Cofinanciado por la Unión Europea

MOBILISING UNIVERSITY-COMMUNITY RESOURCES THROUGH SL(M) FOR THE INCLUSION OF MIGRANTS/REFUGEES

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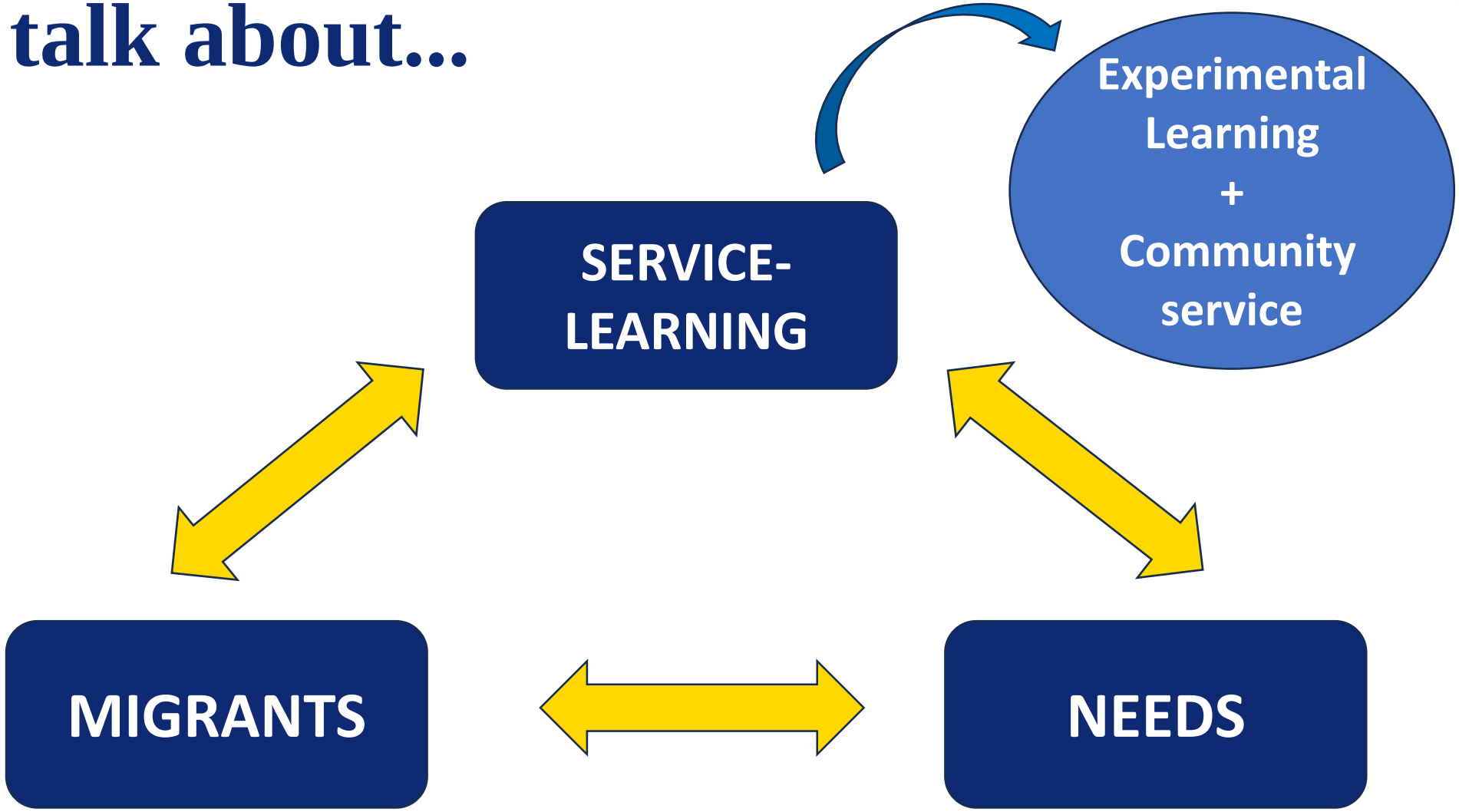
Service-Learning Migrants/Refugees

PARTNERSHIP DAY –IMPACT OF THE ACTIVITIES IN THE ORGANIZATIONS (ACCEM & GLOCAL FACTORY)

Service-Learning
Migrants/Refugees

UNIVERSITY

Let´s talk about...



Experiences

We can distinguish among ***3 different scenarios*** depending on how the training for students & teachers was developed and how the project implementation was:

Spain

USC Universidade de Santiago de Compostela

+

Accem

- ✓ *Training course on SL (in-person)*
- ✓ *Project implementation (in the social entity)*
- ✓ *Accompanied by the social entity*

Italy

Università di Verona

+

Glocal Factory

- ✓ *Training course on SL (virtually)*
- ✓ *Project implementation (in the university)*
- ✓ *Accompanied by the social entity*

Ireland

Ollscoil na Gaillimhe – University of Galway

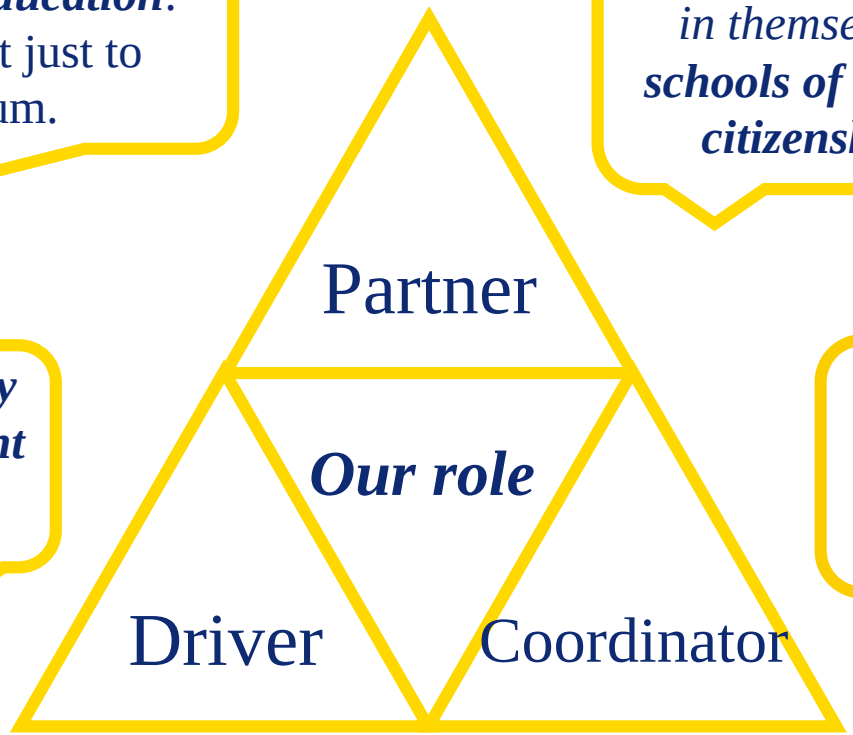
- ✓ *Training course on SL (virtually)*
- ✓ *Project implementation (in the university)*

Case: USC & Accem

Service-Learning Migrants/Refugees

Regain the ***social meaning of education***: serve to improve society and not just to improve the individual curriculum.

Social entities are in themselves ***schools of active citizenship***



Community development *strategy*

Service learning as a ***tool for intervention in social entities***

Experiences at USC

Service-Learning Migrants/Refugees

Faculty of Optics and Optometry

Dual sensory loss (DSL)

Visual and auditory screening

Faculty of Education Sciences - *Early childhood education*

Excoras Project – Corporal Expression

Children's motor skills

Faculty of Education Sciences - *Pedagogy*

Peinas Project – Intercultural Pedagogy

Workshop for migrant women

Case: USC & Accem

Service-Learning Migrants/Refugees

Accem's impact:

- **Complements social intervention**
- **Improves social inclusion**
- **Generates links between social and education agents**
- Visibility to the entity's cause
- Promotes volunteering activities

Projects implemented:

Dual sensory loss (DSL)

- ✓ Adaptation and translation into kids' languages.
- ✓ The technical report after activity is very useful.

Peinas project – Intercultural pedagogy

- ✓ The change of attitude of the participantes (before vs. after project implementation)
- ✓ Emotional management and creation of a safe space.

Excoras project – Corporal expression

- ✓ A negative point ended up as a learning (setbacks, improvisation, etc.)
- ✓ Objectives achieved (?) (yes to corporal expression, no kids interaction)

Case: USC & Accem

Service-Learning Migrants/Refugees

Our weaknesses:

2 types of activities: adults vs. kids

Economic precariousness

Ongoing training for our teams

Lack of continuity of projects

The **learnings** in the social field are often **neither visible nor valued** and, likewise, are **misued**.

Case: USC & Accem

Service-Learning Migrants/Refugees

Feedback for University of Santiago de Compostela:

- ✓ **USC** is **experienced in Service-Learning**, this **facilitates the implementation of the projects.**
- ✓ The **training course in-person** is advised since it is a better format for **discussion**.
- ✓ **It is important for the participating students and professors to visit the NGO offices** and to get to know how do we work.
- ✓ **Presence of the professors in the implementation of the projects** is seen as positive. Control of service and learning.
- ✓ Great work with **documentation** (example: including translations to languages such as Arabic or Russian).
- ✓ **NGO technitians** acting as **tutors** of the students. This task should be coordinated between professor and NGO technitian (whenever the professor would not be present in the project implementation).
- ✓ **Follow up meeting** (after the project implementation) is missing and it would be of great use.
- ✓ **Rapid response volunteering group** (interest gathered by university).

Service-Learning

Migrants/Refugees