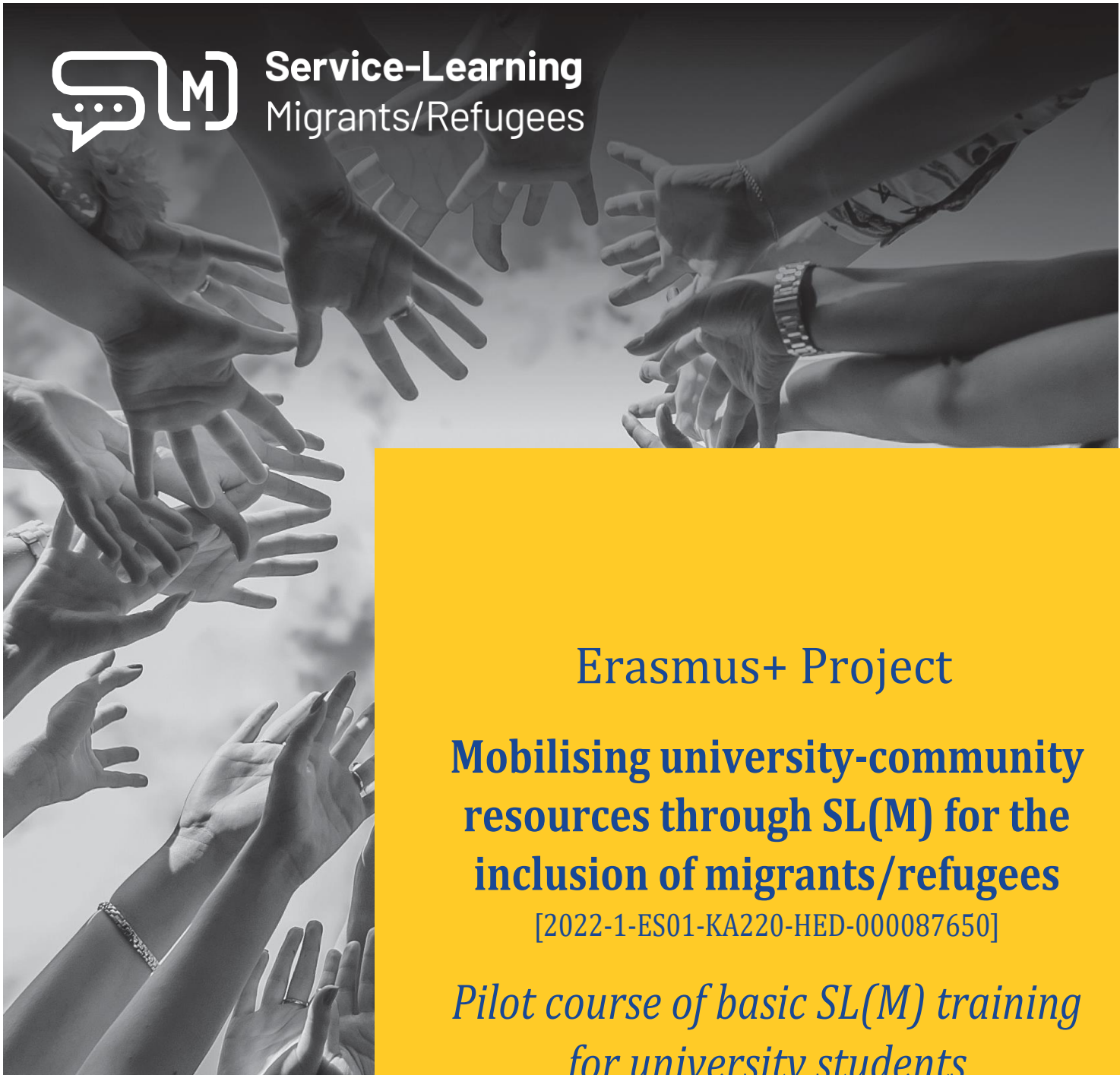




**Service-Learning**  
Migrants/Refugees



## Erasmus+ Project

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

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

*Pilot course of basic SL(M) training  
for university students*

*2023*



Cofinanciado por  
la Unión Europea



OLLSCOIL NA  
GAILLIMHE  
UNIVERSITY  
OF GALWAY



UNIVERSITÀ  
di VERONA



## 1. INTRODUCTION

This course is part of the Erasmus+ project “Mobilizing university and community resources through SL(M) for the inclusion of migrants/refugees”. The activity in this project is focused on migrants/refugees in Europe who work together with university students to identify needs, plan actions, and engage in a reciprocal, innovative, educational and social process. According to data from UNHCR (2023), at the end of June 2022, there were estimated to be 103 million people who had been forced from their countries of origin due to persecution, conflict, violence, and violation of human rights. This figure is a notable increase on the previous year (a rise of 13.6 million, or 15%). More specifically, in mid 2022, 3.7 million refugees were receiving temporary protection, mainly in European countries.

To achieve that, we use Service-Learning (SL) methodology, as it promotes the university’s social mission and a more complete education for students as responsible citizens within a strong democratic framework through creating exchanges in which diversity is a central element. The impact of this methodology has been demonstrated on students’ views on diversity, as it allows them to confront individual and social stereotypes, learn about the population they offer service to, believe in the value of an intercultural society, and be more confident acting in situations of diversity. The university and the social organizations become central actors in the fight against extremism and xenophobia, strengthening a European identity based on a common, cohesive citizenry.

Service Learning (SL) makes it possible to positively guide university engagement with the community. To do that, the methodology requires the students to actively put the skills from their study plans to the test in the “real world” in order to respond to needs identified in their surroundings and to construct knowledge from critical reflection on their experience.

This course consists of two interconnected modules in the SL(M) project. The first one will address the situation of migrants/refugees in Europe, in order to identify their potential but also their needs arising from the situation of migration whether voluntary or forced. In the second module, we will explain what service-learning is, the role of university students in SL projects, and the development of ideas in the context of an SL(M) experience.

## 2. OBJECTIVES

1. Understand the reality of migrants and refugees in Europe.
2. Study the social needs of migrants and refugees in Europe.
3. Promote SL in the university as a social learning methodology.
4. Design SL projects focused on the migrants’ and refugees’ needs for integration.
5. Explore the possibilities university SL offers in meeting those needs.

6. Establish work and cooperation networks between universities and entities in civil society to make progress in the European intercultural project.

### 3. MODULE 1. Analysis of the social needs of refugees/migrants

#### SUMMARY

1. Introduction
2. Training objectives and expected learning outcomes (of this specific unit, in the context of the SL methodology)
3. Development
4. Self-assessment
5. Bibliography and tools

#### TRAINING OBJECTIVES and EXPECTED LEARNING OUTCOMES

**Training objectives.** Fostering the students' acquisition of theoretical knowledge and practical skills related to migrants and refugees' social needs, in order to participate in SL projects.

**Expected learning outcomes.** At the end of this Unit, students are expected to:

- Be better aware of their own inner motivations, involvement and engagement.
- Be better aware of the difficulties they may encounter in their commitment.
- Have increased their ability to reflect on the stories of migration, reception and first steps of integration.
- Have refined their ability to listen to and interpret migrants and refugees' needs.
- Have increased their awareness of the value of territorial networks and knowledge on how to orientate oneself to build them.

#### Activity 1. Trainers and students' presentation

##### 1.1. Ice-breaker and first lesson

The students are divided into pairs. In each pair, student A tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When student A has finished his story, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Some students may be taken aback because they have not listened carefully to their partner's presentation. The person concerned can then intervene and

integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the **lesson to be learned**: in a supporting relationship, the starting point are **ability to listen** and **attention**.

### 1.2. “Why did I choose to participate in a SL project?”

The activity aims at collecting participants’ motivation:

- Table turn □ each student is invited to think for himself and silently for 3 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation.
- Questionnaire in All. 1 will be filled.
- Final Report to be delivered by the trainers.

### Activity 2. Introduction of this unit in the ApS(M) framework

The aims, objectives and expected outcomes of the unit will be presented as related to the goals and objective of the ApS(M) project. One or two slides will support the presentation.

### Activity 3

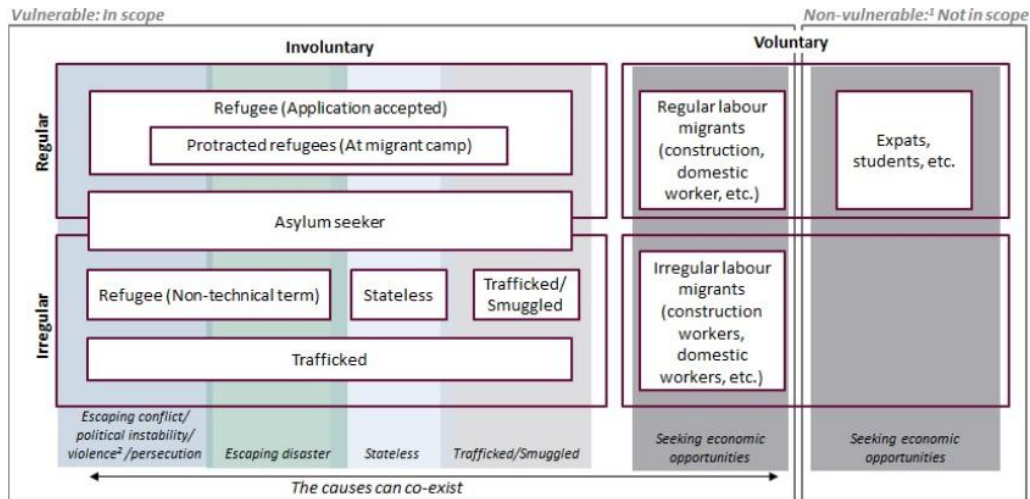
#### 3.1. Migrants and refugees’ social needs: do different backgrounds mean different needs?

##### Overall recognition of migrants’ basic needs, according to IFCR

In its report *Smart practices that enhance the resilience of migrants*, IFRC considers a migrant “to be any type of vulnerable migrant, irrespective of why they migrate or their status”<sup>1</sup>.

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<sup>1</sup> International Federation of Red Cross and Red Crescent Societies. (2023). *Smart practices that enhance resilience of migrants. Drivers of migration, common needs, individual needs, and the response of National Societies*. <https://migrationsmartpractices.ifrc.org/table-of-contents/responses-to-migrant-needs/>



1 Vulnerability is fluid and non-vulnerable migrants can become vulnerable. For example, a student could become vulnerable in the event of the outbreak of conflict.

2 Protection under the 1951 Refugee Convention and 1967 protocol does not include persons fleeing from urban violence. However, protection under the Cartagena Declaration on Refugees expands the definition of a refugee to include persons who have fled their country because their lives, safety or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violation of human rights or other circumstances which have seriously disturbed public order.

### Drivers of Migration<sup>1</sup>

People migrate in **pursuit of a better life** for themselves and their families.

#### *Involuntary migration (main drivers)*

An external shock or factor:

- Conflict, political instability, violence, persecution.
- Natural disaster (e.g., drought).
- Smuggled /trafficked.
- Stateless person (not recognized by any government).

#### *Voluntary migration*

People decide that their current lifestyle or that of their families is inadequate, and that it cannot be improved without migrating. For example:

- Their livelihood and financial stability are not sufficient.
- Their living conditions (housing, access to food and/or health) are not sufficient.
- They can reunite with their families and friends in the country of destination (if these have migrated before).
- They can provide better education opportunities for their children and youth

elsewhere.

- They can find better social cohesion elsewhere (for example for minorities with communities geographically dispersed).

It's **resilience** which links all different needs.

### Resilience as a resource to be supported

The IFRC believes that the best way to support migrants is by helping them be resilient throughout their journey. By being resilient, migrants will be able to better bear the risks and overcome the external shocks associated with migrating. While all dimensions of resilience are important, certain dimensions are more pronounced at some moments in the journey than at others.

To be resilient, migrants need to have six dimensions of resilience (regulatory, financial, physical, human, social and natural), and may need support to realize them. Each dimension of resilience is composed of specific needs. The table below provides an overview of the common needs for external support that migrants may have across the journey.

Dimensions of resilience		Origin		Transition		Destination and Return		
		First steps	Border	Migrant camp	Arrival	Long-term stay	Return	
<b>Regulatory</b>	Gov/Regulatory sys.	High	High	High	High	High	High	High
<b>Financial</b>	Income generation	High	High	High	High	High	High	High
	Safety net	High	High	High	High	High	High	High
<b>Physical</b>	Shelter	High	High	High	High	High	High	High
	Food	High	High	High	High	High	High	High
	Health (physical)	High	High	High	High	High	High	High
	Health (mental)	High	High	High	High	High	High	High
	WASH	High	High	High	High	High	High	High
<b>Human</b>	Non food items	High	High	High	High	High	High	High
	Education and vocational training	High	High	High	High	High	High	High
	Information on rights	High	High	High	High	High	High	High
	Practical information	High	High	High	High	High	High	High
<b>Social</b>	Family	High	High	High	High	High	High	High
	Society	High	High	High	High	High	High	High
<b>Natural</b>	Natural	High	High	High	High	High	High	High

NOTE: The need for practical information and information on rights at return refers mostly to the stage prior to returning. Source: Dalberg | interviews and desk research (please see methodology in annex).

Some dimensions of resilience tend to require more external support. i.e. awareness raising, assistance, protection, advocacy. Evidence and cases will be provided.

### Migrants' experience, stakeholders and citizens' perception and concern in the experience of the project PandPAS

The PandPAS (Pre and Post – Arrival Schemes) project focused on post-arrival support for the integration of persons in need of international protection. At the same time, it produced tools and pilot practices to promote the inclusion and active participation of third-country nationals in society. The project aimed to increase refugees' **empowerment**; capacity-build for host institutions and communities; improve **social cohesion and solidarity**; reduce xenophobia and radicalisation.

### Focus on social needs: family, friends, community as a support for integration. The experience of the project RACIP

RaCIP enhances capacity building for organisations operating Private Sponsorship (PS) schemes or otherwise engaged in community-based support to refugees' integration. The project features several pilot schemes aimed at scaling up existing PS and **strengthening community-based efforts** by experimenting PS initiatives in the Member States involved. To do so it experiments two less used PS in the European scenario: co-living, i.e. hospitality of refugees in local families and workplace mentoring envisaging job mentors' comprehensive support to refugees in all aspects of daily life.

1. The trainer explains the most common and recurring asylum seekers and migrants' needs and some basic notions to support them (which may differ from country to country), both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). Then, the trainer suggests the most appropriate approach to identify and prioritise these needs, stressing that migrants have not only needs but also resources to be discovered, as basis for a successful supporting strategy.
2. Territories and networks. The trainer explains the importance of the network of people/associations/supporting services, as each actor can address a need and has its own knowledge, skills and resources. Students, in particular, will be encouraged to involve non-profit organisations (i.e. civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). At the end, students - individually or in small groups – try to map their own territory to identify as many local actors.

### Activity 5. Analytical challenges in understanding migrants' social needs

Learners will be guided through the intricate maze of research, measurement and data collection to understand the social needs of the migrant population. Six main challenges have been identified:

1. Adopt a flexible approach that adapts to the changing parameters of migration.
2. Incorporate the historical and environmental context of human mobility, migration and integration.
3. Recognise the interactions between the determinants of migration and mobility decisions and behaviour, together with social and cultural structures and processes of difference.
4. Go beyond cause-effect analysis to understand patterns of relationships between migration and integration factors, considering the full range and diversity of motivations, behaviours and outcomes.
5. Understanding changes in motivations, mobility behaviour, needs on arrival and in the long term and how they change over time, place and space, adopting life course perspectives on human development and security.
6. Use formal social theory and demographic analysis, including the links between structure and agency.

**Analytical flexibility** in data collection and analysis is necessary to support measurement consistent with research questions and analyses of personal experiences and needs. This requires contextual, comparative and differentiated analyses by social, economic, cultural and spatial dimensions (Ellen Kraly).

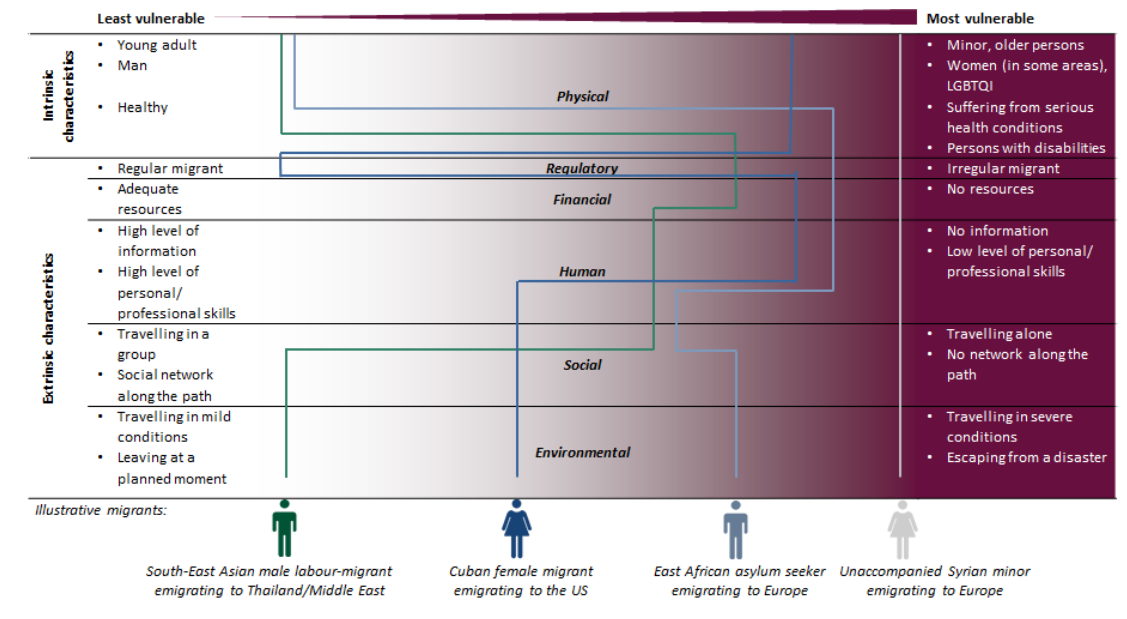
The conceptualisation of integration, assimilation, incorporation and adaptation influences how these attributes are measured. Another research need is a better understanding of the **macrostructures of host societies**. Questions include how integration can be better understood in societies with particular race relations; the role of culture in shaping integration; the effects of legal status on the second generation; the role of human capital or class, especially with respect to factors such as race, and the intersection of these macrostructures.

Integration can be interpreted in terms of gaps, processes, boundaries and discontinuous trajectories.

## Activity 6. Relationship and understanding of needs

### 6.1. How can we create a dialogue between people we recognise as having a different social, economic and political position?

Learners will be guided through the variety and complexity of migration issues: a world of women and men who, beyond their common status as 'newcomers', have different backgrounds and personal histories, far removed from our stereotypes.



### The example of Spain

See La Caixa Social Observatory. (2020). *Analysis of social needs of the immigrant population. Social Needs in Spain*. [https://elobservatoriosocial.fundacionlacaixa.org/documents/22890/349663/INF\\_6\\_EN\\_5INMIGRAN\\_TES\\_November.pdf/79c3aa31-3868-52cf-df36-d2413e451cea](https://elobservatoriosocial.fundacionlacaixa.org/documents/22890/349663/INF_6_EN_5INMIGRAN_TES_November.pdf/79c3aa31-3868-52cf-df36-d2413e451cea)

## Activity 7. The importance of participatory approaches in the exploration of migrants' social needs

Using participatory action research to address power imbalances: **Participatory approaches set out to deal with the marginalisation of people with lived experience and the power imbalances that underlie this marginalisation**, which can operate even in the most committed pieces of co-production/co-creation work. In addition, in order to tackle inequalities, such approaches emphasise collaboration with the communities being researched, as partners in research design, in dialogue about knowledge and in the development of interventions and health policy (Belone et al., 2016). To achieve this, it

strives to meet the following core objectives (adapted from Kindon et al., 2007, p. 14):

- Aims to **change practices**, social structures and social media which maintain irrationality, injustice and unsatisfying forms of existence.
- Treats participants as able, informed and reflexive agents, capable of participating in all aspects of the research process.
- Integrates values and beliefs that are core to the participating community into the central core of interventions, outcome measures and knowledge generation.
- Treats diverse experiences within a community as an opportunity to enrich the research process.
- Measures the credibility/validity of knowledge generated according to whether the resulting action solves problems for the people involved and increases community self-determination.

### 7.1. Activity 1. Interview guide

Aimed at **collecting input from others in a conversation that uncovers their perspective.**

#### What is it & why should I do it?

The easiest way to understand a person is to speak to them. Interviews are a way to connect with people; an opportunity to hear them describe their experiences in their own words. Speaking to people about their everyday lives can help you define and describe the problems they face, understand the environment they're part of, and even picture the ways in which you can reach them. Interviews can also act as evidence for why your work is needed or what impact your work is creating. Getting what you want from an interview however can be harder than you think - what people say and what they actually do are often very different things. Establishing an in-depth understanding of a particular experience might take some time and requires a series of questions and activities as part of a conversation. Even a short interview can provide a huge amount of information, with masses of material quickly piling up when you start speaking with several people. The Interview Guide acts like a checklist to help you prepare a game-plan for an interview.

#### How to use it

The worksheet below is an example of how you can prepare your interview. Depending on the focus of the project, this can also contain other items. There is usually a mix of practices as well as underlying motivations you want to explore. Focus your questions on asking 'What' and 'How' and then probe deeper into people's motivations by asking 'Why'. You could follow this three step framework to structure your interview: Open Up: Make the

participant feel at ease with ‘warm-up’ questions they are comfortable with. (for e.g. Household demographics; Who does what in the household? Some recent anecdotes related to the topic.) Go Broad: Prompt bigger, wider thinking on related issues that they may not normally address daily. (Aspirations for the future, How are things connected?) Probe Deep: Dig deeper on the challenge at hand and prompt with challenging ‘what if’ scenarios.

There are various ways to elicit and document information during an interview. Make sure to prompt participants to be specific in clarifying their preferences and motivations. You may ask people to simply tell you, but you could also invite them to show things, or maybe make a drawing of particular practices they have (e.g. where is your favourite spot in the room? What is your favourite object in the house?) Before you do the actual interview, it is wise to practice with your team to get a sense of how to frame the questions for better response. Also think about how you would use these interviews later. This is especially useful if several people will be conducting the interviews.

<p style="text-align: center;"><b>Show me</b></p> <p>If you are in the interviewee’s environment, ask him or her to show you the things they interact with (objects, spaces, tools, etc). Capture pictures and notes to jog your memory later. Or, have them walk you through the process.</p>	<p style="text-align: center;"><b>Draw it</b></p> <p>Ask participants to map out their activities and experiences through sketches and diagrams. This is a good way to debunk assumptions and reveal how people perceive and order their activities.</p>
<p style="text-align: center;"><b>Think aloud</b></p> <p>As they perform a process or task, ask participants to describe aloud what they are thinking. This helps uncover their motivations, concerns, perceptions and reasoning.</p>	<p style="text-align: center;"><b>Be specific</b></p> <p>People often generalise about what’s typical and leave out rich important details. Instead, ask people to talk about a specific period of time. Instead of what’s your typical day like, ask them what happened yesterday.</p>

## 7.2. Activity 2. A Day In The Life

*A Day In The Life* is a type of ethnographic study where the researcher follows and observes a user through a typical day. The objective of this activity is for the researcher to understand the routine and typical activities of a user that the user performs by mere habit and that the user would perform subconsciously.

### Quick details

**Structure:** Semi-structured or Unstructured.

**Preparation:** Observation/Recording tools, Respondent recruitment.

**Deliverables:** Field notes, A Day in The Life artifacts.

### Why is 'A Day in the Life' conducted?

The purpose of this method is to elicit the different interaction points of the user and the solution in the context of their life. A Day In The Life also helps the researcher gain insight into the needs, behaviors and goals of the user. In this method, individual participants who are representative of the users we are designing for, are followed and observed to understand how they spend their typical day and activities that make up their day.

### How to go about 'A Day in the Life'?

A preliminary interview or survey to determine the same could also help supplement the data collected during the observation by the researcher. The data collected during research can also be used in the persona descriptions of the user types.

There could be a difference in what the user says they do on a typical day versus what they actually do, and the researcher can gauge this gap after a day in the life study of the user. The method is conducted individually with users to capture the typical day data in-depth. The research can also be summarized as A Day In The Life for a cluster of users that are similar in behavior, needs or goals.

### Creative ways of conducting 'A Day in the Life'

An out-of-the-box thinking researcher may also describe A Day In The Life in the present as well as in the future context for a user or a set of users i.e. the observations of the current context can be used to draw a description of the future.

If the typical day of the user is complex, it can be split up into different time frame and those frames can be observed and described in detail during the research to gain a more focused understanding of the day. This method can prove to be highly helpful in exploring experiences and behaviors of users one is designing for. It can also help in testing prototypes or new ideas as well as explore opportunities to arrive at a solution for a problem.

### Advantages of A Day In The Life

1. **In-depth understanding:** As the researcher observes the user, one-on-one at a pace comfortable for the user and in a space that is familiar to the user, the researcher is exposed to a clear and detailed picture of the user and their typical day including their needs, behaviors, habits and goals.

2. **Human-centered:** A Day In The Life is human/user-centered approach i.e. designed to address the need of the users.
3. **Expert opinion:** The user is considered an expert in their domain and the researcher gets to directly observe the user in their natural environment performing their daily activities without interruptions.

### Disadvantages of A Day In The Life

1. **Time-consuming:** By nature – A Day In The Life can be time-consuming as it involves observing individual users through their typical day.
2. **No probing:** The researcher doesn't probe the user on the daily activities as the user could lose their natural flow of functioning and it could alter the user's behavior in a typical day.
3. **Diverse Viewpoints:** Different users may operate differently in a typical day; therefore, A Day In The Life could lead to diverse findings.

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## 4. MODULE 2. Possibilities of SL to meet the needs of migrants/refugees in Europe

### SUMMARY

1. What is SL?
  - 1.1. Requirements
  - 1.2. What learning is achieved
  - 1.3. What type of service can be performed
  - 1.4. What is not SL but resembles it
2. The role of students in service-learning projects
3. Developing a service-learning project
4. Reasons to participate in a SL project at the university
5. For further information

### TRAINING OBJECTIVES and EXPECTED LEARNING OUTCOMES

**Training objectives.** To train university students in the service-learning methodology in order to predispose their participation in this type of project.

**Expected learning outcomes.** At the end of this Unit, students are expected to:

- Be aware of the pedagogical principles that define the service-learning methodology and that differentiate it from other similar initiatives.
- Understand the role that students play in this type of project and the benefits it can bring.

In this second module we will discuss what is meant by service-learning, how to differentiate it from other practices, the role of students in this type of projects, and finally, how we can design projects that respond to the specific needs of migrants/refugees. This is a 2-hour module.

### What is SL?

We can understand service-learning both as a program of action and as a philosophy or pedagogy, without having to place it exclusively in one of those categories, as each of the three levels are needed for a full understanding of the educational reality:

- Service-learning as a specific program (referring to specific projects) in response to societal needs and problems with the aim of meeting them or solving them while at the same time encouraging students' academic, civic, and professional learning.
- Service-learning as a philosophy, in as far as it is possible to configure it as a way of understanding human development and of creating a community structure essentially oriented towards achieving more social justice.
- Service-learning as a pedagogy, when it is established as an integral way of understanding education, which in this case, is based on student experience and action, and the subsequent processes of reflection.

Here, we provide a set of definitions adapted to the pedagogical principles of the methodology, which together offer a complete picture of its main characteristics. In addition, they come from a variety of places (USA, Ireland, and Spain):

- We consider service-learning to be a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1995, p. 112)<sup>1</sup>. What this reaffirms is the strong links between service and the curriculum (*course-based*), with reflection being the element that articulates this relationship.
- Service learning is a specific pedagogical approach, it is not about voluntary contribution to a community organization for 'charitable' purposes; it is about benefiting from such experience through reflection and academic critique and providing, ultimately, recognition through academic credit and, ultimately, helping also to build capacity with community organizations (MacLabhrainn & McIlrath, 2007, p. xxiii)<sup>2</sup>. This underscores the construction of service-learning as a pedagogical approach, distancing it from being understood as volunteering.
- Service-learning as an educational proposal that combines processes of learning and service to the community in a single, well-articulated project in which the participants learn while they work on real needs in their surroundings with the aim of improving them (Puig et al., 2007, p. 20)<sup>3</sup>.

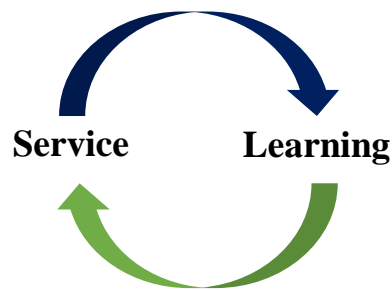
These approaches present SL as an educational initiative that can report academic gains through service to the community that is closely related to the curriculum. In other words,

<sup>1</sup> Bringle, R. G., & Hatcher, J. A. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning*, 2(1), 112-122.

<sup>2</sup> MacLabhrainn, I., & McIlrath, L. (2007). Introduction. In L. McIlrath e I. MacLabhrainn (Eds.), *Higher education and civic engagement: International perspectives* (pp. xxi-xxv). Ashgate.

<sup>3</sup> Puig, J. M., Batlle, R., Bosch, C., & Palos, J. (2007). *Aprendizaje servicio. Educar para la ciudadanía*. Ministerio de Educación y Ciencia/Octaedro.

the students **learn while serving the community**. Service-learning proposals combine learning content with training in making it available to be mobilized in real contexts.

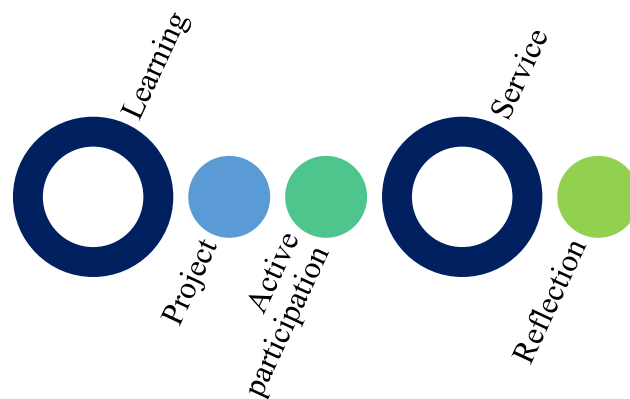


Now we have clarified what we understand by SL, the definition from Naval et al. (2011, p. 88)<sup>1</sup> summarizes the basic principles of this methodology.

A pedagogical approach aimed at seeking specific ways of involving students in the day to day life of their communities, neighbourhoods, and institutions. It is conceptualized within experiential education and is characterized by: a) students being the protagonists; b) responding to a real need; c) connection to curricular objectives; d) carrying out a service project; and e) reflection.

### Requirements

What we have seen so far should suggest, as a starting point, the need to establish a proper plan for all of the elements, and from there, the importance of considering the design of an SL project. The quality of a project is in part a result of proper management of the basic requirements that define an initiative of this type.



<sup>1</sup> Naval, C., García, R., Puig, J., & Santos Rego, M. A. (2011). La formación ético-cívica y el compromiso social de los estudiantes universitarios. *Encounters on Education*, 12, 77-91.

- The student is the protagonist throughout the project. Students identify needs and participate in the design, execution, and evaluation of projects.
- A service is performed for the community which is aimed at meeting real social needs.
- Close links are established between the service and students' curricular learning. The design, execution, and evaluation of the project is done considering the objectives of each area of the curriculum involved.
- The service, in a community context, must be relevant and useful for addressing problems.
- Include reflective processes that involve students, teachers, and the community. Reflection should be aimed mainly at achieving learning.

It bears repeating, therefore, that the link between service-learning and the academic curriculum is considered not only the main defining element, but as a requirement *sine qua non* to be able to talk about this methodology. What this relationship means in educational terms is the creation of a circle in which the academic learning leads to improved quality of activities in the community (service), while these activities at the same time offer the possibility of providing a place for the learning and giving it value and meaning.

It does not mean adding service to learning, like a parallel track, but rather a process of integration, as the service activities have to be compatible and incorporated into the academic objectives of the course. The important thing is for both aspects to align in a single educational project.

All of what we have seen so far allows service-learning to be presented as a singular educational methodology. As we have already noted, it involves a change of model, to one with the student playing an active role in the construction of learning, where the community becomes another educational agent, which will promote a true connection between theory and practice.

### What learning is achieved

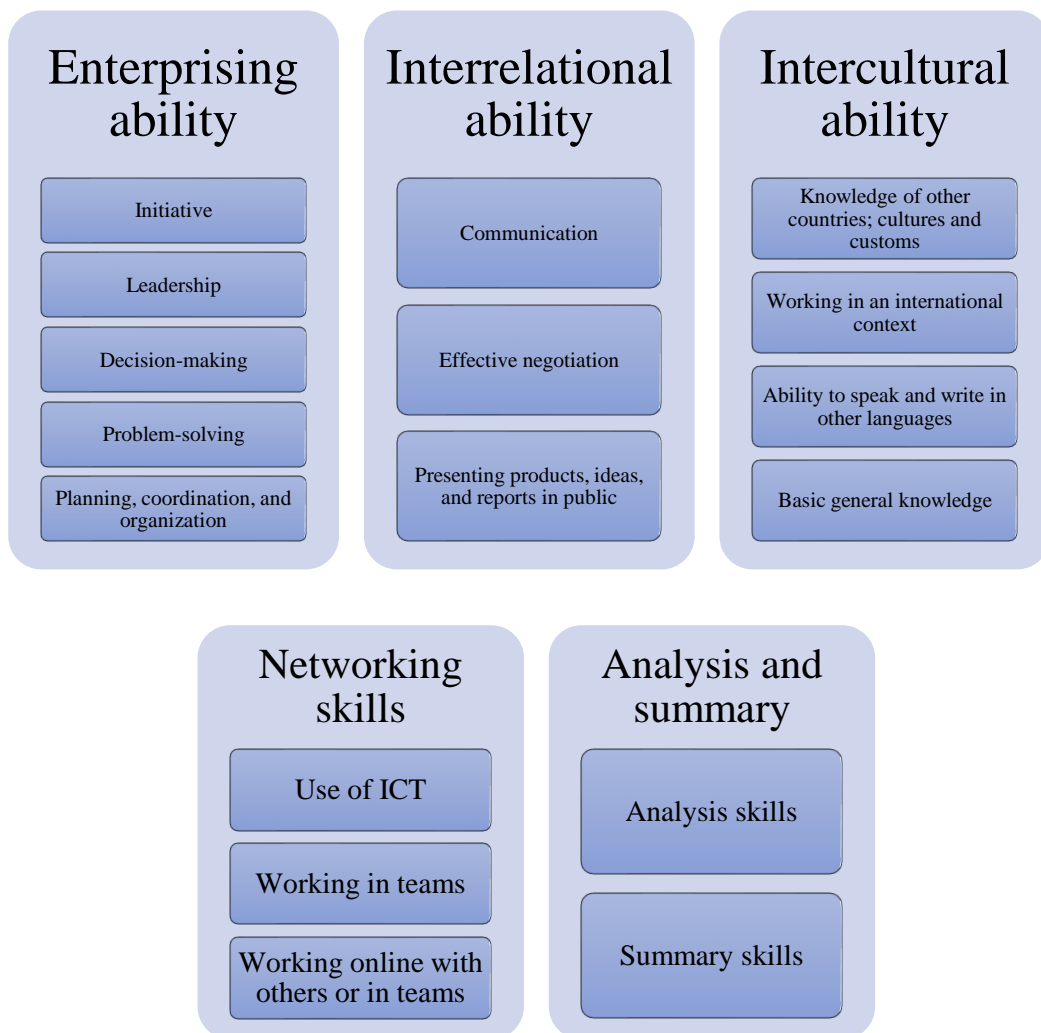
This change of model implied by service-learning will clearly affect the type of learning the students can achieve by participating in it. It has been argued that this experiential pedagogy encourages *authentic learning*, understood as holistic change in a person which covers three different dimensions.

On the one hand, there is the learning from a **procedural or professional** point of view as the student is put in a situation in which they have to work in a team in a context that is similar to what will define their professional life, developing useful competencies in terms of employability.

At the same time, there is **conceptual learning**, which, being connected to a subject or course, means that the knowledge and theories of the students' discipline will be related to what they experience. In fact, it is the need to use their knowledge in order to do their work which gives meaning to this learning.

Finally, there is **personal-social learning**, related to the human dimension of the experience, in which the relationships established with the people the program is aimed at and the work the students do in teams put them in situations where they discover new facets and dimensions of the world and about themselves.

More specifically, we have grouped the competencies promoted by SL in the following five factors (Regueiro et al., 2021)<sup>1</sup>.



<sup>1</sup> Regueiro, B., Rodríguez-Fernández, J. E., Crespo, J., & Pino-Juste, M. (2021). Design and Validation of a Questionnaire for University Students' Generic Competencies (COMGAU). *Frontiers in Education*, 6(6062016), 1-12. <https://doi.org/10.3389/educ.2021.606216>

### What type of service can be performed

Before we start with the types of services which can be carried out, it would be useful to recall the four elements on which service is based:

1. It is based on the detection of a genuine necessity in the community.
2. It requires networking with community associations and institutions.
3. It is inspired by a sense of reciprocity, not paternalism or segregation.
4. It requires a commitment materialized in a clear action of service to others.

The service to be performed can be of four different types:

1. Direct service: direct work with entities, individuals, etc.
2. Indirect service: activities and projects carried out within the academic institution, such as creating resources, programs for the organization, etc.
3. Research service: collection of information relevant to the life of the community, detection of needs and emergencies, etc.
4. Advocacy: complaints, awareness campaigns, documents for authorities, etc.

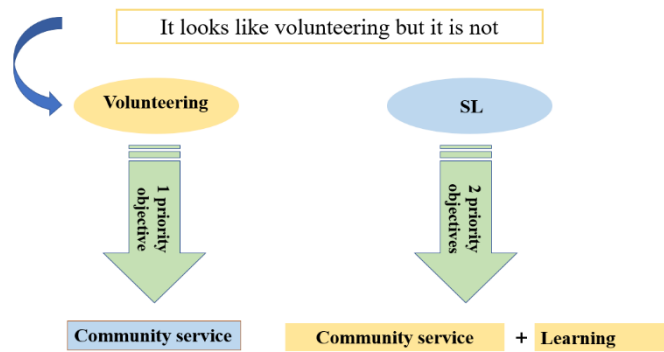
Even if what we present in this section assumes a conceptual approach to service-learning, we think it is necessary to further clarify this point, because this methodology is sometimes confused with other practices and experiences.

### What is not SL but resembles it

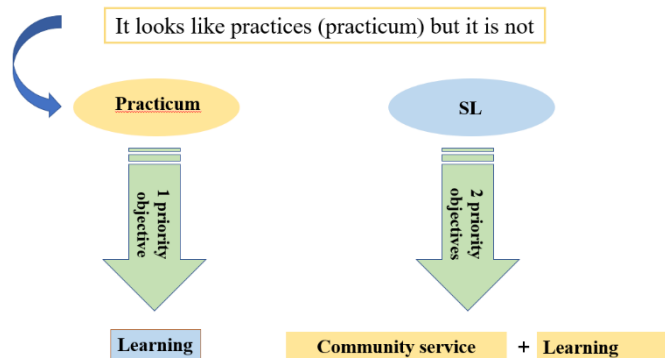
One of the simplest ways to approach service-learning is to recognize other educational initiatives with which it is sometimes confused: volunteer work and field practice.

Before continuing, all participants will answer the questions asked in **Activity 1** (Appendix 1). Indeed:

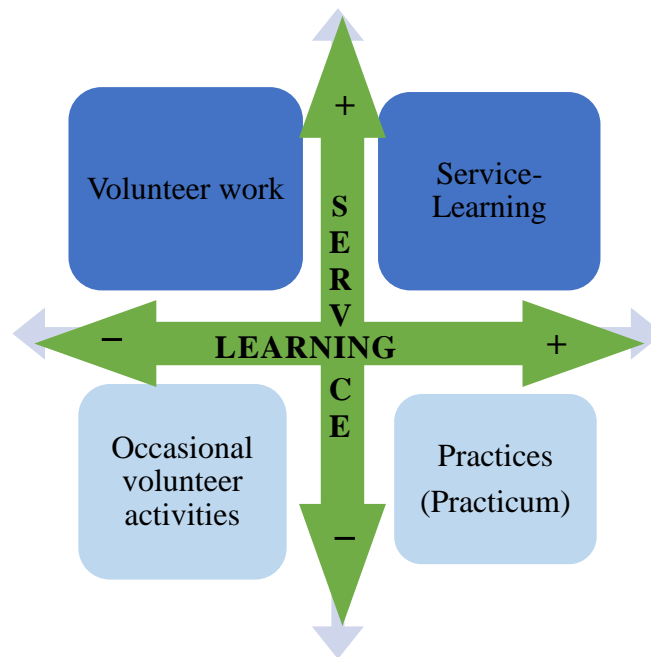
- **SL is not volunteer work.** Service-learning differs from volunteer work in its nature and strictly academic orientation, the close relationship of the service, with the study program being one of the main aspects that define it. That is, while volunteer work focuses on the service and its quality, even without forgetting the learning that can be derived from it, its objective is not learning, and there is no formalized assessment of academic learning.



- **SL is not field practice (practicum).** These practice activities involve students in experiences that pursue improvements in learning and understanding of a specific study or professional area. Thanks to these activities, they acquire knowledge and skills that allow them to improve their academic learning and professional development. Thus, and although some practice activities may be considered service to the community, they differ from SL in focusing on improving students' academic learning.



Ultimately, what we find are two realities, oriented either to service (volunteer work) or to students' learning (field practice) which are undoubtedly excellent frameworks for learning and developing competences, but they cannot be confused with service-learning.



### The role of students in service-learning projects

Service-learning greatly transforms the organization and norms of educational practice. The fact that it is understood not only as a learning practice, but also as a social practice in which different agents seek to solve a problem and learn by doing so, restructures the way in which teachers, students and the community participate. It is important, therefore, to pay attention to the roles of each of the agents in this type of methodology.

In service-learning, **students** are no longer an isolated actor, seeking a learning benefit or individual qualification in a competitive context, and become part of a group with shared objectives in which they take up the following functions:

- They participate and get involved as main actors in the process, for it is the students who, from the beginning, are the key for success in the achievement of the objectives.
- They get to know the reality surrounding the project.
- They put into practice the knowledge of a degree or subject in order to contribute to service.
- They give opinions and suggestions; they reflect and even engage in a meta-reflection, in dialog with the professors and the community.
- They acquire academic and transversal competences, and they form their own opinions in their specific subject or profession.

- They adopt a behavior of commitment and connection to their own service as well as to the individuals they collaborate with.

### Developing a service-learning project

Once we have described what SL is and indicated the role of the students, we must explain how a quality project can be implemented and how students can participate in its design. To do so, we will follow the structure shown in the following table.

*Table 1. Stages of a service-learning project*

STAGE	PHASES
<b>1. Preparation</b>	1. Analysis of the participants. 2. Determination of needs and applied service. Contact with potential collaborating entities. 3. Connection with curriculum. 4. Planning the project (goals, timing, resources, tasks, etc.).
<b>2. Planning</b>	5. Motivation – defining the roles of the participants. 6. Project specification. 7. Distribution of responsibilities.
<b>3. Implementation</b>	8. Execution of the service (prepare in parallel sessions). 9. Coordination with external actors. 10. Recording, communication and dissemination. 11. Monitoring learning and reflection sessions.
<b>4. Monitoring assessment</b>	13. Assessment of the service outcomes (review initial goals and obtained results). 14. Assessment of learning (cross-reference project and subject matter goals). 15. Raise limitations, problems, challenges and prospects. 16. Closing and celebration on the achievement of the goals.
<b>5. Final assessment</b>	17. Assessment of the team and its members. 18. Assessment of networking (university-entities) 19. Assessment of the project globally (framing within the SL methodology) 20. Coordinator’s self-assessment.

It is the students who are the protagonists of the process, since their participation and involvement from the beginning is the key to success in achieving the objectives. This requires a greater development of knowledge and skills, highlighting the implementation of the ability to analyze and synthesize complex information.

Service-learning projects make it possible to put into practice professional and ethical decisions, which implies reflection and argumentation, analyzing values, norms and customs of the various communities. What is revealed, therefore, are concrete personal commitments, and this leads to academic learning, as well as transversal learning.

Service-learning is not limited to making possible a real experience in which the quality of learning is improved; rather, such learning places students in a position to provide a quality service to the community. This establishes a reciprocal relationship between students and community, where the community allows for improvements in the academic and social learning of the students, and the students, in turn, offer a quality service that seeks to solve

real social needs and problems.

At this point, it is time to carry out **Activity 2** (Appendix 2) in order to come up with an idea for a service-learning project within the framework of their degree programs. The objective of this activity is that, in collaboration with their professors, they can identify a **social need and/or promote service activities that seek to respond to it.**

### Reasons to participate in a SL project at the university

- Performing a service from an academic perspective contributes to broaden the vision of the professional field for which the student is being trained. In this sense, this type of experience places students in a pre-professional practice, promotes a critical view of the degree itself, and serves as a basis for a future choice as graduates.
- A greater commitment to the community of reference is promoted. The direct contact of students with a social need may serve to reinforce a community identity that will ultimately lead to greater civic participation.
- Putting into practice the knowledge acquired in a degree, or in a specific subject, will contribute to improve the students' self-concept, due to the possibility of proving that their knowledge has applicability and is useful. In addition, mobilizing skills and abilities in real situations improves students' self-esteem and self-efficacy.
- Recognition as a non-formal education experience, since there are many ways that have been established in recent years to identify the skills acquired in this way. The importance of this training is recognized not only at a personal level, but also at a professional level. Thus, within the framework of the same project, professional, social and civic competencies are developed.
- Expansion of students' personal and professional networks, which will contribute to improving their employability.

Thus, participating in an SL project allows students to:

- To know the professional reality to which the degree is linked. Acquire a commitment to the community through the provision of a service.
- To put into practice the knowledge of a degree or subject in real contexts.
- Improve self-concept and self-esteem by proving the social usefulness of the knowledge acquired at the university.
- Obtain recognition as a non-formal education experience. Develop professional, social and civic competencies.
- Create new personal and professional links and expand the network of contacts.

**For further information**

Puig Rovira, J. M. (Coord.). (2011). *11 Ideas Clave. ¿Cómo realizar un proyecto de aprendizaje servicio?* Graó.

Santos Rego, M. A., & Lorenzo, M. (Eds.). (2018). *A Guide for the institutionalization of service-learning at university level*. Servicio de Publicaciones de la Universidad de Santiago de Compostela. <http://www.usc.es/libros/index.php/spic/catalog/book/1165>

Santos Rego, M. A., Lorenzo, M., & Mella, A. (2020). *El aprendizaje-servicio y la educación universitaria. Hacer personas competentes*. Octaedro.

Santos-Rego, M. A., Sotelino, A., & Lorenzo, M. (2015). *Aprendizaje-Servicio y misión cívica de la universidad. Una propuesta de desarrollo*. Octaedro.

## 4. Methodology

This course uses an active methodology, focused on participation and dialog with the participants. Thus, cooperative techniques will be used to promote dialog, interaction and group learning. The aim is to create a co-operative work atmosphere among professors and participants, which would motivate the design of SL(M) projects.

## 5. Timing [See Appendix 3]

Module 1	Module 2
4h	2h

## 6. Assessment

The training course will be assessed by means of the work carried out by the students present, and through an Osgood scale, so as to evaluate the degree of satisfaction with the course of the participants as well as of three focus groups, in order to analyze the way it was conducted.

## ANNEXES

### APPENDIX 1

#### Module 2

#### Activity 1. Do we identify what Service-Learning is?

#### Development

Three situations are presented to the participants so that they orally respond to the question:

**Situation 1.** Mobilizing and voluntarily contributing to recovering a beach after a spill, can be considered service-learning? What is it?

**Situation 2.** Investigating, through field work, the characteristics of the coast, the causes of the discharges, their consequences on the environment, and drawing conclusions, can be considered service-learning? What is it?

**Situation 3.** Contribute to recovering the beach, after a spill, at the same time that the characteristics of the environment are discovered, the causes and consequences are investigated and conclusions are drawn. Can this activity be considered service-learning? What is it?

**APPENDIX 2**

**Activity 2. SL project idea for my subject**

We are going to think of a SL project idea focused on a need of migrants/refugees for our subject:

Need	Service

**APPENDIX 3**
**MODULE 1. Analysis of the social needs of refugees/migrants**
*Target: 4 hours of Content*
**Learning Outcomes addressed:**

1. Understand the reality of migrants and refugees in Europe.
2. Study the social needs of migrants and refugees in Europe.
6. Establish work and cooperation networks between universities and entities in civil society to make progress in the European intercultural project.

MODULE 1. Duration: 4 hours				
Trainers: 2				
Activity	Duration	Contents	Methodology	Content
Activity 1	15 minutes	Trainers and students' presentation	Ice-breaker	1.1 Icebreaker / group activity to foster empathy and first lesson (5 min) 1.2 Participants' motivation: <b>"Why did I choose to participate in a SL project?"</b> (10 min) Quick table turn to share motivations Short questionnaire to be filled in (All.1) □ trainers' report
Activity 2	10 minutes	Introduction of this Unit in the ApS(M) framework.	Slide	The training course for students: <ul style="list-style-type: none"> <li>• Aims</li> <li>• Objectives</li> <li>• Expected outcomes</li> </ul>
Activity 3	40 minutes	3.1 Migrants and refugees' social needs: do different backgrounds mean different needs?	Introductory video Slide	<ul style="list-style-type: none"> <li>• Overall recognition of migrants' basic needs, according to IFCR</li> <li>• RESILIENCE as a resource to be supported</li> <li>• Migrants' experience, stakeholders and citizens' perception and concern in the experience of the project PandPAS</li> <li>• Focus on social needs: family, friends, community as a support for integration. The PAR model and the project RACIP.</li> </ul>
	30 minutes	3.2 Refugees/migrants' experience in their own words	Albatros methodology Storytelling Interview and debate	<ul style="list-style-type: none"> <li>• <b>Albatros simulation (?)</b></li> <li>• <b>Migrants' testimonials (better in presence, otherwise with a collection of interviews, written or in video)</b></li> <li>• Q&amp;A</li> </ul>
Activity 4	20 minutes	Questions, sharing, debate	Debate	

	Break 15 minutes			
Activity 5	20 minutes	Analytical challenges in understanding migrants' social needs	Slide Questions Debate	Analytical issues □ Learners will be guided through the intricate maze of research, measurement and data collection to understand the social needs of the migrant population.
Activity 6	30 minutes	Relationship	Slide	6.1. How can we create a dialogue between people we recognise as having a different social, economic and political position.

## MODULE 2. Service Learning at University – Possibilities of SL to meet the need of migrants/refugees in Europe

**Target:** 2 hours of Content

**Learning Outcomes addressed:**

- Promote SL in the university as a social learning methodology.
- Design SL projects focused on the migrants' and refugees' needs for integration
- Explore the possibilities university SL offers in meeting those needs

MODULE 2. Duration: 2 hours				
Timing (number of minutes)	Key Topic	Professor (Facilitator's) Activity	Learner (Students) Activity	Resources required
00:00 (10 min)	Introduction to the module	ASK students- have they heard of service learning? Explore if students have any experience of SL <ul style="list-style-type: none"> <li>What do they think it means?</li> <li>Who do they think it involves?</li> <li>Why is it important?</li> </ul>	Personal introductions  Respond to professor's questions	PowerPoint
00:10 (20 min)	What is Service Learning?	Presenting the theory and practice content (script) SL as specific programme SL as philosophy SL as pedagogy Return to learners' definitions and see how they fit into these categories	Respond to any questions asked and ask any questions on definitions	PowerPoint based on script with diagrams
0:30 (20 min)	Requirements What Learning is Achieved  What type of service can be performed	Present requirements including 4 'Rs' Describe SL learning types: <ul style="list-style-type: none"> <li>Procedural to professional</li> <li>Conceptual</li> <li>Personal-social</li> </ul> Outline the 5 Factors of SL competencies. What type of service? (Script)	Ask any questions related to the material	Script and PowerPoint with diagrams and tables

0:50 (20 min)	What is SL but what resembles it?	Outline what is SL and what is close to SL but isn't Introduce Activity 1 Discuss the responses of Activity 1 Introduce Cooperative Cross-Correction Technique and Activity 4	Complete Activity 1 together as a group Discuss why each of the situations presented is/isn't service learning	Activity 3 (Appendix 3) Activity on Powerpoint
1:10 (5 min)	Role of students in service-learning projects	Present the script contents on the role of students (and other stakeholders) in service-learning.	Ask any questions related to the theme	PowerPoint with diagrams
1:15 (30 min)	How to Design a SL Project Phases of the Project	Present Phases of a SL Project Phase 1 Phase 2 (Introduce Activity 2) 15 minutes Phases 3, 4, 5	Complete Activity 2 individually and share with a table partner (5 minutes) Discussion of the results (10 minutes)	Activity 2 (Appendix 2) on Powerpoint
1:45 (5 min)	Reasons to participate in a SL project at the university	ASK: With the knowledge you gained so far on service learning, what might motivate YOU to participate in a SL project? Outline the script contents for additional responses	Respond to any questions asked and ask any questions	PowerPoint based on script
1:50 (10 min)	Conclusion to the module – Q&A	Ask learners if they have any questions about SL related to the content of the course	Ask any questions	
2:00 (120 min)	<b>Timing Achieved - Module</b>			



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