



Service-Learning
Migrants/Refugees



SDG Report Erasmus+ Project

Mobilising university-community resources
through SL(M) for the inclusion of
migrants/refugees
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Michelle Mitchell
Ann O'Brien



UNIVERSITÀ
di VERONA



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1. Introduction

Service-learning (SL) is an educational method that integrates community service with classroom learning to address societal needs. It applies to students of all ages and stages, involving community-based projects that aim to create positive change. (Knapp et al., 2020). Recent studies highlight its role in promoting intercultural coexistence, which is crucial for effective socio-educational interventions. (Ferrer-Aracil, et al., 2022) Essentially, SL merges experiential learning with community service.

Kolb's four-stage experiential learning cycle is the underlying conceptual framework to illuminate how experiential SL has helped to impact learning. (Lee and Perdana, 2023) 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 to protect their personal survival. (Santos Rego and Lorenzo Moledo, 2024, p. 7).

The main goal of SL is to collectively create a holistic educational experience that benefits both students and the community. These goals include enhancing academic learning; fostering civic responsibility; promoting personal growth; addressing community needs; and encouraging intercultural understanding.

SL is essential in the context of migrants and refugees today who face several challenges within SL programs: language barriers, cultural differences, psychosocial concerns, access to resources, and educational gaps. Yet, despite these challenges, SL can still be a valuable tool for integration and empowerment when these barriers are dealt with.

There are several reasons why SL is crucial for migrants and refugees and without opportunities to develop new skills, such as language proficiency and job-related skills, enabling them to adapt successfully. The integration into their new community is bolstered while learning both language and cultural competencies and is, therefore, successful. As they achieve these proficiencies, they are empowered through contributions to their community, encouraging mutual understanding and empathy while engaging with support networks in organisations. Overall, both the community and the migrants/refugees are positively impacted nurturing long-term cohesion. SL has gained traction globally and is based on commitment by students and gaining of educational experience through community participation. Indeed, while the value of experience is nothing new, when the experience is both connected to curricular outcomes and addressing social needs of their community, it creates an improved understanding of inclusion, equality and cultural diversity.

The SDG competencies

To achieve a sustainable future, students must develop more than knowledge of our sustainable development challenges, as articulated in the 17 Sustainable Development Goals (SDGs). Students also need skills, values, attitudes and motivations to empower them to make informed decisions and take personal and collective actions to pursue a more sustainable future. UNESCO has identified eight competencies that are key to thinking and acting in support of sustainability: systems thinking, anticipatory, normative, strategic, collaboration, critical thinking, self-awareness, and integrated problem-solving (UNESCO, 2018).

The pedagogy best suited to supporting students' competency development is experiential and transformative, relating to the cognitive, affective, and behavioural learning domains (UNESCO, 2017). Consequently, community SL that relates to the SDGs can be a highly effective pedagogical approach for developing students' sustainability competencies as it provides them with a real-world transformative learning experience that includes the three learning domains (Cassanovas et al., 2022; Lozano et al., 2019; Sipos et al., 2007). Community engagement promotes active citizenship and social responsibility, and students will comprehend sustainability beliefs more profoundly. (Martín-Sánchez, et al., 2022). More specifically, the focus of the communities 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).

The intergovernmental agreement for the United Nations Sustainable Development Goals (SDGs) provides a useful framework for exploring sustainability in a globally recognised format. These interdependent goals when viewed through the lens of the UNESCO sustainability competencies support the identification of the role of SL in the attainment of the SDGs. Important aims of the SL projects outlined describe approaches that include social inclusion and collaborative work, so that regardless of the core aim of the project, for example, gender equality SDG 5 or improved health SDG 3, decent work SDG 8 or partnership for the goals SDG 17, better education SDG 4 or Peace, justice and strong institutions SDG 16, while also supporting reduction of inequalities SDG 10. These SDGs, described in the projects, enabled students to engage in real-world competencies for sustainability: like systems thinking through challenges to explore collaboratively with migrants and refugees and related organisations. Developing self-awareness and critical thinking skills with the aim of developing inclusive and equitable solutions for integrated problem solving situated within complex and domain challenges.

The SDG competencies are grouped into three core learning domains: socio-emotional which is focussed on values, attitudes and social skills that help people to be more self-aware, empathetic and collaborative in sustainable practices; the cognitive domain which provides individuals the tools for critical thinking as well as anticipatory skills guiding the knowledge and skills to understand the SDGs and their outcome challenges; the behavioural domain which includes skills to empower people to participate in strategic action, integrated

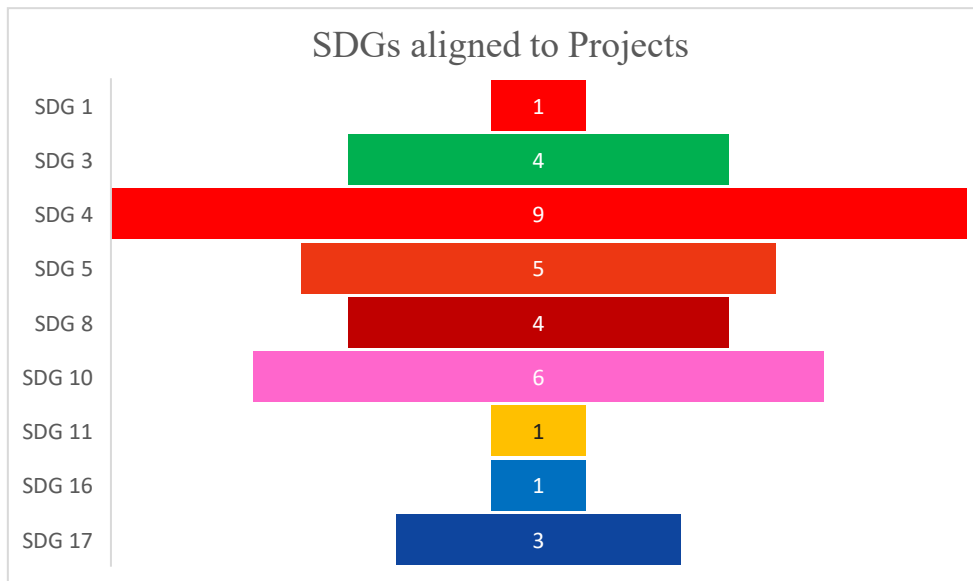
problem-solving, and normative skills. These competencies are pivotal in fostering both a holistic understanding and approach to sustainable development (Taimur and Sattar, 2019).

2. SDGs and supporting competencies

There are twelve projects included in the Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe Service-Learning as an Educational Resource. These projects support a wide variety of Sustainable Development Goals in the 2030 Agenda. The SDGs identified as most closely aligned with the projects by their authors are shown below in Figure 1.

Figure 1.

SDGs represented in Best Practice SL(M) Projects



SDG 4 Quality Education; SDG 10 Reduced Inequalities; SDG 5 Gender Equality; SDG 3 Good Health and Wellbeing; SDG 8 Decent Work; SDG 17 Partnerships for the Goals; SDG 1 No Poverty; SDG 11 Sustainable Cities and Communities and SDG 16 Peace Justice and Strong Institutions.



SDG 4 Quality Education

Education liberates the intellect, unlocks the imagination, and is fundamental to self-respect. It is the key to prosperity and opens opportunities, enabling us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all.

It is essential to understand that children do not learn in isolation; from birth to the time they start school, they are learning from those around them: their caregivers, peers and community members. Education is key to the success of sustainable development across all categories. While universities commit to training their students in a wide variety of competencies which extend beyond simple professional knowledge, using the SL methodology, the paradigm of sustainability focuses on establishing a better global outcome for this and future generations. (Velasco et al., 2024, p.1).

According to O’Leary and McDonnell (2024) SL is mostly an element within global citizenship education (Mannion et al., 2011; Castro et al., 2020). As part of the process of taking part, often participating students find their personal values transformed as they engage, and is recognised by *Activating the Community*, *PEINAS*, and the *Legal and Social Inclusion Helpdesk* projects. Their statements about the experience of inequality and poverty highlight their transformation. (p13) (O’Leary and McDonnell, 2024). Eames et al, (2008) argue that more than knowledge, skills and attitude facilitate behaviour. (Eames, 2008) Supporting students to act is fundamentally necessary for provision of education. (Chawla, 2009; Eames, 2008)

There are nine projects that align themselves closely with SDG 4 and include: *Accreditation of competencies for Migrants* that aims to provide information to ease the inclusion and improving migrants employability; *Activating the Community* provides interventions in health education based on interculturality and intersectionality; *DSL-Migrant*: proposes a dual care service through face-to-face clinical practice for children who have dual sensory loss, contributing to the SDGs; *EXCORAS* uses experiential learning through movement in early childhood education; *Healthy routes for immigrant women* aims to promote the social inclusion of migrant women and their families through recognition and identification of the social services available in the area where they are located; *Italian Language Course for Young Migrants* supports first and second year secondary school students at risk of dropping out; *Legal and social inclusion help desk* provides legal assistance to Migrants and the homeless; *PEINAS* aimed to establish the strongest possible connection between academia and social practice; and *Standing up for those who stand up for others: female rights defenders* aim is to raise awareness with the university community and the society about the vulnerability of the human rights defenders.

Within these nine projects, specifically looking at SDG 4, there are several overlapping elements: namely the understanding of learning objectives that identify education as a public good, a fundamental human right and a basis for realising other rights. Helping the learner to recognise that through participatory methods it is possible to motivate and to the empower

others.

Table 1.

SL(M) Projects and associated SDG 4 by SDG Target

	SDG 4.2	SDG 4.4	SDG 4.5	SDG 4.7
EXCORAS	✓			
Female rights defenders			✓	✓
PEINAS			✓	✓
Healthy routes				✓
DSL-MIGRANT	✓		✓	
Accreditation of competencies		✓	✓	✓
Legal and social inclusion helpdesk		✓		✓
Italian Language Course	✓		✓	✓
Activating the Community				

Target 4.2 Equal access to quality pre-primary education

Target 4.4 Increase the number of people with the relevant skills for financial success

Target 4.5 Eliminate all discrimination in education.

Target 4.7 Education for sustainable development and global citizenship

Important learning objectives for SDG 4 include understanding of education as a common good and a fundamental human right that is essential for guaranteeing other rights is demonstrated well by all of these SL(M) Projects. Giving learners the opportunity to reflect on the importance of access to education for all and critically evaluate their own values and perceptions and actions when working in collaboration with community partners. Each project incorporated elements of systems thinking, prompting students to not only examine the challenges faced by migrant populations but also to develop innovative solutions tailored to each specific context. The creation of materials for the social-cultural centres from *Activating the Community*, as well as digital educational materials provided by *Accreditation of competencies for Migrants*. Understanding the diverse cultures and customs are highlighted in *Legal and social inclusion Help Desk* and *Health Routes for immigrant women* and *Italian Language Courses for Migrants*. Increasing of qualified teachers globally, including the less developed countries showcased in *DSL: Migrants* and *PEINAS*. Creating open places for educational opportunities specifically is one of the important focuses in *Accreditation of Competencies* and *Standing up for those who stand up for others: female rights defenders*.

Education is key to building a foundation providing individuals with knowledge and skills while providing catalyst for social integration, empowerment and self-sufficiency. Language

proficiency, understanding design for learning (Inclusive education) and training in digital skills is paramount for creating a resilient society where competences are acquired for sustainable development.

SDG 10 Reduced Inequalities

Several projects fall under SDG 10, as they focus on reducing inequalities, promoting inclusion, reducing inequalities, and supporting the integration of migrants through education and community participation. SDG 10 aims to promote equal opportunities for all, regardless of age, sex, disability, race, ethnicity, origin, religion, and economic, political or social status and these projects help contribute to achieving this SDG by 2030. The five projects that work towards SDG 10 achieve several different targets within the SDG. For example, projects like *Activating the Community*, *Italian Language Course*, *Law Around the World*, *PEINAS* and the *Legal and Social Helpdesk* all align with Target 10.2, that aims to “empower and promote the social, economic and political inclusion of all”. The same projects, as well as *Bridges of Words*, also contribute to Target 10.3, as they all involve removing discriminatory laws, policies and practices that might inhibit equal opportunities and outcomes.

Learners assessed the future health care needs of community members with professionals, while acknowledging the barriers created by health-related prejudices and stereotypes in *Activating the Community*. Providing learners with learning objectives regarding the tools to measure and describe inequalities, helping them to understand their relevant in decision making. Supporting anticipatory and integrated problem solving SDG competencies as the learners began to understand the lived experience of the communities and with the communities helping them to prioritise actions.

In providing support to help international students improve their proficiency in the language of study learners on the *Italian Language course for young migrants* experienced first hand the challenges experienced by international students. Giving SL learners the opportunity to reflect on existing norms and values in relation to access to education in light of the absence of the local language is a barrier to education.

Highlighting the use of inclusive language *Legal and Social Inclusion Helpdesk*, *Bridges of words*, and *Law around the world* demonstrate the role of language in overcoming inequalities. Developing products to make legal concepts easier for students from other disciplines to understand, learners on *Legal and Social Inclusion Helpdesk* engaged with SDG competencies that include critical thinking, collaboration and integrated problem solving. Demonstrating the positive impact that law can have contributing towards real inclusivity when accompanied with appropriate socio-legal supports and advocating for fairness in both national and international forums.

Exploring SL within the context of cultural diversity learners contribute to important community services using their pedagogy skills. *PEINAS* highlights the importance of SL in the support of cultural diversity and inclusion balanced with student personal development.

This approach gives learners the opportunity to develop important SDG competencies such as critical thinking, collaboration, strategic and integrated problem solving. Addressing learning objectives that relate to understanding inequalities and their relevance in decision making and ethical principles concerning equality especially in relation to information sharing and social media.

The SL(M) Projects emphasis the importance of social and cultural competencies and the role of equitable access to learning opportunities to enable migrant population to benefit from equal health education and service opportunities. This is achieved by promoting inclusion, reducing inequalities and supporting the integration of migrants through improved access to appropriate information, health education and community participation.

Table 2.

SL(M) Projects and associated SDG 10 by SDG Target

	SDG 10.2	SDG 10.3	SDG 10.7
Activating the Community	√	√	
Italian Language Course	√	√	
Law around the World	√	√	√
PEINAS	√	√	
Bridges of Words		√	√
Legal and Social Inclusion Help Desk	√	√	√

SDG 10.2 Promote universal social, economic and political inclusion
 SDG 10.3 Ensure equal opportunities and end discrimination
 SDG 10.7 Responsible and well managed migration polities

SDG 5 Gender Equality

Five of the projects self-identified as being aligned with SDG 5 Gender Equity, leading to opportunities for learners to experience important SDG learning competencies including collaboration, the normative values and norms and anticipatory factors to explore the impact of the planned interventions within the context of each project.

One project enabled trainee teachers to explore cognitive learning objectives in relation to gender discrimination and inequality by raising awareness of the high-risk situation of female human rights defenders. Facilitating SDG learning competencies through connection with female rights defenders and helping learners develop self-awareness of their role in their local communities and develop empathy with the struggles of female rights defenders. Through the mapping process learners got the opportunity to develop critical thinking skills and reflect on their own values and understand more about the cause and effect of gendered inequalities.

Aimed at improving social inclusion of immigrant women and their families the *Health Routes* project mapped migration movements and identified specific economic and social

resources for women and mothers in vulnerable situations. Learners were exposed to cognitive learning objectives that include discovering more about gender equity and cultural sensitivity along with other social categories such as race and religion. Learners got the opportunity to explore systems thinking and collaborative learning competencies and explored the enabling power of technology with geographic information systems to support the participation of all.

Embracing the learning competency systems thinking while exploring global citizenship, diversity and inclusion, a transdisciplinary group of students in Intercultural Encounters worked together with community partners to collaborate. Giving learners the opportunity to hear directly from migrants and refugees, language was identified as a very important area for both community groups, reflecting the collaborative approach and this was addressed in different ways for each group. For the Ukrainian group finding opportunities to improve their English was most beneficial, for the multi-lingual radio station, their own languages were a cultural expression and finding a way to equitably express all voices was an important part of finding a sense of belonging. The SL approach facilitated anticipatory learning by enabling learners to explore and evaluate multiple scenarios for the future and of critical thinking when the learners were encouraged reflect on their own values, perceptions and action towards enabling participation and full gender equality.

Table 3.

SL(M) Projects and associated SDG 5 by SDG Target

	SDG 5.1	SDG 5.B	SDG 5.C
Activating the community	√		
Intercultural Encounters	√		
Excoras	√		√
Standing up for those who stand up for others: female rights defenders	√	√	
Healthy routes for the inclusion of immigrant women and mothers in vulnerable situations	√	√	√

Targets 5.1 End discrimination against women and girls; 5.B Promote empowerment of women through technology; 5.C Adopt and strengthen policies and enforceable legislation for gender equality

SDG 3 Good Health and Wellbeing

Four of the projects recognise that their work aligns closely with SDG 3 Good health and wellbeing, these are: *Activating the Community* which focuses on improving the health empowerment of the migrant population; *Excoras* aims to improve the social inclusion of young children through physical activity and play to improve their motor skills; *DSL Migrant* developing face to face clinical practice with migrant and refugee preschool to detect visual and hearing impairment to help support learning and development for all children in this

population; *Healthy routes* for the inclusion of migrant women and mothers in vulnerable situations aims to identify social resources for the social inclusion of migrant women and families.

Each project contained elements of systems thinking that prompted students to examine the challenges facing migrant populations within each specific context. Listening to the experiences of the participating communities and collaborating organisations enabled students to develop self-awareness and critical thinking to support the development of effective culturally appropriate interventions. Developing the ability to understand people without prejudice in *Activating the Community*; improving social inclusion and communication for young children through play in *Excoras*; supporting better understanding of the social needs of migrants and refugees, and improved methods of communication to increase and strengthen interpersonal and intercultural relationships in *DHL Migrant*; promoting a diverse and plural local culture with the development of a specific resource map to support social inclusion by mapping specific social services for migrant women and children in *Healthy Routes*.

In relation to SDG learning competencies, each of these projects began with a health challenge yet by taking a systems thinking approach learners were able to reflect on how complex systems are embedded within different domains and context. Collaboration between communities, professionals and university groups supported critical thinking and learners' opportunity to develop greater awareness of their own role in society. The main SDG target for these projects is SDG Target 3.4 which supports and specifies non-communicable diseases and mental health, and as can be seen in the global society, mental health is one of the most prevalent diseases today. By 2030, there is an expectation in the reduction of premature mortality due to non-communicable diseases by 33% through prevention and treatment, whilst promoting mental health and well-being.

SDG 8 Decent Work

Four of the projects align closely with SDG 8 which is the promotion of sustained, inclusive and sustainable economic growth culminating with full and productive employment and decent work for all. Closely linked with SDG 4 Quality Education *Accreditation of competencies* worked to analyse the needs of migrants and then create digital educational materials to support migrants' understanding of requirements for professional competencies required in the labour market. *Law around the world* equips students with fundamental legal knowledge, emphasising a social perspective highlighting cultural diversity and promoting social cohesion. Both projects use appropriate information provision to support inclusion and improve employability. Examining the role of media in society and also concerned with SDG 16 Peace justice and strong institutions *Bridges of words* aims to enhance the media's portrayal of migrant-related issues through using inclusive language while seeking to create specialised digital media platforms that cover various topics including politics, economy, society, sports and culture. Learners

Intercultural encounters provide insights into global citizenship, diversity and inclusion

while emphasising crossing disciplinary and cultural boundaries, knowledge sharing and co-production. This allows students from diverse backgrounds the opportunity to collaborate to tackle complex global challenges that also have local impacts through team research projects; Economic sustainability and the promotion of employment opportunities for migrants and refugees was an important element of *Intercultural Encounters*. The route taken to help improve English language skills was a leadership programme which helped to explore shared cultural understanding and the expression of leadership values in the English language. This approach helped students to explore uncertain knowledge and contradictions within a cultural context and reflect on norms and values associated with communication in the workplace. Closely linked with SDG 3 *DSL – Migrant* supported the provision of an important service to the community and gave learners the opportunity to acquire new communication skills and potentially have a transformative effect on the lives of migrant children and their families. Learners improved their analytical skills, while increasing and strengthening cultural, personal and ethical relationships.

In each of the projects learners got the opportunity to engage with cognitive learning objectives in relation to anticipatory learning competencies exploring understanding of the importance of evaluating multiple scenarios for the future and to assess the consequences of actions. The socio-emotional learning objectives taught strategies used in these community projects highlight the critical future economic ideas and thoughts, while working with other individuals and teams

Learners worked collaboratively with communities and other parties to develop critical thinking and self awareness SDG competencies, to create a sustainable and fair economic environment which includes equal and equitable employment opportunities for all. Whilst the behavioural learning objectives acquired provide the tools to assess, identify, communicate and strategize to plan for the creation of a sustainable and inclusive economy.

SDG 17 Partnership for the Goals and interconnected SDGs

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development. SDG 17 is essential for the mobilization and sharing of knowledge, expertise, technology and financial resources which supports the achievement of the SDGs. All of the SL(M) Projects through the nature of the SL approach strongly align with partnership for the goals supporting Target 17.17 Encourage effective partnerships. Often through a focus on the legal assistance or creating accessible knowledge or health or education resources SL(M) Projects support Target 17.6 Knowledge sharing and cooperation for access to science, technology and innovation. There is also compelling evidence that advancements in key areas of SDG 16 Peace Justice and Strong Institutions such as transparency, accountability, and inclusive participation positively impact critical aspects of SDG 1 No Poverty and SDG 10 Reduced inequalities impacting social protection, equal opportunities, and poverty eradication. (UNESCO, 2022). *Legal and Social Inclusion Help Desk* raise awareness of the fundamental importance of supporting the SDG 1 No Poverty.

Each of the SL(M) Projects that have a law element such as : *Female Rights Defenders*, *Legal and Social Inclusion Help Desk* among others also support SDG Target 16.3 Promote the rule of law and ensure equal access to Justice. Most of the projects also support language of residence proficiency/or access to services *including Italian Language course for Young Migrants*, *Intercultural Encounters*, *Activating the Community*, *Accreditation of Competencies for Migrants* and these could support SDG Target 16.7 Ensure responsive, inclusive and representative decision making. Additionally several projects notably *PEINAS* focus on public access to information and could support SDG Target 16.10 Ensure public access to information and protect fundamental freedoms

Three projects closely align with SDG 17 these are: *Female Rights Defenders* with their focus on SDG 4 Good Education and SDG 5 Gender Equality which aims to raise awareness among society and the university community about the vulnerable situation faced by female human rights defenders. With the primary focus on SDG 4 Good Education in addition to SDG 10 Reduced Inequalities *PEINAS* through a focus on intercultural pedagogy and cultural diversity connects academic content with social practice to curate a strong link between the curriculum and real-world application. The focus primarily was on SDG 3 Good Health in *DSL Migrant* but also SDG 4 Good Education in the provision of dual sensory care for migrant/refugee preschool children, through the detection of visual and auditory impairments.

The SDG learning competency systems thinking was invariably integrated into each of the SL(M) Projects, for example supporting a broad understanding of the social context and complexity by working with diverse partners to develop critical thinking and integrated problem solving skills in real world contexts. Through collaboration learners discovered the value of partnerships involving many different parties, helping to raise awareness of global social challenges and gender inequalities

Promoting the importance of shared responsibility and the importance of being engaged as a global citizen to act as agents for change in local, national and international levels.

3. Conclusion

SDG specific learning objectives must be seen in conjunction with the sustainability competencies. For each SDG and its associate cross-cutting competencies, learning objectives can be allocated to one of the three domains: Cognitive (Knowledge and thinking; Socio-emotional (collaboration, communication, self-reflection); and Behavioural (actions competencies). The Stockholm Resilience Centre reminds us that that societies and economies are embedded in the biosphere and the importance of sustainable and healthy food for all (Rockström and Sukhdev, 2016). Reflecting that approach there is no doubt that in addition to the SDGs mentioned in the SL projects above there are also interdependencies with other SDGs in relation to the biosphere SDGs of clean water, climate action, life above land and life in water too.

It requires the action of individuals engaging in service learning to articulate the competences acquired in solving sustainability issues. (Eames, 2008). For example the

targets within SDG 10 recognise the interconnected forms of inequality, including economic, social and political, and the impact that inequality has on the other SDGs, such as SDG 4 Quality Education and SDG 8 Decent Work. These SL projects are aligned with SDGs associated with both society and industry in addition to above areas well society oriented SDG mentioned above SDGs 1 No Poverty and SDG 11 Sustainable cities and communities. SDGs that relate to the economy feature strongly in many projects especially SDG 10 Reduced Inequalities underpinned the approach of many projects, again highlighting the interdependencies of the SDGs. Often identifying inequality as hazardous to migrants' health and the concept of providing a better quality of life to improve migrants and refugees well-being equating to promoting equality and social justice.

The SL action using pedagogy and social vision demonstrates impact across the interdependent SDGs to overcome inequality, supporting a broad range of educational impacts and highlights the importance of partnership for the goals in the SL approach.. The SL(M) Projects confirm the important role of universities in support of cognitive, social and behavioural SDG learning competencies and the role of equitable access to learning opportunities to help support migrant populations overcome inequalities.

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5. Appendix

Methodology

Based on information from the Guide to Best Practices, the result of the joint work from the partners in the Erasmus+ project “Mobilizing university community resources through

SL(M) for the inclusion of migrants/refugees (SL(M))” (Santos Rego and Lorenzo Moledo, 2024, p. 5).

Using the [EU SDG mapping tool](#) offers an additional insight into the alignment of the projects with the SDGs to Target level along with the project owners identification of SDG. This information was cross referenced with the [UNESCO SDG Learning competencies](#) and the Education of Sustainable Development Goals learning objectives <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

UNESCO Learning competencies

In their 2017 publication, UNESCO identified eight cross-cutting sustainability competencies essential for achieving the Sustainable Development Goals (SDGs). These competencies are interrelated, transversal, multifunctional and content independent. They are situated in one of three domains: cognitive, socio-emotional, and behavioural.

The cognitive domain is the knowledge and thinking skills necessary to better understand the SDGs and challenges in achieving this. Socio-emotional domain includes social skills that enable learners to collaborate, negotiate and communicate to promote the SDGs as well as self-reflection skills, values, attitudes and motivations that enable learners to develop themselves. The behavioural domain describes action competencies. According to Odabasi and Kurt et al. (2011, p1) action competencies are “an individual's capacity of critically selecting and conducting possible actions that may solve societal problems ...” (Odabasi, 2011, p. 1)

Santos Rego and Lorenzo Moledo (2024) highlight the competencies acquired by each community project in their publication: the *Guide to Best Practices in the University for the Inclusion of Migrants and Refugees in Europe: Service-Learning as an Educational Resource*. Using the cross-cutting sustainability competencies by UNESCO (2017), they will be placed in one of the abovementioned domains.

These eight cross-cutting sustainability competencies include:

- Systems thinking
- Anticipatory
- Normative
- Strategic
- Collaboration
- Critical thinking
- Self-awareness
- Integrated problem solving

Systems thinking involves recognizing and understanding relationships, analysing complex

systems, considering how systems are embedded within various domains and scales, and managing uncertainty. Systems thinking falls into both the cognitive and behavioural domains.

Anticipatory thinking involves understanding and evaluating various future scenarios (possible, probable, and desirable), creating personal visions for the future, applying the precautionary principle, assessing the consequences of actions, and managing risks and changes. Anticipatory thinking is allocated to all three domains: cognitive, socio-emotional, and behavioural.

Normative thinking involves comprehending and reflecting on the norms and values that inform one's actions, and negotiating sustainability values, principles, goals, and targets amidst conflicts of interest, trade-offs, uncertain knowledge, and contradictions. Normative thinking is placed in both cognitive and socio-emotional domains.

Strategic thinking involves collaboratively developing and implementing innovative actions to advance sustainability both locally and globally. Strategic thinking is allocated to both the cognitive domain and socio-emotional domain.

Collaboration involves learning from others, understanding and respecting their needs and perspectives (empathy), demonstrating empathic leadership, managing group conflicts, and facilitating collaborative and participatory problem-solving. The collaboration process is included in all three domains; cognitive, socio-emotional and behavioural.

Critical thinking involves questioning norms, practices, and opinions; reflecting on one's own values, perceptions, and actions; and taking a stance in the sustainability discourse. Critical thinking is included in all three domains; cognitive, socio-emotional and behavioural.

Self-awareness involves reflecting on one's role in the local and global community, continually evaluating and motivating one's actions, and managing personal feelings and desires. Self-awareness is included in all three domains; cognitive, socio-emotional and behavioural.

Integrated problem-solving involves applying various frameworks to address complex sustainability issues and developing viable, inclusive, and equitable solutions that promote sustainable development, incorporating the previously mentioned competencies. Integrated problem-solving is allocated to both the cognitive domain and behavioural domain.

Table 4.

UNESCO cross-cutting sustainability competencies allocated to appropriate domains

	COGNITIVE DOMAIN	SOCIO- EMOTIONAL DOMAIN	BEHAVIOURAL DOMAIN
SYSTEMS THINKING	X		X
ANTICIPATORY	X	X	X

NORMATIVE	X	X	
STRATEGIC	X	X	
COLLABORATION	X	X	X
CRITICAL THINKING	X	X	X
SELF-AWARENESS	X	X	X
INTEGRATED PROBLEM-SOLVING	X		X

Skills for achieving the SDGs (UNESCO, 2017)

Table 5.
Skills

SKILLS	SPECIFIC LEARNING OBJECTIVES
Anticipatory	Analytical skills Engagement and active teaching Planning and coordination and organisation
Collaboration	Leadership skills (mobilising others) Knowledge of cultures and customs of other countries. Network with other teams Ability to present in public products, ideas, reports and similar. Analytical skills
Critical Thinking	Network with other teams Analytical skills Use of ICTs Knowledge of cultures and customs of other countries Synthesis capacity
Integrated Problem Solving	Problem solving skills Analytical skills Use of ICTs Synthesis capacity
Normative	Knowledge of cultures and customs of other countries Oral and written communication
Self-Awareness	Decision making skills Elements of International pedagogy Planning and coordination and organisation
Strategic	Network with other teams

Oral and written communication

Systems Thinking

Planning and coordination and organisation
Engagement and active teaching
Analytical skills

Short overview of each project

Activating the Community

Focuses on the design and development of community nursing interventions aimed at improving the health empowerment of the migrant population in the local environment. Improving access to health education for migrants, aiming to empower them and enhance their quality of life. It addresses the barriers created by health-related prejudices and stereotypes. Additionally, the project promotes the development of skills like decision-making, planning, time management, and understanding diversity and multiculturalism.

Accreditation of competences for migrants

Aims to provide information on the accreditation of competencies to less informed groups, such as migrants, to improve their inclusion and employability. It also enhances university students' education by allowing them to apply their knowledge in real-world contexts. The project is integrated into the academic program, covering evaluation, recognition, and accreditation procedures of professional competences, and includes topics like the European Qualifications Framework and the Spanish vocational training system. Students' performance was monitored through meetings and rubrics, evaluating their participation, application of knowledge, and the quality of materials created. The evaluation involved students, teachers, collaborating entities, and external agents, focusing on project objectives, resource quality, innovation, and collaboration.

Italian language course. for young migrants

Supports first- and second-year secondary school students from socio-economic disadvantaged backgrounds who are at risk of dropping out. The main obstacle is language learning, so an Italian language course for academic purposes was established. University students teach the "language of study" to international students, creating a trustful relationship through "pair learning." Each Italian student dedicates at least 20 hours to this activity. The project highlights the challenges migrants face in accessing personalized language courses and the importance of personal relationships in learning a new language. Reflections focus on the impressions, doubts, and emotions experienced by both university and international students.

Intercultural encounters

The course aims to provide insights into global citizenship, diversity, and inclusion through interdisciplinary and cultural collaboration, knowledge sharing, and co-production. Students from various backgrounds work together on complex issues related to a global challenge with local impact, within team research projects. Community partners are closely connected with university staff, ensuring constant communication and support. For example, Ukrainian Support Workers are undergoing LIFT Leadership Facilitator training to lead their own leadership reflection programs. Practical tools were provided to help students connect with the experiences of migrant communities, supporting the emotional and intense experiences

of community members.

EXCORAS: experiential learning through movement in Early Childhood Education

The project aims to improve motor skills in children aged 3-6 through regulated physical activity and to use physical activity and play to enhance their social inclusion. Objectives include broadening activity offerings, improving social inclusion for immigrants, refugees, and disadvantaged groups, and contributing to a fairer society. Reflections focus on the differences between practical work with peers and real-world implementation with children, addressing encountered problems, and finding solutions to improve continuously. Resilience and decisiveness are key throughout the project.

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

The project addresses the ecosocial emergency by promoting new collective responses and educational competences. With only 3% of the global population living in countries that allow active citizenship, and dangers faced by advocates in 106 countries, the project aims to raise awareness about the vulnerable situation of female human rights defenders. It integrates transversal competences such as communication, collaboration, critical thinking, and problem-solving, contributing to the development of general competences. Sustainability competences include systemic thinking, anticipatory capacity, strategic competence, collaboration, critical thinking, self-awareness, and integrated problem-solving.

PEINAS. Intercultural. Pedagogy and Service-Learning.

Working in the field of cultural diversity and intercultural pedagogy to establish the strongest possible connection between the academic-curricular environment and the social practice in which they are involved.

Law around the World

The Law around the World project, initiated in the 2023-2024 academic year, aims to provide students with basic legal knowledge from a social perspective, emphasizing cultural diversity and social cohesion. The curriculum is sequentially structured, starting with sources and the legal system, followed by fundamental rights, social rights, and useful legal concepts. The final focus is on administrative organization and procedure, particularly jurisprudence and case resolution.

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

Several studies show that even mild visual and hearing impairments can affect a child's learning and development. Dual sensory loss makes information acquisition and communication even more challenging. Most children with sensory impairments live in low- and middle-income countries with limited access to care services. The optician-optometrist is a primary health professional, making the development of clinical competences in Optics and Optometry crucial. Clinical practice linked to Service Learning (SL) projects helps students develop professional competences in real-world situations. The provided vision and hearing care services support students' acquisition of clinical competences. Transversal competences include enhanced communication, analysis, decision-making, problem-solving, teamwork, organization, planning, information management, personal initiative, and ethical commitment. This project proposes a dual sensory care service for migrant/refugee preschool children.

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

This project aims to improve the media's portrayal of migrant-related issues using inclusive language. It focuses on developing a specialized digital native media covering various topics (politics, economy, society, sports, and culture) with an emphasis on the migrant population in Santiago de Compostela and Galicia. Additionally, a style guide for journalists is being considered, which will be disseminated through the Official Professional Association of Journalists of Galicia.

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

The project aims to promote the social inclusion of immigrant women and their families in Santiago de Compostela by identifying and recognizing available social services. It involves creating a dynamic map of social resources and designing healthy routes for territorial recognition, with the participation of the Centinelas Association. This need arises from a significant increase in international immigration to Santiago de Compostela, with foreign residents growing from 4,500 in 2002 to 11,038 in 2022. The project focuses on families from Latin American countries and aims to facilitate their social inclusion and promote a diverse local culture. The service is directly related to academic subjects, supporting their practical application and orientation. Fundamental topics include map design, geographic information systems, population analysis, and resource identification for economic and social development.

Legal and social inclusion help desk

In Verona, the association Avvocato di Strada provides legal assistance to the homeless, especially migrants. Due to high demand, they involve law students and future educators from the Università di Verona in a legal clinic. This initiative aims to: (1) introduce students to legal cases involving migrants, (2) raise awareness about the positive impact of law on marginalized individuals, and (3) emphasize the importance of socio-legal support, highlighting the complementary nature of legal and social disciplines.



Service-Learning
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