



Service-Learning
Migrants/Refugees



Erasmus+ Project

Mobilising university-community resources through
SL(M) for the inclusion of migrants/refugees
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Report on university students' attitudes toward migrants and refugees



Cofinanciado por
la Unión Europea



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1. INTRODUCTION

Political instability, ideological persecution, systematic human rights violations and extreme poverty in countries across Africa, Asia and the Middle East have led to the unprecedented forced displacement of 34.6 million people, according to the latest report by the United Nations High Commissioner for Refugees (ACNUR, 2022).

This humanitarian crisis has had a significant impact on destination countries, including European ones, and poses important challenges for government agencies that must ensure compliance with international human rights treaties (Lorenzo-Moledo, 2019). However, the responses of these countries have resulted in increasingly restrictive and punitive policies, as well as unedifying media portrayals of migration. The scaremongering that this has generated is being exploited by partisan political bodies to influence elections, despite what we know about the progressive decline in irregular entry into the EU in recent years.

There is no doubt that these migratory flows have affected the economic, political, demographic and cultural coordinates of the host societies, some of which are high-income societies such as Germany or Sweden (Bansak, 2016). However, academic literature has shown that the countries most affected by these displacements are those in the developing world, and even those closest to where these conflicts have occurred (Alrababa'h et al., 2020). Nevertheless, much of the research suffers from a Eurocentric perspective, looking mainly at the impact on the West, so our knowledge of the attitudes of citizens in such a situation is limited.

Moreover, the involuntary migration inherent to this new millennium has polarized discourses in public opinion, from social and political conflicts to inflammatory attacks in refugee camps, border closures or the rise of far-right populist and neo-fascist parties in most European countries (De Coninck, 2019). These negative representations have not only created major social problems but have also influenced public policy in terms of granting basic rights, which has a direct impact on the mental health of these groups (Matlin et al., 2018).

In this respect, it is important to clarify that migrants and refugees are treated differently, as they have different legal statuses (Verkuyten, 2021). According to the same author, the main difference lies in the fact that the former undertake the migration project voluntarily, so it is not uncommon for them to be perceived as a threat to the labour market and the host country. As a result, attitudes towards them are predominantly negative, even associating them with criminal activities. In the case of the latter, their perception tends to improve, as they tend to evoke some feelings of humanity and empathy, as well as benefiting from international human rights protection and law. However, they are also sometimes portrayed as an

economic and social burden on the state, and as a threat to the European way of life. It is clear, then, that beyond the aforementioned differences, stigma and segregation surround the lives of such people in the countries around us.

From these arguments, it can be deduced that there is a polarization of attitudes and diversity of responses in the management of the migration crisis according to ethnicity, country of origin and economic situation (De Coninck, 2019). As mentioned above, there are several contextual conditioning factors that can influence attitudes towards migrants and refugees that are intrinsically linked, such as the symbolic threat of the replacement of the national workforce by foreign labour, the collapse of public services or lower wages.

Such discriminatory attitudes are therefore driven by irrational concerns about the erosion of national, cultural and religious identity, which exacerbates prejudice against these groups (Yitmen and Verkuyten, 2018). There is no other circumstance that justifies the internalization of Islamophobic sentiments in the belief that we may be at the beginning of an imposition of the Muslim religion on the Catholic religion and local culture. As Verkuyten (2021) points out, negative attitudes towards this migrant population predominate in Europe because it is considered culturally antagonistic and incompatible, in addition to its alleged link to terrorism.

More precisely, the media has sometimes been less sensitive to the difficulties of these people, questioning (surreptitiously) the moral dimension of their behaviour, which helps to legitimize unequal treatment and, of course, psychological alienation (Cowling et. al., 2019). These negative representations have therefore conditioned public opinion and government policy, generating popular anti-immigrant sentiment.

In this sense, attitudes towards migrant and refugee communities are undoubtedly negative as a rule, as they are seen as incompatible with national values, although cultural and religious proximity can have a positive influence on attitudes towards these groups. At a more specific level, these attitudes are more favourable towards people who are highly educated, have knowledge of the national language, come from similar ethnic groups or are of Christian faith (Bansak, 2016).

Another important aspect is that people with more positive attitudes have a liberal ideological profile, are highly educated, cosmopolitan and more interculturally competent (Verkuyten, 2021). In contrast, older, more conservative, more patriotic, more religious and less educated men have more negative attitudes as they perceive a greater threat to their social position (Cowling, 2019).

It is clear, therefore, that in our socio-political context, the responsibility of democratic governments and other institutions in advanced countries has a moral duty to develop

effective public policies in the face of the humanitarian crises that are occurring, from the perspective of respect for human rights. The fundamental principle is to understand their motivations and needs to move towards more inclusive and plural societies (Lorenzo-Moledo and García-Álvarez, 2023; Yitmen and Verkuyten, 2017).

Obviously, education is key if we want to promote values of equality, empathy and civic consideration towards everything related to cultural diversity (always considering the law that protects everyone), aspects that become pillars of positive attitudes towards these groups. Numerous studies have shown that empathetic people opt for inclusive policies and are more concerned about the well-being of all people, as they believe in true equality (Cowling et al., 2019).

Given this situation, in Western countries, at least in the history of the past century, university students have been at the forefront of certain social changes, also reaching a certain level of influence by advocating for better migration and asylum policies for those forced to leave their countries of origin. And it is a fact that their participation in educational programs of different social and even curricular scope helps to strengthen strategies of inclusion, both inside and outside the academic campus. Undoubtedly, service-learning has proven to be an excellent way to combine education and community engagement.

This report is derived from the Erasmus+ Project “Mobilising university-community resources through SL(M) for the inclusion of migrants/refugees,” which focuses on presenting service-learning as a methodology that can assist, from the university, in the inclusion process of migrants/refugees.

Therefore, its general aim is to analyse the effect of participation in SL(M) projects on students' attitudes towards migrants and refugees in Europe.

2. PARTICIPANTS

The study involved 530 students (see Figure 1), mostly women, from *the Universidade de Santiago de Compostela*, the University of Galway and the *Università di Verona*, whose teachers received a 10-hour training course in SL(M), in which they learned the basics of this methodology and its role in improving the integration processes of migrants/refugees. These students were in turn invited (volunteered) to participate in a similar SL(M) course of shorter duration (6 hours). The sample is significantly reduced in the post-test measure.

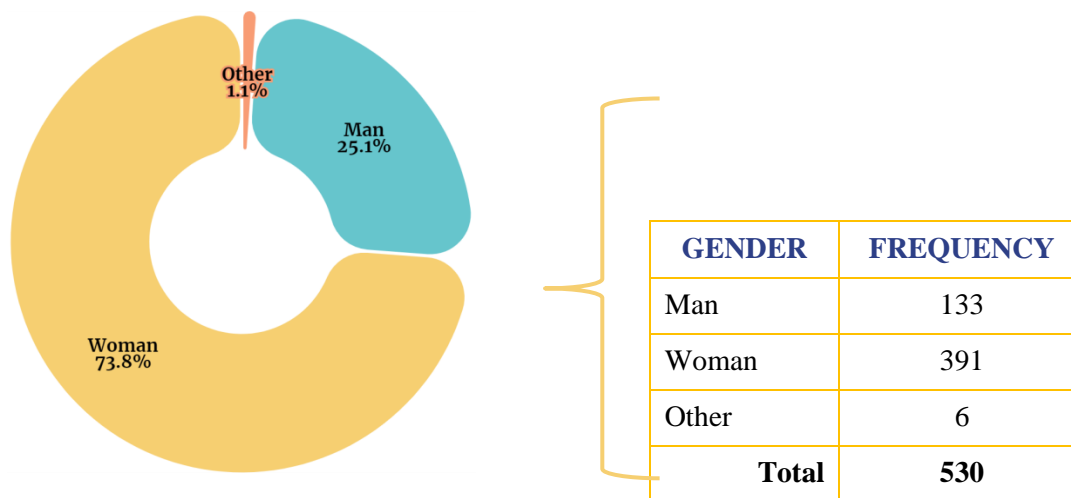
Figure 1



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Participants' gender



These students are aged between 17 and 44 years (mean=20.02, SD=3.20), with most of the group in the 18-20 age group (74.5%), which corresponds to the age group in which university degrees are awarded.

With regard to the country of birth, it can be seen that, logically, they were born in the partner countries of the project (87.5% in Spain, 10.7% in Italy and 1.8% in Ireland). However, there is a great deal of diversity in the overall calculation, and we have included other countries such as Germany, Argentina, Bangladesh, China, Colombia, Cuba, France, Honduras, Mexico, Paraguay, Peru, Portugal, the United Kingdom, Switzerland and Ukraine, among others. These are largely international students studying at the universities participating in our study.

Most of them are studying at the *Universidade de Santiago de Compostela* (86.7%) and, to a lesser extent, at the *Università di Verona* (10.4%), the University of Galway (2.5%) or others (0.4%).

Only 39.5% of students claim to have participated in the basic training course on service-learning (migrants), while 60.5% claim the opposite. Less than half (45.4%) claim not to have been involved in Service-Learning (M) projects during the academic year 2023/2024 (see Figure 2).

For many, this is their first experience of working with the methodology, as most students (80.3%) had never been involved in such activities at university. Only 30.4% said they were or had been involved in a volunteering program, mainly at university.

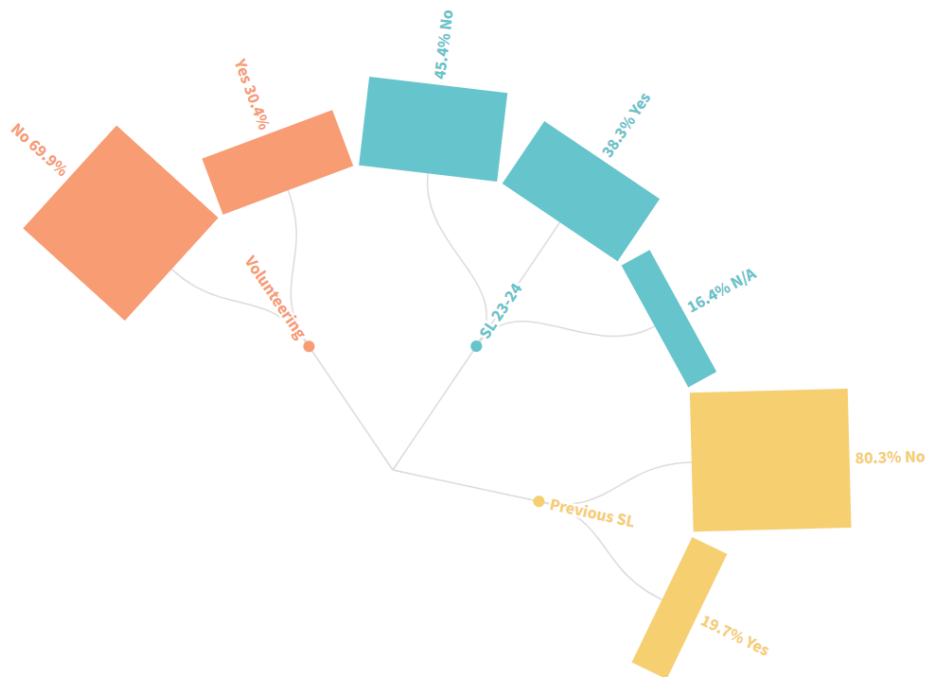
Figure 2



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Students participating in SL or volunteering



Thus, it can be affirmed that most of the students have no knowledge of the service-learning methodology, nor any experience in actions of a socio-community nature, such as volunteering.

3. INSTRUMENT

3.1. Instrument description

We used a questionnaire consisting of 5 socio-demographic questions (gender, age, country of birth, university where they study and studies), 4 questions about training and participation in SL and volunteering (basic training course, SL experience in the academic year 2023-24, previous experience and volunteering) and two Likert-type scales used in the Unintegra project (Lorenzo-Moledo, 2019). The first presents 14 statements about the situation of migrants in Spain/Ireland/Italy on a scale of 10 values, where 1 is 'strongly disagree' and 10 is 'strongly agree'. The second includes 16 emotions to assess their intensity when the student sees or thinks about a migrant person.

3.2. Instrument administration

The questionnaire was administered by the teachers of the group before (pre-test) the start of each SL(M) project, although after the end of the basic course, taking into account that it

was a voluntary course that not all students attended (n=530). Both the students who were going to be involved in the SL(M) project and those who did not take part in this research. Only 70 students participated in the application of the questionnaire scales in the post-test, after the SL(M) project had been completed. It was administered online using Microsoft Forms.

3.3. Validation of the Scales

- *Attitudes scale*

Initially, the scale consisted of fourteen (14) items, from which three items were removed after a principal components PFA (items: migrants have contributed to the increase in taxes paid by Spaniards/Irish/Italians; the quality of social services in Spain/Ireland/Italy remains the same after the arrival of migrants; and the values and beliefs of migrants regarding social relations are compatible with those of Spaniards/Irish/Italians). This resulted in a scale of eleven (11) items (see Table 1).

It should be noted that the sample size meets the criterion of between 5 and 10 subjects per item (Velicer and Fava, 1998). The tests KMO= .817 and $2(55) = 1640.55$ $p < .001$ indicate good sampling adequacy and a significant correlation between the items. The statistics and results of the PFA are presented in Tables 1 and 2.

Table 1

Descriptive statistics of the Attitude Scale

ITEMS	M	DT
A1. Migrants receive more from Spain/Ireland/Italy than they contribute.	2.49	1.597
A2. The children of migrants should have the same right to education as Spanish/Irish/Italian children.	6.63	1.071
A3. Migrants replace Spaniards/Irish/Italians in their jobs.	2.00	1.377
A4. Migrants should be entitled to the same health care as Spaniards/Irish/Italians.	6.41	1.302
A5. Migrants are entitled to benefits in the same way as vulnerable Spaniards/Irish/Italians.	5.83	1.665
A6. Migrants must learn to adapt to the rules and norms of Spanish/Irish/Italian society as soon as possible after their arrival.	4.90	1.773
A7. The reception of migrants weakens the Spanish/Irish/Italian culture.	2.01	1.604

A8. Migrants' values and beliefs about work are very similar to those of Spaniards/Irish/Italians.	3.80	1.499
A9. Migrants' values and beliefs on moral and religious issues are compatible with those of Spaniards/Irish/Italians.	4.67	1.735
A10. Migrants' values and beliefs about the family and the socialization of children are quite similar to those of Spaniards/Irish/Italians.	4.11	1.497
A11. Migrants should accept the Spanish/Irish/Italian customs.	4.20	1.968

The highest scores (arithmetic mean of 5.5) are on items reflecting rights to education, health and social welfare. They do not agree with the idea that migrants replace nationals in their jobs, that they weaken the culture or that they take more from the host countries than they contribute.

Table 2

Matrix of rotated components of the attitude scale

ITEMS	FACTOR I	FACTOR II	FACTOR III
A4. Migrants should be entitled to the same health care as Spaniards/Irish/Italians.	.859		
A2. The children of migrants should have the same right to education as Spanish/Irish/Italian children.	.833		
A5. Migrants are entitled to benefits in the same way as vulnerable Spaniards/Irish/Italians.	.657		
A10. Migrants' values and beliefs about the family and the socialization of children are quite similar to those of Spaniards/Irish/Italians.		.849	
A8. Migrants' values and beliefs about work are very similar to those of Spaniards/Irish/Italians.		.792	
A9. Migrants' values and beliefs on moral and religious issues are compatible with those of Spaniards/Irish/Italians.		.695	
A6. Migrants must learn to adapt to the rules and norms of Spanish/Irish/Italian society as soon as possible after their arrival.			.827
A11. Migrants should accept Spanish/Irish/Italian customs.			.777

A1. Migrants receive more from Spain/Ireland/Italy than they contribute			.584
A3. Migrants replace Spaniards/Irish/Italians in their jobs.			.522
A7. The reception of migrants weakens the Spanish/Irish/Italian culture.			.466
CRONBACH'S α OF THE FACTORS	$\alpha = .772$	$\alpha = .717$	$\alpha = .757$

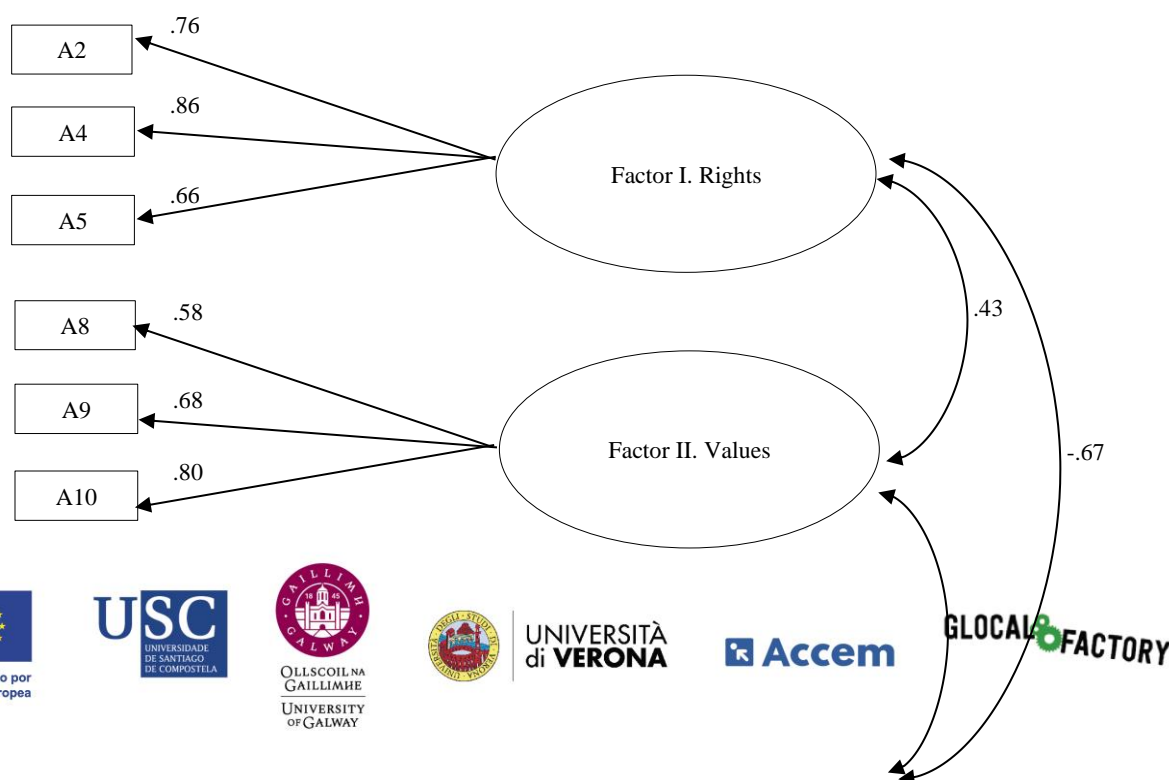
The initial extraction yielded three (3) significant factors: rights (items 4, 2 and 5), values (items 10, 8 and 9) and impact on host society (items 6, 11, 1, 3 and 7). The three factors explain 63.17% of the variance and the a-values show good internal consistency (between 0.71 and 0.77). The rotated component matrix shows the following results:

- Factor I: Rights ($\alpha = .772$). Item 4 (.859), item 2 (.833), and item 5 (.657).
- Factor II: Values ($\alpha = .717$). Item 10 (.849), item 8 (.792), and item 9 (.695).
- Factor III: Impact on host society ($\alpha = .757$). Item 6 (.827), item 11 (.777), item 1 (.584), item 3 (.522), and item 7 (.466).

Once the three factors that make up the scale had been identified, a CFA (Confirmatory Factor Analysis) was carried out to determine the construct validity of the model provided (see Figure 3 and Table 3). All regression weights and covariances between factors were significant ($p < .01$).

Figure 3

Confirmatory factor analysis of the attitude scale



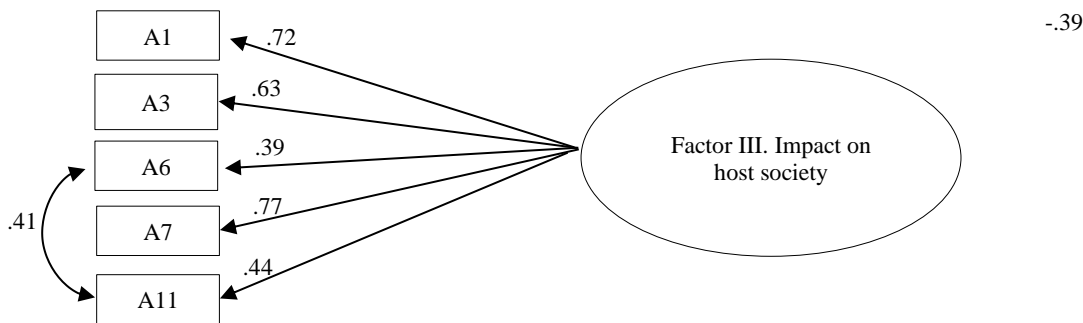


Table 3

Goodness-of-Fit Indicators of the Attitude Scale Model

χ^2	GL	P	χ^2/ GL	GFI	CFI	RMSEA [IC]	SRMR
1640.55	55	.000	1.15	.949	.938	.074 [.062- .086]	.05

Test 2(55)=1640.55, $p=.000$, reports the distance between the sample and the hypothetical variance/covariance matrix (Bentler and Bonett, 1980), and this value should be insignificant, allowing us to confirm that there is no discrepancy between the two matrices. However, it is a statistic that is very sensitive to the sample size (it is usually significant with $n \geq 200$). It must therefore be accompanied by other indices. The most commonly used are GFI (Tanaka and Huba, 1985), which takes values between 0 and 1 and can be interpreted as a multivariate coefficient of determination. A value above 0.90 indicates a good fit. The RMSEA (Steiger, 1990) reports the difference between the population correlation matrix and the one proposed by the sample model used. Finally, SRMR (Hu and Bentler, 1999) is the square root of the standardized residuals. In both cases, values between .05 and .08 indicate a good fit.

- *Scale of emotions*

Initially, a scale of sixteen (16) items was configured. After applying the Principal Component PFA, it was necessary to delete a total of two items (items: pity and indifference), leaving a scale composed of 8 items (see Table 4).

For this scale, the $KMO = .898$ and $2(105) = 3841.41$ $p < .001$ indicate good sampling adequacy and significant correlation between the items, respectively. Tables 4 and 5 show the results of the analysis of this scale.

Table 4
Descriptive statistics of the Emotions Scale

ITEMS	M	DT
E1. Admiration	3.40	1.054
E2. Hate	1.26	.674
E3. Attraction	2.52	.936
E4. Hostility	1.60	.987
E5. Anger	1.33	.755
E6. Fear	1.55	.875
E7. Sympathy	3.42	.989
E8. Discomfort	1.58	.910
E9. Disgust	1.28	.715
E10. Insecurity	1.67	.966
E11. Mistrust	1.73	.943
E12. Compassion	3.26	1.220
E13. Respect	4.19	1.069
E14. Appreciation	2.85	1.058

In general, migrants evoke respect, sympathy and admiration, but not hatred, anger or disgust among university students.

Table 5
Rotated Component Matrix of the Emotion Scale

ITEMS	FACTOR I	FACTOR II
E5. Anger	.830	
E10. Insecurity	.828	
E6. Fear	.820	
E9. Disgust	.819	
E11. Mistrust	.814	
E2. Hate	.813	
E8. Discomfort	.800	

E4. Hostility	.646	
E1. Admiration		.768
E14. Appreciation		.744
E7. Sympathy		.742
E13. Respect		.633
E12. Compassion		.583
E3. Attraction		.582
CRONBACH'S α OF THE FACTORS	$\alpha=.914$	$\alpha=.765$

The initial extraction yielded two (2) significant factors: negative emotions (items 5, 10, 6, 9, 11, 2, 8 and 4) and positive emotions (items 1, 14, 7, 13, 12 and 3). The two factors explain 54.50% of the variance and the a-values show good internal consistency (between .76 and .91). The rotated component matrix shows the following results:

- Factor I: Negative emotions ($a= .914$). Item 5 (.830), item 10 (.828), item 6 (.820), item 9 (.819), item 11 (.814), item 2 (.813), item 8 (.800) and item 4 (.646).
- Factor II: Positive emotions ($a= .765$). Item 1 (.768), item 14 (.744), item 7 (.742), item 13 (.633), item 12 (.583), and item 3 (.582).

Once the two factors that make up the scale had been identified, a CFA (Confirmatory Factor Analysis) was carried out to determine the adequacy and fit of the model (see Figure 4 and Table 6). All regression weights and covariances between factors were significant ($p<.01$).

Figure 4

Confirmatory Factor Analysis of the Emotions Scale

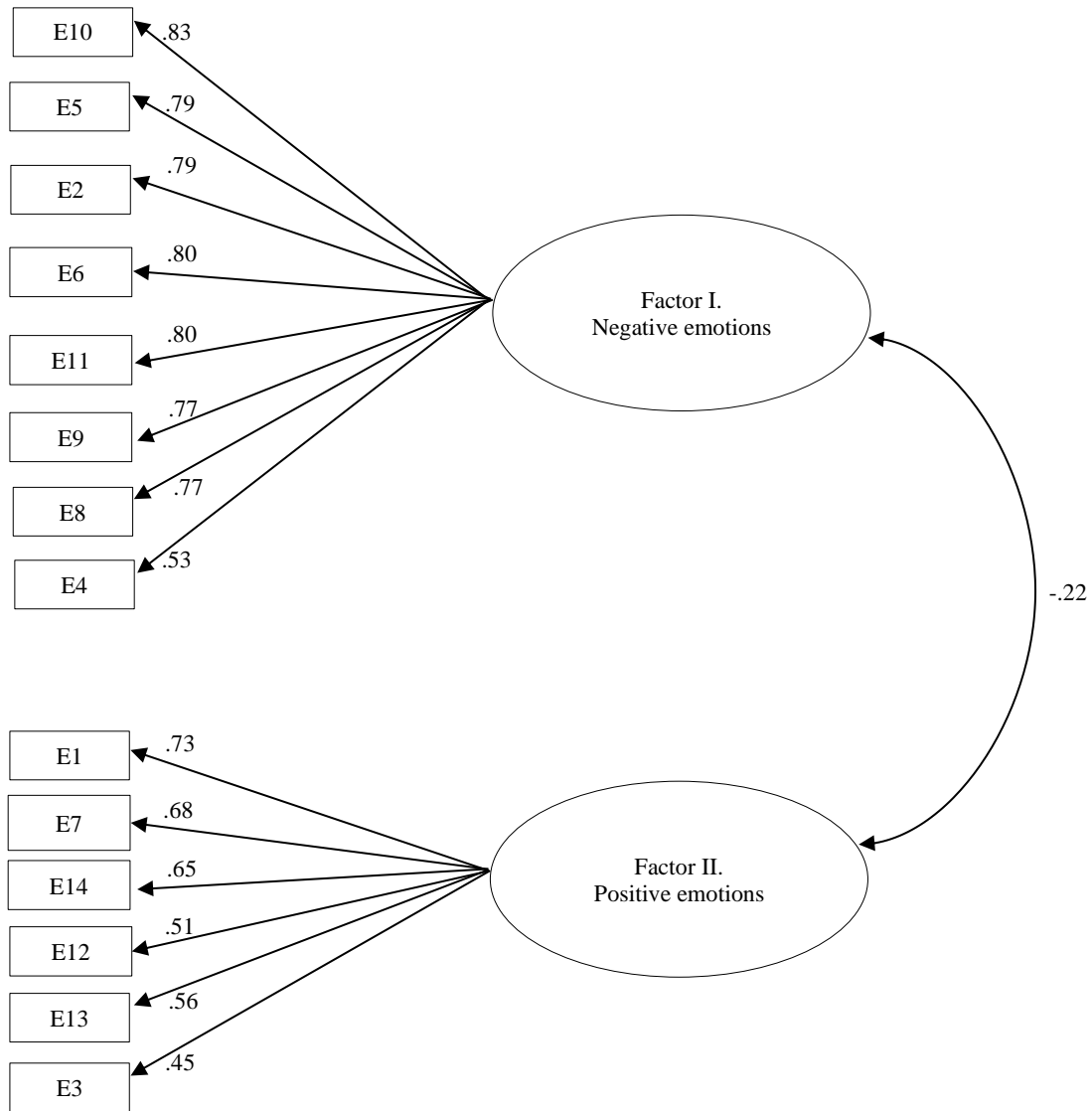


Table 6

Goodness-of-fit indicators for the Emotion Scale model

χ^2	GL	P	χ^2/ GL	GFI	CFI	RMSEA [IC]	SRMR
3847,41	98	.001	36.64	.905	.923	.085 [.076 - .094]	.060

Test $2(105)=3847.41$, $p<.001$, reports the distance between the sample and the hypothetical variance/covariance matrix (Bentler and Bonett, 1980), and this value should

not be significant. This allows us to confirm that there is no discrepancy between the two matrices. However, it is a statistic that is very sensitive to sample size (it is usually significant for $n \geq 200$). It must therefore be accompanied by other indices. The most used are GFI (Tanaka and Huba, 1985), which takes values between 0 and 1 and can be interpreted as a multivariate coefficient of determination. A value above 0.90 indicates a good fit. RMSEA (Steiger, 1990) reports the difference between the population correlation matrix and the one proposed by the sample model used. Finally, the SRMR (Hu and Bentler, 1999) is the square root of the standardised residuals. In both cases, values between .05 and .08 indicate a good fit.

4. DATA ANALYSIS

The data derived from the analysis of the attitudes and feelings of university students towards the migrant/refugee population are presented below.

4.1. The attitudes and emotions of university students towards migrants/refugees

First of all, it should be noted that, as we have already indicated, the data reflect a positive attitude on the part of university students towards rights related to health care, education and access to social services (see Table 1).

We wondered whether these data were related to variables of participation in activities of a socio-community nature. In this respect, and as can be seen in Appendix 1, respondents' attitudes generally improve when they participate in PSA or volunteering activities. However, we highlight below those items where the differences are statistically significant (see Tables 7 and 8).

Table 7

Attitudes based on participation in Service-Learning (SL) or volunteer activities

DIMENSION	Yes		No		t	gl	p
	Mean	SD	Mean	SD			
Basic SL(M) training							
Migrants must learn to adapt to the rules and norms of Spanish/Irish/Italian society as soon as possible after their arrival.	4.67	1.80	5.05	1.74	2.23	381	.026
The reception of migrants weakens Spanish/Irish/Italian culture.	1.82	1.42	2.13	1.70	2.14	433	.033

SL before							
Migrants are entitled to benefits in the same way as vulnerable Spaniards/Irish/Italians.	6.16	1.52	5.75	1.69	-2.27	155	.025
Migrants should learn to adapt to the rules and norms of Spanish/Irish/Italian society as soon as possible after their arrival.	4.57	1.75	4.98	1.77	2.03	144	.044
Volunteering							
The reception of migrants weakens the Spanish/Irish/Italian culture.	1.77	1.42	2.10	1.66	2.14	284	.033

Students who have not participated in the SL(M) basic training course disagree more with the statements that migrants must learn to adapt to the rules and norms of the host society or that the reception process weakens the culture, showing statistically significant differences with those who have participated in the course. The same result is found among students involved in volunteering programs.

Similarly, and in relation to participation in PES projects in other courses or years, there are also significant differences on the issue of access to social assistance, as those who have had experience with this methodology are the ones who score higher on the recognition of this right. On the other hand, it is those who have not participated in PES experiences who are most in favour of migrants adapting to the rules and regulations of the destination country as soon as possible.

Some of the students in the sample were involved in SL projects at their universities during the 2023-24 academic year. Only 70 of them completed the pre- and post-test questionnaires, all of them from USC. These projects are very uneven in terms of duration, type of service (direct, indirect, reporting) or student involvement (voluntary, mandatory). In addition, all of them participated in the basic training course.

With this sample we compared the results on the two scales to see the effect of this participation on their perceptions of migrants/refugees (see Table 8).

Table 8

Differences in attitudes between pretest and posttest

ITEMS	Pretest		Posttest		t	gl	p
	Mean	SD	Mean	SD			
RIGHTS							

A2. The children of migrants should have the same right to education as Spanish children.	6.60	1.12	6.77	.783	-1.11	149	.267
A4. Migrants should have the same right to health care as Spaniards.	6.31	1.49	6.33	1.41	-.097	150	.923
A5. Migrants are entitled to the same benefits as vulnerable Spaniards.	5.74	1.79	5.71	1.80	.093	147	.926
VALUES							
A8. Migrants' values and beliefs about work are very similar to those of Spaniards.	4.13	1.67	4.30	1.63	-.642	149	.522
A9. The moral and religious values and beliefs of immigrants are compatible with those of Spaniards.	4.93	1.89	5.00	1.62	-.250	153	.803
A10. Migrants' values and beliefs about the family and the socialisation of children are quite similar to those of Spaniards.	4.28	1.64	4.53	1.64	-.931	147	.353
IMPACT ON THE HOST SOCIETY							
A1. Migrants take more from Spain than they give back.	2.58	1.64	2.07	1.34	2.11	153	.036
A3. Migrants replace Spaniards in their jobs.	2.09	1.43	1.96	1.52	.574	143	.567
A6. Migrants must learn to adapt to the rules and norms of Spanish society as soon as possible after their arrival.	4.73	1.79	4.30	1.79	1.48	147	.139
A7. The reception of migrants is weakening Spanish culture.	2.16	1.81	1.63	1.18	2.21	146	.028
A11. Migrants should accept Spanish customs.	4.08	1.95	4.29	1.90	-.656	149	.513

In general, a more positive attitude can be observed among these students.

Specifically, the items where a more pronounced change is observed, with statistically significant differences, are the contribution to the host country and the impact on the culture. After being involved in these projects, the students show less agreement with the fact that

migrants/refugees receive more benefits from the host country than they contribute ($t=2.11$, $p=.036$), as well as with the idea that the process of welcoming migrants deteriorates the culture ($t=2.21$, $p=.028$).

Next, we analyse the data on the emotions of the university students. In general, and as shown in Appendix 2, positive emotions are the most highly valued (see Table 4). Participation in the course already makes statistically significant differences in admiration, attraction, sympathy and gratitude. It seems that those who have already confirmed that they will participate in an SL(M) project show less hostility. Having participated in other SL projects is also different in terms of anger and appreciation. It is the students who have not participated in volunteering programs who show more hostility and mistrust (Table 9).

Table 9

Emotions based on participation in SL or volunteering activities

DIMENSION	Yes		No		t	gl	p
	Mean	SD	Mean	SD			
Basic training SL(M)							
Admiration	3.55	1.01	3.28	1.05	-2.79	456	.005
Attraction	2.68	.888	2.43	.923	-2.90	400	.004
Sympathy	3.59	.915	3.35	.983	-2.64	456	.010
Appreciation	2.98	1.03	2.77	1.05	-2.13	456	.034
SL – 23/24 Course							
Hostility	1.50	.901	1.70	1.04	-1.99	350	.047
SL before							
Anger	1.18	.570	1.33	.750	2.10	182	.038
Appreciation	3.06	1.05	2.80	1.04	-2.14	142	.034
Volunteering							
Hostility	1.44	.873	1.66	1.01	2.40	282	.017
Mistrust	1.56	.838	1.75	.944	2.06	274	.040

But we needed to know what happens to these variables when their participation in SL(M) projects ends. As shown in Table 10, participation in these projects increases the most positive emotions towards the target group, with statistically significant differences. In addition, the score for negative emotions also decreases.

Table 10
Differences between Pretest and Posttest in emotions

ITEMS	Pretest		Posttest		t	gl	p
	Mean	SD	Mean	SD			
NEGATIVE							
E2. Hate	1.18	.603	1.00	.000	1.00	10	.341
E4. Hostility	1.82	1.17	1.17	.381	1.81	11	.098
E5. Anger	1.36	.809	1.00	.000	1.50	10	.167
E6. Fear	1.55	.820	1.33	.761	.726	18	.477
E8. Discomfort	1.36	.809	1.21	.509	.586	14	.568
E9. Disgust	1.36	.809	1.04	.204	1.30	11	.221
E10. Insecurity	1.55	.820	1.46	.721	.303	17	.766
E11. Mistrust	1.45	.820	1.46	.721	-.013	17	.990
POSITIVE							
E1. Admiration	3.13	.992	3.82	.751	2.28	25	.031
E3. Attraction	2.08	.881	3.09	.701	3.63	24	.001
E7. Sympathy	2.96	.999	3.64	.809	2.13	24	.043
E12. Compassion	3.17	1.11	3.22	1.56	.085	11	.934
E13. Respect	3.87	1.01	4.56	.726	2.13	20	.045
E14. Appreciation	2.52	1.04	3.33	1.12	1.88	14	.081

In summary, the results show that university students experience more positive emotions towards the migrant/refugee contingent after participating in SL(M) projects, with a significant decrease in negative emotions.

5. CONCLUSIONS

Overall, the results shed some light on how participation in SL(M) actions, whether basic training or project involvement, can influence university students' attitudes and feelings towards the migrant/refugee population. Knowing the reality of these people, reflecting on their needs and what the university can do to contribute to the process of social inclusion, either through a training course or through the SL methodology, is the first step towards a

change of attitude that will predispose them to act in a coherent and consistent manner.

We confirm that university students have a more positive view of rights, values and impact on society. This change in attitude is contrary to the discourse on the weakening of culture, the displacement of indigenous workers in the labour market or the deterioration of public services. They feel more admiration, sympathy, respect or gratitude towards these people. Similarly, other emotions such as hatred, disgust, hostility or anger are lower in the responses of university students.

In short, it is interesting to note that the results presented in this report are a starting point for promoting collaboration between universities and social institutions with the aim of training students in the management of ethnic-cultural diversity, making them active agents of social transformation and, consequently, defenders of the values of equity, inclusion and social justice.

We must, of course, count on service-learning and other pedagogical programs to help us move towards this ideal in our educational environment in general and in the university in particular, but with the prudent caution advised by such a complex journey, which already passes through areas of European politics where the words that built the principles of dignified citizenship on this side of the world seem to have faded away.

All in all, despite the limitations of this study, we believe we have provided future directions for universities. In any case, it is essential to carry out studies with larger samples, using quasi-experimental designs that can provide evidence on the potential of Service-Learning (SL) in universities to support the inclusion process of migrant/refugee populations in Europe.

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APPENDICES

Appendix 1. Attitudes based on participation in service-learning or volunteering

DIMENSION	Yes		No		t	gl	p
	Mean	SD	Mean	SD			
Training SL(M)							
A1	2.44	1.58	2.52	1.61	.485	394	.628
A2	6.64	1.00	6.61	1.12	-.248	418	.804
A3	1.97	1.36	2.03	1.39	.473	397	.637
A4	6.47	1.30	6.37	1.31	-.826	391	.409
A5	5.97	1.63	5.75	1.68	-1.40	398	.161
A6	4.67	1.80	5.05	1.74	2.23	381	.026
A7	1.82	1.42	2.13	1.71	2.14	433	.033
A8	3.78	1.48	3.81	1.52	.271	397	.787
A9	4.61	1.74	4.71	1.74	.585	389	.559
A10	4.17	1.49	4.06	1.51	-.793	393	.428
A11	4.04	1.88	4.31	2.02	1.46	408	.144
SL 23-24 Course							
A1	2.52	1.50	2.52	1.64	-.022	385	.982
A2	6.66	.934	6.59	1.19	-.655	389	.513
A3	2.14	1.42	1.93	1.35	-1.45	368	.146
A4	6.38	1.38	6.46	1.20	.585	352	.559
A5	5.96	1.65	5.76	1.66	-1.20	377	.229
A6	4.74	1.78	5.03	1.78	1.615	376	.107
A7	2.03	1.57	2.02	1.64	-.059	381	.953
A8	3.87	1.47	3.76	1.51	-.711	380	.478
A9	4.59	1.76	4.76	1.75	.927	375	.354

A10	4.10	1.54	4.12	1.50	.131	371	.896
A11	4.18	1.99	4.19	1.94	.050	372	.960
SL before							
A1	2.27	1.46	2.54	1.62	1.57	155	.117
A2	6.72	.901	6.60	1.11	-1.09	171	.276
A3	1.94	1.44	2.02	1.36	.523	137	.601
A4	6.40	1.41	6.41	1.28	.081	132	.935
A5	6.16	1.52	5.75	1.69	-2.27	155	.025
A6	4.57	1.75	4.98	1.77	2.03	144	.044
A7	1.97	1.68	2.02	1.59	.266	136	.791
A8	4.05	1.57	3.73	1.48	-1.77	136	.078
A9	4.88	1.77	4.62	1.73	-1.29	140	.197
A10	4.22	1.49	4.08	1.50	-.783	143	.435
A11	4.18	1.99	4.21	1.96	.098	141	.922
Volunteering							
A1	2.29	1.47	2.57	1.64	1.77	272	.078
A2	6.69	.963	6.60	1.11	-.902	281	.368
A3	1.92	1.43	2.03	1.35	.750	233	.454
A4	6.56	1.14	6.35	1.36	-1.69	291	.092
A5	6.04	1.54	5.75	1.71	-1.76	268	.079
A6	4.86	1.70	4.92	1.80	.337	259	.736
A7	1.77	1.42	2.10	1.66	2.14	284	.033
A8	3.89	1.46	3.76	1.51	-.811	252	.418
A9	4.79	1.74	4.62	1.73	-.932	244	.352
A10	4.21	1.41	4.06	1.52	-.980	263	.328
A11	4.08	1.77	4.25	2.04	.909	281	.364

Appendix 2. Emotions based on participation in SL or volunteering

DIMENSION	Yes		No		t	gl	p
	Mean	SD	Mean	SD			
Basic training SL(M)							

Admiration	3.55	1.01	3.28	1.05	-2.79	456	.005
Hate	1.20	.593	1.28	.699	1.24	430	.076
Attraction	2.68	.888	2.43	.923	-2.90	400	.004
Hostility	1.58	.962	1.60	.981	.224	395	.823
Anger	1.28	.701	1.30	.732	.286	401	.775
Fear	1.41	.734	1.53	.834	1.58	422	.113
Sympathy	3.59	.915	3.35	.983	-2.64	456	.010
Discomfort	1.46	.796	1.54	.871	1.09	413	.274
Disgust	1.22	.643	1.29	.701	1.14	412	.256
Insecurity	1.58	.945	1.64	.915	.683	381	.495
Mistrust	1.64	.931	1.72	.906	.897	383	.370
Compassion	3.27	1.13	3.18	1.20	-.859	404	.391
Respect	4.30	.980	4.12	1.10	-1.89	419	.059
Appreciation	2.98	1.03	2.77	1.05	-2.13	456	.034
SL – 23/24 Course							
Admiration	3.32	1.05	3.38	1.09	.453	380	.651
Hate	1.29	.701	1.24	.654	-.752	364	.453
Attraction	2.51	.905	2.51	.956	-.076	382	.940
Hostility	1.70	1.04	1.50	.901	-1.99	350	.047
Anger	1.35	.763	1.29	.718	-.834	366	.405
Fear	1.49	.798	1.50	.814	.132	378	.895
Sympathy	3.41	.991	3.48	.956	.720	370	.472
Discomfort	1.54	.832	1.49	.831	-.585	375	.559
Disgust	1.34	.767	1.23	.650	-1.46	346	.144
Insecurity	1.63	.927	1.63	.947	-.002	379	.998
Mistrust	1.67	.890	1.67	.905	.085	378	.932
Compassion	3.13	1.20	3.25	1.16	1.01	370	.313
Respect	4.25	1.03	4.15	1.08	-.942	382	.347
Appreciation	2.83	1.08	2.59	1.04	-.326	369	.745
SL before							
Admiration	3.45	1.15	3.37	1.01	-.628	131	.531
Hate	1.18	.570	1.27	.680	1.28	165	.202
Attraction	2.58	.936	2.52	.912	-.555	140	.579

Hostility	1.50	.928	1.61	.984	.992	149	.323
Anger	1.18	.570	1.33	.750	2.10	182	.038
Fear	1.39	.643	1.50	.831	1.47	179	.143
Sympathy	3.53	1.01	3.43	.951	-.860	137	.391
Discomfort	1.46	.828	1.52	.847	.630	145	.529
Disgust	1.26	.736	1.26	.664	.059	133	.953
Insecurity	1.52	.789	1.64	.958	1.30	168	.194
Mistrust	1.58	.771	1.72	.948	1.49	170	.139
Compassion	3.16	1.33	3.23	1.13	.459	128	.647
Respect	4.30	1.03	4.16	1.06	-1.11	146	.268
Appreciation	3.06	1.05	2.80	1.04	-2.14	142	.034
Volunteering							
Admiration	3.50	1.01	3.34	1.05	-1.55	254	.122
Hate	1.20	.600	1.27	.681	1.09	276	.277
Attraction	2.61	.960	2.50	.897	-1.09	231	.276
Hostility	1.44	.873	1.66	1.01	2.40	282	.017
Anger	2.25	.659	1.32	.742	.944	274	.346
Fear	1.49	.803	1.48	.799	-.086	244	.931
Sympathy	3.44	1.04	3.45	.929	.070	222	.944
Discomfort	1.49	.876	1.52	.829	.369	233	.712
Disgust	1.22	.607	1.28	.706	.978	283	.329
Insecurity	1.50	.858	1.66	.949	1.86	269	.064
Mistrust	1.56	.838	1.75	.944	2.06	274	.040
Compassion	3.07	1.22	3.28	1.15	1.63	233	.104
Respect	4.26	1.04	4.17	1.06	-.879	251	.380
Appreciation	2.95	1.11	2.82	1.02	-1.15	228	.252



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