resolution.

Working in a group and having to reach a consensus, divide the work or make decisions, are other important complementary competences acquired by the students. In addition, we should also consider the acquisition of skills such as public speaking, writing

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in clear and precise terms, personal development, reflecting on values and stereotypes with greater critical judgment, identifying biased information or approaching the world of international co-operation for development and the third sector.

5. Describe the preparation activities in which the students should be involved before the service.

1. SL information session: it is held prior to the service and it is done to acquaint the students with the new methodology. The students are encouraged to participate in the SL courses offered by the USC educational project.
2. Lectures on the subject: this topic is introduced to the students with the active participation of the lawyer from Law Around the World, who is responsible for outlining the most significant legal aspects of international protection.
3. Information on the subject: we include testimonies or lectures throughout the training in order to deepen and improve the knowledge necessary to provide the service.
4. Description of the teaching contents: all of this is obviously tied to the discipline of study and its contents so that every task or product to be developed establishes a connection to the knowledge gained.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Problem-solving skills.
- Ability to present in public products, ideas, reports...
- Ability to work in a team.
- Ability to network with other individuals or teams.
- Analytical skills.

REFLECTION

7. With whom does the reflection take place?

With the whole student body enrolled in the subject. The work is divided into the following stages to be completed in each of the three products to be produced and delivered to the recipient entity: stages of development, improvement and review, as per the timeline set throughout the course and made available to the students. In the evaluation stage, the experience is shared among the participants and the modus operandi is assessed in collaboration with the representative of the entity receiving the service and the teacher. The encountered challenges or issues to be improved are also discussed in the classroom.

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8. When does the reflection take place?

Reflection is embedded throughout the process, and more intensively performed bi-monthly. During the development of Law around the World, various topics are addressed, making students and teachers face important legal challenges, ranging from the acquisition of competences and skills to the management of acquired legal knowledge. As a result, multiple moments of reflection are scheduled to occur either throughout the process of developing the product or in conjunction with its delivery. Thus,

- Individual monitoring sessions are established with the group or its spokespersons. These sessions are on demand, whenever needed to advance in one's educational endeavors.
- Results presentation sessions. Chronologically, they are held every two months after the development stage of the expected products, and involve communicating and rationalizing the decisions made. All students are present throughout these sessions.
- A meeting with the spokespersons of the constituted groups. The discussions focus on the best option and result presentation, its appropriate presentation, selection of contents, and other issues that help to improve the quality of the product to be delivered.

9. What is the focus of the reflection sessions?

The reflection sessions are closely related to the learning process and the development of the expected product or service. As a result, the challenges are multiple and varied at the beginning (such

as the group's generation and cohesion, familiarizing oneself with the basic contents of the subject, organization of the sessions, etc.). Therefore, a calendar and a timeline of activities and services to be provided are established at first. The virtual classroom is customized to meet the users' needs and basic information on immigration is gathered.

Throughout the project, the challenges and needs to be covered are examined, along with the problems identified and their potential remedies. The timelines and groups are readjusted and the degree of compliance with the objectives and products is evaluated. In the final stage, an overall evaluation of the action and a SWOT analysis of the process are performed.



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EVALUATION

10. How was the service performed by the students monitored?

Portfolio, taking minutes, degree of participation, and attendance. The group is monitored both within the classroom and through the minutes that the members of the group take of the work sessions that are conducted outside of the classroom.

The group and individual tutoring sessions as well as the meetings of the spokespersons of the groups at the periodic meetings to be held throughout the academic year complete this monitoring stage.



11. Who participates in the evaluation?

Different reference sources were used to carry out the students' evaluation process. First, the evaluation was determined by the teacher based on the level of effort, of involvement, and results. Following this, the evaluation made by the entity receiving the service have an important specific weight, since it was the one to assess the effectiveness of the service and whether it meets the proposed needs. Finally, the students making up each group carry out a self-evaluation and a group evaluation to gauge the degree of commitment.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

The evaluation of the work and the results was carried out within the framework of the subject Administrative Law taught in the degree program. This work accounts for 40% of the final grade. The following items were taken into account for the evaluation of the learning process:

- Tutoring sessions.
- Degree of participation in group meeting minutes.
- Level of effort and involvement placed into the process of information comprehension, completeness, and didactic and conceptual rigor.
- Evaluation made by the recipient entity.

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13. Will there be any feedback to students or community members?

Only the University's virtual platform is used for this purpose.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)

	Quality education
	Decent work and economic growth
	Reduced inequalities

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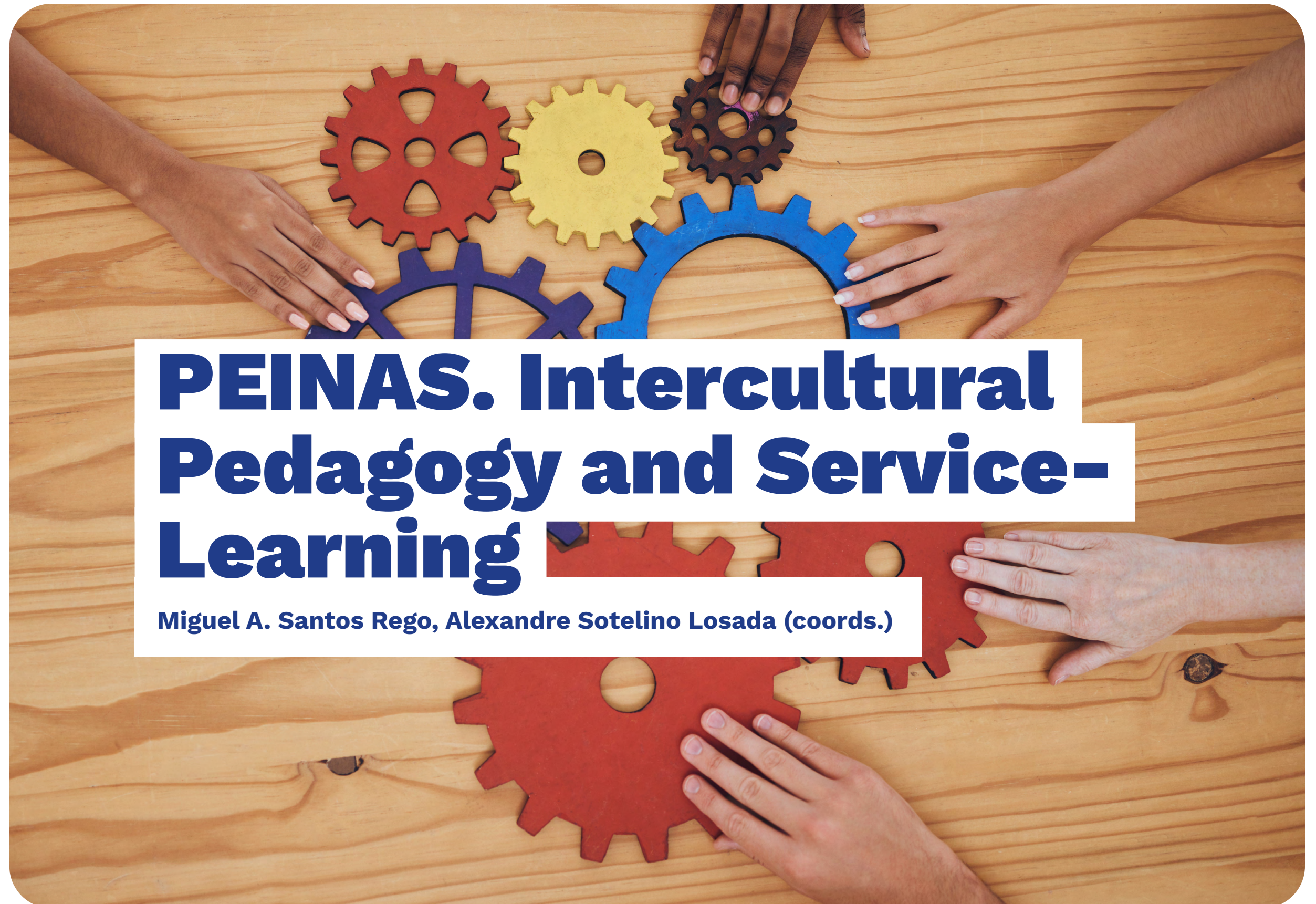
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Miguel A. Santos Rego, Alexandre Sotelino Losada (coords.)

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GENERAL DATA

Project name:

PEINAS. Intercultural Pedagogy and Service-Learning

Project website/Social networks:

- Blog of the project: <https://peinasusc.blogspot.com>
- Instagram: https://www.instagram.com/olladas_/?hl=es
- Facebook: <https://www.facebook.com/Olladas-Culturas-e-Pedagog%C3%ADa-107513198052330>
- Twitter: <https://twitter.com/olladas1>

Project logo:



Coordinating professors:

Miguel A. Santos Rego, Alexandre Sotelino Losada

Participating professors:

Diana Priegue Caamaño, Alexandra M. Rodríguez Gil

Academic degree:

Bachelor's Degree in Pedagogy. Universidade de Santiago de Compostela

Academic year: 2nd

Subject: Intercultural Pedagogy

Entities/community partners:

- **Accem:** www.accem.es
- **Amiga. Asociación de Migrantes de Galicia:** www.amiga.gal
- **Médicos do Mundo:** www.medicosdelmundo.org
- **Asociación Centinelas:** www.asociacioncentinelas.es
- **Cruz Vermella:** www2.cruzroja.es
- **Asamblea de Cooperación por la Paz:** www.acpp.com
- **Farmamundi:** www.farmaceuticosmundi.org

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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The PEINAS project was created in the 2011/2012 academic year with the goal of enabling some of the students enrolled in the subject of Intercultural Pedagogy, which is taught in the 2nd quarter of the 2nd year of the Degree in Pedagogy, to develop a Service-

Learning action within the context of an entity that works in the field of cultural diversity. This experience was supervised at all times and connected to the contents of the subject through individual and group follow-up sessions. The aim is to establish the strongest possible connection between the academic-curricular environment and the social practice in which they are involved.

The social need has evolved in each edition as the participating entities have been identified. In the 2023/2024 academic year, two work directions have been established:



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1. Lack of staff resources available to entities that provide services to immigrants, refugees and/or people from other cultures. This means that many projects and initiatives cannot be implemented due to shortage of people to coordinate them. Our students can assist these entities and associations in developing new initiatives, or resuming some that have been put on hold. The fact that the participants are pedagogy students adds value because they can provide the entity with an educational and social vision to help it optimize its projects, if needed.

2. In a society where hate speech based on ethnicity is becoming more and more prevalent, an effective strategy to counter “fake news” is also required. This was accomplished by drawing comparisons with current and relevant data, and promoting a pedagogical approach from different platforms and social networks.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

- December-January: Contact with the service recipient entities.
- February: Selection of project participants.
- February: Meetings, students' accreditation, and training
- February-May: Development of the services across the different entities and distributing publications via podcasts and various social media platforms.
- March: Follow-up meeting session.

- April: Follow-up meeting session.
- May: Follow-up meeting session.
- May: Closing and evaluation meeting session.



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3. Specify what responsibilities the students have.

The students participating in this project are involved at different stages of the intervention:

1. First of all, the needs are adjusted and negotiated between the entities and the students. As a result, meetings are scheduled, in which the service and a work plan are agreed upon.
2. Secondly, the design and execution of the service is carried out by the students in coordination with the subject matter teachers and under the supervision of the entities' technical staff.
3. Finally, students also contribute to the evaluation, critique and improvement of the project. This is completed in the follow-up group sessions and in the individual work (portfolio).

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The contents learned from this experience could be classified into three groups. First, there are those directly related to the subject of Intercultural Pedagogy, that is: concept of intercultural pedagogy, pedagogical intervention in and for the management of cultural diversity, implementation of specific techniques and resources (role-playing games, cooperative learning, moral

dilemmas, etc.) or cultural knowledge, among others. But in the SL experiences, one learns much more than just the project-specific content associated to the subject. Students acquire knowledge and competences related to the degree they are studying (Degree in Pedagogy), among which: design and implementation of educational programs, evaluation of schools, institutions, and educational resources, programming in diverse educational contexts, selection and use of study techniques, didactic and methodological skills. In addition, the PEINAS project helps the participants grow personally and gain experience that significantly boost their ability to learn skills from practice along with associated values. It increases motivation, self-esteem, and personal expectations, since its action has a tangible value in a real and concrete context. In addition, in this 2023/2024 edition, the students' understanding of international protection and migration was enhanced.

5. Describe the preparation activities in which the students should be involved before the service.

A training session on the service-learning methodology and contents related to migration and refugee issues is planned prior to the service. Furthermore, technical and applied resources are provided for intervention with culturally diverse communities within the framework of the subject. In order to contextualize the service rendered, the participating entities are typically invited to attend the classroom sessions and discuss their projects, needs, and work philosophy.

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6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Decision-making skills.
- Knowledge of cultures and customs of other countries.
- Ability to network with other individuals or teams.
- Analytical skills.

REFLECTION

7. With whom does the reflection take place?

The reflection is completed in the classroom with the participation of all the students enrolled in the subject (those who engage in SL and those who do not) and the teaching staff. Curriculum and project are linked together.

Occasionally, the managers of the entities are invited to attend the classroom and offer suggestions for how to make the project better or more efficient.

8. When does the reflection take place?

During the development of the PEINAS project, the teaching staff places a high value on creating opportunities for practice-based reflection. Thus, the following fora that link curriculum and service are enabled:

- Follow-up group sessions. Once a month, a meeting of all project participants takes place, where they engage in a comprehensive group discussion regarding the progress, issues, challenges or obstacles they are encountering in the particular development of the initiatives. Afterwards, all participants engage in a debate in which synergies are sought after and where potential solutions that might allow the continuation of the different realities emerge. During these sessions, the teaching staff take the opportunity to showcase the curricular contents and how they are applied in real-world situations.

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- Follow-up individual sessions. Each work team and the teaching staff must meet at least twice during the term to discuss the specifics of each entity and the plans developed.
- Results presentation session. At the end of the four-month period, students are required to present the project in class to their peers, explaining to them the entire process and the technical basis for the decisions taken.
- Social networks and blog of the project. A blog and different profiles on social networks were set up for the PEINAS project,



allowing students to publicly display their work within the framework of the entities. In this way, in addition to the obvious dissemination of results, they aim to target the communication that the recipients wish to receive.

9. What is the focus of the reflection sessions?

The reflection sessions have different formats depending on when the project is implemented:

- At the beginning, challenges are posed and the intervention is designed according to a prior needs analysis. A planning and schedule are also established for its effective development.
- Throughout the project, the identified issues are examined and a joint solution is sought. Similarly, the degree of adherence to the initial project is evaluated and curricular links are made based on the identification of examples.
- At the end, a general assessment is conducted to determine the advantages and disadvantages of the process used.

EVALUATION

10. How was the service performed by the students monitored?

The group follow-up is carried out during the classroom sessions where the individual perspectives of each student are also taken into account. This is supplemented with both individual and group

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tutoring, where the particularities of each case are analyzed and where we strive to maintain a balanced relationship between learning and service.

During the implementation of the projects, direct contact is also maintained with the managers of the entities, who provide feedback on the progress of the students' initiatives.

11. Who participates in the evaluation?

The entities participating in the evaluation of the services rendered are also involved in students' evaluation. Afterwards, the teaching staff determines, based on a pre-elaborated rubric, the link with the contents of the subject and the achievement of the objectives.

On the other hand, during the general evaluation of the project, the students and the entities' users/recipients are also involved, providing their feedback on the process and its advantages/disadvantages.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

The evaluation was completed within the framework of the Intercultural Pedagogy subject. It was counted for the practical part of the subject (30%). For the experience evaluation, the following will be taken into account:

- Individual and tailored tutoring.
- Portfolio of the experience, where objectives are collected.
 - Critical essay (linking content and experience).
 - Assessments.
- Feedback from recipient associations.



- Group tutoring.

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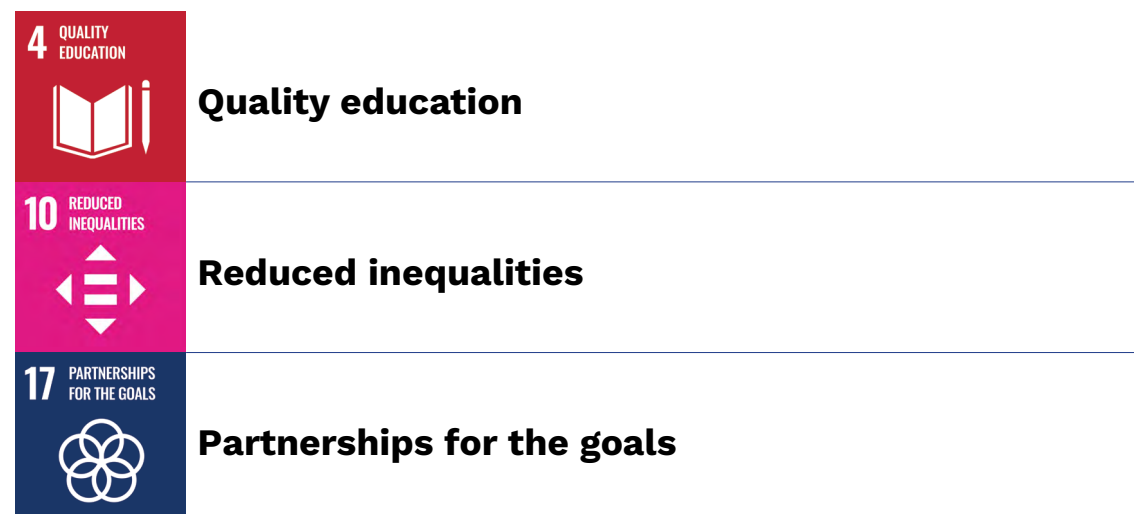
13. Will there be any feedback to students or community members?

The PEINAS project disseminate its findings through a blog (<http://peinasusc.blogspot.com.es/>). On this virtual platform, students upload their opinions and evaluations regarding their participation.

At the same time, as previously stated, we currently have public profiles under the name of Olladas on several social media networks such as Instagram, Facebook, and Twitter. In 2023/2024, we included the production of a video podcast featuring interviews, evaluations, critiques, etc.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



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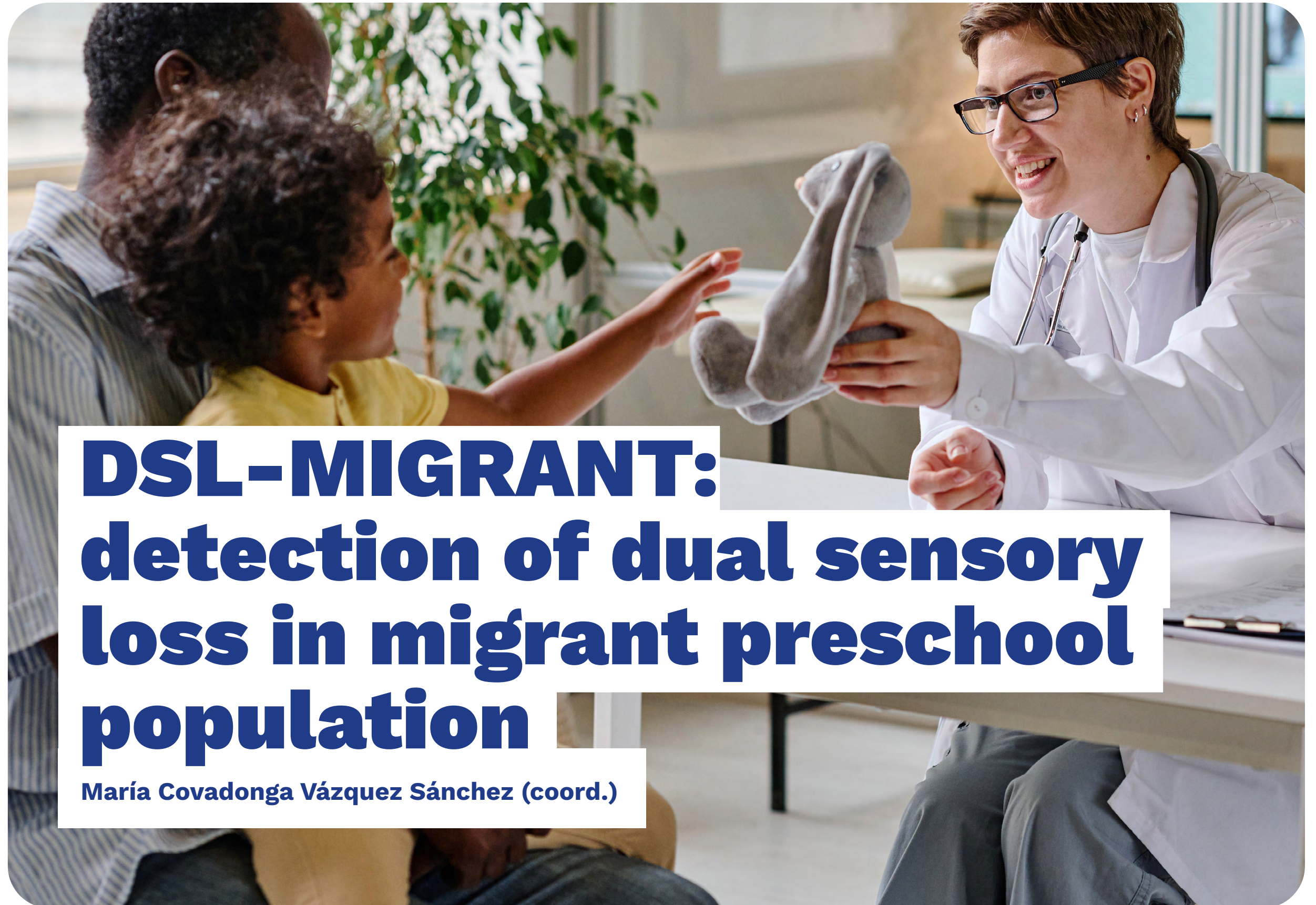
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DSL-MIGRANT: detection of dual sensory loss in migrant preschool population

María Covadonga Vázquez Sánchez (coord.)

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DSL-MIGRANT: detection of dual sensory loss in migrant preschool population

GENERAL DATA

Project name: DSL-MIGRANT: Detection of dual sensory loss in migrant preschool population

Project logo:



Coordinating professor: María Covadonga Vázquez Sánchez

Participating professor: Luz María Gigirey Prieto

Academic degree: Degree in Optics and Optometry. Universidade de Santiago de Compostela

Academic years: 4th and 3rd

Subjects: Hearing Aids and Auditory Rehabilitation, 4th year of the Degree in Optics and Optometry (1st semester of the academic year). Optometry IV, 3rd year of the Degree in Optics and Optometry (2nd semester of the academic year)

Entities/community partners:

- **Accem:** www.accem.es;
- **Cáritas Diocesana de Santiago de Compostela:** www.caritas-santiago.org



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DSL-MIGRANT: detection of dual sensory loss in migrant preschool population

DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

Several studies indicate that visual and hearing impairments, even if mild, can affect a child's learning and development (Bruce et al., 2016; Hill et al., 2018). The combined presence of these impairments (dual sensory loss) makes information acquisition and communication even more difficult¹.

80% of vision loss cases and 60% of hearing deficit cases in children can be prevented or treated with early detection (Eksteen et al., 2022). Early detection of sensory loss is indeed crucial for early childhood development and academic achievement (Olusanya et al., 2016), as well as for the fulfillment of the Sustainable Development Goals (SDGs) related to education (Olusanya et al. 2020; United Nations, 2018).

In 2022, Spain was the third European country with the third highest number of applications for international protection; 14.13% were for children aged 0-13 years old (https://proteccion-asilo.interior.gob.es/documentos/Informe_actividad_OAR_2022.pdf). According to data, the majority of children with sensory impairments live in low- and middle-income countries, with limited access to care services (Eksteen et al., 2022).

¹See Florida Department of Education. <https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/dual-sensory-impairment-dsi.html>

This project proposes a dual sensory care service for the migrant/refugee preschool population, with the following objectives:

1. Detect visual and hearing impairments in migrant/refugee preschool population that may affect their educational and social development.
2. Develop face-to-face clinical practice that allows:
 - Supporting students' comprehensive training.
 - Objectively evaluating students' acquisition of competences.
 - Establishing a methodology to determine the early visual and hearing care needs of the migrant/refugee preschool population.
 - Contributing to the achievement of the SDGs.



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2. Explain the stages of the project, or the specific activities that the students perform during the service.

PHASE 1 (1st semester of the academic year 2023/2024; related subject: Hearing Aids and Hearing Rehabilitation)

OFFERED SERVICE: HEARING SCREENING

A) Contact with the entities:

Meeting with the entity's managers to outline the scope of the SL experience and discuss it would be implemented. It was carried out through the University Participation and Inclusion Service (SEPIU) of the Universidade de Santiago de Compostela (www.usc.gal/es/servicios/unidades/servicio-participacion-inclusion-universitaria).

B) Carrying out the Service-Learning (SL) activity:

The specific activities to be developed by the students were as follows:

- Auditory perception surveys to parents or children's guardians (in person or virtually, depending on participants' availability).
- Hearing screening tests.
- A technical report of the results obtained.

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PHASE 2 (2nd semester of the academic year 2023/2024; related subject: Optometry IV)

OFFERED SERVICE: VISUAL SCREENING

A) Contact with the entities:

Meeting with the entity's/entities' managers to outline the scope of the SL experience and how it would be implemented. It was carried out through the University Participation and Inclusion Service (SEPIU) of the Universidade de Santiago de Compostela (www.usc.gal/es/servicios/unidades/servicio-participacion-inclusion-universitaria).

B) Carrying out the Service-Learning (SL) activity:

The specific activities to be developed by the students were as follows:

- Visual perception surveys to parents or children's guardians (in person or virtually, depending on participants' availability).
- Visual screening tests.
- A technical report of the results obtained.

Supervision of the clinical activity (visual and auditory screening) by trained teaching staff at all times. For the provision of the service, in each phase a system of rotating work groups, consisting of two to three students each, were set up in one-hour sessions (one session for each group and one patient).



The timetable of the activity were adjusted in accordance with the recipients' availability and students' other scheduled academic activities (student-teacher consensus).

3. Specify what responsibilities the students have.

Students should manage the results of the sensory screening tests conducted during the clinical practice sessions, in order to prepare technical reports of results, once the identities of the participants have been anonymized.

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Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
Service-Learning as an Educational Resource
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THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The optician-optometrist is a primary health professional (<https://www.cnoo.es>), thus the development of clinical competences in Optics and Optometry studies is paramount. The clinical practice linked to SL projects brings students closer to real-world professional situations, being an ideal scenario for the development of professional competences. The provided vision and hearing care services support the acquisition and improvement of the clinical competences that the students must acquire in the subjects related to the SL experience:

Specific competences:

- Acquisition of skills to administer screening questionnaires.
- Being able to provide children with sensory (visual and auditory) screening tests.
- Acquiring skills for the detection of sensory dysfunctions requiring optometric/audioprosthesis treatment.
- Being able to perform eye and ear hygiene tasks.
- Being able to perform eye and ear health prevention tasks as well as hearing health prevention tasks, and auditory stimulation/rehabilitation activities.

- Being able to prepare an optometric and audiological technical report.

Transversal competences:

- Enhancement of student-patient, student-teacher and student-entity's staff communication.
- Acquisition of skills related to analysis and synthesis, decision making, problem solving, teamwork, organization and planning, information management, personal initiative, ethical commitment.

Life skills:

- Increased and strengthened interpersonal and intercultural relationships.
- Motivation for their future career.
- Ability to adapt to new situations.

The project also promotes values training and the creation of a critical mass to implement the Sustainable Development Goals in the future.

5. Describe the preparation activities in which the students should be involved before the service.

Completing the *Basic training course in Service Learning (migrants) [(SL(M)) for university students*, which consists of 2 sessions:

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- **Session 1:** Analysis of the social needs of migrants/refugees (Accem) = 4 hours. Information about the reality of refugees; information about the collaborating entity.
- **Session 2:** Introduction to the Service-Learning methodology = 2 hours. Basic training on service-learning methodology.



6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Decision-making skills.
- Initiative skills.

- Oral and written communication skills.
- Ability to work in a team.
- Analytical skills.

REFLECTION

7. With whom does the reflection take place?

The reflection was made:

- a) With the group of students participating in the SL project.
- b) Through the preparation of a portfolio of evidence (1 portfolio/student).
- c) Teacher-teacher reflection.

8. When does the reflection take place?

- a) With the group of students participating in the SL project:
 - During the project: reflection at the end of each clinical practice session and follow-up on the preparation of the portfolio.
 - At the end of the project: feedback on the delivered technical reports and portfolio.

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b) Teacher-teacher:

- During the development of the project: at the end of each group's daily rotation.
- At the end of the project.



9. What is the focus of the reflection sessions?

a) With the group of students participating in the SL project:

- Analysis and reflection on the provided vision care services: challenges faced, feelings experienced, decisions taken, individual tasks completed, etc.
- Analysis and reflection on the SL activity: lessons learned, personal experiences during the implementation of the activity, strengths and weaknesses of the project, etc.

b) The teachers reflect on the clinical work performed by students, challenges/unforeseen events of the provided service, clinical findings resulting from the service, needs for improvement, communication/collaboration with the entities, etc.

EVALUATION

10. How was the service performed by the students monitored?

The face-to-face clinical activity (visual and auditory screening) was supervised by trained teaching staff at all times. Students' work in clinical practice sessions were monitored on a regular basis:

- Every practical session involves an evaluation of the student's competence acquisition. Feedback at the end of each session.

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- Follow-up and evaluation of the portfolio of clinical evidence that students are required to submit at the end of the activity (1 portfolio/student).
- Evaluation of the technical reports of results delivered by the students.

11. Who participates in the evaluation?

Teachers.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

- Every practical session involves an evaluation of the student's clinical competence acquisition by means of an analytical rubric.
- Evaluation of the technical reports of results by means of a rating scale.
- Evaluation of the clinical practice evidence portfolio that each student is required to submit at the end of the activity.

13. Will there be any feedback to students or community members?

- a) Community members (service recipients' parents):
- Submitting, through the collaborating entity, the technical report of the sensory screening results.

- Cases that do not pass the visual/hearing screening are referred to the Optometry and Audiology Services (USC).

b) Students:

- Teacher-student feedback on the work performed at the end of each clinical practice session.
- Teacher-student feedback during the preparation of the activity portfolio.
- Guide for the preparation of technical reports of results.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



Good health and well-being



Quality education



Partnerships for the goals

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Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
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GENERAL DATA

Project name:

Bridges of words. Collaborative and transmedia journalism specialized in migration.

Coordinating professor:

Xosé López García

Participating professors:

José Casás García, Ana Isabel Rodríguez Vázquez

Academic degrees:

Bachelor's Degree in Journalism and Dual Degree in Journalism and Audiovisual Communication. Universidade de Santiago de Compostela

Academic years:

1st and 3rd

Subjects:

Informative Writing, Media Audience

Entities/community partners:

• **Colexio Profesional de Xornalistas de Galicia:**
www.xornalistas.gal



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

This project is aimed at improving, mainly from an inclusive language approach, the media's portrayal of issues related to the migrant population, which is frequently the subject of derogatory language or prominence in the media.

The goal of the project is to develop a specialized digital native media covering different topics (such as politics, economy, society, sports, culture), with a focus on the migrant population in the area of Santiago de Compostela and Galicia. Based on this experience, the creation of a style guide for journalists is also being considered, which was disseminated through the Official Professional Association of Journalists of Galicia.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

In general, the project consist of 4 stages:

1. Introduction to SL and review of projects carried out in previous courses, paying special attention to the Inclusive Language Guide developed in the 2017/2018 academic year.

2. A study of the concerns with how migration-related issues are covered in the media, along with some basic references, and how the guide is structured.
3. Carrying out work practice in the course (Informative Writing, 1st year) with the requirement that any topic covered have some connection to the migrant population.
4. Final composition of the media and the guide.
5. The 2nd year group collaborate in the preparation of the guide by offering their personal expertise on the topic as it relates to various media audiences.

3. Specify what responsibilities the students have.

The students assume a leading role in the development of the project:

- Making up teams and assigning roles (as in the media).
- News editing tasks.
- Contacting sources and conducting interviews to gather information.
- Setting up a Wordpress website and creating profiles on social networks.
- Reviewing, controlling, and monitoring the project's evolution.

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THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

Students organically integrate new knowledge about how a certain group is portrayed in the media, while acquiring skills in writing news for different media. In addition, the development of the guide provides with the tools they need in order to use inclusive language toward the migrant community both during their studies and their professional career.

5. Describe the preparation activities in which the students should be involved before the service.

There was a first introductory session on SL and an overview of the methodology used in previous projects. The evaluation rubric and deliverables for each stage of the project was presented.

The competences and skills acquired throughout the course (working with sources, question formulation, news writing, attribution of sources, etc.) allow students to specialize in the subject matter.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Leadership skills (mobilizing others).

- Knowledge of cultures and customs of other countries.
- Ability to use ICTs.
- Oral and written communication skills.



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REFLECTION

7. With whom does the reflection take place?

All students participate in the reflection process, which involves reviewing and sharing the material at each intermediate milestone of the project and in a joint session at the end of the four-month period, with the participation of the 2nd year students. The plan is to apply a gamification dynamic.

8. When does the reflection take place?

In the third session of work practice, an explanation of the SL work completed in prior years was provided, using examples of good and bad practices and highlighting the content of the guides created by previous years' students.

In the sixth session we focus on the media's portrayal of the migrant collective throughout the work practices carried out so far. Have we internalized any of the best practices we have brought to the table?

Following the final work practice and completion of the guide, the eleventh session examine the progress made throughout the course.

9. What is the focus of the reflection sessions?

The collective correction system focuses on the different aspects associated with accurately writing news articles. Aside from this,

an analysis of best practices for how the migrant population is portrayed in the media was conducted. Example: Is it necessary to mention the nationality of the protagonist of the news story in this case? Yes/No Why? This is where the debate begins.



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EVALUATION

10. How was the service performed by the students monitored?

A set of intermediate milestones are established in the form of deliverables: in this case, these were each of the work practices of the course and the 4 stages of the guide development: preliminary materials, first draft, draft revision, layout, and final editing. For each of these deliverables, there was an evaluation rubric. For every group, there is a series of specific tasks, and each task is given a score: Excellent, Good, Fair or Poor.

11. Who participates in the evaluation?

Teachers.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

There was an evaluation rubric for each of the stipulated deliverables.

13. Will there be any feedback to students or community members?

Yes, in the session following the completion of each of the deliverables, there was a collective correction of several individual works.



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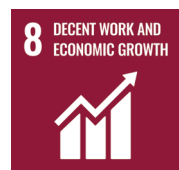


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14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)

	Decent work and economic growth
	Reduced inequalities
	Sustainable cities and communities

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Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations

Carlos Ferrás Sexto (coord.)



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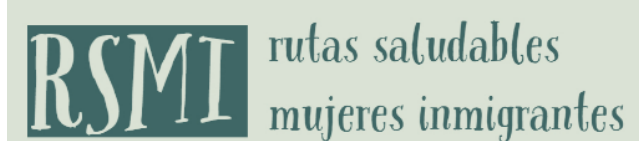
REFERENCES

Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
Service-Learning as an Educational Resource
Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations

GENERAL DATA

Project name: Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations.

Project logo:



Coordinating professor: Carlos Ferrás Sexto

Participating professors: Horacio García García, Alejandro Díaz Poso

Academic degree: Geography and Land Management. Universidade de Santiago de Compostela

Academic years: 2nd, 3rd, and 4th

Subjects: Geographic Information Systems for Physical Geography, Population Geography, Geography of Marine Resources

Entity/community partner:

• **Centinelas Association. Women and mothers in vulnerable situations:** www.asociacioncentinelas.es



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Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations

DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

The aim of the project is to promote the social inclusion of immigrant women and their families in Santiago de Compostela through the recognition and identification of the social services available in the area where they are located.

The service consists in the elaboration of a dynamic map of specific social resources in the municipality of Santiago de Compostela,



and in the design of healthy routes for territorial recognition; all this with the participation of the Centinelas Association.

The need arises from a sustained trend of international immigration flow to Santiago de Compostela, which increased from 4,500 foreign residents in 2002 to 11,038 in 2022, according to the data recorded in the Municipal Register of Inhabitants, which represents 12% of the total population. They are mainly families from Latin American countries such as Venezuela, Peru, Ecuador, Brazil, Colombia, and Argentina. Our project is aimed at facilitating the social inclusion of these families and promoting a diverse and plural local culture.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

1. Visit by the Centinelas Association to students at the Faculty of Geography and History. Presentation of the project and mutual awareness.
2. Identification of social resources for the social inclusion of immigrant women and families. Creation of a specific resource map from a Geographic Information System (GIS).
3. Study of migratory movements in Spain, Galicia, and Santiago de Compostela and their historical evolution.
4. Seminars on how Spain changed from being an emigrant country to an immigrant country between 1950 and 2023.

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5. Life Story interviews with emigrants and immigrants and their analysis.
6. Seminar on the aging population and the immigrant population. The advantages and disadvantages of immigration.
7. Creation and organization of Healthy Routes in the city of Santiago de Compostela, guided by students.
8. Maintenance and management of project information on Social Networks.

3. Specify what responsibilities the students have.

1. They actively participate in the design and development of the project: mapping, healthy routes, studies of migratory movements, interviews, and discussion seminars.
2. The students maintain active contact with the Centinelas Association and the users of its services in all the activities to be developed.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

The service performed is directly related to the contents of the subjects, and supports both its applicability and practical orientation.

The map design and geographic information systems, the analysis of the population in terms of its distribution and natural and migratory movements, as well as the identification of resources in the area for economic and social development are fundamental topics in the subjects covered by the project.

5. Describe the preparation activities in which the students should be involved before the service.

1. Visits by the Centinelas Association to the Faculty and the classroom to promote mutual awareness and collaborative participation in the programmed activities.
2. Initial session on the SL methodology and the project, aimed at involving students in its planning and development.
3. Specific training on communication techniques in practical seminars to be held before the service is rendered.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Planning, coordination and organizational skills.
- Leadership skills (mobilizing others).
- Ability to present in public products, ideas, reports...
- Ability to work in an international context.
- Ability to work in a team.

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REFLECTION

7. With whom does the reflection take place?

First, the reflection was carried out with the whole student body and with the participating community. The goal is to identify the advantages and disadvantages of the project in order to improve it with new students in the following years.

Secondly, the reflection was conducted with the participating students of each academic year to evaluate the results, the learning contents, and the experience.

8. When does the reflection take place?

It took place at the end of the year, in May, in two seminars; one with the students only and another with the participating immigrants. The Centinelas Association were invited to participate in this reflection in order to evaluate the results and consider opposing viewpoints.

9. What is the focus of the reflection sessions?

During a collaborative seminar, students, immigrant participants, the Centinelas Association, and teachers share feelings about the service, examine the issues faced by immigrants in Santiago de Compostela as well as the quality of the experience and services provided.

Secondly, students and teachers examine jointly the knowledge gained and how it relates to the content of the subjects.



LA EVALUACIÓN

10. How was the service performed by the students monitored?

With teachers' participation in the development of the programmed activities and in a posteriori consultations on the service provided to the students in the classroom.

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11. Who participates in the evaluation?

The evaluation of the project include all the actors involved: entity, immigrant participants, teachers and students.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

We start from a Collaborative Learning methodology, where students are divided into Working Groups and given an agenda of particular tasks. Each group is then required to prepare a final “Presentation” in Power Point format or a similar format, which was defended in front of peers and teachers in the classroom. The

teachers use a shared template to guide the content of the presentation. In addition, each group create a “Portfolio” in which they gradually submit the reports and results of their activities.



Each Working Group shall designate a Coordinator, chosen from among the students.

13. Will there be any feedback to students or community members?

Feedback were continuous and developed in the activities open to group participation. The goal is to encourage cooperation and assertive communication amongst all involved parties.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)

	Good health and well-being
	Quality education
	Gender equality

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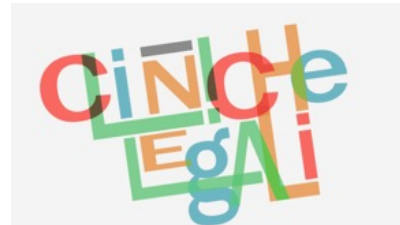
Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe
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GENERAL DATA

Project name: Legal and social inclusion help desk

Project website: www.dsg.univr.it/?ent=iniziativa&id=12047

Project logo:



Coordinating professor: Alessandra Cordiano

Participating professors: Isolde Quadranti, Alessia Bevilacqua

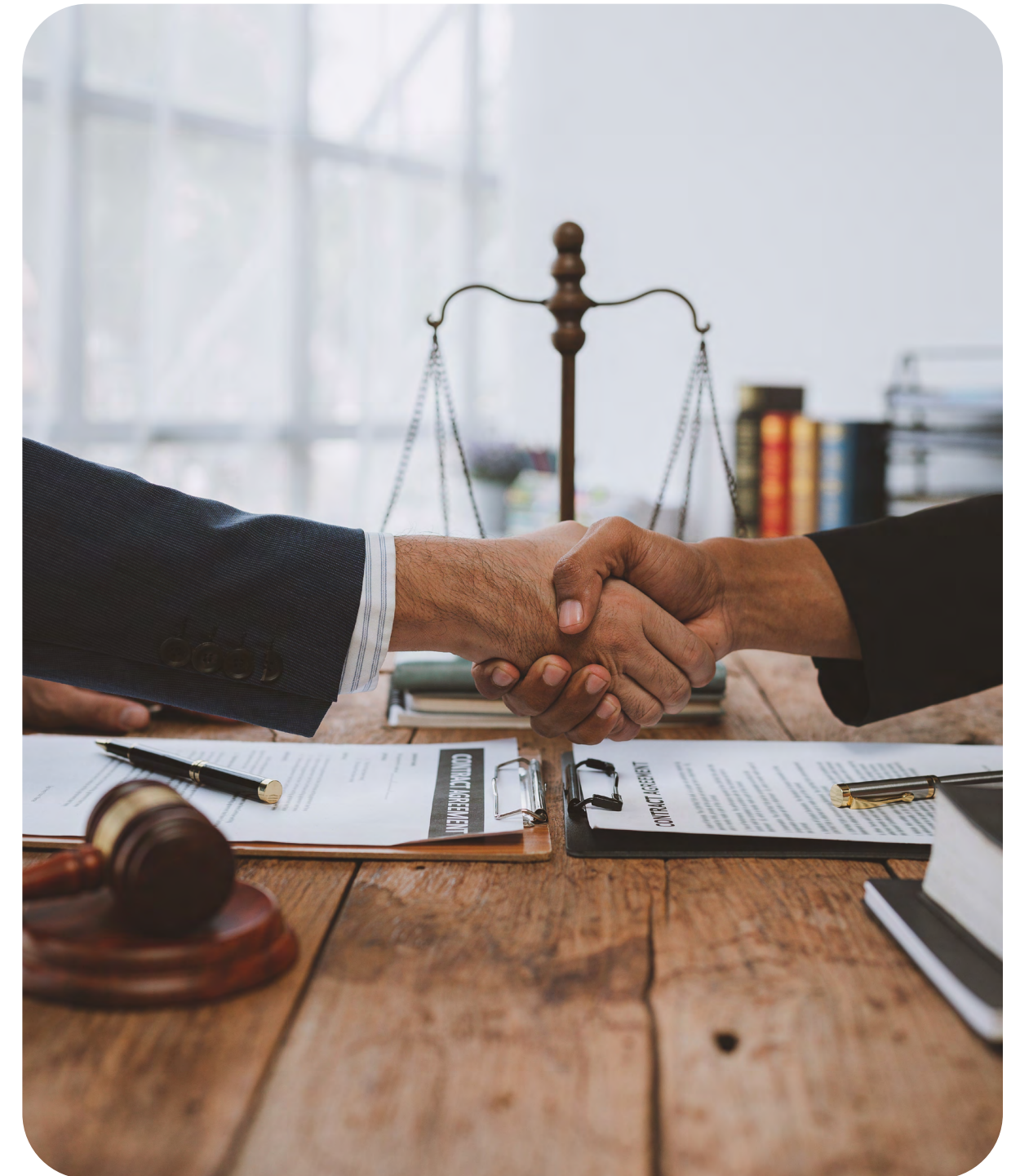
Academic degrees: Master's Degree in Law, Master's Degree in Emergency Governance, Degree in Legal Services and Degree in Social Work. Università di Verona

Years: 2nd, 3rd, 4th, 5th

Subjects: Immigration Law, Administrative Law and Anthropology

Entity/community partner:

• **Avvocato di strada ODV:** www.avvocatodistrada.it



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DESCRIPTION OF THE COMMUNITY SERVICE

1. Overall objective of the project. Describe at a general level what the service will consist of and where the need for the activity arises.

In Verona, the association Avvocato di Strada is based on providing legal assistance to the city's homeless population, especially migrants. Due to the many clients, the association needs help managing legal consultations for its clients and assisting with socio-professional integration. For this reason, it has been decided to involve both law students (who benefit academically from experience by learning what it means in practice to handle a legal case) and students destined to become educators (who benefit academically by knowing what it means to accompany migrants towards real inclusion). For this reason, the NGO has sought help from the Università di Verona, which organizes a legal clinic with students, aiming to achieve three goals: firstly, to introduce students to the topic of migrants in need of legal assistance by assigning an actual legal case to the student group, which they work on alongside lawyers to find a solution; secondly, to raise awareness among students about the positive impact that law can and should have on foreign individuals, who are more susceptible to marginalization; thirdly, to make students understand that the socio-legal support of the individual is indispensable: there cannot be only the legal aspect, just as there cannot be only the social one, but the two disciplines work complementarily.

2. Explain the stages of the project, or the specific activities that the students perform during the service.

An attorney from the association presents to students the legal case they are trying to resolve, asking law students to prepare a legal strategy, and education students to prepare a social support strategy. The two groups of students were tasked with the following:

- For law students, to study the case, conduct legal research, and prepare legal documents.
- For education students, to gather information about the individual, the non-legal issues that led to their marginalization, and to contact local institutions/services to help them exit their current situation.

The aim of the activity is to assist the migrant individual in positively resolving their legal dispute and promote their integration into society.

3. Specify what responsibilities the students have.

- Direct legal assistance: Providing legal advice and direct assistance to clients in need of legal help, under the supervision of experienced lawyers or professors. Conducting in-depth research on the law applicable to clients' cases and relevant legal precedents. Drafting legal documents such as petitions, briefs, and responses to complaints.

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- Participation in hearings: Attending hearings and assisting lawyers in the process, when necessary and permitted by local rules.
- Confidentiality and professional ethics: Respecting clients' confidentiality and acting in accordance with the ethical and professional standards of the legal profession.
- Maintaining contact with the lawyer and the partner organization, in order to identify other similar cases where students can contribute their skills to improve the condition of a marginalized individual.



- Keeping track of each step of the case, reconstructing the migrant's story from their arrival in Italy to their current situation in Verona.
- Mapping local services and accompanying the user in accessing them, helping them navigate bureaucracy.

THE LEARNED CONTENTS

4. Describe the relationship between the service rendered and the material they have to learn in the subject(s).

For law students: during the actual legal consultation activity, each student learns firsthand what a lawyer's work entails, how to conduct a consultation, and what practical problems people living on the streets face. They have the opportunity to apply concepts such as the right to residency, obtaining a residence permit, bureaucratic obstacles to the social and work integration of foreign individuals.

For education students: during the process of supporting the individual, students have the opportunity to see firsthand how accompaniment procedures work, the reception facilities, dormitories, and dining facilities, how to access housing services, and what specific difficulties foreign individuals encounter.

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5. Describe the preparation activities in which the students should be involved before the service.

Before starting the activity, they received training in immigration law and international law, with a practical approach, from a lawyer. Additionally, volunteers from the association were involved to explain the obstacles encountered at the local level in supporting the individual: students briefed on how access to dormitories works and why many migrants are not entitled to either a bed or a social worker.

In addition, before the start of the activity they will be supported regarding:

- Preparing them to cope with the difficulties they may encounter in their commitment.
- Making them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

6. Select (up to a maximum of 5) the competences developed during the implementation of the project.

- Ability to present in public products, ideas, reports...
- Oral and written communication skills.
- Knowledge of the cultures and customs of other countries.

- Synthesis capacity.
- Analytical skills.



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LA REFLEXIÓN

7. With whom does the reflection take place?

Reflection on the activity took place in various ways:

- Individually, through the drafting of a reflective diary at the end of each meeting during the individual study.
- With whole student body who attended the legal clinic through the final reflective meeting coordinated by Alessia Bevilacqua, distinguishing by each student's academic area, in order to enhance their awareness and learning.

8. When does the reflection take place?

- At the end of each meeting, through the drafting of a reflective diary providing an account of the student's experience.
- At the end of the activity.

9. What is the focus of the reflection sessions?

- Relating the service to the contents of the subject.
- Analyzing the problems of the community and the NGO's problems.
- Analyzing the quality of the service.

- Analyzing the lessons learned with specific reference to law and educational disciplines.

LA EVALUACIÓN

10. How was the service performed by the students monitored?

The follow-up of the service provided were conducted by contacting the assisted person's lawyer, in order to understand how the case concluded and whether the individual has actually benefited from the activity.



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11. Who participates in the evaluation?

All the SL working group, which includes a referent from the NGO, a referent from the Teaching and Learning Center of the Università di Verona expert in SL, one law and one education professor.

12. What instruments and mechanisms were used to evaluate the students participating in the project?

Students were evaluated based on the assigned tasks, accuracy in meeting deadlines, and the commitment with which they reflect on their lived experience. At the end of the clinic, they were required to write a final reflective essay where all the insights formulated during the legal clinic through the reflective diary systematized to identify the overall gains in terms of learning.

13. Will there be any feedback to students or community members?

The community partner provide feedback to the students, and based on the progress of the activity, assess whether to propose further tasks to them.

14. The Sustainable Development Goals (SDGs) on which the project will have the greatest impact (up to a maximum of 3).

The Sustainable Development Goals (SDGs)



No poverty

Quality education

Reduced inequalities

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