Service-Learning
Migrants/Refugees

Mobilising university-community resources through SL(M) for the inclusion of migrants/refugees

[2022-1-ES01-KA220-HED-000087650]

Project Evaluation in USC

USC Universidade de Santiago de Compostela

Ollscoil na Gaillimhe University of Galway

Università di Verona

Accem

Glocal Factory

Cofinanciado por la Unión Europea

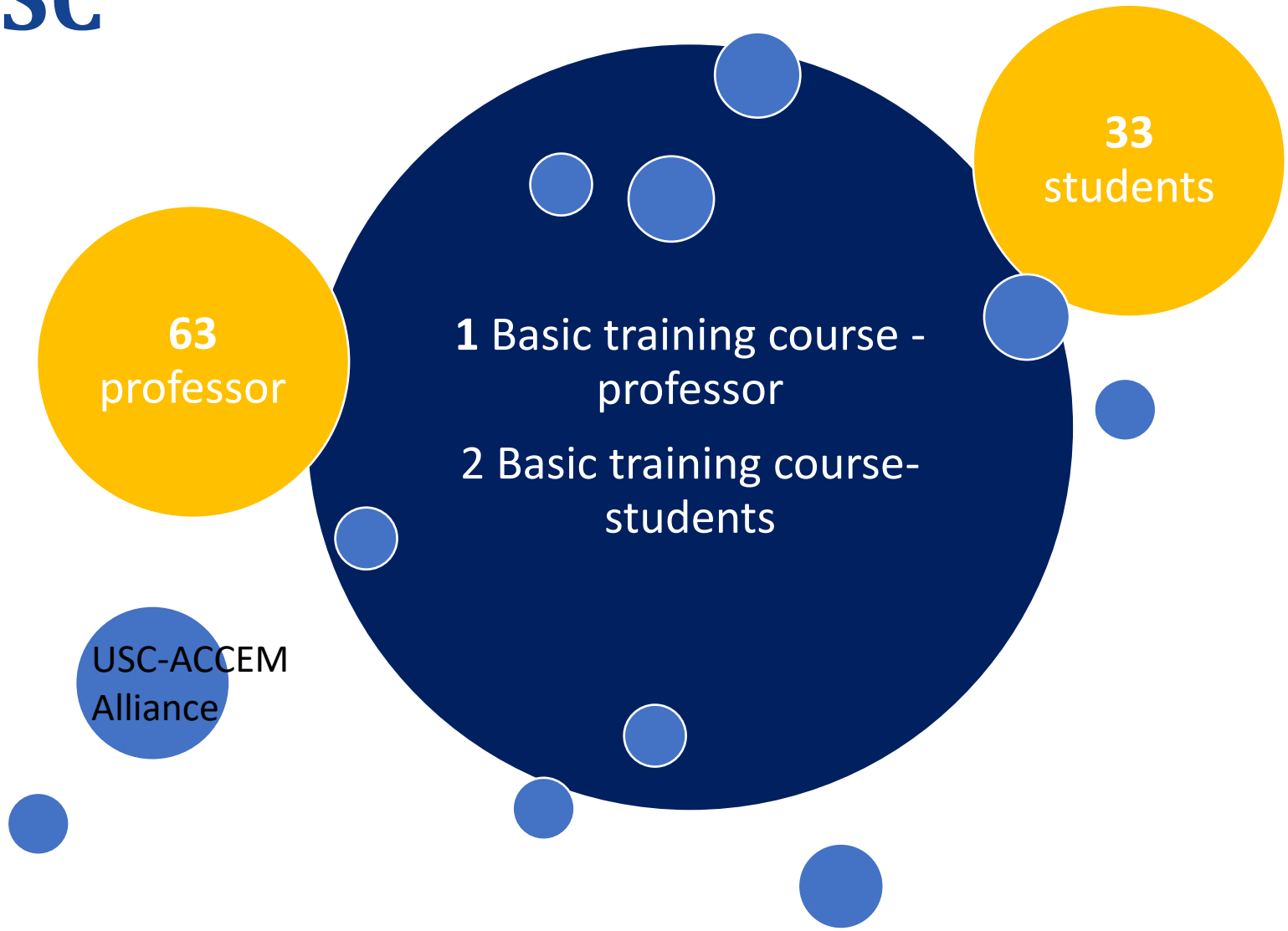
Service-Learning
Migrants/Refugees

- Analyse the successful strategies.
- Identify improvement areas.
- Analysis of challenges faced.
- Share the current situation of the last academic year SL(M) projects and the projects to be developed during this academic year

Project Evaluation in USC

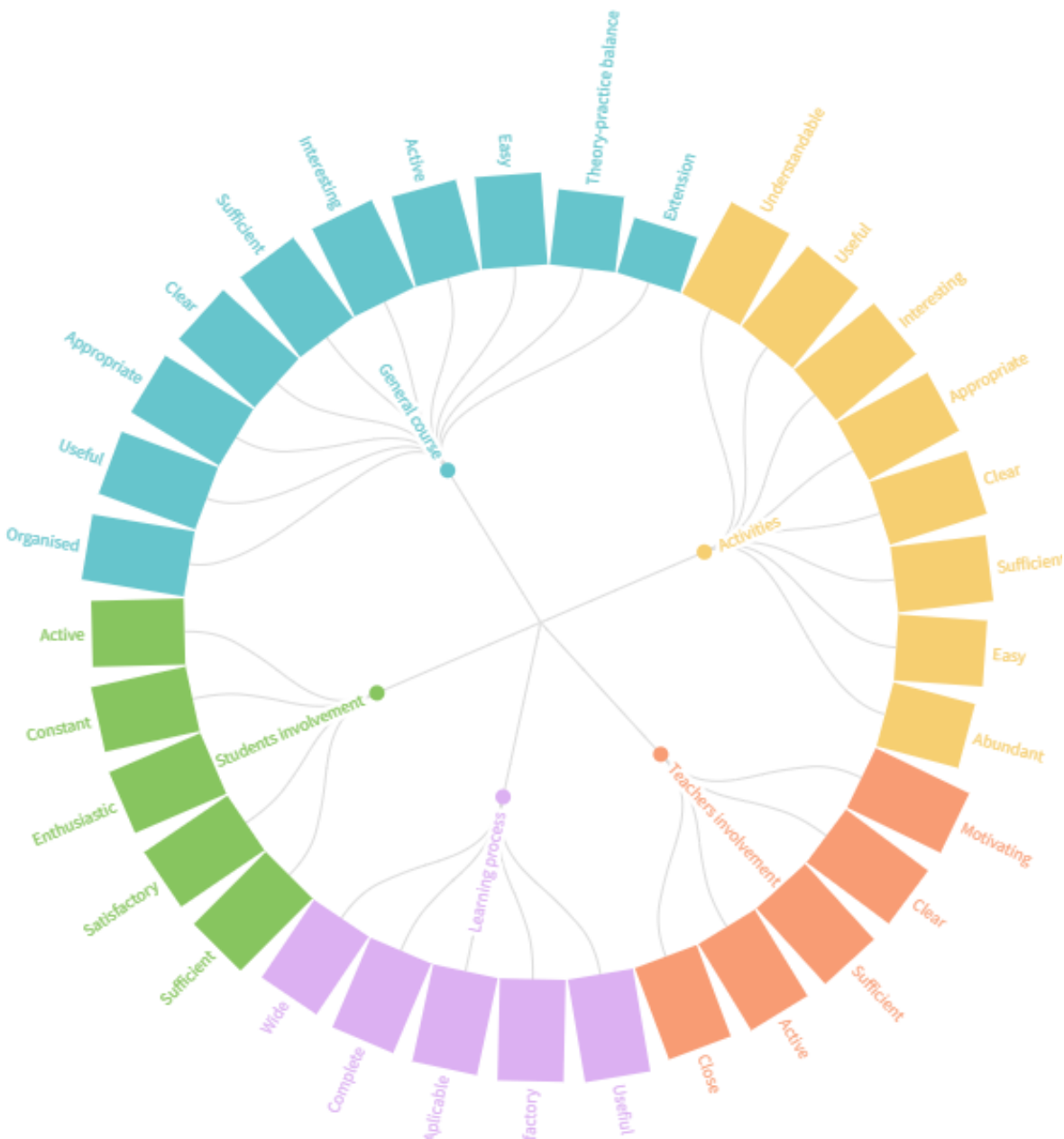
USC
UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

IMPACT OF SL(M)-USC

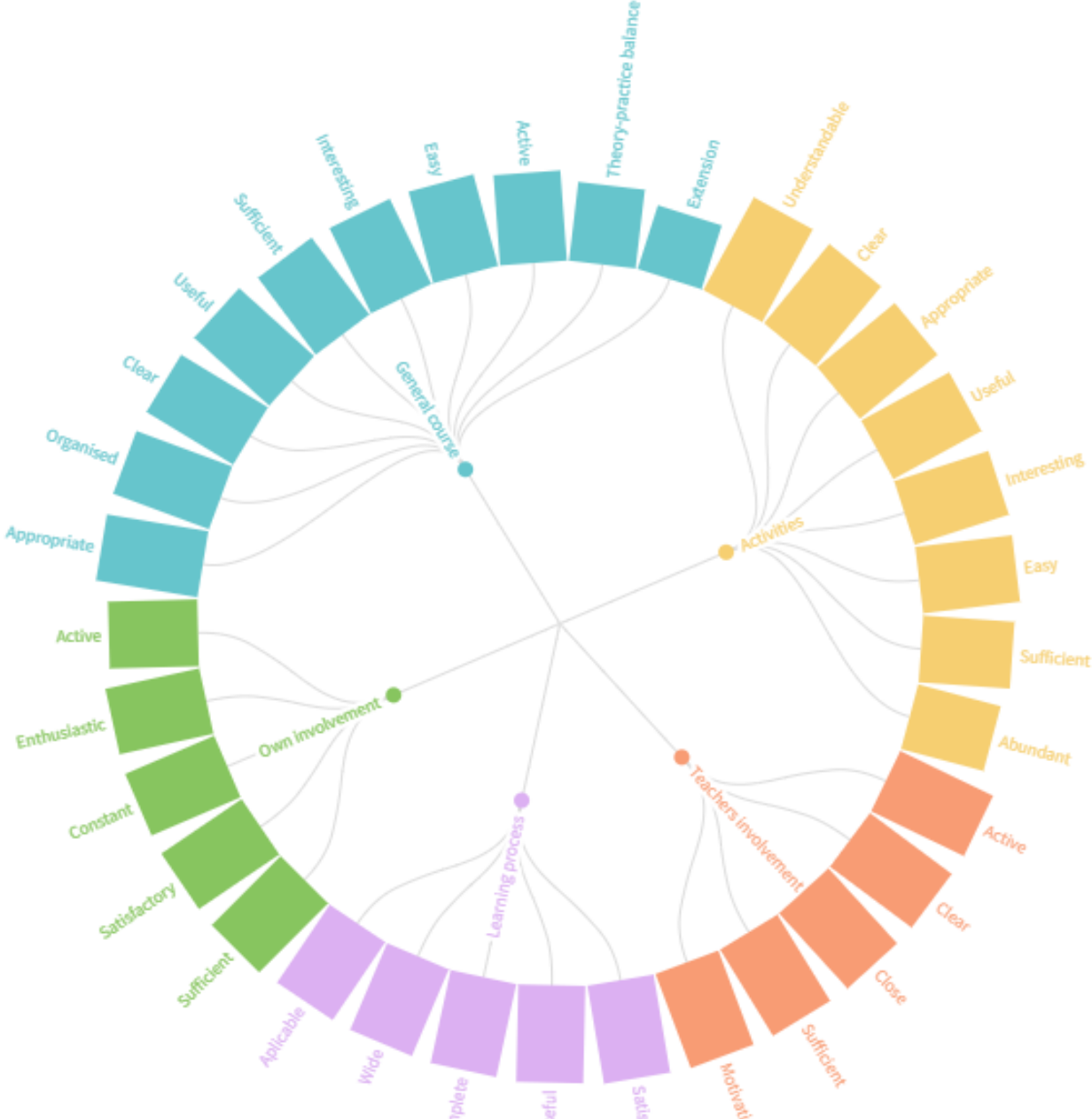


Service-Learning
Migrants/Refugees

Overall evaluation of the course by the students



Overall evaluation of the course by the teachers



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9 Projects

- Law around the world
- Bridges of words. Collaborative and transmedia journalism specialized in migration
- Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations.
- Standing up for those who stand up for others: female rights defenders
- **PEINAS-** Intercultural Pedagogy and Service-Learning
- **EXCORAS-** Experiential learning through movement in Early Childhood Education
- **DSL-MIGRANT-** Detection of dual sensory: loss in migrant preschool: population
- Activating the community
- Accreditation of competences for migrants

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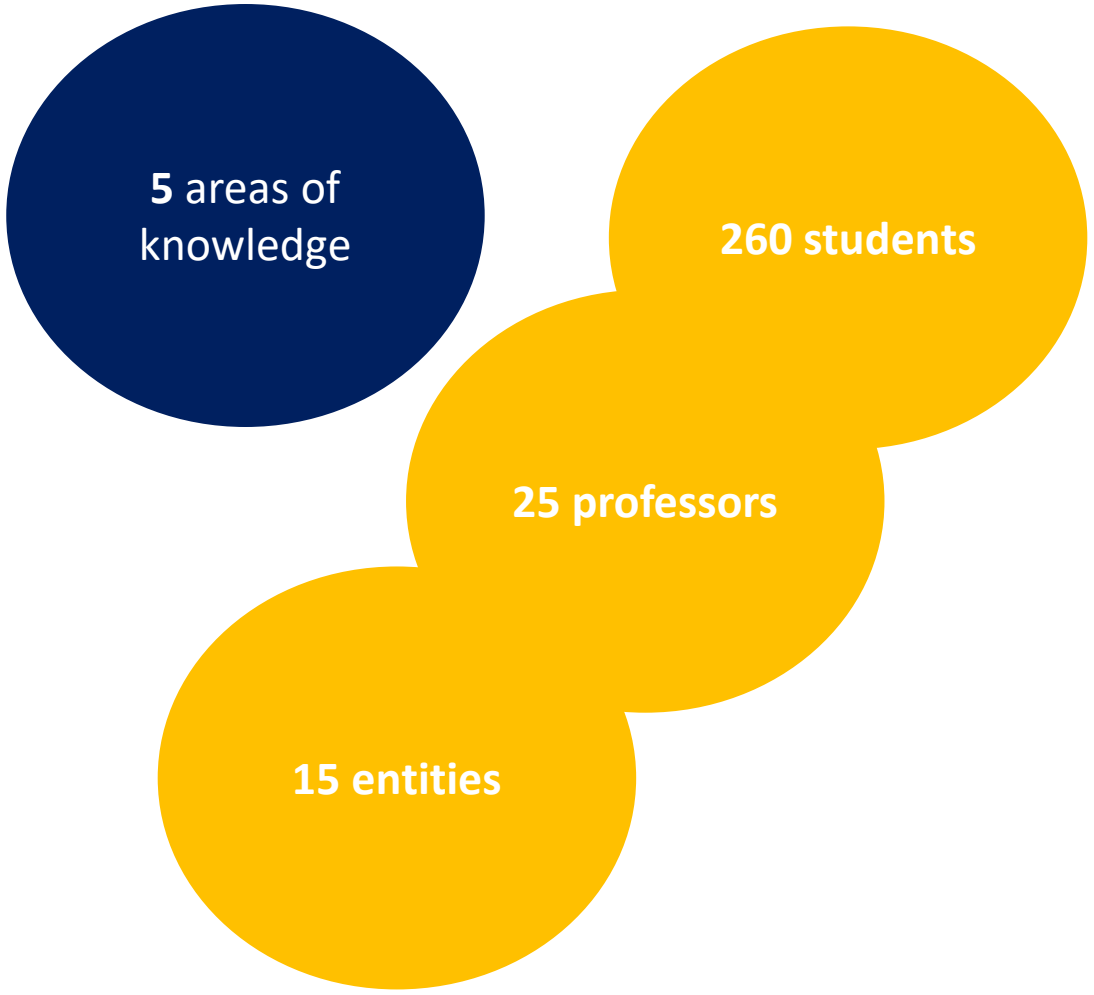

Arraianas
Médicos do Mundo
Centros Socioculturales de Santiago de Compostela
Movemento pola Paz-Galicia
Provivienda
Asociación Recreativa Cultural Os Tilos
Accem
Solidariedade Internacional de Galicia (SIG)
Amiga. Asociación de Migrantes de Galicia:
Asociación Centinelas
Cruz Vermella
Asamblea de Cooperación por la Paz
Farmamundi
Cáritas Diocesana de Santiago de Compostela
Colexio Profesional de Xornalistas de Galicia

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Service-Learning Migrants/Refugees

Bridges of Words: Collaborative and Transmedia Journalism Specializing in Migration

Date: 29-05-2024

He disfrutado mucho trabajando en este proyecto, me ha gustado bastante. **He aprendido una cantidad de cosas sobre la migración, que hasta el momento desconocía**. **Me sorprendió bastante el cómo tratan a las personas migrantes en los medios de comunicación, es algo que considero que debería cambiar cuanto antes**. También considero que este proyecto me ha ayudado a ganar experiencia sobre los trabajos en grupo y que me vendrá bien en un futuro. En general hago un balance muy positivo de la práctica de este proyecto.

I have learned a lot of **things about migration** that I didn't know until now. I was quite surprised by **how migrants are treated in the media**, and I think this is something that should **change as soon as possible**.

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Service-Learning Migrants/Refugees

Activating the Community

Date: 28-05-2024

Trabajar en Atención Primaria de Salud (APS) con Médicos del Mundo ha sido una experiencia sumamente enriquecedora. No solo aprendí valiosas lecciones sobre el trabajo en equipo, sino que también tuve la oportunidad de desarrollar y participar en una intervención significativa para la ONG. **Esta experiencia me permitió comprender mejor las necesidades de las comunidades vulnerables y cómo abordarlas de manera efectiva y colaborativa**.

This experience allowed me to better **understand the needs of vulnerable communities** and how to address them effectively and collaboratively.

Arraianas· Médicos do Mundo· Centros Socioculturales de Santiago de Compostela

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Service-Learning Migrants/Refugees

PEINAS – Intercultural Pedagogy and Service-Learning

Date: 23-05-2024

Este proyecto me ha ayudado en mi formación como profesional ya que con el he podido enriquecerme también como persona. **Creo que es un proyecto muy potente con el que puedes nutrir tus conocimientos y a la vez puedes ayudar a personas en situaciones que pueden ser complejas. Ya que es una manera de conocer nuevas realidades y de empatizar con ellas**

I think it is a **very powerful project** with which you can nurture your **knowledge** and at the same time you **can help people in situations** that can be complex. Since it is a way of **knowing new realities and empathizing with them**.

Accem• Amiga. Asociación de Migrantes de Galicia• Médicos do Mundo• Asociación Centinelas• Cruz Vermella• Asamblea de Cooperación por la Paz• Farmamundi

Successful strategies	Areas for improvement
Institutionalization of SL at the USC	Legal issues
Work of the RG Esculca	Difficulty of evaluation because the projects end in year 23-24 and it is difficult for students to participate.
Reciprocity alliance with ACCEM	Training of students. Low participation
SL(M) reaches the whole USC. Institutional support (rectorate and Volunteering Office).	Sustainability of projects
Recognition of projects by USC	Projects should involve direct services to people.
Inclusion of migration/refugee in training curricula (university/non-university teachers)	Very different projects in terms of duration
Training course allowed us to create a Network in SL(M)	Maintain a specialized SL course for teachers.
Constant accompaniment of each SL(M) project	Conduct more robust research on attitude improvement
Working with community entities	
Data supporting the SL(M) (training+SL(M) Project)	
Validated scale	

Service-Learning
Migrants/Refugees

Dissemination -2024

European Conference on Educational Research (ECER24 – Nicosia)

August 30, 2024

Dissemination -2024

IV International Symposium on Service-Learning at the University

October 18, 2024

Bridges of words

- Activating the community

6 Experience Poster SL(M)

Organising Committee with University of Verona and University of Galway

Presentation by ACCEM

143 university professors, 22 researchers, 28 students; 19 technicians from organisations; and 6 PTXAS.32 posters were presented

Universities of Santiago de Compostela, Vigo, A Coruña, UNED (Central), UNED (Lugo), Navarra, Jaén, Castilla-La Mancha, Pablo de Olavide, Nacional Scalabrini Ortiz (Argentina), Nacional de Caaguazú (Paraguay) y SEC/BA (Brasil).

Dissemination -2024

XVI National Seminar on Educational Attention to Immigrant Students

October 21, 2024

Number of registered participants: 106 Non-university teachers of pre-primary, primary and secondary education.

Dissemination -2024

ACCEM workshop
62 teachers

Dissemination -2025

Book chapter on intercultural competences in universities

Iberoamerican Congress of Pedagogy

Service-Learning

Migrants/Refugees