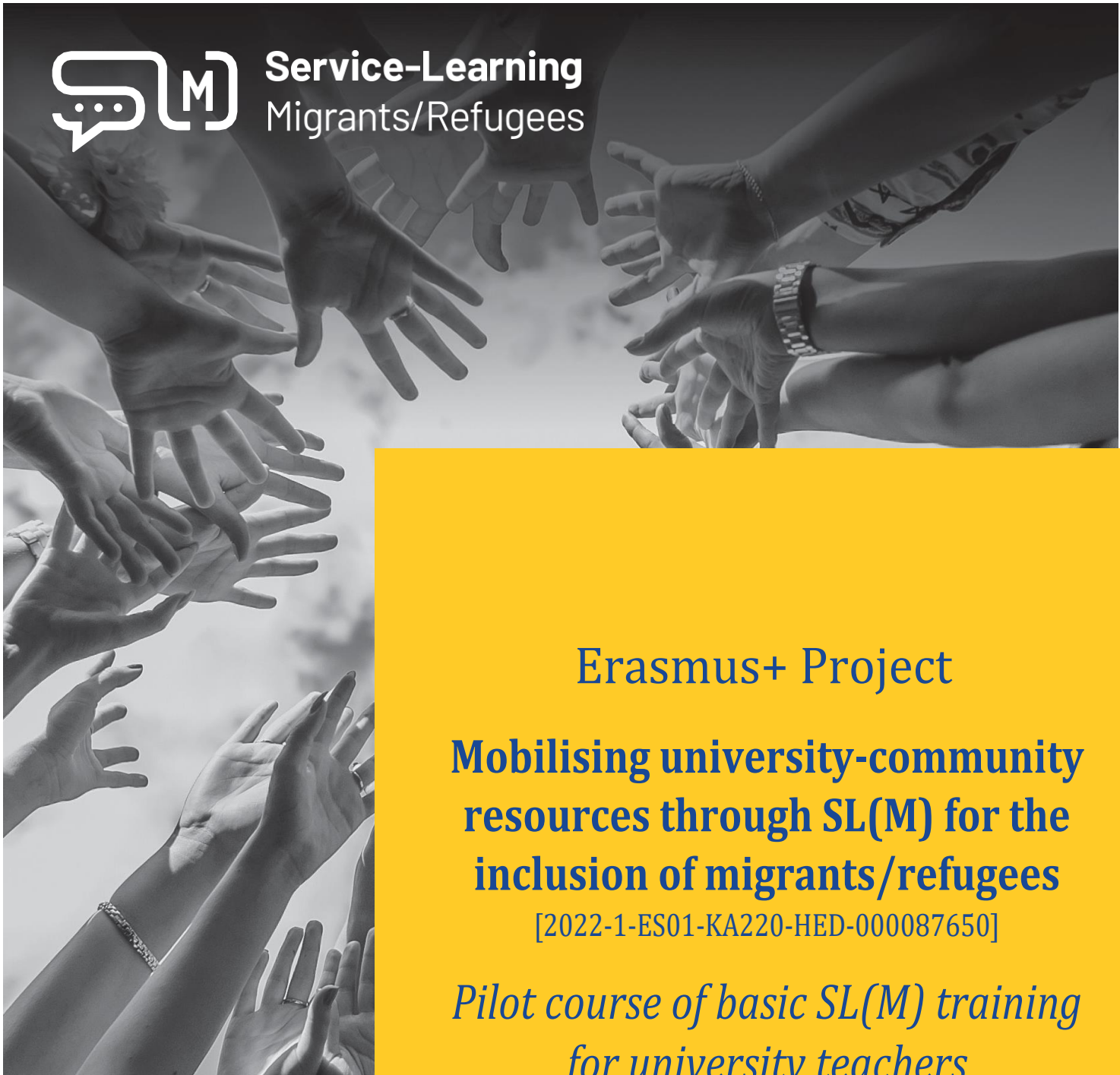




Service-Learning
Migrants/Refugees



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 teachers*

2023



Cofinanciado por
la Unión Europea



UNIVERSIDADE
DE SANTIAGO
DE COMPOSTELA



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 has three interconnected modules in the SL(M) project: Migration/refugees in Europe; From teacher-focused teaching to learner focused teaching in the EHEA; and SL in the University. The first module examines the situation of migrants and refugees in Europe to identify their potential, and the needs arising from their situation of being migrants, whether voluntary or forced. The second two modules aim to answer questions such as why talk about SL in the European university? What pedagogical model is it part of? What is SL? What is the relationship between SL and Sustainable Development Objectives (SDO)? And what are the steps needed to design 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. Migration/International Protection in Europe

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. To teach what the International Protection context is, in order to participate in SL projects.

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

- Know the International Protection status.
- Check the Asylum seeker application.
- Be aware of the refugee difficulties.

Activity 1.

Presentation.

Activity 2.

Watch a video representing the situation of people who have to run away from their countries.

Reflection in group about that and bring out ideas from participants.

Activity 3. What is International Protection?

The right to protection of people who have had to leave their countries of origin for non-economic reasons.

“It is the one granted to guarantee the protection of their basic rights and their physical security when the country of origin has been unable or does not show its disposition to protect such rights.”

Figures that compose it

- **Refugee Statute.**

A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

- **Subsidiary Protection Statute.**

It is granted when the person requesting is at real risk of serious harm if returned to their country of origin.

- **Authorization to stay for humanitarian reasons.**

The permanence of the applicant for international protection in Spain may be authorized in the terms provided by current legislation on foreign and immigration matters.

- **Status of stateless person.**

Someone who is not considered as a national by any state under the operation of its law.

- **Temporary Protection.**

Immediate, temporary protection for displaced people from outside the external border of the Union, intended to be used in exceptional circumstances when the regular EU asylum system has trouble handling a "mass influx" of refugees.

- **Resettlement.**

It consists in the transfer of a refugee from the country where he sought protection to a third country that has accepted to admit him and grant him permanent residence.

Other terms

- **Migration.**

Displacement from one country to another for various reasons and over a long period of time (at least one year).

- **Displaced.**

A person who has been forced to leave his home for reasons similar to those of the refugee (armed conflict, generalized violence, violation of human rights, persecution, etc.), but does not cross any international border.

International Legal Framework

- **Universal Declaration of Human Rights, 1948.**

The Universal Declaration includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education.

- **The Geneva Refugee Convention in 1951.**

It recognizes the right of persons to seek asylum from persecution in other countries. A refugee may enjoy rights and benefits in a state in addition to those provided for in the Convention.

The principle of non-refoulement.

- **The New York Protocol of 1967**

Modification of temporal and geographical limits.

European Legal Framework

- **Origins**

- Treaty of Amsterdam (1999)
- Treaty of Nice (2001)
- Directives: 2003/9/CE; 2003/86/CE; 2004/83/CE, 2005/85/CE

- **Actual Asylum System**

- Directives 2013/32/EU; 2013/33/EU; 2011/95/EU
- Regulation (EU) n° 603/2013

Activity 4. Groups exercise

Match the different IP status with a real situation and say why. Example:

- **Subsidiary Protection**
 - **Humanitarian Reasons**
 - **Temporary Protection**
 - **Refugee Status**
 - **Resettlement**
 - **Migration**
 - **Stateless Status**
 - **Displaced person**
-
- a) My country is at war and I fear for my life if I stay.
 - b) I suffer from post-traumatic stress disorder and being forced to return to my country, I am not guaranteed my basic rights, such as healthcare.
 - c) I am Ukrainian and had to flee my own country after the 24th of February 2022.
 - d) I had to leave my country for fear that my daughter would suffer female genital mutilation.
 - e) My family and I were forced to leave Syria and enter Lebanon, where we were granted refugee status. After 5 years there without a work permit, the Spanish Government has welcomed us.
 - f) In my country there is a lot of poverty and I am looking for a better life.
 - g) Despite being born in a country, my nationality is not recognized.
 - h) There is a war in my country, so we were forced to move to another, safer area of the country.

Activity 5. Application in Spanish territory or border post or immigrant detention centre. Admission or denial to processing of the application¹

Right to submit the request

The application will be formalized through a personal interview in which a form will be filled out.

Presentation of the request

Maximum period of 1 month to submit the application from the entry into Spanish territory or from the occurrence of events that justify the well-founded fear of persecution or serious damage.

Rights of applicants

- To be documented as an applicant for international protection.
- Free legal aid and interpreter.
- To have your application communicated to UNHCR.
- The suspension of any return, expulsion or extradition process that could affect the applicant.
- To know the contents of the file at any time.
- To health care in the exposed conditions.
- To receive specific social benefits in the terms set forth in this Law.

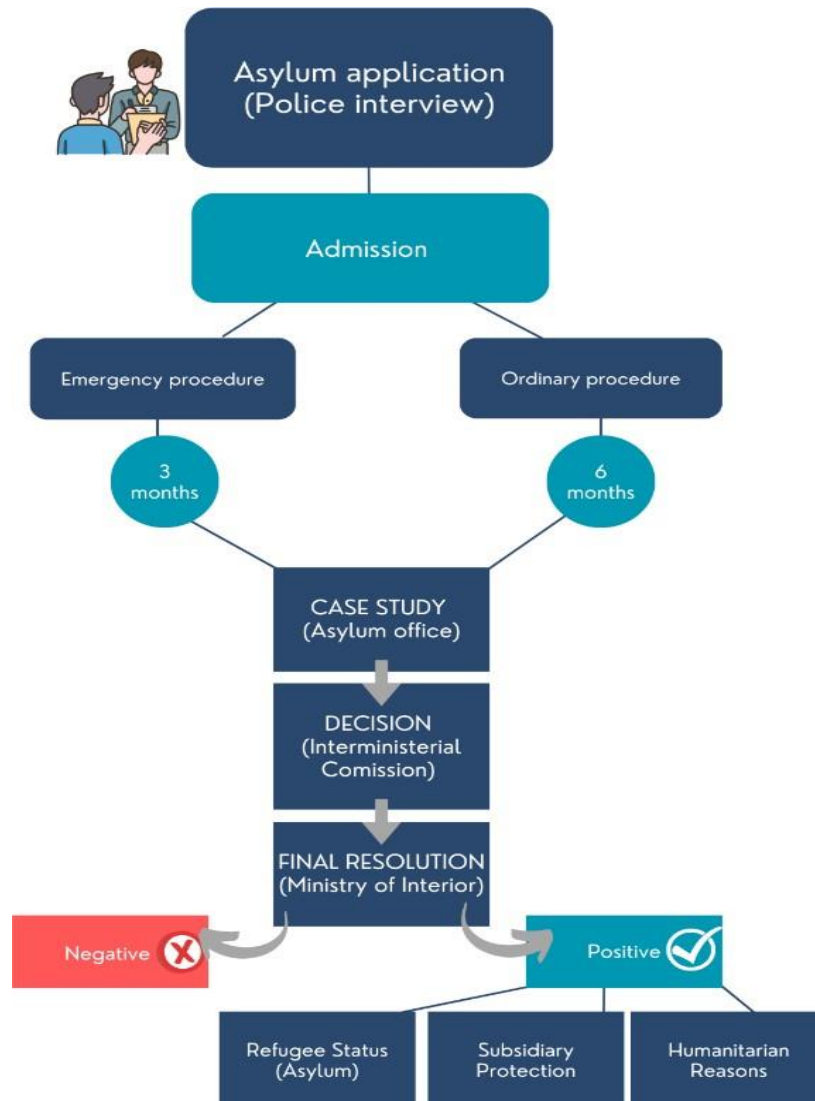
Obligations of applicants

- To cooperate with the Spanish authorities.
- To present, as soon as possible, all those elements that, together with your own declaration, contribute to substantiate your request.
- To provide your fingerprints and allow to be photographed.
- To consent to having their statements recorded, provided they have been previously informed about this last point.
- To inform about your home in Spain.
- To appear before a competent authority when so required in relation to any circumstance of your request.

¹ This is an example. Each country should adapt it to its own context.

Study of the application submitted by the Asylum and Refugee Office (MINISTERIO DEL INTERIOR) and issuance of the resolution proposal

- Asylum Procedure



- Border Procedure
Denial, Inadmissibility or Admission.
- Procedure in Territory
Inadmissibility or Admission.

Documents as an asylum seeker and as a refugee. Beneficiary of subsidiary protection

- White Card.
- Red Card.
- Asylum Resolution.
- Asylum Card / Subsidiary Protection.
- Applicant card of Stateless.
- Statute of Stateless Persons.

International Protection Data

- Applications submitted in EU.
- Requests filed in the Spanish State.
- Countries of origin applying for International Protection in the Spanish State in 2017.
- Resolutions Refugee Statute by nationalities.
- Subsidiary Protection Resolutions in the Spanish State in 2017.
- Denial resolutions by nationalities in the Spanish State in 2017.

Activity 6. Groups exercise

Read the different application situation and say what you should do and why. Examples:

Abdullah, an 18-year-old national of Afghanistan, lived with his family in a town that was occupied by the self-proclaimed Islamic State. He and the other young boys from the village (16-30 years old) received a letter to join their ranks. He decided to flee for fear of being forced to join IS, as well as fear of reprisals if he refused. He flew to Spain with a tourist visa and requested international protection at the border (Madrid airport).

Do you think he has the right to be granted refugee status? If so, for what reason of persecution? If not, what protection do you think you could give him?

Mariana, a national of Colombia, is a transsexual woman who has been discriminated against because of her gender identity in her country of origin. Transsexuality is not penalized in Colombia. There are organizations that defend the rights of the LGTBI+ collective.

Can you have the right to be granted any of the legal figures of international protection and, both if negative and affirmative, why?

Activity 7. Temporary Accommodation System

- **Phases:** Evaluation Phase, Shelter Phase and Autonomy Phase.
- **Areas:** Social Intervention, Temporary Host, Economic Aid, Employment, Psychological Care, Legal Assistance, Translation and Interpretation.

Activity 8. Refugee experience

Listen the experience of the refugee/s who attend to the training.

For further information

Universal Declaration of Human Rights, 1948.

Convention Relating on the Status of Refugees. Geneva 1951.

Protocol Relating on the Status of Refugees. New York 1967.

Treaty of Amsterdam (1999).

Treaty of Nice (2001).

Directives: 2003/9/CE; 2003/86/CE; 2004/83/CE, 2005/85/CE.

Directives 2013/32/EU; 2013/33/EU; 2011/95/EU.

Regulation (EU) n° 603/2013.

Spanish Law 12/2009, of 30 October, regulating the right of asylum and subsidiary protection.

Spanish Constitution, art 13.

Council Directive 2001/55/EC of 20 July 2001.

4. MODULE 2. From teacher-focused teaching to student-focused teaching in the EHEA

SUMMARY

1. Let us begin
2. Origin and development of the European Higher Education Area
3. The social dimension of the EHEA
4. Teaching changes resulting from the EHEA. Student-centred, competency-based learning
5. The Spanish situation
 - 5.1. Focus on competencies. Transversal competencies
 - 5.2. Methodological change. Service-learning
6. The Irish situation
 - 6.1. University of Galway – Community Knowledge Initiative
7. The Italian situation
 - 7.1. University of Verona – The Community Service Learning approach
8. Further information

TRAINING OBJECTIVES and EXPECTED LEARNING OUTCOMES

Training objectives. To train university teachers in the new educational paradigm that emerges from the EHEA.

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

- Be aware of the main educational characteristics of the EHEA.
- Know the principles of the educational model centered on the student and based on competencies.
- Understand the possibilities of service-learning within the new training model in the three countries involved (Spain, Ireland, Italy).

This second, one-hour module addresses the educational changes brought about following the implementation of the European Higher Education Area (EHEA). To do that, we focus on the social dimension of university education and the move from a focus on teaching and the work of teachers to where the process is focused on learning and student action. It ends with a brief analysis of how that process has occurred in each country and the methodological response to it, with particular attention to service-learning.

Let us begin

Before the module, we will consider the educational paradigm brought about by the EHEA through **Activity 1** (Appendix 1).

Origin and development of the European Higher Education Area

The university of the 21st century must respond to the demands of a social model where knowledge has become one of the main drivers of development, and in which the pace of change means continuous adaptation to respond to the challenges facing humanity (the knowledge society).

This reality brings with it an unprecedented transformation of higher education. The European response has not been sluggish, and the creation of the European Higher Education Area (EHEA) can be understood not only as one of the pillars of the European project in terms of democracy and citizenship, but also as a reaction to the challenges raised by the knowledge society: the increased demand for higher education, internationalization of education and research, development of effective cooperation between university and industry, more spaces for the production of knowledge, reorganization of knowledge, and new expectations about learning and education (Commission of the European Communities, 2003)¹.

The first real step towards the EHEA was in Paris in 1998, where the education ministers from France, Germany, the United Kingdom, and Italy laid the groundwork for the birth of a Europe-wide university system. Since then there have been various declarations and communiqués outlining the lines for action and ratifying agreement between various countries.

Table 1. Development of the European Higher Education Area

Sorbonne Declaration, Paris (1998)
<ul style="list-style-type: none"> - Beginning to articulate the EHEA to protect the creation of a Europe of Knowledge - Promote mobility of teachers and students - Facilitate international-level comparison and benchmarking, for which the following were proposed: <ul style="list-style-type: none"> • A two cycle system: university and postgraduate • The European Credit Transfer System (ECTS), to harmonize and recognize students' work
Bologna Declaration (1999)
<ul style="list-style-type: none"> - With the involvement of 29 countries working on the EHEA with a target date of 2010 - Adoption an system of easy to understand, comparable qualifications, proposing the Diploma Supplement

¹ Commission of the European Communities. (2003). *Communication from the Commission - The role of the universities in the Europe of knowledge* <https://eur-lex.europa.eu/legal-content/ES/TXT/HTML/?uri=LEGISSUM:c11067&%20from=ES>

<ul style="list-style-type: none"> - Adoption of a two-cycle system: undergraduate and graduate - Establishment of a system of credits, similar to the ECTS system, which would allow the work needed to acquire a competency to be measured. They may be gained outside of university. - Promotion of mobility for the entire university community - Strengthen cooperation in ensuring quality, developing comparable criteria and methodologies - Driving the European dimension of higher education
Prague Communiqué (2001)
<ul style="list-style-type: none"> - Promote life-long learning in order to cope with a knowledge-based society - Strengthen active participation of universities and students - Promote the EHEA to attract more native students and students from other parts of the world
Berlin Communiqué (2003)
<ul style="list-style-type: none"> - Improve the social dimension to avoid inequalities and reinforce cohesion - Develop shared criteria and methodologies aimed at quality, with the consequent outcomes in national systems of quality assurance - Adoption and implementation of the two-cycle system - Obtaining the Diploma Supplement free and automatically - Strengthening relationships between the EHEA and the European Research Area. This new vision involved expanding to three cycles, including a third, doctoral level
Bergen Communiqué (2005)
<ul style="list-style-type: none"> - Improve graduate employability. Proposal for creating national qualification frameworks that are compatible with the general EHEA area - Develop a framework of qualifications for doctorates (3-4 years to complete) - Strengthen the social dimension of European higher education, ensuring equality of conditions for access - Reinforce the international dimension and cooperation with systems in other regions
London Communiqué (2007)
<ul style="list-style-type: none"> - Facilitate mobility by means of recognizing qualifications and improved incentives - Promote initiatives that bring universities closer to society as a whole - Collect data on comparable indicators to be able to evaluate progress with respect to mobility and the social dimension - Incentivize studies aimed at understanding ways to improve graduate and postgraduate employability
Leuven Communiqué (2009)
<ul style="list-style-type: none"> - Recognizing current challenges: aging populations, globalization, technological development and consequent learning styles, without forgetting the financial crisis - Define the indicators for evaluating mobility and the social dimension - Strengthening balanced movement within the EHEA - Controlling development of mechanisms for transparency and information - Configuring a network for promoting the EHEA outside the European Union - Considering recommendations from national action plans on recognition
Budapest-Vienna Communiqué (2010)
<ul style="list-style-type: none"> - Concluded the process, with 2010 as the target date, with the involvement of 47 countries

- Reaffirmed the objectives formulated in Leuven
Bucharest Communiqué (2012)
<ul style="list-style-type: none"> - Addressed the economic and financial crisis, as well as the consequences of that for the working futures of university students - In that regard, three basic objectives were set: <ul style="list-style-type: none"> • Offer quality higher education for all, impacting equality, student-centred learning, and the role of quality assessment agencies • Improve employability, considering the development of not only specific competencies, but also transversal, multidisciplinary, and innovative skills • Reinforcing mobility for better learning, cooperation with other parts of the world
Yerevan Communiqué (2015)
<ul style="list-style-type: none"> - Recognizing the unequal implementation of the system between countries, at times with improper tools - Faced with the current difficulties, four main objectives were formulated: <ul style="list-style-type: none"> • Improve the quality and relevance of learning with activities that develop creativity, innovation, and entrepreneurship • Promote graduate employability, considering the speed of change in the job market and the appearance of new professional profiles • Promote inclusion as a consequence of the diversity that defines European society • Implement all of the previously agreed structural reforms (common degree structures, credit system, common quality standards and cooperation for mobility)
Paris Communiqué (2018)
<ul style="list-style-type: none"> - Promote innovation in learning and teaching, addressing issues such as continual education, the links between academic and practical education, and the use of ICT - Stronger cooperation, both interdisciplinary and international - Strengthen the role of the university in meeting Sustainable Development Goals
Rome Communiqué (2020)
<ul style="list-style-type: none"> - Provide solutions for the changes facing society. Higher education institutions must engage with their communities to start joint activities that are mutually beneficial and socially responsible - Adapt knowledge, skills, and competencies that higher education institutions work with so that they are able to respond to the challenges and opportunities of the new decade (entrepreneurial attitudes, skills for analysis, emotional intelligence, leadership, teamworking, and problem solving) - Add flexibility to students' pathways through higher education. Develop, implement, and recognize smaller learning units and alternatives to degree programs that allow work on specific skills (professional or cultural) - Support higher education institutions continuing to implement student-centred teaching and learning. The recommendations cover greater support for all students and for teaching and non-teaching staff - Support the use of digital technologies for learning, teaching, and evaluation, as well as for academic communication and for research. To that end, encourage development of skills for the university community and provide open access to science and education to facilitate the exchange of knowledge

The social dimension of the EHEA

This so-called third mission is transversal to the rest of the work of the university and expands the two more traditional missions with the aim of achieving research and teaching that engage with social development. University Social Responsibility (USR) is defined as:

The responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies. We understand such practices should be promoted and encouraged among students and staff, in a way that celebrates and promotes the values of justice, equality, participative democracy, social responsibility and sustainability (Amorim et al., 2015, p. 3)¹.

Nonetheless, there is a certain lack of consensus when it comes to labelling this new facet of university activity, and terms such as “third mission”, “social dimension of university”, or “university social responsibility” are used interchangeably. However, it is also true that those terms all refer to the same reality, alluding to the role academic institutions must play, from multiple vectors, in the progress and transformation of their social environment.

This approach calls for responsible, socially engaged action, in addition to accounting for the results, in all activities that the institution influences or has any impact on (Vallaey et al., 2009²). For that reason, teachers must also consider the impact they may have on the community and its needs.

Teaching changes resulting from the EHEA. Student-centred, competency-based learning

We can summarize what we have seen so far by restating the three principles of the Bologna process that underly educational change, which are:

- The ECTS, as a system that, for evaluating and measuring the final product, focuses on students’ learning and encourages their active participation.
- The European Diploma Supplement, as certifying accreditation of acquired competencies, seeking to establish a comparable framework.
- Lastly, the focus on competencies, which seeks comprehensive education that can transcend the acquisition of specific knowledge and can address other, more general and transversal competencies.

The educational approach that is promoted, in which competencies are developed in student-centred processes and work, moves from a teaching based model to a learning based model:

¹ Amorim, J. P., Arenas, B., Burgos, D., Borcos, A. F., Carrasco, A., Carvalho, L., Coimbra, J. L., Dima, G. C., Don, R., Freires, T., Loja, E., Martin, B., Menezes, I., Negaides, A., Osuna, M., Robles, J., & Rodrigues, F. (2015). *University social responsibility: a common European reference framework*. <http://www.eu-usr.eu/wp-content/uploads/2015/04/D1.4-Final-Report-Public-Part-EN.pdf>

² Vallaey, F., de la Cruz, C., & Sasia, P. M. (2009). *Responsabilidad social universitaria: Manual de primeros pasos*. McGraw-Hill.

Table 2. Teaching based model vs learning based model

	Teaching based model	Learning based model
Conception of knowledge	It is constructed externally by specialists in the field. The teacher is responsible for incorporating it and transmitting it.	Its construction varies, as it is the result of social negotiation. Both teacher and student participate in organizing and transforming it.
Conception of learning	It means acquiring and increasing knowledge, which will be mostly used within the discipline.	It is constructed individually, but in collaboration with others. It is not only useful for the discipline, but also for understanding reality.
Conception of teaching and the role of the teacher	Refers to the transmission of knowledge by the teacher, who is expected to master the material and be able to explain it	An interactive process. The teacher is guide and facilitator, helping the student to construct their own knowledge, which is why pedagogical training is important
Teaching methodology	A unidirectional model with little feedback. The main method is the expository class with low levels of interaction	The objectives determine the method, combining exposition with interaction. The model is based on bidirectionality and Exchange.
Learning materials	Textbooks and student notes are the main material for the learning process	Various materials are used, facilitating management of information. ICT is included to encourage interaction and cooperative working.
Evaluation methodologies	The traditional exam is the mechanism used for the students to reproduce the knowledge they have learned. It is based on memorization.	It is an educational process with feedback for the student. The exam aims to go beyond rote memorization and regurgitation, and is complemented by other types of activities.
Tutorials	A time where teachers are available to the students to answer questions and resolve problems	Systematic, they are continual and planned, and not only for students who want them.

Source: Gargallo et al. (2011)¹.

This means, therefore, moving from a model that is based on objectives and content to another whose central pillar is competencies, where the creation of realistic, contextualized situations is sought that allow learning to be applied and problems to be solved. The characteristics which define competencies are as follows:

- They incorporate knowledge (knowing), practical and applied procedures (knowing how to do), and attitudes and norms (knowing how to be and how to act).
- They are visible and are developed through action and task execution.
- They are linked to a certain context, to specific situations.

¹ Gargallo, B., Suárez, J., Garfella, P. R., & Fernández March, A. (2011). El cuestionario CEMEDEPU. Un instrumento para la evaluación de la metodología docente y evaluativa de los profesores universitarios. *Estudios Sobre Educación*, 21, 9-40.

- They are mediating elements in successfully doing an activity.

It is worth noting here the Tuning Project, a core of the university education model in Europe, especially in terms of the differentiation it makes between specific and generic competencies (González & Wagenaar, 2003)¹. While the former refer to the competencies specific to each area and discipline, and are strictly academic and technical, the latter are more able to be transferred to any knowledge area, and are therefore transversal for all qualifications.

Including generic competencies in the various study plans is an indicator of higher education opening up to society. It is no longer exclusively about transmitting disciplinary knowledge that is utilitarian and aimed at a specific professional role, but is also concerned with educating its students to think in social contexts loaded with uncertainty in which they may be expected to play a significant role as agents of development in their communities.

To better understand the knowledge, skills, and attitudes associated with generic competencies, we outline the classification established by the Tuning Project:

Table 3. Generic competencies according to the Tuning Project

Instrumental	
<ul style="list-style-type: none"> - Ability to analyse and summarize - Ability to organize and plan - Basic general knowledge - Basic professional knowledge - Oral and written communication in one's own language 	<ul style="list-style-type: none"> - Knowledge of a second language - Basic computer skills - Basic information management skills - Problem solving - Decision-making
Interpersonal	
<ul style="list-style-type: none"> - Ability to be critical and self-critical - Appreciation of diversity and multiculturalism - Interpersonal skills - Ability to work in interdisciplinary teams 	<ul style="list-style-type: none"> - Ability to communicate with experts in other fields - Ability to work in an international context - Ethical commitment - Teamworking
Systemic	
<ul style="list-style-type: none"> - Ability to apply knowledge in practice - Research skills - Ability to learn - Ability to adapt to new situations - Ability to generate new ideas (creativity) - Leadership 	<ul style="list-style-type: none"> - Knowledge of other countries' customs and cultures - Ability to work autonomously - Project design and management - Initiative and enterprising spirit - Concern for quality - Motivation to succeed

Source: González & Wagenaar (2003).

¹ González, J., & Wagenaar, R. (2003). *Tuning Educational Structures in Europe*. Universidad de Deusto.

The Spanish situation

Focus on competencies. Transversal competencies

The importance given to transversal learning at university is clearly apparent in the text about the results of learning for degrees in Royal Decree 1027/2011, 15 July, establishing the Spanish Framework of Qualifications for Higher Education, as amended by Royal Decree 96/2014, 14 February (BOE, no. 55, 05/03/2014):

- Having acquired advanced knowledge and demonstrated understanding of theoretical and practical aspects of the working methodology in the corresponding field of study, having done so thoroughly in accordance with the most up to date knowledge.
- Being able to apply their knowledge, understanding, and their abilities in problem-solving in complex and specialized work environments, which call for creative and innovative thinking. These processes must be supported by their own arguments and procedures.
- Having the necessary ability to collect and interpret data and information allowing them to make well-supported conclusions, including, where appropriate, reflection on social, scientific, and ethical issues in their field of study.
- Being able to involve themselves in complex situations, or situations that need novel solutions, both in academic and work settings within their field of study.
- Knowing how to communicate knowledge, methodologies, ideas, problems, and solutions to all kinds of audiences (specialists and laypeople) clearly and accurately in their field of study.
- Being able to identify their own educational needs in their field of study and work, as well as being able to organize their own learning with a high degree of autonomy in all kinds of contexts.

Methodological change. Service-learning

It was the Spanish University Chancellors' Conference which noted the adaptability of methodologies such as service-learning to the university context. The document promoting the inclusion of SL into Spanish universities presented two aspects which, taken together, provide the argument for its relevance in higher education: USR and a focus on competencies (CADEP-CRUE, 2015)¹.

Firstly, considering the ethical and social mandate of universities to contribute to

¹ CADEP-CRUE. (2015). *Institucionalización del Aprendizaje-Servicio como estrategia docente dentro del marco de la Responsabilidad Social Universitaria para la promoción de la Sostenibilidad en la Universidad*. <https://www.crue.org/wp-content/uploads/2020/02/2.-APROBADA-INSTITUCIONALIZACION-ApS.pdf>

comprehensive, sustainable human and environmental development, the document refers to a series of declarations and commitments:

- The declaration of the *Talloires Network* (2005).
- The UNESCO World Conference on Higher Education (2009).
- The Bucharest Declaration (2012).
- The Río+20 United Nations Conference on Sustainable Development (2012).

Secondly, the document presents the focus on competencies resulting from the EHEA as another pillar to justify the use of SL in higher education. It does that with particular emphasis on generic or transversal competencies which it relates to sustainability and social responsibility, supporting that by referring to a document from the Ministry of Education (2011)¹ and two royal decrees. The Ministry of Education document calls for the incorporation of social responsibility as a transversal competency within university studies:

[...] it would be important to ensure the incorporation of the concepts of social responsibility and sustainable development and their principal content in the transversal competencies in official qualifications. [...] Social responsibility, with particular reference to that of the university and SD [sustainable development] must, furthermore, be expressly included in the objectives and provision of continuing education, as well as the aims of comprehensive education (Ministerio de Educación, 2011, p. 20).

The second of the three documents is Royal Decree 1791/2010, 30 December, which approved the Statute of the University Student (BOE, no. 318, 31/12/2010). Article 64.3 in Chapter XIV “From activities of social participation and cooperation to student development” states that:

Universities must encourage the possibility of doing practical work (obligatory in some courses and voluntary in others) in projects cooperating in development and social participation in which students can put into practice the skills they have acquired during their study. This would involve the right to recognition of the education acquired in those fields. Universities should also promote practice of social responsibility and citizenship which combine academic learning from various courses and providing a service to the community aimed at improving the quality of life and social inclusion.

This document explains the possibility of the students doing activities in service to the community which are linked to their academic learning. This, together with the requirement in Article 63.2 for students who are autonomous, responsible, supportive, and who participate, becomes a clear legislative basis for service-learning in Spanish universities.

The third of the three documents referred to by CADEP-CRUE (2015) is Royal Decree

¹ Ministerio de Educación. (2011). *La responsabilidad social de la universidad y el desarrollo sostenible*. Autor.

1027/2011, 15 July, which establishes the Spanish Framework of Qualifications in Higher Education, as amended by Royal Decree 96/2014, 14 February (BOE, no. 55, 05/03/2014). Both bachelor's and master's level degrees require students to demonstrate the ability to "reflect on social, scientific, or ethical matters in their field of study". Expecting this type of skill shows a vision of the university as a space for ethical learning, which needs methodologies such as service learning.

The Irish situation

Service learning and other forms of civic engagement within higher education is recognized in Ireland as adding a value contribute to learning for all involved stakeholders. The Irish National Strategy for Higher Education to 2030, published in 2011, prioritises engagement stating that "...engaging with the wider society' is one of the three interconnected core roles of higher education" (Department of Education and Science, 2011, p.75), with the ultimate aim of educating student for their role as "citizens who will add to the richness of society." The strategy references community engaged learning or service learning as one way to promote such engagement.

Drawing on this national strategy, the Higher Education Authority System Performance Framework, a tool to support higher education institutions to capture activity for system performance funding, and includes civic, civil society engagement in two of its six key system objectives:

Objective 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.

Objective 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.

Higher Education Institutions in Ireland have responded to these national strategic objectives, developing networks of effective partnerships with civil society to create an effective educational and research ecosystem. Irish universities remain committed to building this partnership model to maximise societal impact and have engaged actively with community based learning and service learning initiatives.

Campus Engage established in 2007, is a national coordination body, to support the national coordination of civic engagement activities in universities. While Campus Engage was first a grant-funded initiative that stemmed from university partners, it was mainstreamed funded through the Irish Universities Association shortly thereafter. This signals the significant step that Irish higher education is taking to embed service learning and community-based learning activity in the development of social and civic competences integrated into the student experience. In 2014, the Presidents of all the Irish higher education institutions

signed the Campus Engage Charter for Civic and Community Engagement in a ceremony at Dublin Castle. Alongside the commitments by these Irish institutions to appropriately resource such activities, two key clauses of the Charter relate directly to service-learning activity:

Three: “We will promote civic and community engagement through a variety of community-based learning, community -based research, public scholarship and volunteering activities and seek to align these with the overall teaching, research and outreach missions of our institution.”

Nine: “We will continue to promote the engagement of our institutions with the wider society through two-way knowledge exchanges, and actively communicate the social relevance and impact of our research and teaching activities as broadly as possible.”

Directly related to this SL(M) project is the Charter clause six related to social inclusion: “We will contribute to the widening participation and lifelong learning agendas by promoting civic and community engagement, combating disadvantage and furthering the social inclusion mission of higher education.”

Since the early 2000s Irish universities have taken up this challenge of the university’s third mission with an emphasis on community-based learning and service learning. Service Learning remains a relatively new pedagogical approach in Ireland though it is embedded in the curriculum of many universities. As Irish universities explore ways to bring experiential education into the student learning experience with a civic underpinning, service learning has emerged as a clear option. In practice, what this means is that students attain academic credit for the learning that derives from reflecting on an experience within community and society. Academic staff create these curricular experiences, guide students through structured reflective activities and encourage the integration of theory with practice.

While several universities in Ireland actively operate service-learning activities, the University of Galway, the Irish SL(M) partner is an ideal case study showing the strategies for embedding of service-learning activity within the institution. Service Learning and civic engagement are core aspects of University of Galway's Strategy 2020-2025 ‘Shared Vision, Shaped by Values’, Strategic Plan and the accompanying Teaching, Learning and Assessment Strategy. The President of the University, Professor Ciarán Ó hÓgartaigh, stresses that one of the key pillars of the University of Galway is open stresses the role the institution play for the public good, he states:

We recognise that we cannot achieve our ambitions alone. We are a university with no gates. When darkness comes, we don’t close. Openness means we welcome friends and strangers in. It also means we go out, seeking new and deeper research co-operation, new ideas, new partnerships, new communities, and new ways of engaging. We stand with the dispossessed, those on the periphery, in dialogue with the powerful and the powerless. This is a strength of disposition that replenishes and sustains us and our varied communities (University of Galway Strategy 2020-2025, 2020, p.3).

The University of Galway Strategy 2020-2025 clearly references service learning as a learning tool for students and for the local community:

- Embed the distinctiveness of our region in our curriculum by providing our students with opportunities for work-based learning, fieldwork, and community-based and service learning.

***SL(M) Reflective Question:** How does the strategic planning documents at your institution talk about engagement with the local community or society? Is there a clear alignment and opportunity for service-learning work with migrants and refugees?*

Since 2004, over forty degree programmes at the University of Galway offer service learning modules enabling over 1,400 students annually engage in this pedagogical approach. To date, over 15,000 students have engaged their learning within the community and this has enabled the development of deep community/university partnership across the disciplines. The Community Knowledge Initiative at the university acts as facilitator to support academic staff develop modules, offers academic training, seed funding, and brokers introductions to the community. In turn the CKI works directly with the community to identify needs that students can address: service learning modules are developed from this basis.

The CKI has developed characteristics of service learning, which can serve as a blueprint to those interested in considering the development of such initiatives in their teaching and learning work:

University of Galway – Community Knowledge Initiative

Service-Learning Characteristics¹

- Active participation in the community is promoted and linked to academic discipline.
- Community organisations are valued as partners.
- Academic theory is viewed in a real world context.
- Issues vital to social, civic, cultural, economic and political society are explored.
- Experiential education techniques and opportunities are promoted.
- Reflection strategies underpin the process.

¹ CKI - University of Galway Web site. <https://www.universityofgalway.ie/cki/servicelearning/about/>

In 2021, Campus Engage, in collaboration with the National Forum for the Enhancement of Teaching and Learning in Higher Education created a Community Engaged Learning course, where teachers can engage in a 25-hour course online and achieve a digital badge: <https://opencourses.ie/opencourse/campus-engage-community-engaged-learning/> The learning outcomes for the course are as follows:

1. Understand and articulate the definitions, characteristics and reasons for community engaged learning in Ireland.
2. Articulate how to build and sustain working relationships with community groups with a partnership approach.
3. Apply curriculum design options for embedding CEL and for writing learning outcomes for CEL.
4. Preparing learners to engage effectively in CEL activities.
5. Effectively assess reflection and design an overall assessment strategy for community engaged learning initiatives.

This course is open and free for higher education professionals and academic staff to complete as a self-study option. Service learning is a key component of considering community engaged learning as a curriculum tool.

***SL(M) Reflective Question:** The Irish context demonstrates the extent to which leadership – at national level and within universities—can support the development of service learning activity. Who are the key leaders or organisations that can help to support your journey in building service learning involving migrants and refugees?*

The Italian situation

In Italy, S-L has been implemented in diverse contexts and communities (Cecchini & Guidi, 2019). Exhaustively summarizing the theoretical assumptions and practices implemented in each university context is undoubtedly difficult. However, it is possible to state that they have a common denominator, the contextualization within the university's third mission, which is “the openness of the university towards the socio-economic context through the valorization and transfer of knowledge” (ANVUR, 2018). Therefore, the Third Mission requires universities to come into direct contact with people and social groups other than the consolidated ones, making materials available and implementing interaction processes that are highly variable and dependent on the context. Researchers are called to transform scientific results into productive knowledge and social, educational and cultural activities that produce public goods that all can enjoy.

The SL is a teaching and learning approach that can be fully considered a Third Mission activity since it does not envisage a simple enrichment of the curriculum but the creation of a real and propulsive interdependence with the territory that leads to rethinking the contents and methods according to the logic of the ameliorative transformation of reality (Colazzo & Ellerani, 2018). The SL can therefore be a way to create partnership relations between universities and local and community organizations, systematizing existing curricular internship experiences, promoting and certifying the acquisition of transversal skills, formalizing civic engagement as an integral part of the university curriculum, promoting the co-construction and sharing of knowledge and contributing to the development of a civic University (DeMarco, 2018).

However, as Mortari and Ubbiali (2018) underline, the participants in a SL project must not relate to the contexts and their challenges with a utilitarian spirit, i.e. as an experience aimed exclusively at developing disciplinary and personal skills. Communities are not only contexts that host students' research but also places that students can help improve, thanks to the mediation of knowledge developed through education and training activities. In this community, learning becomes a form of service, and service becomes a form of learning (Mortari, 2017) because the SL allows participants to go beyond the individualistic and competitive approach to study and to life in general, to enhance instead the dimension of the community, which takes shape from the sharing of a project by those people who are engaged with their public action.

SL can be thus considered a strategy to develop civic responsibility, as this is a learning approach which support the development of personal and professional skills within a framework inspired by a communitarian vision, in which social responsibility prevails over self-referential logic and the transformative potential finds concrete manifestation. This approach is valued in particular by the Community Service Learning (CSL), which is a variant of SL that pays a particular attention to the role of the community. The last phase of the learning experiences contextualized within this framework – the students and the community describe the phases of the project in order to document them but also to hypothesize a subsequent action – implies a return to the community through the writing of documentation and/or the organization of events that embodies a social and political value for the community (Mortari & Silva, 2023).

University of Verona – The Community Service Learning approach

In 2015, The University of Verona (Italy) started a Community Service Learning program (CSRL) within the Combined Bachelor' and Master's degree in Primary Teacher Education. The program aims to tighten the links between the university and school communities, support schools in dealing with educational and social challenges, and promote teaching innovation. Today, the program involves 94 schools in a geographical area covering five districts in the North of Italy. This first formalized experience of SL, which is up to date

coordinated by the Teaching and Learning Center of the University of Verona, has helped raise awareness of this approach throughout the institution and is gradually paving the way for new interests and programs.

The SL responds to a triple challenge in the contemporary world of education: the need to guide pre-service teachers' training processes, preparing them to cope with the real complexities of the school; the request for help from the school contexts, which are facing unprecedented challenges; the desire to rethink the role of the University as an actor which can serve the community.

There is, therefore, the generation of communities among the priority objectives of the Learning Community Service (LeCoSe) laboratory. For the students, the SL path includes theoretical-practical training, which takes shape thanks to the active collaboration with expert teachers, the encounters with the school's real world, the re-reading of school needs and practices to design and the realisation of educational projects involving the academic world. For teachers and the school, it is an opportunity to collaborate with the University thanks to the direct action of the students starting from the school's needs, the indirect action of the university supervisors, and the sharing and training meetings with university professors.

The explicit focus on educational research is a further specificity of the SL realised in this degree course. Combining service and research actions within the educational research framework allows students to develop teaching and educational skills and research skills. This choice has a twofold objective: on the one hand, to allow students to achieve complete teaching professionalism, and on the other, to evaluate the effectiveness of the service activities carried out in school contexts critically. Since this path requires a significant amount of hours and a constant dialogue with the context where the students carry out their projects, students of the last two years realise their internship within the CSL Program (for a total of 350 hours). The internship experience is documented both in progress and through the final writing of the degree thesis; in this way, it becomes an educational task for students and a tool capable of keeping memory for the community (Mortari, Silva & Ubbiali, 2020).

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Therefore, and concluding this second training module, service learning has been shaped as a methodology that allows it to face the new educational paradigm, as it brings together a student-centred model and a clear social and community focus, and it is a methodology where the development of competencies goes hand in hand with them being available to be put into practice in real contexts. To that end, in the third and final module of this course, we delve into the nature of this methodology from both a theoretical perspective and one applied to our teaching.

Further information

Mortari, L. & Silva, R. (2023). Service Learning: a bridge between academia and society. In D. Acquaro & O. J. Bradbury (Eds), *International perspectives on school-university partnership*. Springer, in press.

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Santos Rego, M. A. (2016). *Sociedad del conocimiento. Aprendizaje e innovación en la universidad*. Biblioteca nueva.

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

4. MODULE 3. SL in the university

SUMMARY

1. Let us begin
2. What is SL
 - 2.1. Requirements
 - 2.2. What learning is achieved
 - 2.3. What type of service can be performed
 - 2.4. What is not SL but resembles it
 - 2.5. Actors and functions of SL
 - 2.6. SL quality criteria
3. SL and SDGs
4. We conclude the first part
5. How to design a project
 - 5.1. Phases of a service-learning project
 - 5.2. The assessment in service-learning
6. For further information

TRAINING OBJECTIVES and EXPECTED LEARNING OUTCOMES

Training objectives. To train university professors in the theoretical and pragmatic principles that guide the inclusion of service-learning in the university.

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

- Be aware of the pedagogical principles that define the service-learning methodology and that differentiate it from other similar initiatives.
- Be able to link service-learning and SDGs.
- Know the practical principles for the design, implementation and evaluation of ApS projects at the university.

In this third module, entitled “SL in the university”, we look at what is understood by Service-Learning, how it differs from other practices, and finally, what steps we must follow to produce an SL project. It is a 5-hour module over two sessions. The first, more theoretical session looks at what SL is, the second is a practical analysis of the steps for designing an SL project.

Let's begin

Before starting the session, three university service-learning projects are presented to the participants in order to give them a general overview of SL. As far as possible, these projects should be:

- Projects from the same university.
- Projects from different knowledge areas.

Following this brief presentation, all of the participants will use the 1-2-4 cooperative technique to do **Activity 2** (Appendix 2).

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:

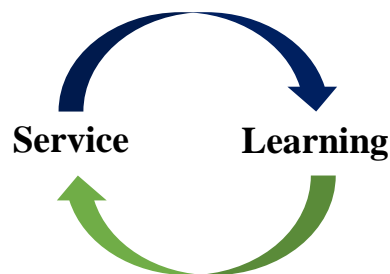
- Service-learning as a specific program (referring to specific projects) in response to societal needs and problems with the aim of meeting them or solving them while at the same time encouraging students' academic, civic, and professional learning.
- Service-learning as a philosophy, in as far as it 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)¹. 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)². 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)³.

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, 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)⁴ summarizes the basic principles of this methodology.

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

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

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

⁴ 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.

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.



- 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.

Furthermore, we must bear in mind other variables in these projects. For example Butin (2003)¹ refers to a mix of characteristics that must be present in any project of this type, which he called the “four Rs”:

- Respect. Students must respect the situation of those the service is aimed at, as well as their points of view and their lifestyles.
- Reciprocity. All of the agents involved must engage in a mutually beneficial relationship.
- Relevance. The service the students perform must be relevant to the academic learning of the subject they are studying.
- Reflection. A continual process of reflection will allow students to give meaning to their activities, as well as structuring and ordering an experience that is defined by its complexity.

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

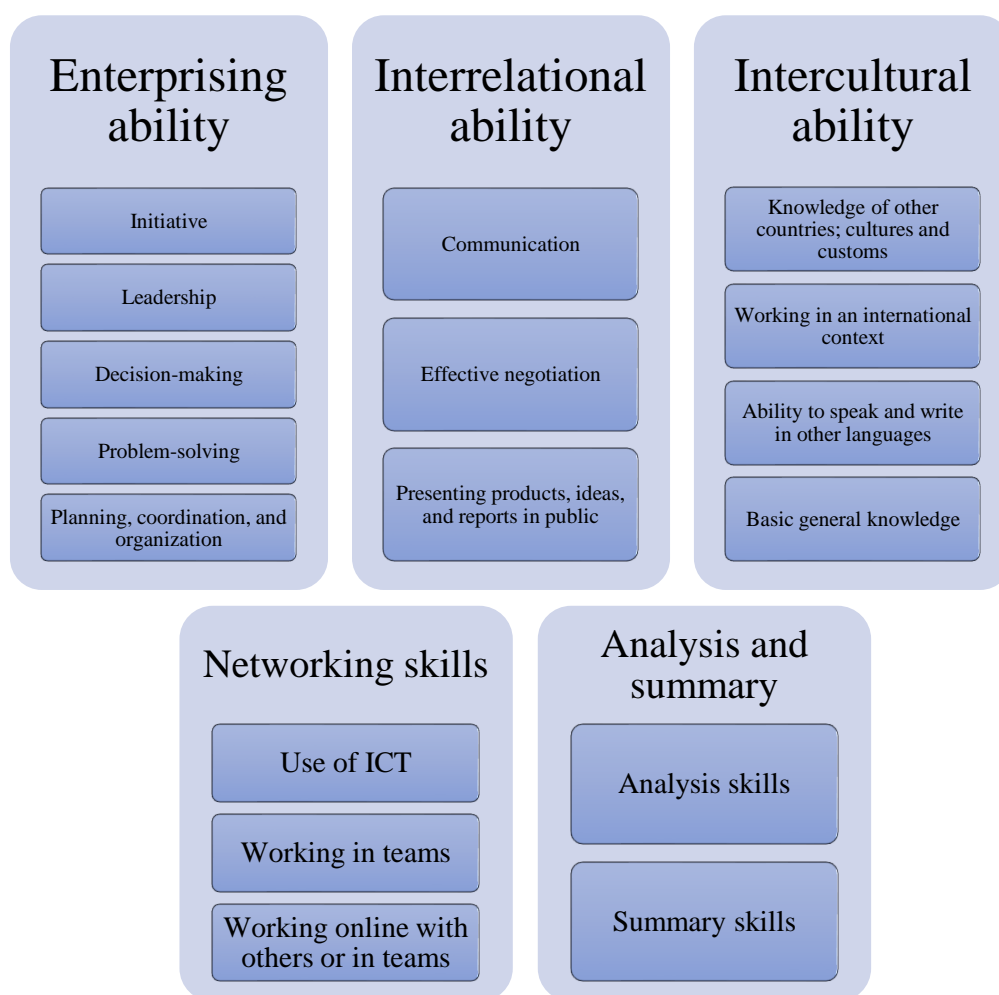
¹ Butin, D. W. (2003). Of what use is it? Multiple conceptualizations of service learning within education. *Teachers College Record*, 105(9), 1674-1692. <https://doi.org/10.1046/j.1467-9620.2003.00305.x>

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)¹.



¹ 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.

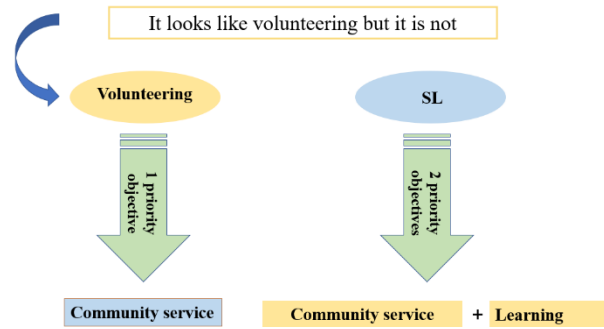
Even if what we present in this section assumes a conceptual approach to service-learning, we think it is necessary to further clarify this point, because this methodology is sometimes confused with other practices and experiences.

What is not SL but resembles it

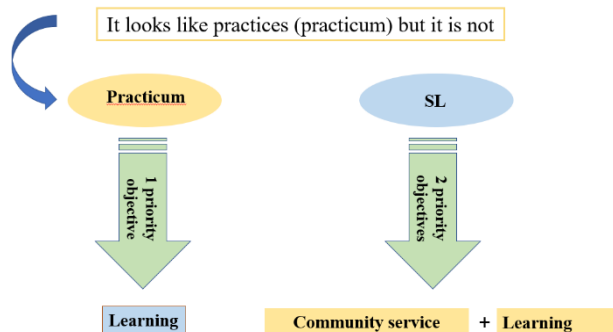
One of the simplest ways to approach service-learning is to recognize other educational initiatives with which it is sometimes confused: volunteer work and field practice.

Before continuing, all participants will answer the questions asked in **Activity 3** (Appendix 3). Indeed:

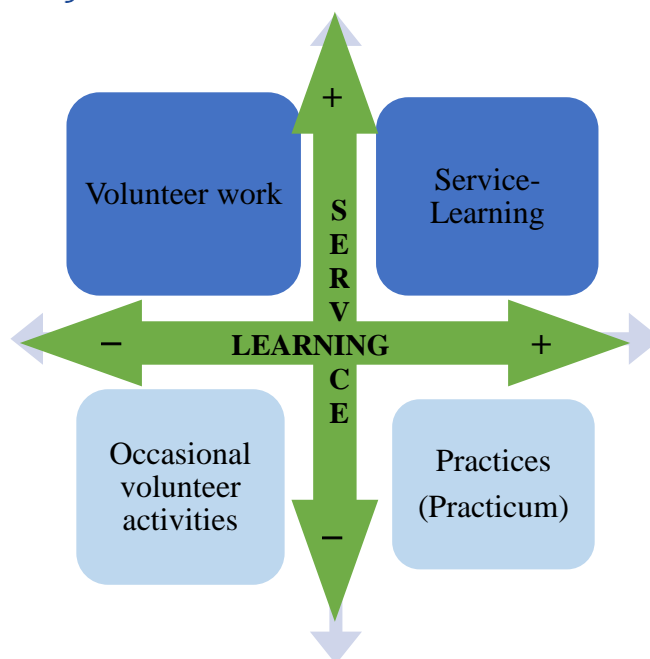
- **SL is not volunteer work.** Service-learning differs from volunteer work in its nature and strictly academic orientation, the close relationship of the service, with the study program being one of the main aspects that define it. That is, while volunteer work focuses on the service and its quality, 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.



Based on this analysis, all participants will carry out **Activity 4** (Appendix 4) with the Cooperative Cross-Correction Technique.

Actors and functions of SL

Service-learning greatly transforms both the organization and the norms of educational practice. The fact that educational practice is understood not only as a learning practice, but also as a social practice in which different actors look for solutions to a problem and learn by doing this, is restructuring the way in which professors, students and the community participate. It is therefore important to consider each of these actors' functions in this methodology, making it clear beforehand that they are not rigidly fixed, since one of the characteristics of service-learning is precisely its flexibility.

Starting with the **professors'** role, they are very often the ones who initiate and orchestrate a project, as well as the ones to devise its backdrop and architecture. Their functions are those of a binding agent: to serve as a link between learning and service and to guide the students. According to Puig et al. (2007, p.147)¹¹, we could take into account the following:

- They are a motivating agent for the students, from the very beginning and throughout the entire process, transmitting a sense of service in relation to their academic subject.
- They facilitate the development of the project to ensure the achievement of the objectives related to the curricular contents and to the service.
- They encourage the use and diversity of learning styles, thereby allowing for an adaptation to different student profiles and career paths.
- They encourage reflection, both during and at the end of the SL process.

- They stimulate an atmosphere of cooperation, dialog, respect, and mutual trust.
- They promote the integral development of the individual, accompanying the students in a process that goes beyond the academic aspects.
- They acknowledge and enhance the importance of the ethical perspective of learning and service.

On the other hand, 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 cross-sectional 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.

With this educational philosophy, the **community** or communities make their entry into the university. They are mainly dialog partners on what is meant to be done, on the social needs to approach and the way to do it. The concrete functions vary according to the specific community actors. More specifically, we could take into account three levels of participation:

- Persons in charge of the service: They are reference persons in the service, who either express a concrete need to the professors or embrace the idea expressed by the university. Their functions have to do with the negotiation of the concreteness of the project in its different aspects and with its assessment.
- Individuals implementing the service: Those who share the execution of the service with the students, either performing certain tasks needed for enabling the students to do their part or sharing the same participation, allowing the students to join in progressively. They play an important role in welcoming students, as well as in providing the main structures or accompanying them at a procedural level, and even assessing them.

- Beneficiaries of the service: They interact with the students to the extent that the latter provide a service directly benefiting these individuals. This cannot be construed as a passive role at any time, given that, in this interaction, these individuals express their needs, concretely and genuinely, so that the students cease to see the social problems as something abstract and are able to understand their human dimension.

These different profiles may intersect with each other, depending on the characteristics of the community and the service.

Finally, the **university** itself, as an institution has a role to play, that of providing a regulatory framework and of supporting the projects carried out by its professors and students and which materialize through different bodies, depending on the university (faculty, office of service-learning, etc.):

- It provides a regulatory framework to the collaboration; generally, by means of a collaboration agreement.
- It offers theoretical support to the professors, through courses, direct counseling, developing teaching material, etc.
- It sets up forms of recognition for the participation of the three types of actors, be they written mentions, quality seals, increased visibility, prizes or other recognition, adapted to the needs of each actor.

SL quality criteria

Ensuring the educational and service quality of service-learning requires attention and dedication, as well as taking care of certain dimensions in order to optimize the students' learning process as well as the impact of the service. We shall now list the quality criteria most frequently mentioned in the literature:¹

1. Articulating reflection as a central point, not only in the design of the project but also as a main quality criterion.
2. Increasing the orientation towards social responsibility and having an impact on the mutual commitment between university and community.
 - Participation of the beneficiaries in defining the needs.
 - Ensuring the relevance and usefulness of the service carried out by students.
 - Accepting that the service can be changeable.

¹ Honnet, E. P., & Poulsen, S. J. (1989). *Principles of good practice for combining service and learning*. <https://www.coastal.edu/media/academics/service-learning/documents/Principles%20of%20Good%20Practice%20for%20Combining%20Service%20and%20Learning.pdf>

- Creating a continuity between classroom and community.
 - Taking care of reciprocity and feedback.
3. The time allocated to carry out the experience must be adequate to allow for the effective development of the programmed activities and the creation of the resources that the service, the reflective processes and the establishment of relationships with the community may require.
 4. Connecting academic credits to the demonstration of the students' academic learning, whether subject-related or cross-sectional, rather than to service.
 - Establishing clear learning goals, providing students with training and supervising them.
 - Anticipating academically proven strategies in order to assess learning in the community.
 - Being prepared for the variations in students' learning outcomes, as well as possible loss of control in this regard.
 - Ensuring academic rigor, while opposing a view of service-learning as a soft learning tool.
 5. Defining the roles and responsibilities of each actor. Service-learning breaks with inertia of day-to-day activities, be it academic or of the community.
 - Assuming the professors' role as accompanying an active role of the students.
 - Setting the criteria for selecting the places in which the service would take place.
 - Ensuring that all actors have a clear understanding of the project.
 - Preparing the students for learning from the community.

SL and SDGs

As already pointed out, universities must contribute to the design of solutions for an innovative, inclusive, and responsible society in a context of unprecedented social change and transformation. In addition, the provision of efficient and effective public services, along with the new paradigms of citizen participation, must be taken as very substantive challenges for the local governments and society as a whole.

That is why, Higher Education institutions have the potential to drive important changes by improving students' knowledge, skills and competences for sustainability, environmental protection and other crucial goals. In short, they should prepare students to become active, critical and responsible citizens, and provide learning opportunities to support them in their social role. It is clear that Higher Education is a key player in the fulfillment of the United

Nations Sustainable Development Goals (SDGs).

SL and SDGs are interconnected. But if we take a little time to analyze this relationship in more depth, there are three SDGs which are inherent to this methodology, on which all projects, to a greater or to a lesser extent, have an impact, precisely because of the very nature of SL: Quality education (objective 4) because SL is guided by the principles of an inclusive, equitable and quality education; Alliances in order to achieve goals (objective 17) because one of the basic requirements of the methodology is networking; and Reduction of inequalities (objective 10) because one of its aims is social justice, seeking the common good and guaranteeing access to education, health, housing and work for the entire population. It is based upon the respect of basic human rights, in order to achieve a more equitable society, with development opportunities for all, which would eliminate inequalities and poverty. In addition to all this, each of the SL projects will have a specific impact on one or more other SDGs.



Using SL, students put their knowledge and skills to the service of others, in a practical way, based on experience, thereby contributing, to some extent, to the improvement of their environment, of their community, while, at the same time, acquire new knowledge, exercise skills and strengthen attitudes and values. Their competences grow and they become better citizens. Not only do they become more aware, they also commit themselves, becoming active citizens in the achievement of the SDGs.

We finish our presentation by showing the participants **three new** university SL projects.

We conclude the first part

Since we already know what SL is, let us now think about an idea of an SL project focused on a certain need of migrants/refugees, which will provide our subject matter. **Activity 5** (Appendix 5).

How to design a project

When starting a service-learning project there are often many doubts concerning the methodology *per se* as well as the process to be followed in order to implement a project of



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this type in the program of one or more academic subjects. In this sense, we will encourage professors to raise some of the issues they see *a priori*, before starting their pedagogical initiative. **Activity 6** (Appendix 6) will be carried out; it is essential in order to approach the development of a project, because one will try to give an answer to all the possible issues detected.

Phases of a service-learning project

Once the possible issues have been raised, we go on to explain the different phases which have to be followed in the design, implementation and assessment of a quality service-learning project. To do so, we will follow the structure summarized in the following table:

Table 4. Stages of a service-learning project

STAGE	PHASES
1. Preparation	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.).
2. Planning	5. Motivation – defining the roles of the participants. 6. Project specification. 7. Distribution of responsibilities.
3. Implementation	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.
4. Monitoring assessment	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.
5. Final assessment	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.

In the **first phase**, that of preparation, the coordinator must begin to define the project with three different starting points: analysis of the participating students, determination of needs and potential services as well as connecting them with the curriculum. This is how the idea of an SL project has to begin to take shape.

The analysis of the group and its members is easier if we work with the group on a daily basis, and if we know it beforehand, given that a hasty diagnosis can lead to the failure of the project. After this analysis, we must look for the scope of application of the service, based on the immediate social needs of the center and the possible coordinated networking with other entities. We also have to take into account very important variables, such as relevance and correspondence with the initial goals, genuine necessity.

This is a part which can be very enriching if we do it together with the student group, because

they, as inhabitants and citizens of this territory, are the ones who have a most immediate knowledge of the weak points in their environment. In this way, after studying the possible pros and cons, always with a professor guiding the process, one would achieve, after agreeing upon the project in question, the advantage of feeling it as one's own (intrinsic motivation).

Once we have the scope, the professor will have to perform a task, which is anything but simple, but represents one of the most important steps. It is seeking the explicit connection with the contents of the curriculum or, as the case may be, with the interdisciplinary educational project or program. Otherwise, we would not be acting according to the premises of this methodology, and we would remain at a level of service to the community, as previously mentioned. To this end, the project must be planned, trying to translate it into a fundamental document which should contain the following aspects:

1. **Educational objectives:** Those that are expected to be achieved in terms of learning, service, at individual and group level.
2. **Ways of networking:** Summarize relationships and coordination with other organization with which one intends to work on the project. At this point, one could include the possibilities of relationship with other colleagues from our center/faculty or a different one.
3. **Requirements of a formal/administrative nature.** Take into account authorizations, relevant permits, notifications to the educational administration and/or management of the center/faculty, and even civil liability insurances.
4. **Organizational aspects.**
 - a. **Schedule:** How will the class sessions take place and what will happen outside of it.
 - b. **Timing.** Establish short-term work micro-objectives.
 - c. **Human resources.** In case we need the support of another professional, either from the institution or from outside.
 - d. **Material resources.**
 - e. **Infrastructures.**
 - f. **Budgets.**
5. **Role and functions of professors.** We have to define the tasks they will be performing and the stages to be followed in the process. Also, how they will monitor the process.

6. Define the different work stages. This task has to be done taking into account the flexibility that this type of initiative requires. We could list the following stages in general terms:
 - a. Preparation. A diagnosis is made and a work plan devised.
 - b. Implementation. This is where the actual work is taking place. It is recommended to establish short-term objectives which will facilitate the connection with the curriculum as well as the monitoring of the project.
 - c. Assessment. We need to calibrate and weigh learning in relation to service.

We must understand that making things flexible does not entail foregoing a detailed description of the tasks. The more defined the project is, the least unforeseen elements will appear; everything will be clearer and more explicit from the beginning, for all actors involved.

In the **second phase**, we need to present the planning to the group and agree on it by consensus, thereby following the philosophy of the previous stage. The key to success is motivation and it is at this stage that we have to seek it and induce it.

It is now that we have to clarify overall ideas and establish the main aspects. To do so, we can follow the questions: What, Who (or for whom), How (organization, resources, time, costs etc.), When (timing), Where (specific scope), and Why. By answering these questions, we define our goals and the way to achieve them. We should also name the project, using an identifying and reference element for the members of the group.

When everything is clarified and agreed upon, we will move on to organizing the work. One should underscore here the individual responsibilities, as well as the commissions or teams that will be in charge of tasks specific to the service and others of a more general nature. We can mention some of them such as archiving, photography, materials, finances, coordination, dissemination... It is very useful for each work team to have a person of reference, not so much a leader, but a person who would coordinate the work.

Before moving on to the actual practice, we have to stop and reflect on everything that has been done so far, which is not a negligible amount, trying to get the maximum analytical value out of the process.

In this sense, a small assessment will be carried out in order to identify all the learning contents which would seem interesting in the process in order to reach a consensus as to the different values to be derived from it, such as empathy, solidarity or horizontal communication. We will even be able to readapt and improve the project, based on its holistic vision, in order to start the intervention with a solid basic instrument which we can thoroughly trust.

Having reached this point, **Activity 7** (Appendix 7) will be proposed.

The next step will allow us to move into the **third phase**. We have to do it carefully since, regardless of how much we have planned the service, not all projects tend to work well from the beginning. Therefore, before we go directly to the implementation of the service, we have to work in class in order to learn some theoretical/technical aspects of the service; for instance, if we are to perform a service of cleaning a certain area, we have to learn how to separate the garbage, the hygienic conditions or the recycling process.

After this preparation period, we will be ready to go out into the field. First, we have to organize a day of initial contact with the institution or receiving center, to see *in situ*, how is the place where the service will be carried out, in case we have not already visited it, and also to create closer ties with the people that will contribute to this process. This day should be enriching and stimulating for all parties, since it can greatly influence the relationship that will be established.

After this introduction, we will be able to gradually carry out the service and coordinate the schedule with the receiving/beneficiary parties. This is a kind of work which requires much responsibility, because it will impact, directly or indirectly, persons and/or groups. We need to keep in mind that we are starting from a real need. We will probably have to constantly readjust schedules, responsibilities, organizational aspects etc. during this phase, which requires extreme caution and constant reference to our working document.

Another aspect which has to be considered is the monitoring of the process, given that we must maintain the balance between the students' autonomy and the professor's mediation. The professor should offer support and advice to those who are most discouraged because it means too much hard work for them, or stop the initiatives that are harmful to the process, such as problems arising from the imbalance that could occur while performing the tasks. In extreme cases, it can even come to the suspension or re-orientation of the service-learning initiative if irregularities are detected (the host institution taking advantage of the young people, irresponsibility in the service etc.).

It is very important to collect and record everything that is happening from the first moment, to prevent the initiative fading into obscurity, and knowledge should be created based on the practices carried out. This can be done in different supports and formats, from the diary, which is one of the most traditional, to photographs, drawings, videos, audios, diagrams, paintings etc., which will be accumulated in a common container, which could have a physical format, or a digital one (blog, website, social networks etc.). We can and should disseminate it through our own resources such as newsletters, or through the media. In this way, our project will keep consolidating and acquiring prestige within the center itself and in the community.

Throughout the process we should engage in an in-depth reflection on what we are doing,

looking for an explicit link to the curriculum. The figure of the professor as a mediator between curriculum and service draws special attention. We must avoid these projects become simple activism which do not go beyond social aid, since we would not speak of SL, but of volunteer work.

In the **fourth phase**, we will assess everything that has been achieved so far, from the moment when it was no more than a simple idea, until the very end of the service. It is time to perform a holistic assessment that measures the impact of the service in relation to the acquired learning concepts. To this end, we must keep in mind the record documents produced during the process. The progress should be directly and rapidly observed.

It is recommended to begin by assessing the service outcomes. This process could be carried out in collaboration with the external entities involved (if applicable). Once this is done, we can determine which conceptual learning contents were acquired, which new skills and procedures were developed or which values and attitudes were internalized through practice. Sharing is the best way to extract and agree upon, in the greater group, what was useful in the experience. Self-criticism should also be present at an individual level on the degree and quality of one's involvement and to which extent it was useful. It is recommendable to do all this in writing, in an organized and structured way, thereby carrying out a very useful pedagogical exercise.

There should never be a limit to this kind of experience; indeed, it is recommended to leave a door open for project continuation. Together we can make a projection and prospective exercise to continue, pass the baton to another group, or become actors involved in the cause. In order to close the process, provided that it has been successfully carried out, it is recommended celebrating it with a party, public act or event, where all the efforts would be recognized, the results communicated or the connections to the partner institutions consolidated. At the end of the day, this would mean spreading the word about the work which has been done and highlight the students' role in their respective professional skills.

It is in the **fifth phase**, that the professors should devote some time to evaluate and take stock of the experience. They can carry out a multifocal assessment, examining all the elements comprising the experience:

- a. The group and the individual. Take into account the factors that initially needed our attention, such as:
 - Evolution of participants' interests and motivations.
 - Level of academic, intellectual and even experiential acquisition.
 - Evolution of the group's own dynamics, in terms of conflict management, leadership, roles, experiences, etc.
 - Evolution of the moral climate of the group, attitudes and common values.

- b. Networking with organizations. We have to assess the suitability, the extent to which we have coordinated well, how the joint work has been performed etc. We ought to give the entity a voice so that they can express how much they value our collaboration and how it affected them. In this way, we will get an external view, bringing another perspective to the assessment.
- c. The experience regarding the SL project. It is recommended to prepare a small final report including those aspects that should be improved or changed, and those which have worked well. In this regard, we will have to remember the entire process followed since the beginning, what has been accomplished, modified, eliminated, and analyze the reason for all this.
- d. Professors' self-assessment. Finally, one should always exercise self-criticism, evaluating our work throughout the process. We should not close ourselves to external criticism, as long as it is constructive, aimed at improving. We may also have some short notes for the assessment of our work, considering:
 - If we had the necessary knowledge.
 - If we had the required didactic abilities.
 - If we had been able to solve the conflicts that had arisen.
 - If we had known how to create a good group dynamics.
 - If we had created good networks of relationship and communication with the environment.
 - If we are sure about the meaning as personal and professional experience.

The assessment in service-learning

One of the problems in this type of cooperative and innovative methodologies lies in the implementation of the assessment, both during and at the end of the process. It will have to be a formative assessment, which would give meaning to the project itself. New tools will be sought which would allow the balancing of learning and service. One of these tools is the portfolio with an associated section, available both electronically and in hard copy.

The portfolio, understood in a broad sense, is a way of working rather than an instructional or physical material, whose key is meta-learning. Therefore, when we use this kind of instrument in the development of a service-learning project, we will be able to guide and redirect our practical action. We suggest the coexistence of 3 types of portfolios:

1. **One for the group**, coordinated by the professor. It will cover the entire process followed from the analysis and diagnosis to the service itself and its consequences. It will be like a “travelogue” which will encompass all the components impacting each one of the actors involved in the project: Start,

grounding of the project, collaborations and support, implementation, problems encountered, solutions proposed, group agreements, needs, external perspectives etc. Everything reflected in this travelogue would have to be adopted by consensus because it is a general document. It will be a reference archive for other similar projects which might be carried out in the future.

2. Another **for the professor**. It should include the reason for the initiative, who came up with the idea, how they think they should approach the project, how it is presented to the students, its implementation, the problems encountered at a personal level in every part of the process. Ultimately, it is about reflecting the whole experience from the time it was just a simple idea until the project reaches its end. The professor's observations and notes on the students and their evolution are very important. In this way, it will be possible to compare the professor's perspective with that of the students once the project is finished.
3. And the **individual portfolio** of the participants. It will be the journal of each one of them, where they will write down or record their feelings, experiences, anecdotes, photographs, physical material, recordings, sound files, that is to say, everything that they see fit to retain. They should be asked for total honesty, given that it will be their own production and, as such, it will serve them as well. This portfolio could contain a section in which one could note everything that seems to have a connection with one of the aspects of the curriculum, providing a brief justification. In the moment that it would seem appropriate to the students, they could make a brief reflection showing their opinion on the implementation of the project and on their personal place within it.

Finally, possible improvements to the process and proposals for the future in relation to the project itself or to another project would be suggested. We should not set limits for students' creativity and expression in this type of tools, since ideas and suggestions of great value can be collected.

In this way, we can carry out an assessment of what was learned in the service, and to which extent it has contributed to improvement. It is important to have continuous contact among the members and to reach agreements on everything that is being implemented, since this ensures that contact is not lost for monitoring purposes and that values and relational skills are acquired. This type of assessment allows us to go much deeper into the formative process of the student without falling into a simple numerical categorization. The adequacy of a possible assessment becomes more objective with this tool, because one benefits from different sources and views extracted from what has been captured and experienced in first person.

In order to be able to review these documents, especially the one submitted by the students,

it is recommended to create a section in accordance with the content and conditions of the subject. It is essential that this section includes an assessment of the service provided. The opinion of external actors may also be taken into account. A section may also include an assessment of the formal aspects of the delivery (structure, presentation, content, citation, etc.).

At this point, one will be directed to **Activity 7** (Appendix 7) (SL Project Chart) in order to fill in the assessment section and to specify how it will be carried out.

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.

5. 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.

6. Timing [See Appendix 8]

Module 1	Module 2	Module 3
4h	2h	5h

7. Assessment

The training course will be assessed by means of the work carried out by the professors 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. Reflection on the methodological changes of the EHEA

Development

We propose a reflection exercise on the methodological changes that have resulted from the European Higher Education Area (EHEA), and their materialization in daily teaching.

1. In groups of 3, you must make a list of the 3-5 educational principles that you consider to be derived from the guidelines promulgated by the EHEA, and specify them in examples (if possible, from your teaching). 5 minutes
2. Sharing with the whole group. 10 minutes

PRINCIPLE DERIVED FROM THE EHEA	EXAMPLE

APPENDIX 2

Activity 2. What do we know about Service-Learning?

Development

1. Individually, respond in writing with a single sentence (no more than 15 words) to this question: What is Service-Learning for you? 5 minutes.
2. Get together in pairs, and from the two individual answers compose a single answer. 5 minutes.
3. Finally, get together in two pairs, and from the two answers provided by both, define what SL is for you (the four people that make up the team) in no more than 15 words. 5 minutes.
4. Sharing. The teacher will write down the responses of the groups on a blackboard and will identify those elements that effectively define this methodology. 10 minutes.

APPENDIX 3

Activity 3. 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 4

Activity 4. SL Yes-No

Development

1. Each participant will be given a copy of the activity.
2. Each participant will solve the exercise individually. 10 minutes
3. The exercise will be exchanged with the table partner and corrected. 5 minutes
4. Sharing between the two partners to examine the level of agreement and resolve any discrepancies. 5 minutes
5. Sharing of the whole group. What matters is not the answer (YES/NO) but the arguments to defend one of the two options and the changes in the answers. 10 minutes

SL projects identification exercise YES-NO

Service-Learning is perfectly compatible with other educational strategies and activities. Starting from this premise, we must differentiate, however, what is SL from what is not SL, although we must be clear that projects are not always "either black or white"... There are nuances and mixtures!

Some examples to discuss and identify, taking into account that all of them are good educational practices. What matters are the reasons to defend YES or NO.

Experience	It is SL	It is not SL
A group of second-year students of the Business Administration and Management degree organize an economic campaign to make their end-of-year trip to Greece cheaper: the group organizes a sale of T-shirts and a raffle for a ham that is very successful. All the boys and girls are enthusiastically involved in the project.		
A group of students, as part of the university, as part of an excursion, organized together with the teacher the collection of garbage from a water source on a mountain. They reflect on the degradation of the environment and the attitudes that cause it and write and send a letter of complaint to the Mayor.		
A group of young people from an association decide to respond to a request from a local NGO that needs volunteers to help with the organization's logistical tasks. They hardly know anything about the entity or its cause, but are drawn to the activity.		
An incipient theater group from a university residence opens, in a neighborhood civic center, a play rehearsed throughout the semester. It is the first time that they will perform for an audience and the university students are working hard, absolutely dedicated and excited.		
A group of students, based on the study of the degradation of the natural environment, set up a bicycle tour in a nearby natural area, with the intention of spreading its ecological wealth among the population. Previously they carry out an exploration and decide the itinerary.		
A group of university students organizes a festival in solidarity with sick children from developing countries. They first meet the cooperators, investigate the problem and its causes, as well as the characteristics of the recipient country.		

APPENDIX 5

Activity 5. 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 6

Activity 6. Detection of problems in SL projects

Development

1. We present a series of problems that we have preselected from the literature.
2. Next, we ask them to order them from highest to lowest according to how they identify them as problems they may have when designing or implementing their service-learning project. They may cross out those that they dismiss or do not value as such, but also include others that are not on the list. 5 minutes
3. Once we have left them some time, this proposal is shared and discussed in a large group. 10 minutes

Number	Problem
	Student insurance
	Permissions
	Teachers' time
	Students' time
	Project evaluation
	Recognitions to teachers
	Recognitions to students
	Student motivation
	Teacher motivation
	Search for entities and partners
	Lack of teacher training
	Project financing
	Low interest from university authorities
	Dissemination of the results

APPENDIX 7

Activity 7. Elaboration of a service-learning project sketch

Development

1. Briefly identify your project idea for your subject/s by following the sections of the sheet (sections 1-4). 10 minutes.
2. Complete the evaluation section to specify how it will be carried out. 5 minutes.
3. Sharing in a large group to be able to receive feedback from other colleagues, opening the possibility of creating synergies between them. 20 minutes.

Subject 1: Degree: Course/Level:
Subject 2: Degree: Course/Level:
Subject 3: Degree: Course/Level:
Subject 4: Degree: Course/Level:
Responsible teacher or teachers:
1. Need detected:
2. Entity/ies involved (if applicable):
3. Service: (identify objectives of the service, specific activities to be carried out and recipients)
4. Learnings: (list procedural/professional, conceptual and personal/social learning)
5. Evaluation (comment how the follow-up will be carried out and how the fulfillment of the objectives -learning and service- of the project will be evaluated)

APPENDIX 8
SL(M) Course Design - Teacher Course - Outlines (Overview of Course)
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	20 minutes	Trainers and students' presentation	Ice-breaker	1.1 Presentation of the Glocal Factory and Accem organizations 1.2 Explanation of the module
Activity 2	25 minutes	Introduction, video and group reflection	Slide Video Debate	2.1 Introduction International Protection 2.2 Video refugee 2.3 Group reflection
Activity 3	20 minutes	International Protection and different status	Slide	3.1 Explanation International Protection 3.2 Explanation of every status 3.3 Differences migration vs refugee
Activity 4	40 minutes	Exercise and group reflection	Participation activity Debate	4.1 Exercise in groups about every status in International Protection. Group reflection
	Break 15 minutes			
Activity 5	30 minutes	Asylum application	Slide	5.1 Explanation about how, when and where apply the IP 5.2 Rights and duties 5.3 Documentation
Activity 6	40 minutes	Exercise and group reflection	Participation activity Debate	6.1 Exercise in groups about Asylum application. Group reflection 6.2 Describe the difficulties before, during and after in the Asylum application
Activity 7	15 minutes	Asylum application difficulties	Slide	7.1 Describe the (Spanish, Italian, Irish) Temporary Reception Plan for Refuges
Activity 8	20 minutes	Refugees experience		8.1 Listen a refugee/s experience/s.
Activity 9	10 minutes	Questions and farewell		9.1 Participants questions and farewell.

MODULE 2. From Teacher-Centred to Student Centred Learning in the EHEA

Target: 1 hour content

Learning Outcome Addressed:

- Promote SL in the university as a social learning methodology.

MODULE 2. Duration: 2 hours					
Timing (number of minutes)	Key Topic	Learning Outcome addressed	Professor (Facilitator's) Activity	Learner (Participating Teachers) Activity	Resources required
00:00 (10 min)	Introduction to the Course and the Module	Outline all Learning Outcomes (LO) noted as objectives	PowerPoint Slide with LO	Personal introductions and motivation for taking this course	PowerPoint
00:10 (15 min)	What is Service Learning?	3. Promote SL in the university as a social learning methodology	ASK: What's your own higher education experience? How was it teacher-centred or student-centred? What examples do you have for student-centred learning? Describe Activity 1 (Appendix 1)	Small group activity – discussions of the questions then back to full group Complete Activity 1	PowerPoint with questions noted and Activity 1 Table presented
0:25 (30 min)	Explore the Teacher-Centred and Student Centred Context	3. Promote SL in the university as a social learning methodology.	Presenting the theory and practice content (script) Topics: <ul style="list-style-type: none"> Origin and development of EHEA Social dimension of EHEA Student-centred competency-based learning Country examples – Spain, Ireland, Italy 	Respond to questions posed during the script delivery Share own experiences	PowerPoint
00:55 (5 min)	Summary and Questions	3. Promote SL in the university as a social learning methodology.	Open the floor to Q&A	Ask questions	n/a
1:00 (60 min)	Timing Achieved for Module 2				

MODULE 3. Service Learning at University – Part 1 (What is Service Learning?)

Target: 3 hours of Content

Learning Outcome Addressed:

3. Promote SL in the university as a social learning methodology.

Timing (number of minutes)	Key Topic	Professor (Facilitator's) Activity	Learner (Teachers) Activity	Resources required
00:00 (10 min)	Introduction to Module 3	Outline all Learning Outcomes with PowerPoint	Personal introductions	PowerPoint
00:10 (15 min)	Explore Teachers own experiences of teacher-centred and student centred learning. Existing knowledge – Activity Part 1 and 2	Introduce Activity 2. What do we know about Service-Learning? Development 1. Single sentence (no more than 15 words) to this question: What is Service-Learning for you? 5 minutes. 2. Get together in pairs, and from the two individual answers compose a single answer. 5 minutes.	Complete the 4 components of Activity 2 1. Individual activity - What is Service Learning for you? 2 In Pairs – Compose single answer	PowerPoint (Activity 2 in Appendix 2)
0:25 (35 min)	Explore Teachers own experiences of teacher-centred and student centred learning Existing knowledge – Activity Part 3 and 4	3. Finally, get together in two pairs, and from the two answers provided by both, define what SL is for you (the four people that make up the team) in no more than 15 words. 5 minutes. 4. Sharing. The teacher will write down the responses of the groups on a blackboard and will identify those elements that effectively define this methodology. 10 minutes. Further discussion on definitions – 10 minutes	3. 2 pairs – team response compiled 4. Share the responses with the full class	PowerPoint (Activity 2 in Appendix 2)
1:00 (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
1:20 (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"> Procedural to professional Conceptual Personal-social 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

1:40 (45 min)	What is SL but what resembles it?	Outline what is SL and what is close to SL but isn't Introduce Activity 3 Discuss the responses of Activity 3 Introduce Cooperative Cross-Correction Technique and Activity 4	Complete Activity 3 and share responses with the group Complete Activity 4 a. Complete individually b. Exchange with table partner and correct c. Discuss with Table partner d. Share with full group	Activity 3 (Appendix 3) Activity 4 (Appendix 4) Activities on Powerpoint
2:25 (15 min)	Actors and Functions SL Quality Criteria	ASK: Who are the key actors? Outline key actors and their functions: - Professor - Student - Community - University Highlight the SL Quality Criteria	Respond to question: who are the key actors	Powerpoint
2:40 (15 min)	SL and the Sustainable Development Goals (SDGs)	Promote the role of SL to contribute to the SDGs (e.g. Goals 4, 10, 17)	Ask any questions about SL and the SDGs	PowerPoint
2:55 (5 min)	Conclusion to Part 1 – Q&A	Ask learners if they have any questions about SL related to the content of the course	Ask any questions	
3:00 (180 min)	Timing Achieved for Module 3 (Part 1)			

Module 3. Service Learning at University – Part 2 (How to Design a Project)

Target: 2 hours of content

Learning Outcomes addressed:

4. Design SL projects focused on the migrants' and refugees' needs for integration.
5. Explore the possibilities university SL offers in meeting those needs.

Timing (number of minutes)	Key Topic	Professor (Facilitator's) Activity	Learner (Teachers) Activity	Resources required
00:00 (25 min)	Introduction	Introduce Part 2 – How to Design a Project Idea for SL and Migrant/Refugee Community	Outline the components of Part 2- How to Design a Project Present Activity 5- Idea for a Service-Learning Project with the Migrant/Refugee community	Complete Activity 5 – an idea for the teacher's own subject area Discuss ideas with full group
00:25 (45 min)	How to Design a SL Project Phases of the Project	Present Phases of a SL Project Phase 1 Phase 2 (Introduce Activity 6) 15 minutes Phases 3, 4, 5	Complete Activity 6 individually ranking the problems (5 minutes) Discussion of the results (10 minutes)	Activity 6 (Appendix 6) on Powerpoint
0:55 (45 min)	Assessment in SL	Present the various assessments in SL - Group - Professor - Individual Introduce Activity 7 Elaboration of a SL Project Sketch	Complete Activity 7 1. Identify project idea for subject/s (sections 1-4). 10 minutes. 2. Complete the evaluation section 5 minutes. 3. Sharing in full group for feedback 20 minutes.	Activity 7 (Appendix 7) in Powerpoint
1:40 (20 min)	Final conclusion and Questions/ Answers	Ask what they found most challenging in the design? What was easy? Open for questions and comments	Respond to questions Ask questions or comments from the course or SL design	
2:00 (120 min)	Timing Achieved for Module 3 (Part 2)			



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