Cofinanciado por la Unión Europea

Project Erasmus+

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

Informative dossier

Project Relevance

Priorities and themes

This project is based on the principle that the University must reconsider its mission and pedagogical effectiveness, given that it must train committed 'European citizens'. To this end, it must design and develop pedagogical strategies to improve students' learning of civic competencies. The University must train responsible citizens, respectful of the environment, active, critical and supportive, open to interculturality and committed to equity. But this civic education not only implies that the university student should know about civic issues, be interested in questions that affect society or show attitudes and be morally sensitive to the world around them; they should also be able to get involved in that world, know how to commit themselves to active citizenship projects and dare to change and transform it.

Ultimately, the European university must aim to develop intercultural citizenship. For this reason, we will be working with the methodology of service-learning (S-L), an educational proposal that combines learning and community service processes in a single well-articulated project in which participants learn while working on real needs of the community in order to improve it. The focus of the community is on migrants and refugees in Europe. University students from the different branches of knowledge will identify, together with teachers, migrants/refugees and social entities, the inclusion needs of third country nationals, in order to design and implement solutions to meet those needs (service). The service must be connected to the curriculum of the subject(s) being studied. But, in addition, the same context of development of the project will become an intercultural space, since it will promote cooperative work between students, migrants/refugees, teachers and entities from three different countries. Therefore, this methodology favors the relationship between the University and the community; it contributes to disseminate the values and causes promoted by the social entities, reinforcing their transformative action; and improves people's living conditions, reinforces the feeling of belonging to a community and stimulates citizen participation.

With all this, what we intend is to contribute to the European intercultural project, strengthening, from the participation of all, a more democratic, equitable and inclusive society. In short, it is a matter of implementing social and intercultural actions at the local level, but

with connections at a supranational level, involving debate, reflection, analysis and action regarding the situation of migrants/refugees in Europe.

Project Description

In this project, the action will be focused on migrants/refugees in Europe who will work together with the students of the University to identify needs, propose actions, get involved in a process of reciprocal training and social innovation. According to European Commission statistics, as of January 1, 2020, 447.3 million people lived in the EU, 8.3% of whom were born outside its borders. In addition, the Union hosts 10% of the world's refugees, with Spain as the country with the second highest number of asylum applications.

The S-L favors the social mission of the university and a more comprehensive training of students as responsible citizens within the framework of a strong democracy, since exchange situations are created in which diversity is a central element. The impact of this methodology on the students' vision of diversity is a proven fact, since it allows them to confront personal or social stereotypes, acquire knowledge about the population to which the service was offered, believe in the value of an intercultural society, have greater comfort to interact in contexts of diversity, and recognize universality and common features. Thus, the university and social entities are configured as central actors in society in the fight against extremism and xenophobia, strengthening the European identity based on a common and cohesive citizenship.

The EU Council (2013/C 168/02) endorses the social dimension of higher education, and argues that educational excellence should not only translate into good rates of economic growth and competitiveness, but should also contribute to social development and inclusion. It aims to increase opportunities for more flexible learning by adopting student-centered learning approaches.

The rationale for funding this project lies in its ability to strengthen the social dimension of the university, while enhancing collaborative networks with civil society to improve the process of social inclusion of migrants/refugees.

The objectives to be achieved are:

- To favor the social inclusion, as a bidirectional process, of third country nationals in Europe.
- To train university students in civic and social competences.
- To contribute to the increase of the social and cultural capital of university students and migrant/refugee people through collaborative work networks, reciprocity and social support.
- To learn about the reality of migrants/refugees in Europe.
- To stimulate the democratic and civic participation of university students by promoting opportunities for social engagement and intercultural development.
- To analyze the role of Universities in the European social and intercultural project.
- To strengthen the development of European civil society through the participation of local communities working in networks.
- Contribute to the achievement of goals 4 (quality education), 5 (gender equality), 10 (reduction of inequalities), 16 (peace, justice and strong institutions) and 17 (partnerships to achieve the goals) of the new sustainable development agenda.

- Promote the S-L at the University as a social learning methodology.
- Promote transversality in university education, reinforcing contents linked to the aforementioned objectives.

The specific results expected to be produced are:

Tested classroom course on S-L and migration/refugees in Europe for university teachers and students; Report on the knowledge and attitudes of university students towards migrants/refugees in Europe.

Report on the inclusion needs of migrants/refugees in Europe; Guide to good practices of inclusion; S-L(M) video projects inclusion; Final report of project results; and Rapid Response University Volunteer Group.

We will develop the project with the ultimate goal of being considered as a Good Intercultural Education Practice in the European Higher Education Area.

Our objectives are clearly linked to the selected priorities. We intend to bring together academia and social agents to work on an intercultural educational project that favors the inclusion processes of migrants/refugees in Europe, training future professionals and their teachers in ethnic and cultural diversity and involving all people in community projects that contribute to the development of common values and civic engagement of all participants. In addition, we aim to stimulate innovation in the teaching-learning process at the university.

Project target groups

The project has to motivate to action a significant number of people living in the three European countries through their involvement in a collaborative training process. They will be the agents of social change. But it also involves the whole European society in an intercultural social project to be built by all. The direct participants are 4 groups:

- Migrants/refugees: each S-L proposal will focus on a specific group or groups (children, women, youth, adults,...) and have consequences for others. Their participation will be promoted by social entities, and it is not limited to being recipients of a service, but they become involved in the project and participate in its planning.

- University students: who are studying different degrees, with diverse profiles of social involvement, will have to face the social reality and articulate, based on their knowledge and together with other people, solutions to real problems. This is the student body of the teaching staff involved in specialized training. The student will find in the programming of the subject that the work methodology includes a European S-L(M) project.

- Technicians/entities: professionals directly involved with migrants/refugees, who know their needs and expectations. They will embark on a process of cooperative action-research that will allow them to reflect on their practice and introduce improvements.

- University teaching staff: from different areas of knowledge who will work with students, migrants/refugees and entities in an educational project with a social purpose. In the three universities there is a clear commitment to social innovation projects, translated into the need to train teachers in new methodologies. We will count on the support of the vice-rector or responsible for teaching staff in each university to include the institutional training program.

Project design and implementation

Work Package No. 1 'Project Management'

A Monitoring Committee will be set up to ensure that the activities and deadlines are met. It will meet, at least once a quarter, to analyze the progress of the work, introduce changes in the planning and, if necessary, solve problems and adopt the necessary measures for the proper progress of the project. It will be made up of the 5 contact persons of the applicant institutions.

Different meetings are contemplated that will allow us to evaluate the project in its entirety. Important online meetings will be scheduled before starting each work package (to plan, clarify doubts, set deadlines, etc.) and at the end of each one.

Two main groups of personnel have been identified in this project:

1. The participants in the S-L(M) projects. These are, on the one hand, students and teachers of the three universities, who will also be from different areas of knowledge, courses, backgrounds, training, etc.; and on the other hand, migrants/refugees in each of the three countries, and the technicians of the social entities.

2. The personnel involved in the management of the project. Researchers specialized in S-L and migration management will participate from the Universities, and from the entities, technicians in charge of the development of social integration programs.

Monitoring will be continuous throughout the three years of development, although more intense actions are foreseen when the different S-L(M) projects designed by university and entity are implemented, which entails the need to control all processes to gather evidence.

The partners will work and update the indicators in order to identify weaknesses and strengths in the implementation of the project and in the dissemination strategy to ensure the greatest impact of the action. Quantitative and qualitative indicators will be reviewed by each WP during the transnational meetings. We will include, among others: number of teachers and students trained (by areas of knowledge, degrees, courses, etc.), number of S-L (M) projects presented, number of students and migrants/refugees participating in the projects, level of satisfaction, stakeholders reached, academic documents promoted, press releases, website visits, social media followers, video downloads, MOOC viewings, information received from the target community, new initiatives promoted, number of student volunteers,...

Different instruments (project evaluation) will be distributed among the participants in all activities to collect quantitative and qualitative data. All indicators will be measured with different instruments: focus groups, scales, group interviews, videos, field notebooks, etc. In light of the results, any necessary changes will be discussed together during the life cycle of the project.

Work Package No. 2 - Design, implementation and evaluation of a course on S-L and migration/refuge for teachers and university students (basic training)

The objectives of this WP are:

1. To design a pilot basic training course in S-L and migration/refugee in Europe for university teachers and students.

2. To develop the pilot course in different contexts for teachers and students to explore the possibilities of linking their training with the reality of migrants/refugees in Europe.

3. To evaluate the pilot training course in S-L and migration/refugee in Europe for university teachers and students.

4. To have a tested training course on S-L and migration/refugee in Europe for university teachers and students in different areas of knowledge.

5. To analyze the knowledge and attitudes of university students towards migrant/refugee people.

6. To study the social needs of refugees/migrants in Europe.

7. To explore the possibilities of university S-L to meet these needs.

8. To establish networks of work and cooperation between universities and civil society organizations to advance in the development of the European intercultural project.

This WP is the basis for further progress on the project's objectives. Specifically, we will advance in the following general objectives:

- To train university students in civic and social skills.
- To contribute to the increase of the social and cultural capital of university students and migrants/refugees through collaborative work networks, reciprocity and social support.
- To know the reality of migrants/refugees in Europe.
- To stimulate the democratic and civic participation of university students by promoting opportunities for social engagement and intercultural development.
- To analyze the role of the Universities in the European social and intercultural project.
- To promote the S-L in the University as a methodology of social learning.
- To promote transversality in university education, reinforcing contents linked to the aforementioned objectives.

Main results of this WP:

- ✓ A tested training course on S-L and migration/refugee in Europe for teachers and university students. This training course will be available in Massive Online Open format Courses (Mooc) and in different languages, with the aim of reaching more universities and organizations, which will allow us to continue advancing European social and intercultural project.
- ✓ Official certification by all partner entities of the universities and entities staff as trainers in S-L and Migration/refugees.
- ✓ Official certification of the participation in the S-L(M) basic course of the university professors by the universities.
- ✓ Official certification of participation in the basic S-L(M) course for students and young migrants/refugees by the universities.
- ✓ Inclusion of the S-L(M) course in the teaching offer of permanent training for teachers and complementary training for students. The aim is for S-L to be introduced as a methodology to work on the inclusion of people from third countries, favoring social innovation processes based on university-community reciprocity. In short, we offer a

training that will provide knowledge allowing the development of new teaching-learning processes placing the community at the center of the training process. This training will be open (online) to teachers and students from other educational levels and other education professionals who will be able to enroll in this basic course (invited) and to whom the training will also be certified.

- ✓ Report on the knowledge and attitudes of university students towards migrants/refugees in Europe.
- ✓ Joint document identifying needs for inclusion of migrants/refugees in Europe.
- ✓ Evaluation report of the training carried out.

Qualitative and quantitative indicators

Indicators: number of teachers applying, number of teachers participating, number of invited professionals applying, number of invited professionals participating, number of students targeted by the training, number of students participating, number of certificates issued, degree of attendance, degree of participation in proposed activities, degree of participation in the course forum, degree of satisfaction, degree of involvement in the needs identification seminar, needs report, SWOT analysis, follow-up of visits to the course hosted on the website, opinion of those who consulted it through an online questionnaire, views and downloads of the reports made, dissemination of the project in the media (specialized web pages, blogs, press, etc.).

The package will be evaluated at each University using an Osgood Scale of the course as a whole, to find out the level of satisfaction of the participants and the implementation of two Focal Groups per country (students/teachers) focused on their development, studying their weaknesses, threats, strengths and opportunities (SWOT Analysis). But we will also evaluate the package from the contributions to identify the needs of migrants/refugees. All information and data will be analyzed using the IBM-SPSS package and the NVivo program.

Tasks and responsibilities of each social entity in the work package:

1. Design of a pilot course of basic S-L(M) training for students and teachers:

Content design: USC/UGalway and ACCEM/Glocal Factory.

Design of Osgood satisfaction scale: USC.

Focal Group design: UNIVR

2. Implementation of pilot course for teachers (10h attendance):

Open call for teachers from participating Universities: USC, UNIVR and UGalway

Once the teachers are selected, the first three modules will be taught. The responsible teams in each University will meet to manage and organize the training hours: USC/ACCEM (Spain), UGalway (Ireland) and UNIVR/Glocal Factory (Italy).

3. Implementation of pilot course for students (6h on-site):

Closed call for students of teachers participating in the specialized training, i.e., those who, once they have received the basic training, commit to participate in the pilot course.

Once they have received the basic training, they commit themselves to design, implement and evaluate an S-L(M) project with their students: USC, UGalway and UNIVR

Analysis of the knowledge and attitudes of university students towards migrants/refugees. It will involve the pass of a scale already validated in each university: USC, UGalway and UNIVR.

This type of studies, which are scarce, have a great potential for transferability since they can be replicated in other countries, contributing to the advancement of knowledge in the field.

Data analysis (IBM-SPSS): USC

Delivery of the classroom course for students in each country: USC/ACCEM; UGalway; and UNIVR/Glocal Factory.

4. Evaluation of the pilot course

Online Osgood Scale to analyze satisfaction: USC, UGalway and UNIVR

On-site focus group to analyze the development of the course (1 with students and another with faculty): USC, UGalway and UNIVR

Data and information analysis (IBM-SPSS and NVivo): USC

5. Edition of the S-L(M) basic training course for teachers and university students (MOOC): all partners.

Description of activities:

1. Design of the S-L(M) basic training pilot course.

*Teachers: Part 1. From teacher-centered teaching to student-centered learning in the EHEA. Part 2. S-L at the University. Part 3. Migration/refuge in Europe.

*Students: Part 1. Analysis of the social needs of refugees/migrants. Part 2. Possibilities of S-L to meet the needs of refugees/migrants.

Implementation of the pilot course for teachers. Open call in the three universities. To be included in the training plans of the three universities.

3. Implementation of the pilot course for students. It will be part of their training and will be recognized with ECTS credits in the framework of the participation in the project. All the students of the teaching staff participating in the specialized training will be invited. Their knowledge and attitudes towards migrants/refugees will be studied (scale already validated). And the course will be given in each country.

4. Evaluation of the pilot course. Application of Osgood Scale (online) and Focal Group (on-site) to know how it has been developed and the level of satisfaction of the participants and to be able to make decisions that allow its definitive design.

5. Diagnostic seminar (online) to prepare a document identifying inclusion needs. Results report with the participation of teams from the three countries formed by 3 students and 1 teacher. In Spain, as there are more projects, we add two students and one more teacher. In

Italy it also includes two young migrants/refugees who have participated in the training. It is about establishing the fields on which the S-L(M) projects should focus.

5. MOOC of the training course. Open course available to all citizens in order to increase its transfer and reach the largest possible number of recipients. For its production we count on the resources of the Center for Learning Technologies and the Faculty of Communication Sciences of the USC.

Expected results of the activities:

1. Design of a pilot S-L(M) training course, which includes content on innovation and S-L in higher education, as well as on migration and refugees in Europe.

2. Inclusion of the course in the training programs of the participating universities.

3. Validated instruments to evaluate the course: Osgood scale and Focal Group.

4. Official certification to all participants.

5. Course evaluation report. It will be openly available on the web page.

6. Report on the inclusion needs of migrants/refugees in Europe. This report will be published in open access on the project website.

7. Report on the knowledge and attitudes of university students towards migrants/refugees in Europe. This report will be published in open access on the project website.

8. MOOC of the S-L(M) training course. It will be hosted on the project website, on the websites of the consortium institutions, and on the EPALE platform to increase its impact and support the dissemination of the results. In this way, we hope that the training course extends beyond the duration of the project and reaches a greater number of people.

Expected number and profile of participants:

The profile of the participants is, on the one hand, university professors from the three higher education institutions that make up the applicant group. It is intended that the training course can also be used by teachers from other educational levels and other education professionals. The online training also allows teachers belonging to groups with fewer opportunities to participate in the course.

On the other hand, the course will also be offered to visiting teachers in partner universities thanks to Erasmus+ mobility programs and international cooperation agreements of the University itself with other countries favoring transnational activities.

We intend to train a total of 50 teachers for each of the three requesting universities. We also count among the participants students from the three universities in the five fields of knowledge, and young migrants/refugees in Ireland, Italy and Spain.

Since the documentation will be openly available and a MOOC will be edited in different languages, it will be possible to reach many universities, educational centers and entities that want to work with this methodology, and be inclusive educational institutions.

Please note that the Erasmus+ Program offers co-funding for your project. This means that the EU grant may cover only part of the project costs, while the rest must be covered by the

participating organizations either in the form of additional funding, or in the form of goods, services and labor contributed to the project.

Work Package No. 3 - Design of University-Entity S-L(m) projects

The objectives of this WP are:

1.To establish collaborative networks among students, faculty, organizations and migrants/refugees to design projects that respond to the needs detected.

2. To design S-L(M) projects that, framed in a subject or subjects, respond to the social needs of migrants/refugees.

3. To hold a Partnership Day to submit the S-L(M) projects to the evaluation of a panel of experts and the members of each University-Encounter team.

4. To elaborate a guide of good practices of integration in Europe that compiles the S-L(M) projects and allows to explore the possibilities of this methodology to train university students in the reality of migration and refugee issues and to promote social innovation projects in universities.

These specific objectives contribute to achieve the following general objectives:

- To favor the social inclusion, as a bidirectional process, of third country nationals in Europe.
- To train university students in civic and social skills.
- To contribute to the increase of the social and cultural capital of university students and migrants/refugees through collaborative work networks, reciprocity and social support.
- To know the reality of migrants/refugees in Europe.
- To analyze the role of Universities in the European social and intercultural project.
- To strengthen the development of the European civil society from the participation of local communities working in network.
- To promote the S-L in the University as a methodology of social learning.
- To promote transversality in university education, reinforcing contents linked to the above mentioned objectives.

Main results of this WP:

The main output for this work package will be the Service-Learning (SL) projects designed in the three universities. It is expected that a minimum of five projects will be designed in the USC/ACCEM team (one for each knowledge area), one in the UNIVR/Glocal Factory team, and one in the UGalway team. These projects should address the detected needs.

We will hold a Partnership Day among all participants for the presentation and analysis of the S-L(M) projects designed, with the assistance of two experts from outside the project. One student and one teacher from each of the S-L(M) projects will meet to present their project and submit it to an evaluation of the design to the experts (one from the host University-UGalway and another from USC) and to the members of each University/Entity team. A report with the evaluation of the projects and a video presentation of each one of them will be derived from this day.

With the technical sheets of each project, a Guide of Good Practices of Integration in Europe will be elaborated, which will be available in open access as a document that can benefit from the contribution of more S-L(M) projects in the future, not only from these three universities, but also from others that want to join the project. It is intended to be accessible to the greatest number of entities and universities, but also to non-university educational centers, with the aim of making S-L(M) projects can be replicated in other contexts.

Qualitative and quantitative indicators:

Indicators: number of projects designed, trying to ensure that all areas of knowledge are represented (at least 5 projects at USC, 1 at UNIVR and 1 at UGalway), and their quality according to the criteria previously identified by the coordinating team in other research; people involved in the design: students, teachers, professionals of entities and migrants/refugees; direct beneficiaries of the service: children, young people, adults, elderly people, ...; number of people participating in the Partnership Day; collaboration agreements between universities and social entities; number of visualizations/downloads of Reports, fact sheets and Guide; with the constant idea of providing the project with temporal sustainability, it will be useful to monitor the way in which the Guide is expanded with new S-L(M) experiences; dissemination of the project in other media (specialized websites, blogs, press, etc.).

Tasks and responsibilities of each social entity in the work package:

1. Design of S-L(M) projects in different branches of knowledge according to the characteristics of each University: Social and Legal Sciences, Health Sciences, Arts and Humanities, Sciences, and Engineering and Architecture.

*USC and ACCEM: one project will be designed for each of the branches of knowledge. Minimum of 5 projects.

*UNIVR and Glocal Factory: at least one project will be designed.

* UGalway: at least one project will be designed.

2. Holding of a Partnership Day with the participants for the presentation and analysis of the projects designed, with the assistance of two experts from outside the project: UGalway.

3. Preparation of the technical sheet of each of the S-L(M) projects designed by the teachers of the subject or subjects where the projects will be implemented: USC.

4. Preparation of the Guide: USC, UGalway and UNIVR.

Description of activities:

1. Design of the S-L(M) projects. The teachers with their students and with the help of the Erasmus + project team will design an S-L(M) project. It is a collaborative design (young people, teachers and entities) to address the needs identified in each social reality.

2. Celebration of a Partnership Day for the presentation and analysis of the designed projects, with the assistance of two external experts. This conference will be held in person at the UGalway and also online so that it can reach a greater number of interested people and institutions.

3. Preparation of the Technical Sheet, by the teachers of the subject or subjects where they are going to be implemented, for each of the designed S-L(M) projects. This technical sheet, already designed by the USC team in a previous project, will gather the elements that define the project and will be part of the Good Practices Guide S-L(M).

4. Guide of Good Integration Practices in Europe which will include an introduction on what the S-L methodology is, an analysis of the reality of migration/refugee in Europe, the reference of the needs detected and the Fact Sheets of each of the S-L(M) projects, which will include information about: description of the service to the community, learning that will be developed (academic skills, professional skills and civic-social skills), reflection (anticipated moments, objectives and groups involved), evaluation of the student body (what type of evaluation, who participates in the evaluation) and SDGs that will be worked on in its development. This Guide will also include other products derived from each of the projects (videos, photos, etc.). It will be openly available as a document that can benefit from the contribution, in the future, of more S-L(M) projects, not only from these three universities, but also from other educational and social institutions.

Expected results of the activities:

We will have a minimum of 7 S-L(M) projects in different branches of knowledge, already evaluated in their design. These projects will be documented through the technical sheet.

A Partnership Day will be held as a meeting point for teachers, students and entities from different countries that work on the inclusion of people from third countries A report with the evaluation of the projects will be derived from this day.

The sheets will form the basis of the Guide to Good Integration Practices in Europe, which will be an online tool.

The universities will certify to all persons their participation in the design of the projects (as part of an already specialized training) and the participation in the Partnership Day.

Expected number and profile of participants

The design of the S-L(M) projects will involve all the groups on which the application is focused. That is to say, first of all, the involvement of the faculty and students of the subjects in which the service-learning projects are designed is expected. This implies a minimum of 7 teachers and their university students (out of 200).

Evaluation of the Project by SEPIE

Weaknesses

There is no evidence of genuine studies on the need for student commitment to active citizenship projects or the promotion of learning skills.

There's no clear and tidy work plan, it's described that the project will use Gantt diagrams and action plans with identifiable milestones and deadlines, but nothing is detailed in the proposal, so they are actions that could be developed once the project has started, which is not the most suitable. The coordination, monitoring, and control measures of the project are scarce and no tools, processes, or resources were described to ensure the proper management of the project. There is not enough information on how the monitoring committee will be conducted,

or about the contingency risk plan. The way all partners will integrate the results into their organizations is not clear, so it would be convenient to detail better this aspect due to its importance.

It is not specified the use of open-source platforms or European tools for the preparation, execution, and monitoring of project activities.

Improvement aspects

It would be necessary to add specific measures that establish valuation levels, that can be monitored and controlled. The indicators definition should be completed and built into proposal planning. It would be convenient to specify the possible synergies between the academic education field and any other sectors of Higher Education, how the resultant intellectual products could be integrated and used, as well as who will be in charge of its maintenance once the project is finished.

Impact strategy. The entity responsible for broadcasting is the coordinator, but he would not grant fixed resources dedicated to the projects. A long-term plan for project sustainability can be provided, because only a series of concrete ideas from the partners are put forward. In order to increase the impact of the project, the inclusion of more multiplying events is proposed.