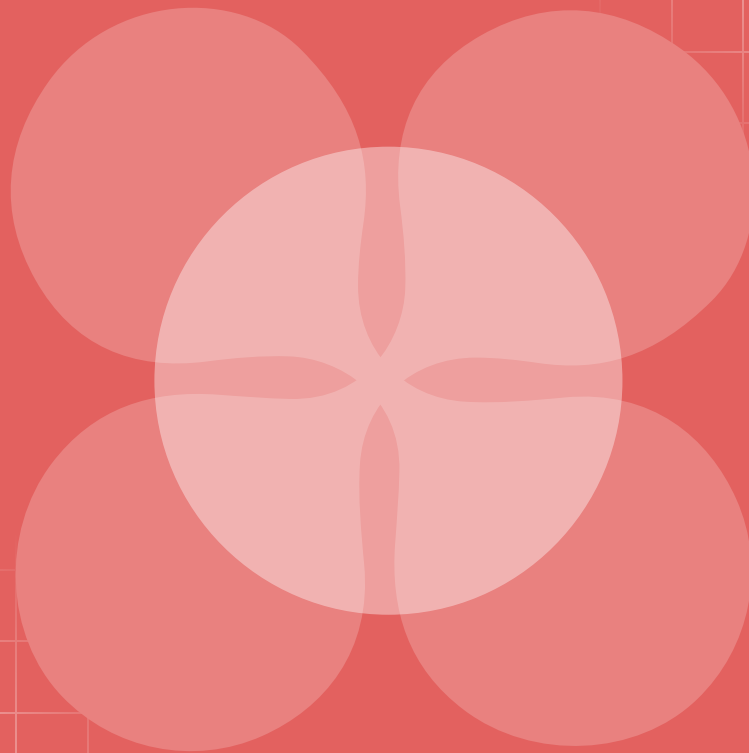




Building on
Linguistic and
Cultural Diversity



Yes we can! Social action to foster linguistic and cultural diversity and inclusion in higher education.

Synthesis report of BOLD Survey and Round Tables

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Editorial

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This document provides a comprehensive overview of initiatives aimed at promoting service learning and service social action around issues of diversity and inclusion, in the partner countries of the BOLD project. It presents key findings from the BOLD survey and summarises the discussions and insights gained from round table sessions with representatives of social action providers. The project highlights key themes, recommendations, and innovative ideas that emerged during these collaborative discussions around service learning and social action and how collaboration with higher education can be developed.

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Executive Summary

The aim of this report is to provide an overview of the results of a BOLD survey and round tables on social action to foster linguistic and cultural diversity in higher education. This report stressed the need to deal with the complex challenges of ensuring equitable education for all. Although multiculturalism and multilingualism are an inherent part of European societies and schools, most education systems are predominantly monolingual and show low levels of culturally responsive teaching and learning. Many teachers feel underprepared or ill-equipped to adapt to the needs of culturally and linguistically diverse student demographics. This report pointed to signs of an ongoing trend of inequity of education in European schools, especially for students with migrant backgrounds. The BOLD consortium intends to address these complex challenges by incorporating service learning (SL) in teacher education curricula at Higher Education Institutions (HEIs) across Europe. In essence, service learning is a practice in which community service and learning activities are interlinked.

To collect experiences, map best practices, and to gain a deeper understanding of the opportunities and challenges for the institutionalization of SL to promote cultural and linguistic diversity and civic engagement, the consortium conducted a survey and round tables with representatives of social actions and relevant stakeholders. First, the BOLD consortium collected 58 relevant social actions that were deemed relevant in preparing pre-service teachers to address the linguistic and cultural diversity of their future classrooms and in promoting civic engagement of students. Second, the consortium distributed an online questionnaire containing open questions that could be filled in by the organization to gain a better understanding of their nature and needs. The survey had responses from 30 initiatives by four of the BOLD-partners. Third, the consortium conducted eight on-site or



online round tables during which social actions provided a presentation on the social action character of their initiative, the role they play in promoting cultural and linguistic diversity, a best practice, and a needs analysis for collaboration with HEIs. This was followed by panel discussion to engage in a more in-depth conversation with stakeholders in order to identify the strengths and weaknesses of the collaborations between HEIs and social initiatives so as to arrive at feasible design principles.

This report demonstrated favourable conditions for collaborations by means of service learning to promote cultural and linguistic diversity and civic engagement of HEI students. Not only do the findings of the survey and round tables show a positive perception of such partnerships, various existing collaborations could function as foundations for new service learning initiatives to ensure an expeditious initiation. This report showed that representatives from the social actions recognized mutual benefits and added value in the

exchange of expertise and the real-world settings for learning.

Findings from the survey and roundtable discussions also point to two critical conditions for the implementation of service learning to address challenges regarding the promotion of cultural and linguistic diversity. One is the importance of the social relevance of collaborative SL trajectories; the other is the facilitation of crucial organizational requirements. This report emphasized the importance of a strong connection to challenges in community and society for SL trajectories in diversity contexts to increase the impact and relevance of shared projects. To secure the position of these trajectories, this report recommended social actions and HEIs have shared responsibilities and commitment to ensure a situation of reciprocal learning.

This report identified three main challenges for the implementation of SL trajectories promoting diversity and civic engagement. Firstly, the voluntary character of initiatives impacts the sustainability, recognition and regulation of collaborative SL projects. Secondly, the formalization of trajectories is made complex by legislative matters or and statutory requirements, mostly on the end of HEIs. Thirdly, differences in the position of (promoting) linguistic and cultural diversity among social initiatives may influence the implementation and sustainability of collaborative trajectories.

Finally, the report suggested two possible outcomes that could help manage these challenges. Results from the round tables point to the integration of HEI curricula, credits and competences with objectives and activities social action to ensure recognition and sustainability of trajectories. This could be supported by a stepwise approach to SL trajectories. Additionally, it becomes apparent from the survey and round tables that considering

local contexts of the consortium regarding points of departure (e.g. existing collaborations) and legislative matters may be a significant factor to ensure collaborative service learning encompassing cultural and linguistic diversity.

BOLD stands for Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs (<https://boldproject.eu/>). [Link](#)

The survey and round tables were conducted by the BOLD consortium of six HEIs, as part of a project work package entitled “Landscape analysis and social action principles for promoting linguistic and cultural diversity” that is aimed at enhancing HEIs capacity in building social action through innovative learning and teaching designs and practices. The work package ties in with the general BOLD objective to bridge the gap between initial teacher education and engagement in civil society by:

- ✓ Supporting student teachers’ active citizenship and civic engagement through the development of professional knowledge and competencies leading to social action;
- ✓ Promoting the collaboration of HE institutions with civil society organizations and associations, through the implementation of service learning (SL) and social action collaborative projects advocating for linguistic and cultural diversity.

The BOLD project is carried out by the following six partners:

- ✓ University of Aveiro - **PT**
- ✓ Universidad Autónoma de Madrid - **SP**
- ✓ Université d’Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**

Key words: citizenship, civic engagement, cultural diversity, educational equity, inclusion, linguistic diversity, multilingualism, service learning, social action, teacher education.



Samenvatting

Dit rapport bevat een overzicht van de resultaten van de BOLD vragenlijst en rondetafelgesprekken over maatschappelijke actie om talige en culturele diversiteit te bevorderen in het hoger onderwijs. In het rapport wordt de noodzaak benadrukt om kansengelijkheid in het onderwijs te bevorderen. Hoewel meertaligheid en multiculturaliteit onmiskenbaar deel uitmaken van Europese samenlevingen en scholen zijn schoolsystemen vaak nog eentalig en ook cultureel responsieve pedagogiek speelt veelal een beperkte rol. Docenten geven aan dat zij onvoldoende voorbereid en toegerust zijn om in te spelen op de behoeften van leerlingen met een multiculturele en/of meertalige achtergrond. Dit rapport wijst op signalen van een steeds toenemende kansengelijkheid in Europese scholen, met name in het geval van leerlingen met een migratieachtergrond. Het BOLD consortium wil deze complexe uitdagingen aanpakken door service learning (SL) te implementeren in de curricula van lerarenopleidingen op HBO's en universiteiten.

Het consortium heeft een vragenlijst uitgezet en rondetafelgesprekken gevoerd met stakeholders en vertegenwoordigers van maatschappelijke organisaties met als doel ervaringen en goede voorbeelden te verzamelen. Daarnaast wilde het consortium brede kennis opdoen van de uitdagingen en mogelijkheden voor de implementatie van SL voor het bevorderen van maatschappelijke betrokkenheid en culturele en talige diversiteit. Om te beginnen benaderde het BOLD consortium 58 maatschappelijke organisaties die de maatschappelijke betrokkenheid van aanstaande leraren zouden kunnen stimuleren en hen zouden kunnen voorbereiden op het bevorderen van talige en culturele diversiteit in hun toekomstige klassen. Daarna verspreidde het consortium een online open vragenlijst die organisaties konden invullen zodat hun aard en behoeftes van hun initiatieven in kaart zouden



worden gebracht. Die vragenlijst werd door 30 organisaties, vanuit 4 BOLD partners, ingevuld. Tenslotte voerde het consortium 8 online/fysieke rondetafelgesprekken waarbij de organisaties een presentatie gaven over de maatschappelijke insteek van hun initiatief, de rol die ze spelen in het bevorderen van diversiteit, een goed voorbeeld uit hun praktijk en hun beeld bij de samenwerking met lerarenopleidingen. Hierna volgde een paneldiscussie waarin dieper ingegaan werd op de mogelijkheden en uitdagingen van samenwerking om zo ontwerpprincipes voor SL vast te kunnen stellen.

In dit rapport wordt gewezen op gunstige omstandigheden voor de implementatie van SL in curricula van lerarenopleidingen om maatschappelijke betrokkenheid en diversiteit te bevorderen. De resultaten van de vragenlijst en gesprekken laten niet alleen een positieve houding ten aanzien van samenwerkingen tussen maatschappelijke organisaties en onderwijsinstellingen zien, er zijn diverse, reeds bestaande samenwerkingen die als basis kunnen dienen voor SL initiatieven en een voorspoedige implementatie kunnen waarborgen. Bovendien

toont dit rapport aan dat maatschappelijke organisaties de wederkerige voordelen en toegevoegde waarde in het uitwisselen van expertise en realistische leercontexten inzagen.

De bevindingen vanuit de vragenlijst en gesprekken wijzen op twee belangrijke voorwaarden voor de implementatie van SL om uitdagingen rondom het bevorderen van diversiteit aan te gaan. De eerste voorwaarde is dat gezamenlijke SL trajecten een sociale relevantie moeten hebben. De tweede voorwaarde is dat cruciale organisatorische vereisten gefaciliteerd moeten worden. Dit rapport benadrukt dan ook het belang van een sterke connectie tussen de gemeenschap en SL trajecten voor de impact en relevantie van samenwerkingsprojecten in contexten gericht op het bevorderen van diversiteit. In dit rapport wordt een aanbeveling gedaan voor het bewerkstelligen van gedeelde verantwoordelijkheid en toewijding door onderwijsinstellingen en maatschappelijke organisaties. Hiermee kan niet alleen de positie van samenwerkingen worden verstevigd, zo kan ook een situatie van samenwerkend leren ontstaan.

Daarnaast wordt in dit rapport gewezen op drie grote uitdagingen voor de implementatie van SL om maatschappelijke betrokkenheid en diversiteit te bevorderen. Ten eerste, het vrijwillige karakter van diverse organisaties heeft impact op de duurzaamheid, erkenning en bepalingen van gezamenlijke SL trajecten. Ten tweede, het kan complex zijn om SL samenwerkingen een officieel karakter te geven vanwege wettelijke vereisten en bepalingen waar vooral onderwijsinstellingen mee te maken hebben. De derde uitdaging betreft de verschillen tussen maatschappelijke organisaties in hun positie in het bevorderen van diversiteit. Die kunnen van invloed zijn op de implementatie en duurzaamheid van gezamenlijke trajecten.

Tenslotte zijn in dit rapport twee bevindingen

geaccentueerd die een handvat geven om met bovenstaande uitdagingen om te kunnen gaan. Uit de rondetafelgesprekken blijkt dat de integratie van doelen en activiteiten van organisaties met de curricula, studiepunten en competenties vanuit onderwijsinstellingen voor meer zekerheid en erkenning van SL trajecten kan zorgen. Een stapsgewijze aanpak van de trajecten kan daaraan bijdragen. Daarnaast blijkt uit de vragenlijst en gesprekken dat het bevorderend kan zijn voor SL trajecten gericht op het bevorderen van diversiteit om lokale contexten binnen het consortium in overweging te nemen met betrekking tot de omgang met uitgangspunten, zoals reeds bestaande samenwerkingen, en wettelijke vereisten en bepalingen.

BOLD staat voor Building on Linguistic and Cultural Diversity voor maatschappelijke actie binnen en buiten Europees hoger beroepsonderwijs en wetenschappelijk onderwijs (<https://boldproject.eu/>). [Link](#)

De vragenlijsten en rondetafelgesprekken werden afgenomen door het BOLD consortium, bestaande uit 6 instellingen voor hoger en wetenschappelijk onderwijs, als onderdeel van een project work package getiteld “Landscape analysis and social action principles for promoting linguistic and cultural diversity” dat is gericht op het versterken van de maatschappelijke actie in onderwijsinstellingen door middel van innovatieve onderwijsconcepten en praktijken. Dit work package sluit nauw aan bij het algemene doel van BOLD om de kloof tussen lerarenopleidingen en maatschappelijke betrokkenheid te dichten door middel van:

- ✓ Leraren in opleiding (LIOs) te ondersteunen in het ontwikkelen van actief burgerschap en maatschappelijke betrokkenheid door het ontwikkelen van beroepskennis en -vaardigheden die leiden tot sociale actie
- ✓ Het bevorderen van samenwerking tussen wetenschappelijk en hoger onderwijs en maatschappelijke organisaties en initiatieven via service learning en samenwerkingsprojecten die de talige en culturele diversiteit promoten

Het BOLD consortium bestaat uit:

- ✓ University of Aveiro - **PT**
- ✓ University Autónoma de Madrid - **SP**
- ✓ Université d'Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**

Kernwoorden: burgerschap, culturele diversiteit, kansengelijkheid, inclusiviteit, lerarenopleiding, maatschappelijk activisme, maatschappelijke betrokkenheid, meertaligheid, service learning, talige diversiteit.



Synthèse

L'objectif de ce rapport est de fournir une vue d'ensemble des résultats d'une enquête BOLD et de tables rondes sur l'action sociale en faveur de la diversité linguistique et culturelle dans l'enseignement supérieur. Ce rapport souligne la nécessité de relever les défis complexes que pose la garantie d'une éducation équitable pour tous. Bien que le multiculturalisme et le multilinguisme fassent partie intégrante des sociétés et des écoles européennes, la plupart des systèmes éducatifs sont essentiellement monolingues et présentent de faibles niveaux d'enseignement et d'apprentissage sensibles à la culture. De nombreux enseignants se sentent mal préparés ou mal équipés pour prendre en compte et répondre aux besoins d'élèves culturellement et linguistiquement diversifiés. Ce rapport a mis en évidence les signes d'une tendance constante à l'inégalité de l'éducation dans les écoles européennes, en particulier pour les élèves issus de l'immigration. Le consortium BOLD entend relever ces défis complexes en intégrant l'apprentissage par le service dans les programmes de formation des enseignants des établissements d'enseignement supérieur en Europe. En bref, l'apprentissage par le service (service learning, dorénavant SL) est une pratique dans laquelle le service communautaire et les activités d'apprentissage sont liés.

Afin de recueillir des expériences, de répertorier les bonnes pratiques et de mieux comprendre les opportunités et les défis liés à l'institutionnalisation du SL pour promouvoir la diversité culturelle et linguistique et l'engagement civique, le consortium a mené une enquête et organisé des tables rondes avec des représentants d'actions sociales et d'autres parties prenantes concernées. Tout d'abord, le consortium BOLD a recueilli 58 actions sociales jugées pertinentes pour préparer les enseignants en formation initiale à aborder la diversité linguistique et culturelle de leurs futures classes et pour promouvoir l'engagement



civique des étudiants. Ensuite, le consortium a distribué un questionnaire en ligne contenant des questions ouvertes qui pouvaient être remplies par l'organisation afin de mieux comprendre sa nature et ses besoins. L'enquête a reçu des réponses de 30 initiatives de quatre des partenaires BOLD. Troisièmement, le consortium a organisé huit tables rondes, dont certaines en ligne, au cours desquelles les actions sociales ont présenté le caractère d'action sociale de leur initiative, le rôle qu'elles jouent dans la promotion de la diversité culturelle et linguistique, un exemple de bonne pratique, et une

et l'engagement civique des étudiants. Non seulement les résultats de l'enquête et des tables rondes montrent une perception positive de ces partenariats, mais diverses collaborations existantes pourraient servir de base à de nouvelles initiatives de SL. Ce rapport a montré que les représentants des actions sociales reconnaissent les avantages mutuels et la valeur ajoutée de l'échange d'expertise et de l'apprentissage dans des cadres du monde réel.

Les résultats de l'enquête et des tables rondes mettent également en évidence deux conditions essentielles à la mise en œuvre du SL pour relever les défis liés à la promotion de la diversité culturelle et linguistique. L'une d'elles est l'importance de la pertinence sociale des trajectoires collaboratives du SL ; l'autre est la facilitation d'exigences organisationnelles cruciales. Ce rapport souligne l'importance d'un lien étroit avec les défis de la communauté et de la société pour les trajectoires de SL dans des contextes de diversité afin d'accroître l'impact et la pertinence des projets partagés. Pour garantir ces trajectoires, ce rapport recommande que les initiatives sociales et les établissements de l'enseignement supérieur aient des responsabilités et un engagement partagés pour garantir une situation de développement réciproque.

avec l'enseignement supérieur. Ces présentations ont été suivies d'une discussion afin d'engager une conversation plus approfondie avec les parties prenantes et d'identifier les forces et les faiblesses des collaborations entre les établissements de l'enseignement supérieur et les initiatives sociales afin d'aboutir à des principes de conception faisables.

Les résultats démontrent des conditions favorables pour des collaborations autour du SL afin de promouvoir la diversité culturelle et linguistique

Ce rapport a identifié trois défis principaux pour la mise en œuvre de trajectoires de SL promouvant la diversité et l'engagement civique. Premièrement, le caractère volontaire des initiatives a un impact sur la durabilité, la reconnaissance et la régulation des projets collaboratifs de SL. Deuxièmement, la formalisation des trajectoires est rendue complexe par des questions législatives ou des exigences statutaires, principalement du côté des établissements d'enseignement supérieur. Troisièmement, les différences dans le positionnement de (promotion de la) diversité

linguistique et culturelle parmi les initiatives sociales peuvent influencer la mise en œuvre et la durabilité des trajectoires collaboratives.

Enfin, le rapport suggère deux résultats possibles qui pourraient aider à gérer ces défis. Les résultats des tables rondes indiquent l'importance de l'articulation des programmes d'études, des crédits et des compétences avec les objectifs et les activités des initiatives sociales afin de garantir la reconnaissance et la durabilité des trajectoires. Ceci pourrait être soutenu par une approche progressive des trajectoires SL. En outre, il ressort de l'enquête et des tables rondes que la prise en compte des contextes locaux du consortium concernant les points de départ (par exemple, les collaborations existantes) et les questions législatives peut être un facteur important pour garantir un SL collaboratif englobant la diversité culturelle et linguistique.

BOLD est l'acronyme de Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs : vers une action sociale s'appuyant sur la diversité linguistique et culturelle au sein et au-delà des établissements de l'enseignement supérieur européens (<https://boldproject.eu/>). [Link](#)

L'enquête et les tables rondes ont été menées par le consortium BOLD, composé de six universités, dans le cadre d'un lot de travail intitulé "Analyse du paysage et principes d'action sociale pour la promotion de la diversité linguistique et culturelle", qui vise à renforcer la capacité des universités à mettre en place une action sociale par le biais de conceptions et de pratiques innovantes en matière d'apprentissage et d'enseignement. Ce lot de travail s'inscrit dans l'objectif général de BOLD de combler le fossé entre la formation initiale des enseignants et l'engagement dans la société civile par:

- ✓ Le soutien de la citoyenneté active et de l'engagement civique des apprentis-enseignants par le développement de connaissances et de compétences professionnelles menant à l'action sociale
- ✓ La promotion de la collaboration des établissements d'enseignement supérieur avec les organisations et associations de la société civile, par la mise en œuvre de projets collaboratifs d'apprentissage par le service (SL) et d'action sociale défendant la diversité linguistique et culturelle

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Mots clés : citoyenneté, engagement civique, diversité culturelle, équité éducative, inclusion, diversité linguistique, multilinguisme, service learning, action sociale, formation des enseignants.



Resumen

El objetivo de este informe es ofrecer una visión general de los resultados de una encuesta y varias mesas redondas del proyecto europeo BOLD, que se centra en favorecer un activismo que fomente la diversidad lingüística y cultural en la Enseñanza Superior. El documento enfatiza la necesidad de afrontar los complejos retos que supone garantizar una educación equitativa para todo el mundo. Aunque el multiculturalismo y el multilingüismo son una parte inherente de las sociedades y las escuelas en Europa, la mayoría de los sistemas educativos son predominantemente monolingües y muestran bajos niveles de sensibilidad cultural en sus procesos de enseñanza-aprendizaje. Muchos profesores se sienten poco preparados o mal equipados para adaptarse a las necesidades de una demografía estudiantil diversa en términos culturales y lingüísticos. Este informe señala indicios de una tendencia continuada hacia la desigualdad educativa en las escuelas en Europa, especialmente en relación con los alumnos de origen inmigrante. El consorcio BOLD pretende abordar estos complejos retos incorporando el Aprendizaje-Servicio (ApS) a los planes de estudios de Formación del Profesorado en las universidades de toda Europa. En esencia, el Aprendizaje-Servicio constituye una práctica en la que el servicio a la comunidad y las actividades de aprendizaje están interrelacionados.

El consorcio llevó a cabo la encuesta y las mesas redondas mencionadas previamente con representantes de entidades de activismo social y otros interlocutores relevantes con el fin de recopilar experiencias, trazar un mapa de las mejores prácticas y obtener una comprensión más profunda de las oportunidades y los retos de la institucionalización del ApS para la promoción de la diversidad cultural y lingüística y el compromiso cívico. En primer lugar, el consorcio BOLD recopiló 58 iniciativas sociales destacables para capacitar a los profesores con formación ApS para abordar

[Link](#)

la diversidad lingüística y cultural de sus futuras aulas y para promover el compromiso cívico entre los estudiantes. En segundo lugar, se distribuyó un cuestionario en línea con preguntas abiertas que las organizaciones rellenaron para dar a conocer mejor su naturaleza y sus necesidades. A la encuesta respondieron 30 iniciativas de cuatro de los socios de BOLD. En tercer lugar, se organizaron ocho mesas redondas tanto presenciales como en línea en las que las intervenciones activistas

presentaron el carácter de su iniciativa, el papel que desempeñan en la promoción de la diversidad cultural y lingüística, una buena práctica y un análisis de sus necesidades en relación con la colaboración con las universidades. A continuación, se celebró una mesa redonda para entablar una conversación más profunda con las partes interesadas con el fin de identificar los puntos fuertes y débiles en la colaboración entre las universidades y las iniciativas sociales con el fin

de extraer unos principios de diseño viables.

Este informe demuestra que existen condiciones favorables para la colaboración a través del Aprendizaje-Servicio que promueva la diversidad cultural y lingüística y el compromiso cívico entre los estudiantes de universidad. Los resultados de la encuesta y de las mesas redondas no sólo revelan una percepción positiva hacia dichas colaboraciones, sino que varias de las ya existentes podrían funcionar como cimientos de nuevas iniciativas de Aprendizaje-Servicio para garantizar una puesta en marcha rápida. Este informe prueba que los representantes del activismo social reconocen los beneficios mutuos y el valor añadido del intercambio de conocimientos y de los entornos reales para el aprendizaje.

Los resultados de la encuesta y los debates de la mesa redonda también señalan dos condiciones críticas para la puesta en práctica del Aprendizaje-Servicio con el fin de abordar los retos relativos a la promoción de la diversidad cultural y lingüística. Una es la importancia de la relevancia social de las trayectorias colaborativas de ApS; la otra, la facilitación de requisitos organizativos cruciales. Este informe subraya la importancia de una fuerte conexión con los retos de la comunidad y con la sociedad para que los itinerarios de aprendizaje permanente en contextos de diversidad aumenten el impacto y la relevancia de los proyectos compartidos. Para asegurar estos itinerarios, este informe recomienda que las entidades activistas y las universidades tengan responsabilidades y compromisos compartidos para garantizar una situación de aprendizaje recíproco.

El informe identifica tres retos principales para la implementación de itinerarios de ApS que promuevan la diversidad y el compromiso cívico. En primer lugar, el carácter voluntario de las iniciativas impacta en la sostenibilidad, el reconocimiento y la

regulación de los proyectos colaborativos de ApS. En segundo lugar, la formalización de los itinerarios se hace compleja por cuestiones legislativas y requisitos estatutarios, sobre todo por parte de las universidades. En tercer lugar, las diferencias en la experiencia previa en el fomento de la diversidad lingüística y cultural entre las entidades implicadas pueden influir en la puesta en práctica y la sostenibilidad de los itinerarios de colaboración.

Por último, el informe sugiere dos posibles resultados que podrían ayudar a gestionar estos retos. Los resultados de las mesas redondas apuntan a la integración de los planes de estudio, créditos y competencias de las universidades con objetivos y actividades de intervención activista para garantizar el reconocimiento y la sostenibilidad de los itinerarios. Podría hacerse con un enfoque gradual de los itinerarios de los ApS. Además, de la encuesta y las mesas redondas se desprende que tener en cuenta los contextos locales del consorcio en relación con los puntos de partida (p. ej., las colaboraciones existentes) y las cuestiones legislativas puede ser un factor importante para garantizar un Aprendizaje-Servicio colaborativo que abarque la diversidad cultural y lingüística.

BOLD son las siglas de «Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs» (<https://boldproject.eu/>). La encuesta y las mesas redondas fueron llevadas a cabo por las seis universidades que constituyen el consorcio BOLD, como parte de un paquete de trabajo del proyecto titulado Análisis de actores y principios de intervención activista para promover la diversidad lingüística y cultural, cuyo objetivo es mejorar la capacidad de las universidades para desarrollar la intervención activista a través de diseños y prácticas innovadoras de aprendizaje y enseñanza. El paquete de trabajo está relacionado con el objetivo general de BOLD de reducir la distancia entre la formación inicial del profesorado

y el compromiso con la sociedad civil mediante:

- ✓ El apoyo a la ciudadanía activa y el compromiso cívico de los estudiantes de Formación del Profesorado mediante el desarrollo de conocimientos y competencias profesionales que conduzcan a la intervención activista
- ✓ El fomento de la colaboración de las instituciones de Enseñanza Superior con las organizaciones y asociaciones de la sociedad civil, mediante la puesta en marcha de proyectos colaborativos de Aprendizaje-Servicio (ApS) e intervención activista en defensa de la diversidad lingüística y cultural.

Los siguientes seis socios conforman el proyecto BOLD:

- ✓ University of Aveiro - **PT**
- ✓ Universidad Autónoma de Madrid - **SP**
- ✓ Université d'Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**

Palabras clave: ciudadanía, compromiso cívico, diversidad cultural, equidad educativa, inclusión, diversidad lingüística, multilingüismo, Aprendizaje-Servicio, activismo, formación del profesorado.



Sumário

O objetivo do presente relatório é apresentar uma visão geral dos resultados de um inquérito por questionário e de um conjunto de mesas-redondas sobre a ação social para promover a diversidade linguística e cultural no ensino superior, implementados no âmbito do projeto BOLD. Este relatório sublinha a importância de se enfrentar os complexos desafios relacionados com a necessidade de garantir uma educação equitativa para todos. Embora o multiculturalismo e o multilinguismo sejam parte intrínseca das sociedades e escolas europeias, a maioria dos sistemas educativos é predominantemente monolíngue e revela baixos padrões de ensino e aprendizagem culturalmente responsivos. Muitos professores sentem-se mal preparados ou mal equipados para se adaptarem às necessidades de uma demografia de alunos cultural e linguisticamente diversa. Este relatório aponta para sinais de uma tendência atual de desigualdade na educação nas escolas europeias, especialmente no que diz respeito a alunos de origens migratórias. O consórcio BOLD pretende abordar estes desafios complexos através da integração da Aprendizagem em Serviço (AS) nos currículos de formação de professores nas instituições de ensino superior (IES) europeias. Na sua essência, a AS é uma prática em que o serviço comunitário e atividades de aprendizagem estão interligados.

Para recolher experiências, mapear boas práticas e obter uma compreensão mais profunda das oportunidades e dos desafios da institucionalização da AS para promover a diversidade cultural e linguística e o envolvimento cívico, o consórcio BOLD desenvolveu um inquérito por questionário e um conjunto de mesas-redondas com representantes de ações sociais. Em primeiro lugar, o consórcio recolheu 58 ações sociais consideradas relevantes na formação de professores para a diversidade linguística e cultural das suas futuras salas de aula e para a promoção



do envolvimento cívico dos alunos. Em segundo lugar, o consórcio distribuiu um inquérito questionário pelas ações sociais com questões abertas que pretendiam conhecer mais aprofundadamente a sua essência e necessidades. Foram obtidas respostas de 30 ações sociais de quatro dos parceiros do BOLD. Em terceiro lugar, o consórcio organizou oito mesas-redondas presencialmente e/ou à distância, durante as quais as ações sociais se apresentaram, deram a conhecer o seu papel na promoção da diversidade cultural e linguística, apresentaram boas práticas

e sublinharam necessidades sentidas para colaboração com IES. A estas apresentações, seguiram-se painéis de discussão que possibilitaram a identificação de potencialidades e constrangimentos da colaboração entre IES e iniciativas sociais, de modo a chegar-se a princípios viáveis de colaboração.

Este relatório demonstra a existência de condições favoráveis à colaboração através da AS para promover a diversidade linguística e cultural e a participação cívica dos estudantes das IES.

Não só os resultados do questionário e das mesas-redondas revelam uma perceção positiva de tais parcerias, como várias colaborações já existentes poderão funcionar como base para novas iniciativas de AS. Os representantes das ações sociais reconhecem os benefícios mútuos e o valor da partilha de expertise e os benefícios dos contextos reais de aprendizagem. Os resultados do questionário e das mesas-redondas, também, apontam para duas condições críticas para implementação da AS no que diz respeito a desafios relativos à promoção da diversidade linguística e cultural. Uma delas é a importância da relevância social das trajetórias colaborativas de AS; a outra é a facilitação de requisitos organizacionais cruciais. Este relatório sublinha a importância de uma robusta ligação aos desafios da comunidade e da sociedade para as trajetórias de AS, com vista a aumentar o impacto e a relevância dos projetos partilhados. Para assegurar a posição destas trajetórias, o relatório recomenda que as ações sociais e as IES assumam responsabilidades e compromissos partilhados para garantir uma aprendizagem recíproca.

Foram identificados três desafios principais para a implementação de trajetórias de AS que promovam a diversidade e o envolvimento cívico. Em primeiro lugar, o carácter voluntário das ações sociais tem impacto na sustentabilidade, no reconhecimento e na regulamentação dos projetos colaborativos de AS. Em segundo lugar, a formalização das trajetórias torna-se complexa devido a questões legislativas ou a requisitos estatutários, principalmente por parte das IES. Em terceiro lugar, as diferenças na relevância da (promoção da) diversidade linguística e cultural entre as ações sociais podem influenciar a implementação e a sustentabilidade das trajetórias de colaboração.

Por último, o relatório sugere duas possibilidades que poderão auxiliar na gestão destes desafios.

Os resultados das mesas-redondas sugerem a integração da AS nos currículos universitários, sendo-lhe atribuídos créditos e delineadas competências e atividades de ação social para garantir o reconhecimento e a sustentabilidade das trajetórias. Isto poderia ser apoiado por uma abordagem faseada das trajetórias de AS. Além disso, torna-se evidente, a partir do questionário e das mesas-redondas, que a consideração dos contextos locais do consórcio relativamente a pontos de partida (por exemplo, colaborações já existentes) e a questões legislativas pode ser um fator significativo para garantir uma AS colaborativa no âmbito da diversidade linguística e cultural.

BOLD significa “Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs” (<https://boldproject.eu/>). [Link](#)

O inquérito por questionário e as mesas-redondas foram realizados pelo consórcio BOLD, no âmbito de uma atividade do projeto intitulada “Landscape analysis and social action principles for promoting linguistic and cultural diversity”, que visa reforçar a capacidade das IES para desenvolver a ação social através práticas inovadoras de ensino e aprendizagem. Esta atividade relaciona-se com o objetivo geral do BOLD de colmatar o distanciamento entre a formação inicial de professores e o envolvimento na sociedade civil através:

✓ Do contributo para a construção uma cidadania ativa e envolvimento cívico de futuros professores através do desenvolvimento de competências profissionais conducentes à ação social

✓ Da promoção da colaboração entre IES e organizações da sociedade civil, através da implementação colaborativa de projetos de aprendizagem em serviço e ação social sustentados na defesa da diversidade linguística e cultural

O projeto BOLD é levado a cabo pelos seguintes seis parceiros:

- ✓ University of Aveiro - **PT**
- ✓ Universidad Autónoma de Madrid - **SP**
- ✓ Université d’Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**

Palavras-chave: cidadania, participação cívica, diversidade cultural, equidade educativa, inclusão, diversidade linguística, multilinguismo, aprendizagem em serviço, ação social, formação de professores.



Zusammenfassung

Ziel dieses Berichts ist es, einen Überblick über die Ergebnisse einer BOLD-Befragung und Rundtisch-Diskussionen zu sozialverantwortlichem Handeln zur Förderung sprachlicher und kultureller Vielfalt im Hochschulwesen bereitzustellen. In diesem Bericht wurde die Notwendigkeit hervorgehoben, sich den komplexen Herausforderungen zu stellen, die sich im Hinblick auf das Sicherstellen von Bildungsgleichheit ergeben. Trotz der Tatsache, dass Multikulturalität und Mehrsprachigkeit Bestandteil europäischer Gesellschaften und Bildungseinrichtungen sind, ist die Mehrheit der Bildungssysteme in erster Linie monolingual ausgerichtet, wobei im Unterrichten und Lernen kaum auf kulturelle Individualität eingegangen wird. Viele Lehrpersonen fühlen sich unvorbereitet oder zu schlecht ausgestattet, um sich den Bedürfnissen sprachlich und kulturell diverser Schüler*innenbiographien anzupassen. Dieser Bericht verwies auf Anzeichen eines anhaltenden Trends der Bildungsungleichheit in europäischen Bildungseinrichtungen, der insbesondere Schüler*innen mit Migrationshintergrund betrifft. Die BOLD-Arbeitsgemeinschaft beabsichtigt, sich diesen komplexen Herausforderungen zu stellen, indem Lernen durch Engagement (LdE) europaweit in die Curricula der Ausbildung von Lehrkräften an Hochschuleinrichtungen aufgenommen wird. Im Wesentlichen handelt es sich beim Lernen durch Engagement um eine Praxis, die gemeinnützige Arbeit und Lernaktivitäten miteinander verknüpft.

Die Arbeitsgemeinschaft setzte sich zum Ziel, Erfahrungen zu sammeln, bewährte Praktiken festzuhalten und ein tiefgreifenderes Verständnis für Potenziale und Herausforderungen einer Institutionalisierung von Lernen durch Engagement zu entwickeln, die zur Förderung kultureller und sprachlicher Vielfalt sowie des zivilgesellschaftlichen Engagements beitragen soll. Hierzu wurden eine Befragung und Diskussionsrunden mit Vertreter*innen sozialer Verbände und führenden Interessensvertreter*innen durchgeführt. In einem ersten Schritt trug die Arbeitsgemeinschaft 58 soziale Verbände zusammen, die als relevant eingestuft



wurden, angehende Lehrkräfte auf sprachliche und kulturelle Vielfalt in ihren zukünftigen Klassenzimmern vorzubereiten und das zivilgesellschaftliche Engagement von Studierenden zu fördern. In einem zweiten Schritt stellte die Arbeitsgruppe einen Online-Fragebogen bereit, der offene Fragen enthielt und von der jeweiligen Organisation ausgefüllt werden konnte. Die sollte ein besseres Verständnis der Organisation selbst und ihrer Bedürfnisse ermöglichen. An der Befragung nahmen 30 Initiativen teil, wobei es sich bei vier von ihnen um BOLD-Partner handelte. In einem dritten Schritt führte die Arbeitsgruppe acht Rundtisch-Diskussionen durch,

identifiziert und realisierbare Gestaltungsprinzipien dieser Zusammenarbeit erkannt werden.

Dieser Bericht legte vorteilhafte Bedingungen für Kooperationen mittels Lernen durch Engagement dar, um kulturelle und sprachliche Vielfalt sowie das zivilgesellschaftliche Engagement von Studierenden zu fördern. Die Ergebnisse der Befragung und der Diskussionsrunden zeigten neben einer positiven Wahrnehmung Partnerschaften dieser Art, dass eine Vielzahl an bereits bestehenden Kooperationen als Grundlage neuer Lernen durch Engagement-Initiativen fungieren kann. Somit könnte eine zügige Aufnahme der Zusammenarbeit gewährleistet werden. Dieser Bericht zeigte, dass Vertreter*innen sozialer Verbände gemeinsame Vorteile und einen Mehrwert anerkannten, die aus dem Austausch von Expertise und den realitätsnahen Lernumgebungen resultieren.

Die Ergebnisse der Befragung und der Diskussionsrunden weisen ebenfalls auf zwei kritische Bedingungen hin, die im Hinblick auf den Einsatz von Lernen durch Engagement zur Bewältigung von Herausforderungen in Bezug auf die Förderung kultureller und sprachlicher Vielfalt bestehen. Erstens handelt es sich um die Notwendigkeit der sozialen Relevanz kooperativer LdE-Verläufe; zweitens um die Förderung von zentralem organisatorischem Bedarf. Dieser Bericht verwies auf die Bedeutung starker Verbindungen gegenüber Herausforderungen in der Gemeinschaft und der Gesellschaft, sodass Lernen durch Engagement-Verläufe in Diversitätskontexten die Wirkung und Relevanz gemeinsamer Projekte erhöhen können. Um die Position dieser Verläufe zu sichern, wurde in diesem Bericht empfohlen, dass soziale Verbände und Hochschuleinrichtungen gemeinsame Verantwortungsbereiche und Verpflichtungen festlegen. Auf diese Weise würde ein wechselseitiges Lernen gewährleistet werden.

In diesem Bericht wurden drei zentrale Herausforderungen für den Einsatz von LdE-

die in Präsenz oder online stattfanden. Hierbei erfolgte eine Vorstellung der sozialen Verbände hinsichtlich des sozialen Charakters ihrer Initiativen, ihrer Beteiligung an der Förderung kultureller und sprachlicher Vielfalt, einer Best Practice-Analyse sowie einer Analyse dessen, welche Bedürfnisse abgedeckt werden müssen, um mit Hochschuleinrichtungen zu kooperieren. Im Anschluss daran fand eine Podiumsdiskussion statt, um noch intensivere Gespräche mit Interessensvertreter*innen anzuregen. Auf diese Weise sollten Stärken und Schwachstellen in der bisherigen Zusammenarbeit von Hochschuleinrichtungen und sozialen Initiativen

Kooperationen zur Förderung von Vielfalt und des zivilgesellschaftlichen Engagements identifiziert. Erstens beeinflusst der Grad an Freiwilligkeit der Initiativen die Zukunftsfähigkeit, Anerkennung und Regulation der LdE-Projekte. Zweitens gestaltet sich die Formalisierung der LdE-Verläufe als komplex. Grund hierfür können legislative Angelegenheiten und/oder rechtliche Anforderungen sein, wobei letztere meist seitens der Hochschuleinrichtungen bestehen. Drittens können Differenzen in der Priorisierung der Förderung sprachlicher oder kultureller Vielfalt sozialer Organisationen die Einführung und Zukunftsfähigkeit der kooperativen Zusammenarbeit beeinflussen.

Abschließend schlug der Bericht zwei mögliche Ergebnisse vor, die hilfreich im Umgang mit diesen Herausforderungen sein können. Die Ergebnisse der Rundtisch-Diskussionen weisen auf eine Einbindung von Hochschulcurricula hin, auf Leistungspunkte und Kompetenzen, die zielgerichtet sind und Aktivitäten zum sozialverantwortlichen Handeln, um die Anerkennung und Zukunftsfähigkeit von LdE-Verläufen zu sichern. Dies könnte durch einen Ansatz unterstützt werden, der schrittweise zu LdE-Verläufen führt. Außerdem wurde in der Befragung und den Rundtisch-Diskussionen deutlich, dass lokale Kontexte der Arbeitsgemeinschaft im Hinblick auf Ausgangspunkte (z.B. bestehende Kooperationen) und legislative Angelegenheiten berücksichtigt werden müssen. Dies könnte ein entscheidender Faktor dafür sein, sicherzustellen, dass kooperatives Lernen durch Engagement kulturelle und sprachliche Vielfalt miteinschließt.

BOLD steht für „Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs“ (<https://boldproject.eu/>). [Link](#)

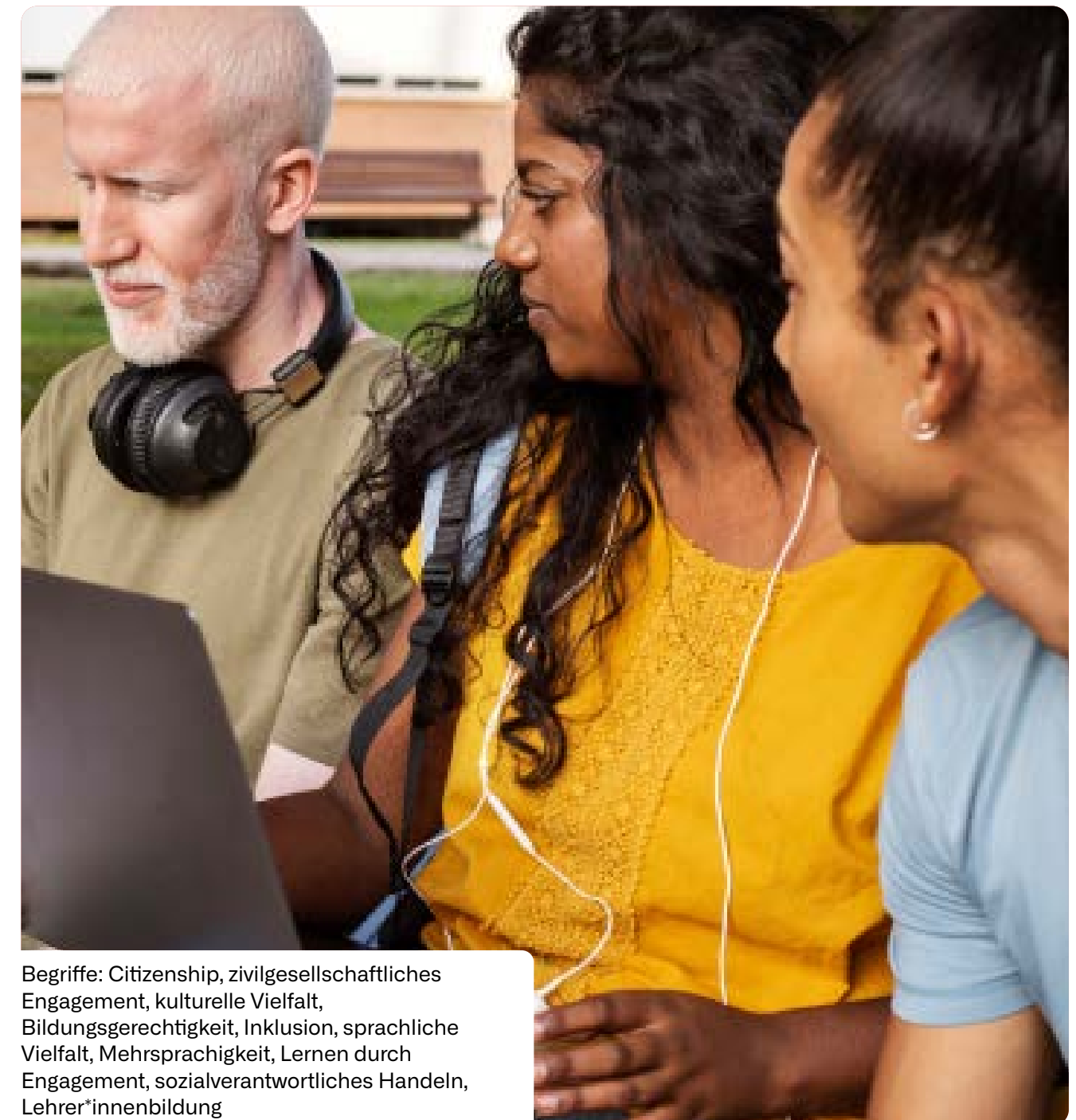
Die Befragung und die Rundtisch-Diskussionen wurden von der BOLD-Arbeitsgemeinschaft, bestehend aus sechs Hochschuleinrichtungen, im Rahmen des Arbeitspakets Landscape analysis and social action principles for promoting linguistic and cultural diversity“

durchgeführt. Dieses zielt auf eine Verbesserung der Kapazitäten von Hochschuleinrichtungen ab, sozialverantwortliches Handeln durch den Einsatz innovativer Lehr- und Lernformen aufzubauen. Das Arbeitspaket steht in Verbindung zu der allgemeinen BOLD-Zielsetzung, die Kluft zwischen der Erstausbildung von Lehrkräften und dem Engagement in der Zivilgesellschaft durch folgende Maßnahmen zu überbrücken:

- ✓ Die Unterstützung der aktiven Citizenship und des zivilgesellschaftlichen Engagements von Lehramtsstudierenden durch die Entwicklung von Fachwissen und Kompetenzen, die zu sozialverantwortlichem Handeln führen
- ✓ Die Förderung der Zusammenarbeit von Hochschuleinrichtungen mit Organisationen und Verbänden der Zivilgesellschaft durch die Durchführung von gemeinsamen Projekten, die für die sprachliche und kulturelle Vielfalt eintreten.

Das BOLD-Projekt wird von den folgenden sechs Partnern durchgeführt:

- ✓ University of Aveiro - **PT**
- ✓ Universidad Autónoma de Madrid - **SP**
- ✓ Université d'Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**



Begriffe: Citizenship, zivilgesellschaftliches Engagement, kulturelle Vielfalt, Bildungsgerechtigkeit, Inklusion, sprachliche Vielfalt, Mehrsprachigkeit, Lernen durch Engagement, sozialverantwortliches Handeln, Lehrer*innenbildung

Περίληψη

Η παρούσα έκθεση αποσκοπεί στην παράθεση των αποτελεσμάτων που δημιουργήθηκαν στο πλαίσιο του έργου BOLD. Τα αποτελέσματα προέκυψαν κατόπιν έρευνας σε συνδυασμό με την υλοποίηση στρογγυλών τραπέζων με θέμα την ενίσχυση της κοινωνικής δράσης για την προώθηση της γλωσσικής και πολιτισμικής πολυμορφίας στην τριτοβάθμια εκπαίδευση. Αρχικά, σύμφωνα με τα αποτελέσματα της έκθεσης, ιδιαίτερα κρίσιμη θεωρείται η ανάγκη για την αντιμετώπιση των σύνθετων προκλήσεων που αποθαρρύνουν τη διασφάλιση ισότιμης εκπαίδευσης για όλους. Συγκεκριμένα, παρά το γεγονός ότι η πολυπολιτισμικότητα και η πολυγλωσσία διέπουν το σύνολο των ευρωπαϊκών κοινωνιών και των σχολικών περιβαλλόντων, τα περισσότερα εκπαιδευτικά συστήματα παραμένουν κατά κύριο λόγο μονόγλωσσα και χαρακτηρίζονται από χαμηλό επίπεδο εφαρμογής μεθόδων πολυπολιτισμικής διδασκαλίας και μάθησης. Ταυτόχρονα, πολλοί εκπαιδευτικοί αισθάνονται ότι δεν είναι επαρκώς καταρτισμένοι ή ότι δεν διαθέτουν τα κατάλληλα παιδαγωγικά εργαλεία για να προσαρμοστούν στις ανάγκες των πολιτισμικά και γλωσσικά διαφορετικών μαθητών.

Με βάση τις ενδείξεις της έκθεσης επισημαίνεται ότι στα ευρωπαϊκά σχολεία παρατηρείται μια συνεχιζόμενη τάση ανισότητας στην εκπαίδευση, ιδίως για τους μαθητές με μεταναστευτικό υπόβαθρο. Η κοινοπραξία του έργου BOLD επιχειρεί να αντιμετωπίσει τις παραπάνω προκλήσεις με την ενσωμάτωση της μεθόδου εκμάθησης δια της παροχής υπηρεσιών (Service Learning, SL) στα προγράμματα των παιδαγωγικών τμημάτων των Ανώτατων Εκπαιδευτικών Ιδρυμάτων (ΑΕΙ) σε όλη την Ευρώπη. Η ένταξη της μεθόδου αυτής αποσκοπεί στην ανάδειξη του αλληλένδετου χαρακτήρα των μαθησιακών δραστηριοτήτων με την συμμετοχή στη ζωή της κοινότητας.

Η κοινοπραξία κατόπιν προχώρησε στην διεξαγωγή έρευνας και στην σύγκλιση στρογγυλών τραπέζων με καλεσμένους οργανωτές κοινωνικών δράσεων και σχετικούς ενδιαφερόμενους φορείς με στόχο την συλλογή εμπειριών, την χαρτογράφηση καλών πρακτικών και τη βαθύτερη κατανόηση των ευκαιριών και των προκλήσεων για τη θεσμοθέτηση της εκμάθησης δια της παροχής



υπηρεσιών (SL) για την προώθηση της πολιτιστικής και γλωσσικής πολυμορφίας. Κατά το πρώτο στάδιο, η κοινοπραξία του έργου διέκρινε 58 κοινωνικές δράσεις που εφάρμοσαν την πρακτική της εκμάθησης δια της παροχής υπηρεσιών για την αντιμετώπιση της γλωσσικής και πολιτισμικής ποικιλομορφίας στις μελλοντικές τους τάξεις και την προώθηση της εμπλοκής των μαθητών στα κοινά. Σε δεύτερο στάδιο, η κοινοπραξία διένειμε ένα διαδικτυακό ερωτηματολόγιο με ανοιχτές ερωτήσεις που μπορούσαν να συμπληρωθούν από τους ενδιαφερόμενους οργανισμούς για την καλύτερη κατανόηση των αναγκών τους. Η έρευνα συγκέντρωσε απαντήσεις από 30 πρωτοβουλίες

προερχόμενες από τέσσερα πανεπιστήμια-εταίρους του BOLD. Κατά το τρίτο στάδιο, η κοινοπραξία διεξήγαγε οκτώ επιτόπιες ή και διαδικτυακές στρογγυλές τράπεζες στην διάρκεια των οποίων εκπρόσωποι κάθε κοινωνικής δράσης παρουσίασαν την πρωτοβουλία τους, τα χαρακτηριστικά της, τον ρόλο της στην προώθηση της πολιτιστικής και γλωσσικής πολυμορφίας, μια καλή πρακτική που εφάρμοσαν καθώς και μια σύντομη ανάλυση αναγκών για τη συνεργασία τους με τα ΑΕΙ. Στη συνέχεια, πραγματοποιήθηκε συζήτηση σε πάνελ για την διεξαγωγή μιας εκ-βάθους ανταλλαγής απόψεων από τους ενδιαφερόμενους φορείς για τον εντοπισμό των

ενδεχόμενων δυνατών και αδύνατων σημείων από τη συνεργασία μεταξύ των ΑΕΙ και των κοινωνικών φορέων και οργανισμών, ώστε να καταλήξουν στη διατύπωση ρεαλιστικών αρχών σχεδιασμού.

Η έκθεση, επιπλέον, ανέδειξε τις ευνοϊκές συνθήκες για συνεργασίες για την προώθηση της πολιτιστικής και γλωσσικής πολυμορφίας και της συμμετοχής των φοιτητών ΑΕΙ στα κοινά μέσω της εκμάθησης δια της παροχής υπηρεσιών. Σύμφωνα με τα ευρήματα της έρευνας και των στρογγυλών τραπέζων, όχι μόνο παρατηρείται θετική στάση για την σύναψη ανάλογων συνεργασιών, αλλά τονίζεται ότι οι υπάρχουσες συνεργασίες θα μπορούσαν να λειτουργήσουν ως βάση και να δώσουν το έναυσμα για την πυροδότηση νέων πρωτοβουλιών στον τομέα της εκμάθησης δια της παροχής υπηρεσιών. Επίσης, οι οργανωτές των κοινωνικών δράσεων αναγνώρισαν τα αμοιβαία και σημαντικά οφέλη που προκύπτουν από την ανταλλαγή τεχνογνωσίας και από την εφαρμογή της μεθόδου αυτής σε πραγματικές συνθήκες μάθησης.

Τα αποτελέσματα της έρευνας και των στρογγυλών τραπέζων τόνισαν επίσης δύο κρίσιμες προϋποθέσεις για την εφαρμογή της εκμάθησης δια της παροχής υπηρεσιών για την αντιμετώπιση των προκλήσεων σχετικά με την προώθηση της πολιτισμικής και γλωσσικής πολυμορφίας. Η πρώτη προϋπόθεση αφορά την ανάδειξη της σημασίας της κοινωνικής συνάφειας της μεθόδου SL, ειδικά των συνεργατικών της διαδρομών, ενώ η δεύτερη εστιάζει στη διευκόλυνση των κρίσιμων οργανωτικών απαιτήσεων. Παράλληλα, στην έκθεση επισημαίνεται η σημασία της σύνδεσης της πορείας της SL με τις κοινωνικές προκλήσεις για την ενίσχυση της επιδραστικότητας αντίστοιχων δράσεων σε περιβάλλοντα που χαρακτηρίζονται από πολυπολιτισμική ποικιλομορφία. Σε αυτό το πλαίσιο, προτείνεται οι κοινωνικοί φορείς και τα ΑΕΙ να μοιράζονται κοινές ευθύνες και δεσμεύσεις για τη διασφάλιση μιας ενιαίας διαδικασίας μάθησης. Στην έκθεση εντοπίζονται ακόμη τρεις κύριες προκλήσεις αναφορικά με την εφαρμογή της πρακτικής SL για την προώθηση της ποικιλομορφίας και της εμπλοκής των πολιτών. Η πρώτη πρόκληση εστιάζει στον εθελοντικό χαρακτήρα των πρωτοβουλιών ο οποίος

επηρεάζει τη βιωσιμότητα, την αναγνώριση και τη ρύθμιση των συνεργατικών έργων SL. Η δεύτερη πρόκληση αφορά την επισημοποίηση της μεθόδου SL η οποία καθίσταται περίπλοκη εξαιτίας των νομοθετικών και γραφειοκρατικών ρυθμίσεων, κυρίως από την πλευρά των ΑΕΙ. Η τρίτη πρόκληση εστιάζει στο γεγονός ότι οι διαφορές σε επίπεδο γλωσσικής και πολιτισμικής ποικιλομορφίας μεταξύ των κοινωνικών δράσεων μπορεί να επηρεάσουν την εφαρμογή και τη βιωσιμότητα των συνεργατικών πρωτοβουλιών. Τέλος, στην έκθεση παρουσιάζονται δύο πιθανές προτάσεις για τη διαχείριση των παραπάνω προκλήσεων. Αφενός, η ενσωμάτωση της μεθόδου SL στο πρόγραμμα σπουδών των ΑΕΙ, να συνοδεύεται από την χορήγηση πιστωτικών μονάδων και την αξιολόγηση των ικανοτήτων των φοιτητών με βάση τις δραστηριότητες κοινωνικής δράσης. Μια τέτοια λύση θα συμβάλλει στη διασφάλιση της σταδιακής αναγνώρισης και υλοποίησης των διαδρομών SL σε ακαδημαϊκό επίπεδο. Επιπλέον, όπως αναδείχθηκε από την έρευνα και τις στρογγυλές τράπεζες, η ενδεδειγμένη εξέταση των ήδη υφιστάμενων συνεργασιών των εταίρων του έργου και τα νομοθετικά πλαίσια που υπάρχουν αποτελούν ένα σημαντικό παράγοντα για την εξασφάλιση μιας συνεργατικής προσέγγισης στην εκμάθηση δια της παροχής υπηρεσιών που θα ενσωματώνει την πολιτισμική και γλωσσική πολυμορφία.

Το BOLD αποτελεί ακρωνύμιο του Building on Linguistic and Cultural Diversity for social action within and beyond European HEIs (<https://boldproject.eu/>). [Link](#)

Η έρευνα και οι στρογγυλές τράπεζες διεξήχθησαν από τα έξι πανεπιστήμια-εταίρους του BOLD, στο πλαίσιο ενός πακέτου εργασίας του έργου με τίτλο “Ανάλυση τοπίου και αρχές κοινωνικής δράσης για την προώθηση της γλωσσικής και πολιτιστικής πολυμορφίας”, το οποίο αποσκοπεί στην ενίσχυση της ικανότητας των ΑΕΙ να προάγουν την κοινωνική δράση μέσω καινοτόμων σχεδίων και πρακτικών μάθησης και διδασκαλίας. Το πακέτο εργασίας συνδέεται με τον γενικό στόχο του BOLD να γεφυρώσει το χάσμα που χωρίζει την τυπική εκπαίδευση με την εμπλοκή στην κοινωνία των πολιτών μέσω:

✓ της υποστήριξης της ενεργού συμμετοχής των φοιτητών των παιδαγωγικών τμημάτων και της εμπλοκή τους στα κοινά μέσω της ανάπτυξης επαγγελματικών γνώσεων και ικανοτήτων που οδηγούν στη κοινωνική δράση

✓ της προώθηση της συνεργασίας των ΑΕΙ με οργανισμούς και κοινωνικούς φορείς, για την υλοποίησης συνεργατικών σχεδίων εκμάθησης δια της παροχής υπηρεσιών (SL) που υπερασπίζονται τη γλωσσική και πολιτιστική ποικιλομορφία.

Το έργο BOLD υλοποιείται από τους παρακάτω έξι εταίρους:

- ✓ University of Aveiro - **PT**
- ✓ Universidad Autónoma de Madrid - **SP**
- ✓ Université d’Aix Marseille - **FR**
- ✓ University of Hamburg - **DE**
- ✓ University of Groningen - **NL**
- ✓ Web2Learn - **GR**

Λέξεις-κλειδιά: ιδιότητα του πολίτη, εμπλοκή των πολιτών, πολιτισμική ποικιλομορφία, εκπαιδευτική ισότητα, ένταξη, γλωσσική ποικιλομορφία, πολυγλωσσία, εκμάθηση δια της παροχής υπηρεσιών, κοινωνική δράση, κατάρτιση εκπαιδευτικών.

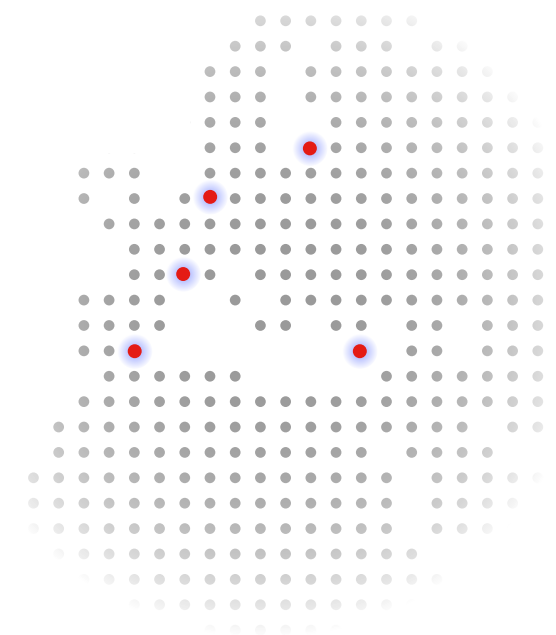


01

Introduction

Introduction

In 2022, a consortium of 6 European institutions dealing with teacher education started working together to tackle the challenges of teacher education oriented towards equity in education, by the bias of promoting linguistic and cultural diversity, addressing the needs of multilingual and multicultural student populations and their families and, by these means, promoting the goals of sustainable development. They constituted the consortium BOLD - Building on Linguistic and Cultural Diversity for social action within and beyond European universities (<https://boldproject.eu/>).



We're a collaborative team distributed by 6 individual points across Europe: Aveiro, Madrid, Marseille, Hamburg, Groningen and Greece

BOLD bridges the gap between initial teacher education and engagement in civil society by:

- ✓ Supporting student teachers' active citizenship and civic engagement through the development of professional knowledge and competencies leading to social action;
- ✓ Promoting the collaboration of HE institutions with civil society organizations and associations, through the implementation of service learning (SL) and social action collaborative projects advocating for linguistic and cultural diversity.

The aim of the present deliverable is to propose main design principles for service-learning initiatives in Higher Education Institutions (HEIs) in Europe. The overarching work package that resulted in this deliverable was intitled "Landscape analysis and social action principles for promoting linguistic and cultural diversity". Its specific objective was to enhance HEIs capacity building in social action through innovative learning and teaching practices promoted via modular course designs. The work package, that also included mapping 58 social actions across 5 European settings and carrying out 7 round tables with relevant stakeholders, feeds into the general objective of the BOLD project which is to support civic engagement and active citizenship of Higher Education (HE) staff and students through the development of competencies leading to social action.



What is service-learning?

Background: Challenges in dealing with linguistic and cultural diversity and the need for Service Learning

Though education has been long recognized as a human right (United Nations, 1948), communities around the world have struggled with ensuring equitable education for all. As defined by the Programme for International Student Assessment (PISA), the level of equity in education is measured by the extent to which school performance is related to a students' personal background; the weaker this relationship is, the more equitable it is considered to be (OECD, 2019). To achieve equity within an educational system, "whatever variations there may be in education outcomes, these should not be related to students' background, including socio-economic status, gender or immigrant background" (OECD, 2019, p. 19). In Europe, the changing student body has highlighted disparities in academic achievements, particularly between students with and without migrant backgrounds and heritage (Lavigne et al., 2022). For most countries, the most recent insights from PISA reflect an ongoing trend of educational inequity for students with a migrant background (OECD, 2019), often related to their language proficiency skills and inherent multilingualism.

Despite multiculturalism and multilingualism being an inherent part of European societies and schools, most education systems are predominantly monolingual and ignore cultural diversity within groups (Beuningen & Polišenská, 2019; Gogolin, 2002; Gay, 2018). Due to the increase in multilingual pupils in European schools, which has also been labelled "superdiversity" (Vertovec, 2007), new pedagogical challenges in teaching multilingual

pupils have arisen (Langeloo et al., 2019; Raud & Orehova, 2020). The increasingly culturally diverse classrooms require schools "incorporate cultural assets into classroom experiences", considering and responding to the needs of a more heterogeneous student demographic (Alhanachi et al., 2021; Lavigne et al., 2022, p.1).

However, most teachers indicate they feel underprepared for implementing multilingual education or for dealing with pupils' linguistic and cultural diversity and thus favour monolingual education (Herzog-Punzenberger et al., 2017; Koch-Priewe & Krüger-Potratz, 2016). In a similar vein, teachers are ill-equipped to consider the demands of cultural diversity in the classroom (Gay, 2018; Lavigne et al., 2022). Teachers, especially pre-service teachers, demonstrate low levels of culturally responsive teaching or even "cultural blindness", regardless of highly culturally and linguistically diverse classroom settings (Lavigne et al., 2022, Gay, 2018, p.28). To encourage cultural diversity in the classroom, they need to develop "a different set of competences from those needed to teach more homogenous classrooms," but this development may be impeded by barriers like high work demands, high-stakes accountability, and the complexity of culturally responsive pedagogies (Alhanachi et al., 2021, p.8; Lavigne et al., 2022).



A wealth of research in the field of multilingual education has, however, demonstrated that pedagogies that embrace pupils' multilingualism can counteract some of the disadvantages associated with a multilingual background (e.g. Cummins, 2018; García and Li, 2014; Lucas & Villegas, 2020). Similarly, the link between increasing academic achievement and the recognition of culturally responsive teaching is undisputable (Gay, 2018). Countering common misconceptions about the best way to teach emergent multilingual learners, Cummins (2018, p. 86) argues that, "Home use of a language other than the school language becomes a potential source of educational disadvantage only when the school fails to provide appropriate support to enable students to develop academic skills in the school language," and offers several "high-impact responses" (p. 79) which can be used to support emergent language learners while using their language as a resource in learning. Other frameworks such as translanguaging (García and Li, 2014), linguistically responsive pedagogy (Lucas & Villegas, 2010), and culturally responsive teaching (Gay, 2002) have also been developed to help educators identify the best ways to support second language learners while valuing the linguistic and cultural resources they bring with them to school.

Multilingual and multicultural pupils' academic performance may thus significantly improve when their home languages and cultural frames of reference are used at school and (García & Baetens Beardsmore, 2009; Sierens & Van Avermaet, 2014; Gay, 2018). Despite this, and evidence that languages are not separated in the brain (Cummins, 1981; Goodrich & Lonigan, 2017), most teachers maintain the stance that involving home languages can prevent pupils from acquiring the target or school language to a high level (Nederlof & Smit, 2018; Pulinx et al., 2017). Multilingual pupils are therefore often discouraged

from using their home languages in school settings (Ağırdag, 2018; van der Wildt et al., 2017), which can often lead them to feel uncomfortable at or detached from school (van der Wildt et al., 2013; van Praag et al., 2017), and to social alienation (El Hadioui, 2011). Pupils' well-being, academic outcomes, personal development, identity and creativity are thus affected (e.g., Bialystok, 2018; Biesta, 2010). This has resulted in an achievement gap between language minority and language majority pupils (Cummins, 2018; OECD, 2019).

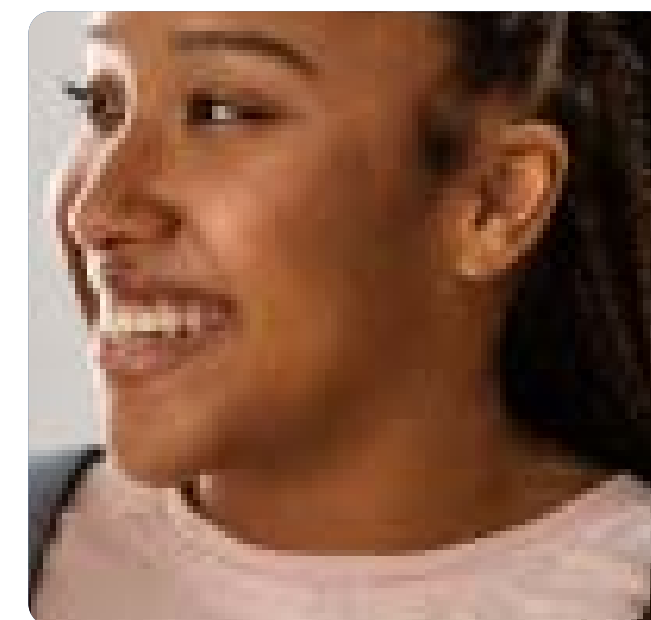
Although teachers endeavour "to build bonds with and among [linguistically] diverse [pupils] in classrooms" (Edmiston, 2016, p. 2), there is a lack of focus on multilingualism in initial teacher education in most European settings, which highlights the need to improve the preparation of future teachers for teaching in multilingual classrooms (Baumann, 2017; Schroedler & Fischer, 2020; van Avermaet et al., 2018). Since teachers' knowledge, skills, attitudes and beliefs influence their own and other teachers' classroom practices (e.g., Beauchamp et al., 2014), it is essential that teacher education addresses "prospective teachers' perceptions and/or misconceptions" (Portolés & Martí, 2018, p. 251); otherwise, the achievement gap will persist, and forms of inclusive education will remain unexplored (De Angelis, 2011; Haukås, 2016; Pulinx et al., 2017).

The BOLD project intends to address these complex challenges by developing tools and modules to incorporate service learning in Initial Teacher Education (ITE) in HEIs across Europe. Service learning encompasses a range of practices and principles, but, put simply, "it is a practice that links community service with learning activities, and learning activities with community service" (Furco & Norvell, p. 13). It is close to "experiential learning" (Chan, 2023) as this term refers to "a broad range of activities that centre on the intentioned process of learning where "experience [is constituted]

as a form of knowledge" (Usher, 1993, p. 169)." (Chan, 2023, p. 1). Service learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and 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 and Hatcher, 1995, p. 112). Among the advantages on integrating service learning in education are (Furco & Norvell, 2019, p. 13):

- ✓ Improving students' academic learning and educational success;
- ✓ Enhancing students' personal development;
- ✓ Furthering students' social and intercultural understanding;
- ✓ Strengthening students' career development;
- ✓ Nurturing students' civic responsibility and participation;
- ✓ Centring students' ethical and moral compass;

In terms of teacher education programmes to help student teachers navigate linguistic and cultural diversity in education, service learning can provide student teachers with real-world experiences, as on-going teachers might gain hands-on experience working with diverse student populations, including multilingual students and their families. In the same vein, service learning might help develop student teachers' intercultural competence, intercultural sensitivity, and problem-solving skills.



In terms of pedagogical skills to deal with linguistic diversity, service learning is said to develop student teachers' language awareness, as they observe language acquisition in the hic et nunc, and pedagogic repertoires, as teachers become aware of resources used by students to learn what might inform their (future) teaching strategies and selection of teaching materials, to give but two examples.

In terms of professional development, because service learning is based on permanent reflection, it might improve student teachers' reflexivity, as they call student teachers to continuously and critically assess their experiences and consider how they can improve their teaching practices.

Following the above and considering the framework of the BOLD project, we should also consider the strong connection between service learning, teacher education for acting among linguistic and culturally diverse students and their families, and implementing the agenda for sustainable development and attaining the sustainable development goals (UN, 2015), particularly the United Nations Sustainable Development Goals (SDGs). Indeed, service learning in teacher education can be a powerful tool for preparing future teachers to address the goals and principles outlined in the SDGs. Four goals amongst the most compelling for the BOLD project are:

✓ **SG3 (Promoting Health and Well-being)**

Many service learning initiatives involve activities related to health and well-being, such as nutrition programs, mental health support, or physical education. Future teachers can learn about the connections between education, health, well-being, and diversity, and how they can contribute to achieving SDG 3.

✓ **SG4 (Promoting Quality Education)**

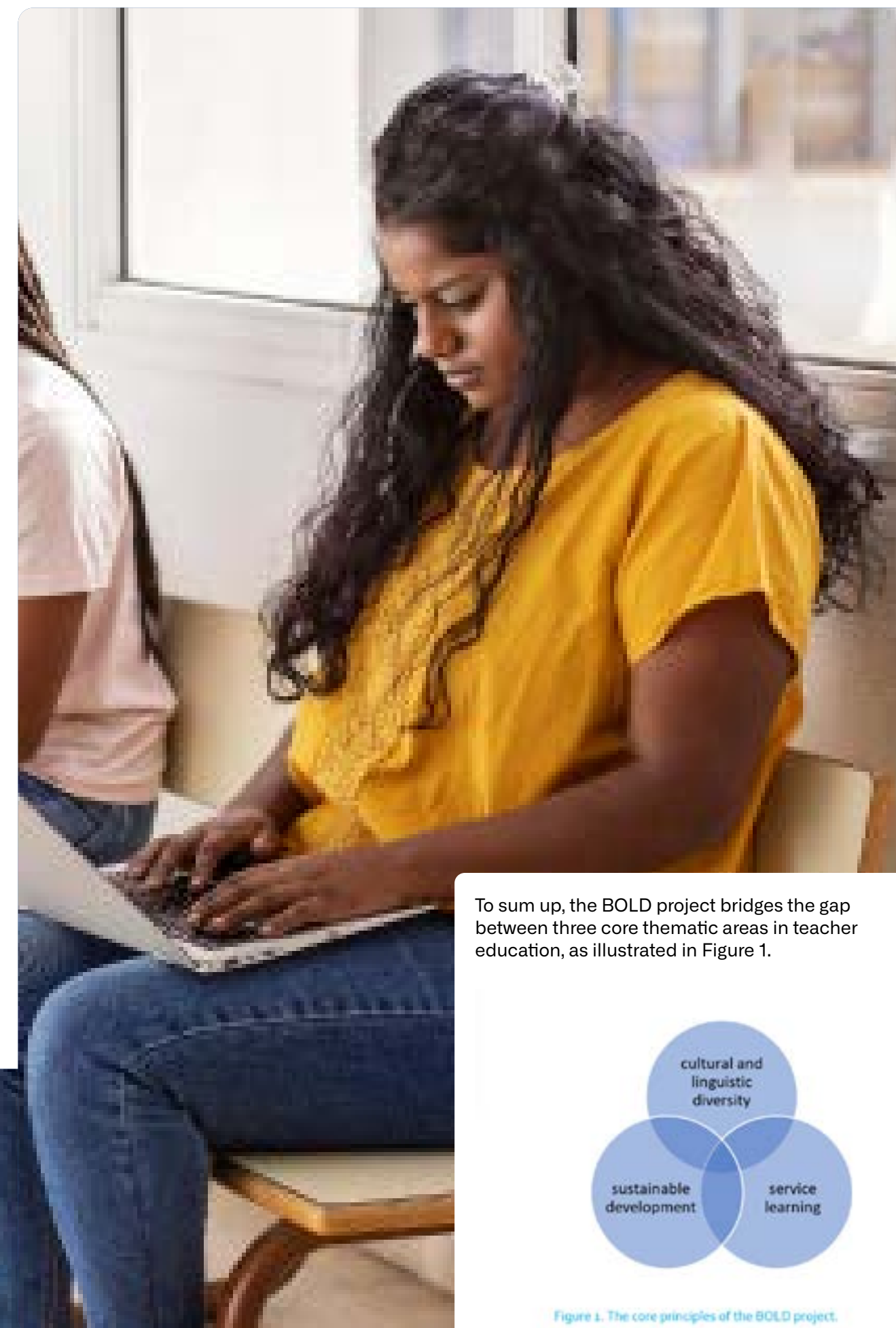
Service learning experiences can help student teachers understand the importance of quality education for all, including students with a migrant and refugee background, who cope with linguistic barriers in their access to education. Through their service in diverse communities and with civil society and NGOs, student teachers can gain insights into educational disparities, the needs of marginalized populations, the value of cultural diversity and innovative teaching methods that promote inclusive and equitable education.

✓ **SG10 (Reducing Inequalities) & SG16 (Peace, Justice and Strong Institutions)**

Service learning often involves working with underserved and marginalized communities. This experience can sensitize student teachers to issues related to inequality, discrimination, and social justice. They can learn how to create more inclusive classrooms that address the disparities in society, in general, and in education, more particularly. Since the prevention of inequality and the strengthening of social cohesion are two important factors in conflict prevention and transformation, there is also a link with the SG focussing on peace and justice.

✓ **SG17 (Community Engagement)**

This goal emphasizes the need for collaboration with civil society and a great diversity of stakeholders. Service learning encourages student teachers to engage with the community, fostering partnerships that can support the implementation of sustainable development initiatives at the local level. BOLD aims at sustaining this goal by encouraging student teachers to create and sustain such



To sum up, the BOLD project bridges the gap between three core thematic areas in teacher education, as illustrated in Figure 1.



Figure 1. The core principles of the BOLD project.

02

A Typology of European Social Actions

A Typology of European Social Actions

In order to map the types of social actions that may be relevant for service learning initiatives that attempt at promoting civic engagement towards linguistic and cultural diversity in future teachers, the BOLD consortium set out to collect 20 European initiatives or social actions.

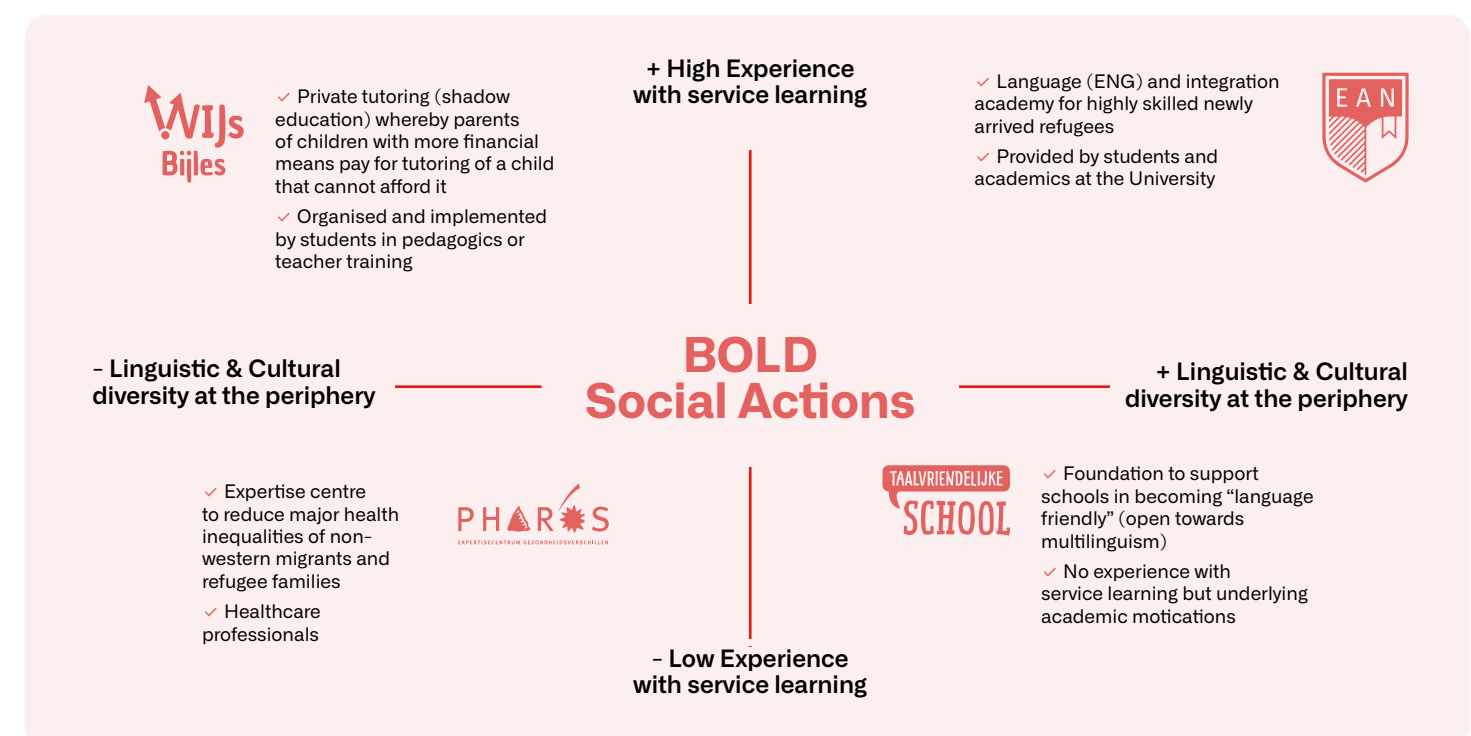
 Deliverable 1

The social actions were collected by each of the five HE partners in BOLD through an internet search, own services at the organizations and a snowball method starting from own contacts of the researchers or from connections already existing with the teacher training institutes of the consortium partners. Data were collected between April and June 2023 and compiled in an excel file with information from all partners, including a short description; the type of action; stakeholders and collaboration with other organizations; target groups; and a brief outline of their connection with linguistic and cultural diversity.

In total, the BOLD consortium collected 58 relevant social actions that were deemed relevant in preparing pre-service teachers to address the linguistic and cultural diversity of their future classrooms and in promoting civic engagement of

students. The overview of all actions can be seen in Appendix 2. As expected, we found great diversity in the initiatives collected, in terms of their scope, mission and aims, of the stakeholders involved, but also in their relationship to linguistic and cultural diversity. In addition, the collected initiatives also vary in their experience in working with HEIs (and service learning).

Based on these observations, we developed a model to map different types of social actions. For this purpose, we placed the collected social action in a quadrant model with two axes: one oscillating between high and low experience with service learning, and one oscillating between fostering linguistic and cultural diversity at the heart of the initiative or at the periphery (or background). Figure 2 presents a visual representation of our model to describe the different types of social actions.





For the purpose of illustrating the use of the model, Figure 2 depicts examples of representative initiatives from the Netherlands. As can be seen in Figure 2, we placed four of our social actions in each of the quadrants to give an example of how the categories in the axes work. Some initiatives work closely with HE (example of Wijs Bijles that uses students to provide private tutoring), while others are placed in a HE organization and are operated by volunteers (example of EAN, an academy of the university in which refugees can learn English while waiting for their papers). On the other hand, other initiatives work only sporadically with HE (example of Pharos, a health organization providing care for disadvantaged groups) or depend on student volunteers to run projects (examples of the Taalvriendelijke School, an initiative to make schools more linguistically sensitive), but do not have regular service learning programmes yet. In addition, for some initiatives, linguistic and cultural diversity is a background aspect belonging to the stakeholders that the initiative is targeting (for example, the private tutoring initiative WijsBijles charges privileged parents more for their tutoring so that a pupil that would normally afford tutoring can profit from their services. These 'free' students are often multilingual). On the contrary, for other initiatives, promoting cultural and linguistic diversity is at the core of their vision and aims (as is the case for the Taalvriendelijke School that coaches schools in using their pupils' multiple languages for learning). HEIs can thus use this model to select the most appropriate social actions for their students, depending on the amount and type of experience with linguistic and cultural diversity that the student has had in the time leading to the service learning programme. For example, if the student has not yet worked extensively with multilingual pupils during the internship placements, then an experienced organization with linguistic and cultural diversity at its heart would be the most appropriate option. If the student has had

multiple contact opportunities with multilingual pupils and has already experimented with forms of multilingual education (e.g. with translanguaging), then an organization with less experience with HE and focussing on other aspects of the linguistic and culturally diverse group (e.g. health care, access to cultural activities) can also be appropriate.



03

Analysis of the BOLD survey with social actions in four countries

Analysis of the BOLD survey with social actions in four countries

To gain a deeper understanding of the motivation of social actions related to linguistic and cultural diversity and civic engagement, the BOLD consortium also surveyed a few of the initiatives that were collected by the partners in our overview of social actions for civic engagement (see section 3). This report presents a brief summary of this survey.

The data were collected using an online questionnaire containing open questions that could be filled in by the organizations. Three of the BOLD partners sent an email to the organizations that they had collected asking for participation in the survey. The surveys were filled in between April and June 2023.

Sample

The survey had responses from four of the BOLD-partners (table 1):

Country	Number of Responses
Germany	4
Portugal	7
Netherlands	9
Spain	10

Vision & Mission Statement

In general, the initiatives that responded to the BOLD survey aim to assist in, help with or facilitate general participation in society for various groups (e.g. disabilities, adults with qualifications, refugees, youth at risk) through direct contact with volunteers or through cooperation between organizations. The overarching aims are thus related to fostering social inclusion, social justice and participation in society for people who may be limited by their personal circumstances (Table 2).

Some initiatives have an educational stance, offering general classes and support with school or learning. Specific initiatives wish to improve

literacy skills or general language development, not specifying in which languages.

Only two initiatives are specifically aimed at multilingual pupils and families and at improving not only the language of the host country, but also their family language(s).

These results suggest that linguistic and cultural diversity is seldom at the heart of social actions, but is more often perceived as a background variable or factor belonging to groups in need of general support.



Country	Vision/Statement	Stakeholders
Germany 1	Improving educational opportunities to diminish the differences in outcomes due to social origin	Children and youth at risk
Germany 2	Assisting people with disabilities in terms of living, social encounters, therapy, etc. to foster participation in society	People with disabilities
Germany 3	Informing about possibilities for social engagement independent of social origin	All potential volunteers
Germany 4	Offering access to culture	People in need of support

Country	Activity	Activity
Portugal 1	Promoting active citizenship (i.e. combat social exclusion and promote sustainability)	Children and youth
Portugal 2	Promoting social justice through science education	Students from low-income families
Portugal 3	Promoting quality of life by innovative educational and social approaches	Youth; Victims of Domestic Violence; Families, Migrants and refugees
Portugal 4	Promoting global citizenship and transformative societies and schools	Schools and educational communities & institutions, local communities and families.
Portugal 5	Defending the rights and interests of immigrants	Immigrants
Portugal 6	Preventing social exclusion of migrants and refugees	Immigrants and refugees
Portugal 7	Developing social and community leadership programmes	Everyone (not specified)

Country	Activity	Activity
Netherlands 1	Learning networks and training	Learning networks and training
Netherlands 2	Webinars, workshops, consultancy	Webinars, workshops, consultancy
Netherlands 3	Connecting volunteers to families for a reading programme	Connecting volunteers to families for a reading programme
Netherlands 4	Exchange programme between future teachers and refugees (part of the curriculum)	Exchange programme between future teachers and refugees (part of the curriculum)
Netherlands 5	Events to promote interculturality	Events to promote interculturality
Netherlands 6	Language exchange programme with language buddies	Language exchange programme with language buddies
Netherlands 7	Course and training	Course and training
Netherlands 8	Tutoring (free for multilingual pupils)	Tutoring (free for multilingual pupils)
Netherlands 9	English classes (educational programme)	English classes (educational programme)

Country	Activity	Activity
Spain 1	Promoting social justice through science education	Students from low-income families
Spain 2	Promoting quality of life by innovative educational and social approaches	Children and youth; Victims of Domestic Violence; Families with children at risk; Migrants and refugees
Spain 3	Promoting global citizenship and transformative societies and schools	Hospitalized patients
Spain 4	Teaching activities with undergraduate & graduate students in which artistic education models (artivism) are analyzed	Undergraduate and postgraduate students
Spain 5	Connecting university students with social groups at risk of exclusion	Postgraduate students
Spain 6	Individualized online support sessions for pre-university students in situations of social vulnerability	University students and families in vulnerable situations, educational centres with limited resources.
Spain 7	Individualized online support sessions for pre-university students in situations of social vulnerability	Everyone
Spain 8	Political advocacy, communication, and training	NGOs and activists
Spain 9	Basic social assistance, social-economical integration and community development for migrant women	Members of the Muslim community
Spain 10	To support asylum seekers in Spain	Asylum seekers

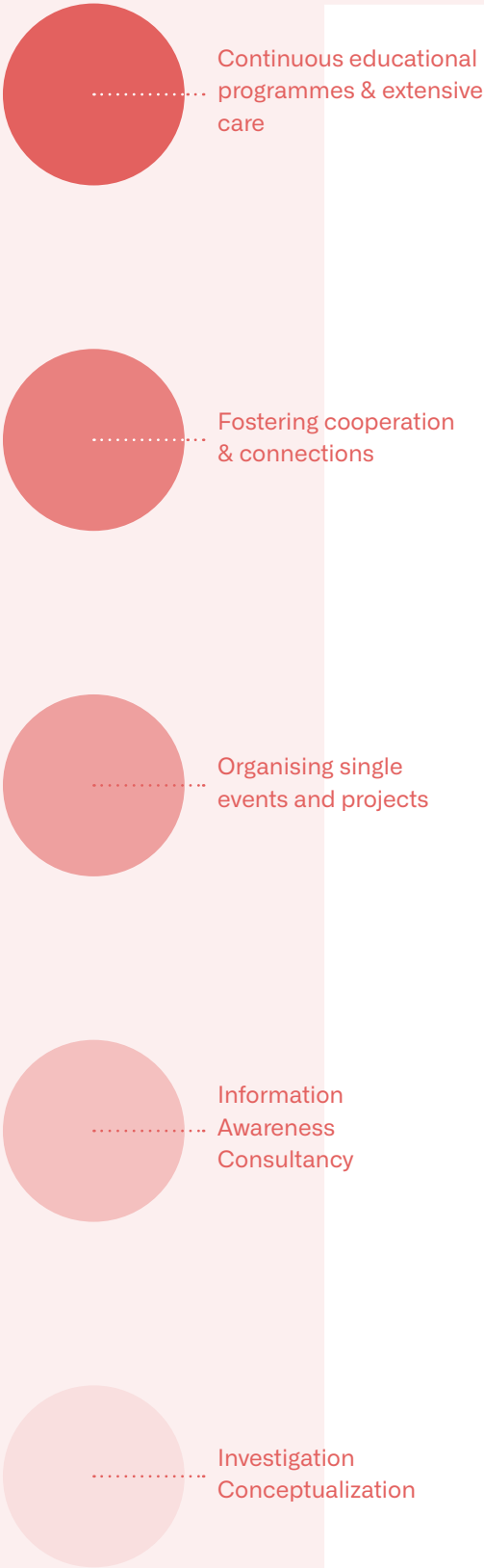


Concrete activities

The 30 social actions that were surveyed are very diverse in their scope and also in the activities they engage in, with most of the initiatives engaging in several types of activities (e.g., information, cooperation, and education), but with some having a specific focus and engaging in the same type of activities (e.g. tutoring or connecting volunteers to families or social actions). Over half of the initiatives (17 out of 30) engage in some type of continuous educational programme for their targeted stakeholders. This might involve workshops, language classes, tutoring, webinars, etc. This is followed by the organization of events (e.g. festivals, celebrations) or projects (running for a few weeks or years) around specific themes (5 out of 30). Eight out of 30 initiatives focus on advising and consultancy and four provide information to the public or the stakeholders about education, care, etc. (including general public outreach and awareness). In addition, three organizations also specialize in connecting partners and fostering cooperation to solve stakeholders’ complex problems. In Spain, an initiative engages in activities aimed at supporting cooperation in social actions. Finally, one organization provides extensive care by creating and running institutions for children and adults, taking on care in terms of education, living and health.

- ✓ Regarding the duration and engagement of the stakeholders involved, there is a gradation in the activities that social actions can engage in.
- ✓ Initiatives may choose to have a single focus and a main specialty, but they may also choose to engage in several types of activities. This depends on their scope and the specialization of the people involved.

Gradation of activities social actions engage in



Country	Activity
Germany 1	Advice/support/qualification and networking of schools and stakeholders in school administration
Germany 2	Digital information, festivals and meetings, training, connection with other organizations
Germany 3	Advising people from different backgrounds on volunteering and volunteer work. Mediating appropriate engagement work.
Germany 4	Providing workshops and guided tours in art museums.

Country	Activity
Portugal 1	Awareness-raising projects (e.g. about mental health) and actions (e.g. adopt a tree)
Portugal 2	Educational programmes, webinars, training
Portugal 3	Responsibility for educational institutions for children and families, language courses, general support for living, health etc. (refugees and migrants)
Portugal 4	Theoretical research and conceptualization of global citizenship, educational projects and training
Portugal 5	Events to promote interculturality
Portugal 6	Language exchange programme with language buddies
Portugal 7	Training and programmes on social and community leadership)

Country	Activity
Netherlands 1	Learning networks and training
Netherlands 2	Webinars, workshops, consultancy
Netherlands 3	Connecting volunteers to families for a reading programme
Netherlands 4	Exchange programme between future teachers and refugees (part of the curriculum)
Netherlands 5	Events to promote interculturality
Netherlands 6	Language exchange programme with language buddies
Netherlands 7	Course and training
Netherlands 8	Tutoring (free for multilingual pupils)
Netherlands 9	English classes (educational programme)

Country	Activity
Spain 1	Training and events to promote African culture and its diaspora
Spain 2	Support for students with functional diversity and refugees
Spain 3	Support for patients and their families (from emotional support to entertainment activities)
Spain 4	Teaching activities to show the connection between activism and art
Spain 5	Coordination of students and entities for cooperation in social actions
Spain 6	Support for students with social vulnerability
Spain 7	Projects focused on eco-social transition
Spain 8	Communication and training for NGOs
Spain 9	Basic social assistance and social-economical integration for migrant women
Spain 10	Support for asylum seekers

Collaborators, volunteers or employees

The initiatives maintain partnerships that vary in scope and orientation. Some actions show broad diversity in angles to partnerships (see NL1;5), 12 out of 30 focus specifically on education, and some partner with (mental) health support and care organizations (6 out of 30). In terms of orientation, a few actions have local institutions as partners, e.g. the municipality and libraries, but also an economic development initiative. Three out of 30 initiatives partner with national agencies or organizations. Other connections are to fellow institutions or initiatives. Overall, there is a strong reliance on volunteers, but to varying degrees, with some actions running solely on volunteers, whereas others have a wide range of fixed employees.



Country	Partnerships and Volunteers	Employees
Germany 1	Graduates in the social sciences and humanities (mainly pedagogy, political science and sociology)	-
Germany 2	People who work in fields of care and pedagogy (e.g. administrations), ombudspeople, volunteers (e.g. Freiwilliges Soziales Jahr and Bundesfreiwilligendienst volunteers)	Employees by a local corporate voluntary company
Germany 3	Volunteers of retirement age	Employees with a migration background and various professional backgrounds,
Germany 4	Volunteers	Freelance workers and jobbers

Country	Partnerships and volunteers	Employees
Portugal 1	Volunteers	Two fixed employees
Portugal 2	Volunteers	100% volunteers with 40 teachers facilitating the letter exchange
Portugal 3	Minimal use of volunteers	101 employees (educators, administration, psychologists, etc.)
Portugal 4	Academic partnerships within projects	Mostly researchers and training
Portugal 5	Volunteers	One part-time employee (coordinator)
Portugal 6	Some partnerships depending on the individual projects	Six employees
Portugal 7	Volunteers. Collaboration with students in higher education.	Two full time employees

Country	Partnerships and volunteers	Employees
Netherlands 1	Expat Centre, library, schools, local economic development initiative, international partners regarding heritage languages	Managing director, 4 board members (currently all volunteers)
Netherlands 2	Municipalities, welfare organizations, language initiatives (esp. Taalhuizen), care homes	-
Netherlands 3	Municipalities, school boards of primary and secondary education, teacher training	6 project leaders and policymakers
Netherlands 4	Speech therapists and psychologists	2 colleagues, interns
Netherlands 5	Municipalities, schools, libraries, children and infant welfare centres, speech therapists, companies, and charities	-
Netherlands 6	Educational institutions	-
Netherlands 7	School boards, teachers of Dutch as an foreign language, educationalists, coaches and trainers	-
Netherlands 8	Municipality, schools, and fellow social initiatives (e.g. foundations that supply funds & means for education & living)	3 board members, 15 teachers
Netherlands 9	Volunteers from the University of Groningen, the COA (Central Agency for the Reception of Asylum Seekers), and other initiatives that support refugees (e.g. Refugee Talent	Employees of the University of Groningen

Country	Partnerships and volunteers	Employees
Spain 1	Minimal use of volunteers	Employees who are experts on the topics we deal with
Spain 2	Minimal use of volunteers	Workers at the university
Spain 3	Volunteers	Workers at the hospital
Spain 4	Teachers and students as volunteers	-
Spain 5	Volunteers from NGOs	Workers from NGOs and foundations
Spain 6	Volunteers (university students)	Employees paid by projects & workers from universities&city councils
Spain 7	Members volunteering	Workers from NGOs
Spain 8	Volunteers	Employees
Spain 9	Volunteers from the neighbourhood and from different christian organizations	-
Spain 10	Volunteers	Employees

Role of linguistic and cultural diversity

In terms of the relationship of the social actions with linguistic and cultural diversity (Table 5), our surveyed initiatives range from having a specific aim stated towards linguistic and cultural diversity (11 out of 30), to taking it in account (11 out of 30) to no specific role (4 out of 30). In Germany, it is mostly in the background and there is no specific role for diversity. In addition, there is a monolingual focus in some initiatives (3 out of 20). In Portugal, most initiatives refer to linguistic and cultural diversity being at the core of their actions, and they claim to take an asset-based approach to diversity. In the Netherlands and Spain, most actions claim to take it into account but do not have a primary focus on informing the public on linguistic and cultural diversity, raising awareness towards it, or even fostering it, which is in line with the findings at 2.



Country	Role of diversity
Germany 1	German is the main focus. Linguistic diversity only plays a role in exceptional cases. Cultural diversity is a benefit
Germany 2	People with various backgrounds are welcomed
Germany 3	Linguistic diversity in the team ensures that more people can be reached and helped. Cultural diversity in the team creates an open mind, ensuring the target group does not feel alienated or does not perceive diversity as a chasm.
Germany 4	Crucial (not specified)

Country	Role of diversity
Portugal 1	Crucial in every project and event which aims at intercultural exchange. Participants are from different parts and engage in cultural and linguistic exchange.
Portugal 2	Crucial but mostly focussed on the varieties of the Portuguese language. Initiative is creating didactical materials to address linguistic diversity around the letters.
Portugal 3	Considered a background factor of the clients.
Portugal 4	One of the focal points of the research by the initiative.
Portugal 5	Important in the sense of promoting intercultural dialogue between immigrants and local population (not mentioned how exactly linguistic diversity is promoted in those encounters)
Portugal 6	Crucial (SPEAK organizes language groups and valorizes linguistic diversity in these events. There is also time for exchange about integration related issues, such as prejudice)
Portugal 7	In the background (as a source of disadvantage related to various social problems)

Country	Role of diversity
Netherlands 1	Aiming to prevent unnecessary language loss/attrition by migrant minority language speakers
Netherlands 2	- (not specified)
Netherlands 3	Target group could foster diversity in schools. Partnering schools cater for multilingual students, and they are involved in a global citizenship project
Netherlands 4	A main focus (not specified)
Netherlands 5	Taking linguistic and cultural backgrounds of families and children into account when programmes are developed and initiated
Netherlands 6	Showing how culturally and linguistically diverse education truly is
Netherlands 7	Adapting information and advice to the linguistic backgrounds of participants
Netherlands 8	Ensuring diversity in the team to affirm the diverse backgrounds of the target group, supporting students with language deficiency.
Netherlands 9	English proficiency is the goal, but the diverse cultural and linguistic backgrounds of volunteers and target groups are the foundation.

Country	Role of diversity
Spain 1	To acknowledge that Africa and its diaspora are not homogeneous. Culture as an element that allows for interweaving links with multiple communities.
Spain 2	To respect the language and culture of the refugees and students using sign language
Spain 3	To overcome all types of cultural, social, religious or political prejudice. To develop a special sensitivity to detect and care for those most vulnerable
Spain 4	To take into account the diversity of cultural contexts present in the classrooms
Spain 5	Art -as a universal language- is an ideal medium to work with people from different linguistic and cultural backgrounds. Through art we can establish non-verbal dialogues. Working together we build community and we overcome cultural barriers.
Spain 6	Language and culture are key elements to understand the children and their families. Sociolinguistic variables frequently are barriers for their integration.
Spain 7	Co-official languages are spoken in the Spanish regions where they exist (Catalan, Basque, etc.).
Spain 8	It is a key factor. (no details provided)
Spain 9	It is very relevant because there are many immigrants and refugees in the group of women.
Spain 10	We support persons who come from different countries and that show a great linguistic and cultural diversity.

Work with Higher Education Institutions

In terms of the relationship of the social actions with linguistic and cultural diversity (Table 5), our surveyed initiatives range from having a specific aim stated towards linguistic and cultural diversity (11 out of 30), to taking it in account (11 out of 30) to no specific role (4 out of 30). In Germany, it is mostly in the background and there is no specific role for diversity. In addition, there is a monolingual focus in some initiatives (3 out of 20). In Portugal, most initiatives refer to linguistic and cultural diversity being at the core of their actions, and they claim to take an asset-based approach to diversity. In the Netherlands and Spain, most actions claim to take it into account but do not have a primary focus on informing the public on linguistic and cultural diversity, raising awareness towards it, or even fostering it, which is in line with the findings at 2.



Country	Yes	To a degree	Incidentally	No	Type of collaboration
Germany 1	✓	-	-	-	Joint projects; commission of impact assessment
Germany 2	-	-	-	-	-
Germany 3	-	-	✓	-	Commission of a research project
Germany 4	-	-	✓	-	Research, projects

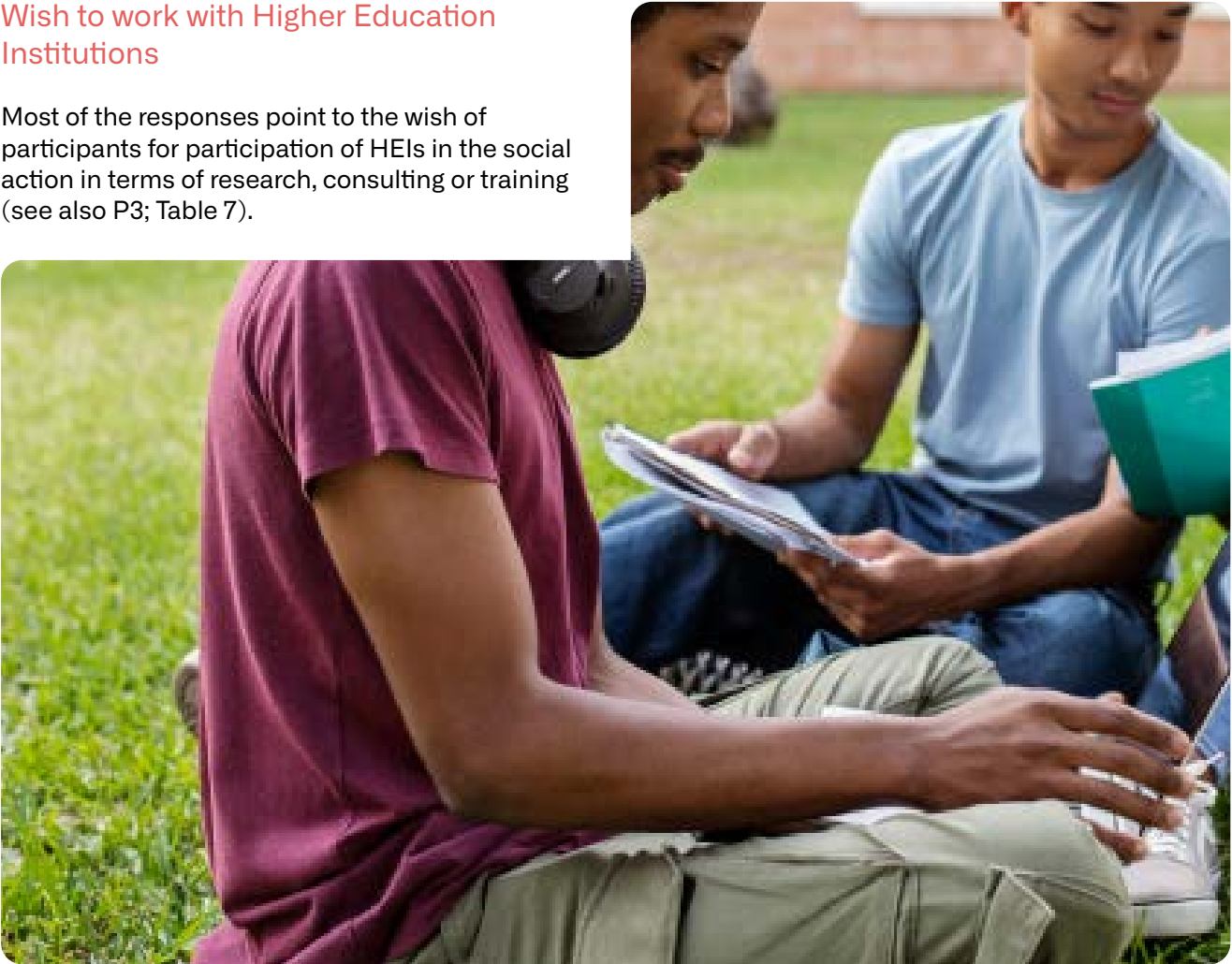
Country	Yes	To a degree	Incidentally	No	Type of collaboration
Portugal 1	✓	-	-	-	Project Plant the future, projects
Portugal 2	✓	-	-	-	Research, impact assessment, logistical partnerships, customized projects
Portugal 3	✓	-	-	-	Internships
Portugal 4	✓	-	-	-	Research, doctoral projects, literature reviews
Portugal 5	✓	-	-	-	-
Portugal 6	-	✓	-	-	Promoting activities among student community
Portugal 7	✓	-	-	-	Workshops and training, development of curricular units and one-semester programmes

Country	Yes	To a degree	Incidentally	No	Type of collaboration
Netherlands 1	-	✓	-	-	Partners/employees also work at universities, internships
Netherlands 2	-	✓	-	-	-
Netherlands 3	✓	-	-	-	Professional development networks
Netherlands 4	-	-	-	-	Guest lectures, internships, contact with researchers
Netherlands 5	✓	-	-	-	Collaborating in research
Netherlands 6	✓	-	-	-	Set-up of the project, part of curriculum
Netherlands 7	✓	-	-	-	-
Netherlands 8	-	-	✓	-	Consultation of university experts
Netherlands 9	✓	-	-	-	Research, financing

Country	Yes	To a degree	Incidentally	No	Type of collaboration
Spain 1	-	-	-	✓	-
Spain 2	✓	✓	-	-	It belongs to a university
Spain 3	-	-	-	-	We have an official agreement so that students can take part in our actions
Spain 4	✓	-	-	-	It is part of the university
Spain 5	✓	-	-	-	It is part of the university
Spain 6	✓	-	-	-	The project started at the university
Spain 7	-	✓	-	-	Some universities have been partners in projects
Spain 8	-	-	✓	-	Some of the NGOs of our organization have occasional collaborations with universities
Spain 9	-	-	✓	-	We had a collaboration once with a university
Spain 10	-	✓	-	-	We have university partners for training and for having intern students

Wish to work with Higher Education Institutions

Most of the responses point to the wish of participants for participation of HEIs in the social action in terms of research, consulting or training (see also P3; Table 7).



Country	Role of diversity
Germany 1	To ensure equal opportunities, diversity education should be part of pedagogical training.
Germany 2	Participating regularly or short-term (not specified)
Germany 3	-
Germany 4	Evaluating projects; conducting research

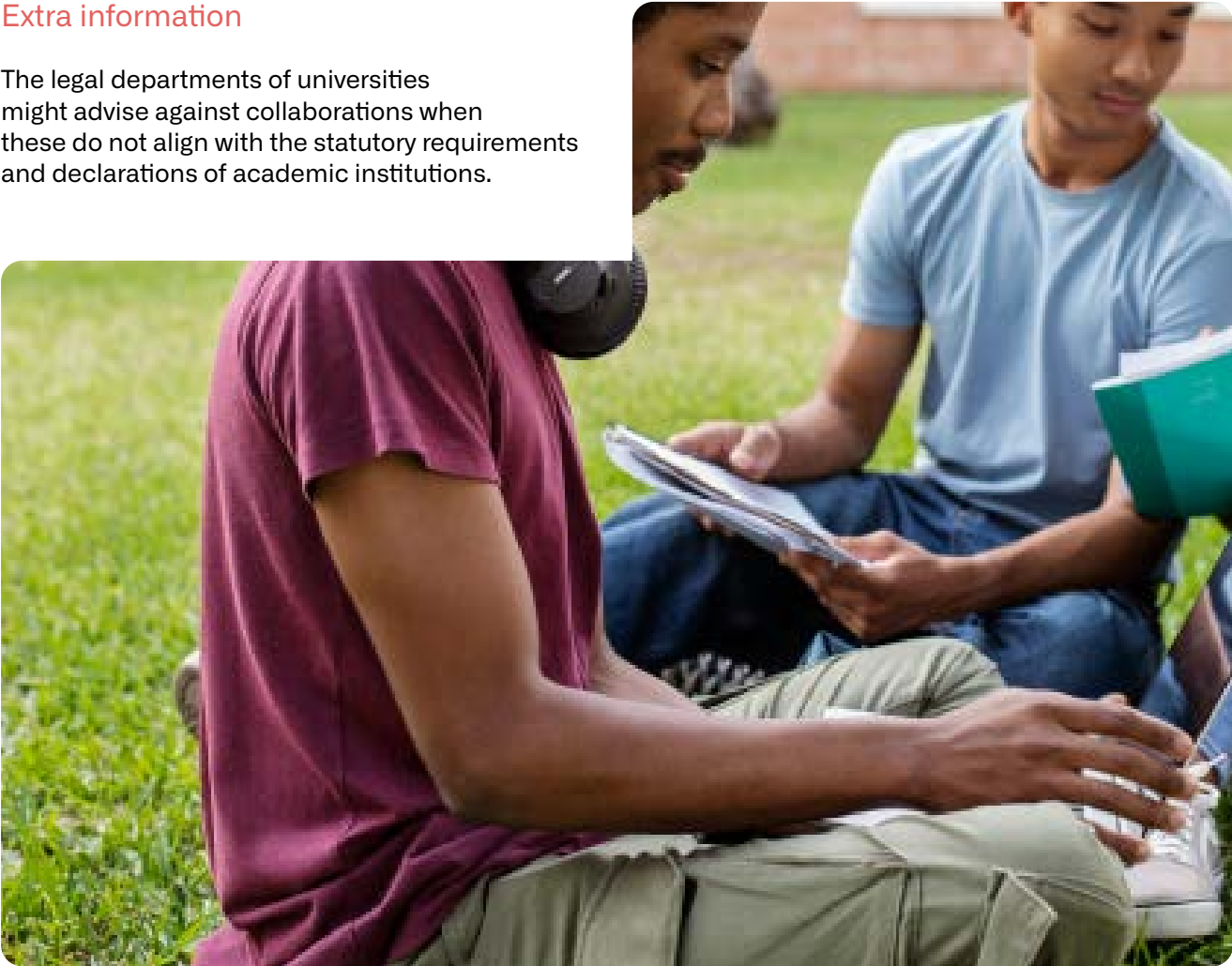
Country	Role of diversity
Portugal 1	-
Portugal 2	Conducting analysis and research (specifically of 1. written exchanges between students and teachers displaying the diversity and varieties of the Portuguese language, and 2. sociolinguistic prestige in letters by Brazilian scientists); creating teaching materials
Portugal 3	HEI can bring expertise and know-how to social actions. This collaboration brings the university closer to communities and real-life issues, and it presents an enriching experience to students
Portugal 4	Increased collaboration with the teacher training department. Students could design and validate pedagogical resources regarding global citizenship issues
Portugal 5	-
Portugal 6	-
Portugal 7	- (indicating they work throughout the week)

Country	Role of diversity
Netherlands 1	- (respondent points to earlier correspondences with one of the analysts)
Netherlands 2	- (N/A)
Netherlands 3	To bridge the gap between theory and practice
Netherlands 4	- (N/A)
Netherlands 5	Participating in the initiative as volunteers, or by recruiting volunteers; conducting research relevant to the initiative
Netherlands 6	Participating in the initiative by supporting a candidate, or by guiding the process
Netherlands 7	-
Netherlands 8	Participating in the initiative by becoming a teacher or tutor; providing advice on how to design and implement tutoring for students with language deficiencies
Netherlands 9	-

Country	Activity
Spain 1	Helping us to spread the knowledge about Africa and the African immigrants
Spain 2	-
Spain 3	-
Spain 4	-
Spain 5	-
Spain 6	-
Spain 7	-
Spain 8	Training activities on global citizenship, development, new social values, etc.
Spain 9	Helping the students with their final degree projects
Spain 10	-

Extra information

The legal departments of universities might advise against collaborations when these do not align with the statutory requirements and declarations of academic institutions.



04

The BOLD-round tables

Results of the BOLD Round Tables

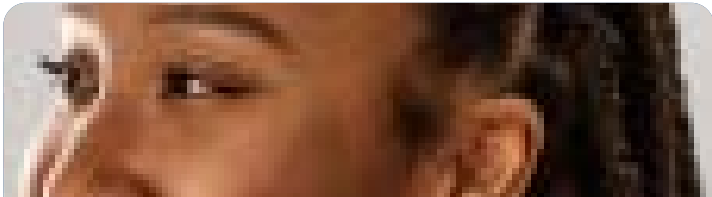
After the compilation of 58 relevant social actions (section 3, Appendix 2) and the survey with 30 of these actions to gain a better understanding of their nature and needs (section 4), the BOLD consortium also organized round tables with representatives of the initiatives, as well as other relevant stakeholders, such as students and teacher trainers.

Results of the BOLD Round Tables

Between April and June of 2023, the consortium conducted 8 round tables, some on-site and others online, depending on the availability of the participants (examples in Figure 4 and 5). The following round tables were conducted:

Partner	Round Table	Date	No.Participants	Form
University of Groningen	1	20-04-2023	10	Online
University of Groningen	2	01-08-2023	13	Online
University of Madrid	1	26-04-2023	5	On-site
University of Madrid	2	13-06-2023	5	Online
University of Aveiro	1	26-04-2023	24	On-site
University of Aveiro	2	17-05-2023	15	On-site
Aix Marseille Université	1	14-04-2023	14	Online
Aix Marseille Université	2	12-05-2023	9	Online

In some contexts, such as Germany, the organization of round tables, either online or in person, was not possible due to successive bookings and cancellations of sessions and meetings due to scheduling incompatibilities. For this reason, the issue of risk management (see the “Risk Management” document on the project platform) included the use of questionnaires not foreseen in the project application. These results were presented in the previous section. In each of the round tables, some online (Figure 4), some in on-site (Figure 5), we asked the representatives of the social actions to attend the round table and present on four issues:



✓ Introduce your organization/institution and state the social action character of your organization or initiative.

✓ What is the role of your organization/ institution in a context of growing linguistic and cultural diversity?

✓ Present examples of actions, projects and activities developed in this context.

✓ What preconditions and ambitions should there be in order to give shape to a collaboration with universities and universities of applied sciences? (e.g. by allowing students to complete a small part of their studies at your organization/as part of your initiative).

The overall aim of the round tables was to generate a set of service learning design principles for social action encompassing cultural and linguistic diversity. The round tables were, however, conducted with different specific goals. On the one hand, the consortium focused on gathering good practices between entities and HEIs, and on detecting needs. In addition, we wished to engage in a more in-depth conversation with stakeholders in order to accurately detect the strengths and weaknesses of the collaborations between HEIs and social initiatives, so that we can work on future recommendations.

Aanleiding

Waardering voor talige en culturele diversiteit

Ken je nog niet eens, maar
Je suis sûr que tu es comme moi
Net zo alleen:
O, iedereen zit je achterna
Maar je suis différent, ben anders, ja
Dus ik tel tot drie, zeg: un, deux, trois

DON'T YOU WORRY
This is how we do it, this is what we say
Esp- es lo que tú y yo vamo' a hacer
Don't you worry
Don't you worry 'bout a thing
'Cause everything's gonna be alright
Everything's gonna be alright

People
Oh, Holy Father
Oh, Holy Father, I di try fe hold my head
I say make you no leave me dis
Oh, Holy Father, yeah-yeah
Oh, make you try fo understand
Yahoo girl, no dey for here (oh, yeah)

After the presentation of each of the social initiatives participating in the round tables, there was a panel discussion with the aim of developing service learning design principles for social action and civic engagement addressing cultural and linguistic diversity. Each partner prepared a report on the round tables, including a summary of the service learning design principles discussed. Below, we will give a summary of the points discussed in the BOLD round tables of each of the partners:

University of Groningen

✓ Leadership

In both organizations participating in a service learning programme there must be commitment from responsible bodies and people towards the cooperation, meaning that there is support, that there are tools for good communication, and measures to maintain the cooperation.

Partners discussed the importance of shared leadership and shared responsibility.

✓ Flexibility

Due to overfilled curricula and agendas of professionals, it is important to communicate in time, but also to build in some flexibility to accommodate for last-minute adjustments.

✓ Trust

There should be a system of bidirectional trust from both organizations, based on previously discussed goals and visions (e.g. what is the vision on language development of children?).

✓ Relevance

The cooperation must be relevant for both the aims of the organization and the learning aims of the students in relation to the curricula. Students should be informed clearly of the competences they may acquire, and be advised whether there are credits for the service learning parts of their study.

✓ Shared Topics

Defining topics together leads to better synergies. Partners discussed the importance of the local aspect of social aspects, but also

the importance of connecting those to global topics and goals.

✓ Tailored

Although formats are important, service learning should be tailored to changing needs of organizations and higher education institutions.

✓ Research

Both the social actions and the students must see the relevance of the research component in service learning and must co-develop the research design.

✓ Expectation Management

In order to engage in meaningful service learning activities, it seems to be crucial to manage expectations of all stakeholders in an explicit (and maybe even formalized) way. This is in relation to the organizational issues (how long and how frequent are service learning activities?), but also in terms of the content to be addressed.

✓ Extra Recognition

A suggestion was to turn service learning into a course with extra recognition, such an honours programme that can be put on students' CV. Another option is to turn service learning into a micro-credential course that can be taken also by external students looking for extra university credits without wanting to engage in a whole BA or MA course.

✓ Mentoring Programme

A possible success factor is the creation of a mentoring programme for students who are just starting with a service learning trajectory. They can consult alumni from the programme, and ask for advice among peers.

✓ Community Building

It seems to be important to build a solid community of stakeholders to counterbalance the large fluctuation of volunteers giving courses and helping the target groups. A student can also help to maintain such a community, organize activities to keep members together, and research how this improves the services being provided.

✓ Connection to Societal Challenges

Societal and educational inequity is on the rise in the Netherlands. By connecting a service learning activity to a large societal challenge, which is also specially named in the Sustainable Development Goals, the overarching goal of activities may become more relevant for students, and may attract students with more diverse backgrounds who can also act as role models from pupils with a migrant background.

✓ Adaptability

While establishing guidelines and protocols seems to be important, flexibility and individual differentiation seem to be key in shaping any successful service learning trajectory. Really bringing the student and the social initiative close to each other, working towards the same goals, is a process that needs crystallizing.

✓ Sustainability

Social actions may be somewhat fragile due to their voluntary character, and the fact that they are often managed by a handful of individuals (or a single person). Of course, this is not ideal for long-term plans. Working within the system and embedding social actions in organizations may be fruitful, but it may also make legal frameworks weigh on the initiatives. Being aware of these challenges is important.

✓ Mediator

Participants agreed that HEIs have a key role to play as mediators in shaping service learning activities. While the social actions present had complex, large, and abstract questions regarding a possible service learning trajectory (e.g. how can I expand my services to another city, etc.), the students who were present indicated not to know with whom to address these questions in service learning settings. A mediator from the educational organization can take on the role of a translator to help students make sense of the needs of the community and the social action, offering them meaningful learning experiences at the same time.

University of Madrid



✓ Management

It is recommended to have a clear legislative framework for service learning, since there can be no remuneration and revised regulations might discourage the signing of new agreements. It is recommended to sign a framework agreement between the social actions and the university that should contain:

- ✓ A clear identification of the institutional interlocutors responsible for day-to-day management from both the action and the HEIs. In both cases it seems difficult to find the information and documentation necessary to manage the agreements and the administrative staff responsible for management.

- ✓ Identification of services, capabilities and technologies likely to be used in service learning according to areas of knowledge.

- ✓ List of social action programmes managed by the university that can be developed as service-learning programs in collaboration with external initiatives.

It would be useful to have basic management data for every year or course: how many projects are possible, how many students would participate, how many initiatives are interested in each area of knowledge?, etc.

It would also be useful to have an online repository accessible to actions and HEIs staff with all the necessary documentation to propose and manage service learning projects.

✓ Capacities

The collaboration with the HEIs – both the management and monitoring of projects – means extra work for the staff of the social actions, and they usually already have limited resources. This could significantly impact their project and financial capacity. This is a concern also shared by teachers.

✓ Connection to Societal Challenges

Both the initiative and the university recognize the added value of service learning methods. A member of an initiative called it a “reality shock” for students, which allows them to get in touch with social contexts that they do not know. One example is to understand the migratory grief or the importance of different traditions such as the Ramadan. Social

actions also recognize its value for updating the knowledge of their workers. Possible proposals:

- ✓ To have an updated list of social challenges that can be faced using service learning activities (linked to SDGs). The goal is to ensure that the activities make sense from the point of view of the community.

- ✓ Communities targeted by our projects must be part of the projects from the beginning and play an active role. They are co-participants, not the subject of study.

✓ Sustainability and Impact

It is imperative to guarantee service learning activities in the long term, overcoming the current dependency detected on the voluntarism of students and teachers. Voluntarism of students and teachers is considered positive, but recognition systems are necessary. The systematic implementation of service learning provides opportunities for reaching not only students who are already sensitized to social action, but also those who are not yet sensitized.

✓ Multilingualism & Cultural Diversity

- ✓ The co-design of the service learning programmes by initiatives and HEIs facilitates a respectful integration of cultural diversity.

- ✓ Cultural diversity takes on new dimensions in the field of service learning. It is not just limited to ethnic or national diversity, but addresses a much more varied sociological spectrum (e.g. religion, age, LGBTQI+, educational results, etc.).

- ✓ It is very important to organize training in multiculturalism by teachers from different backgrounds.

- ✓ Art is a key tool for teaching multiculturalism since it allows exploring common emotions beyond words and national cultures.

- ✓ Students' reflection is essential to acknowledge their prejudices.

✓ Weaknesses related to Linguistic & Cultural Diversity

Sometimes teachers might try to convey values they have not yet internalized themselves. Sometimes teachers also lack linguistic skills beyond the official languages (eg. French for Senegal instead of Wolof).

It is necessary to consider the literacy processes of the population involved in social actions. For example, there may be users who are not literate or even literate in other systems (e.g. non-Latin scripts).

It is necessary to raise awareness of the cultural content of the language. Students must learn that even the same words have different meanings depending on the culture (eg. what means “to be dry” or “water”).

We do not find diversity in the initiative's or HEIs's high ranks.

It is necessary to raise awareness of mental categorization processes. There is a too homogeneous notion of natives and immigrants.

University of Aveiro



✓ Conceptualization

It is important that HEIs and potential initiatives first discuss concepts such as “social action/initiative”, “social intervention”, “citizenship action”, “civic engagement”, which are the basis of service learning in order to achieve a common view or understanding of what service learning is.

✓ Collaboration

Relevance of collaborative diagnoses by HEI and initiatives before defining students’ intervention projects; need to consider both HEI and the social action’s needs and interests.

✓ Stepwise Approach

Need to proceed to collaboration in a phased manner – prior observation and analysis of context by students, followed by intervention.

✓ Curriculum Integration

Need to involve course units related to pedagogical practice and to certain thematic areas (interculturality, citizenship, sustainability, diversity).

✓ Active Participatory Methodologies

Importance of stimulating active involvement of both HEI (teachers and students) and social action as to promote shared responsibilities and reciprocal learning.

✓ Involvement of diverse Actors/Community Building

Importance of involving not only HEIs and initiatives but also other (formal and informal) educational institutions and families in service learning projects.

✓ **Emphasis on Social Relevance** Importance of underlining, among society in general, the social relevance of educating teachers for linguistic and cultural diversity.

✓ Collaboration & Dialogue

Need to design and validate service learning projects in a collaborative way.

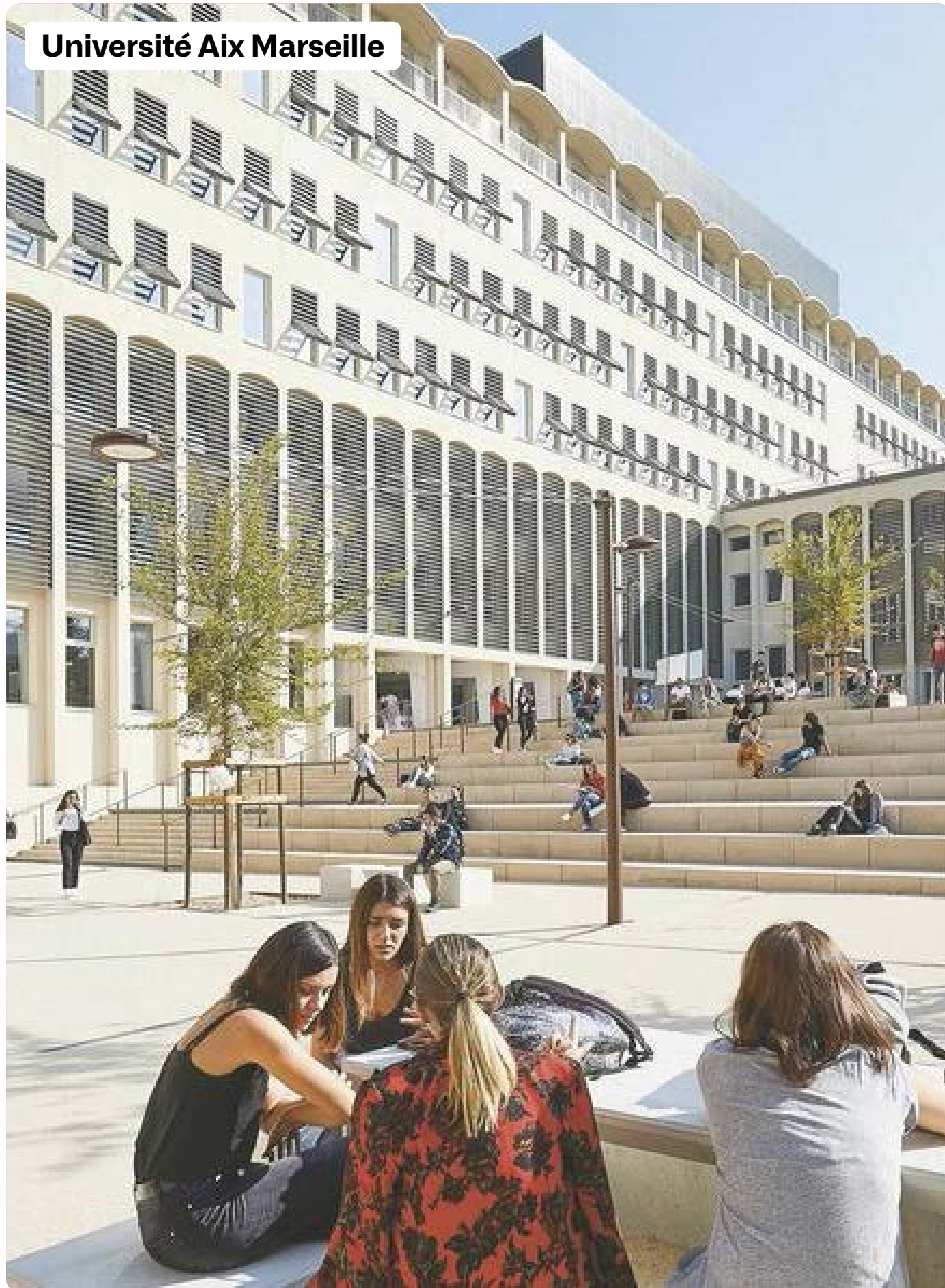
✓ Curriculum Integration

Need to involve course units that address the themes of linguistic and cultural diversity, education for global citizenship, social justice, sustainability, showing teachers that service learning may allow students to put into practice their content and pedagogical knowledge and develop several transversal competences (intercultural, critical and creative thinking).

✓ Setting Learning Goals for Students/Future Teachers

Importance of defining clear learning objectives in service learning courses as to leverage learning opportunities provided by community service experiences.

Université Aix Marseille



✓ Communication

One of the main challenges is the need for scaffolding in different stages of contact between the HEI and the social actions and organizations. The first level is networking using existing associations, student unions and by making enquiries. The second level is the search for a common ground to define the scope and objectives of the service learning. Defining the needs of the social action partner was mentioned as a difficulty by several participants. Representatives of social actions pointed out that it is often difficult for them to liaise with HEIs and to understand their administrative constraints. A student engagement department could be a solid asset to develop service learning, as it functions as a mediator between teams of teachers in the HEI and social actions.

✓ Recognition

Current service learning activities are all integrated into the curricula. The strong version is an integration in a degree, mainly MA degrees in different faculties (e.g. management, law, humanities).

The weak version of integration is through a voluntary bonus programme, which grants students +0.5 points on the average mark of a semester.

✓ Curriculum Integration

SL activities could be integrated in different ways and bring different values depending on the disciplines. Variation can be reduced to three patterns. The first pattern allows students to apply their knowledge on the field to engage in social actions. For instance, students of Law can apply their knowledge of the legislation to work with a civil rights association to take a case to court.

The second pattern provides a step forward as it integrates reflection: students not only apply their knowledge in joint work with a social action, but also develop critical thinking through reflection, which allows them to formalize their experience into a set of competencies. The third pattern is similar to the second and involves the integration of an overall (possibly group) reflection about what engagement means for students as citizens.

✓ Monitoring

Service learning takes place in social actions with existing and possibly large teams, which have their own undergoing social dynamics, including possibly tensions. A person should be identified as responsible both in the HEI and in the social action in order to accompany students in understanding and coping with such dynamics, especially if their intervention will touch the reasons of existing tensions and conflicts.

✓ Cultural Diversity

Education to promote cultural diversity is first related to the fight against racism and to the memory of past genocides.

Secondly, cultural diversity is related to empowering groups of people to talk about sensitive matters, designing pedagogical materials for pupils to learn to talk about migration, or taking up initiatives aimed at women's right to education and/or fight against violence in family contexts.

✓ Linguistic Diversity

An emerging need in this field is the link to digital technologies, as most of the demands to access services are accomplished through dedicated websites.

05

Conclusions & Recommendations

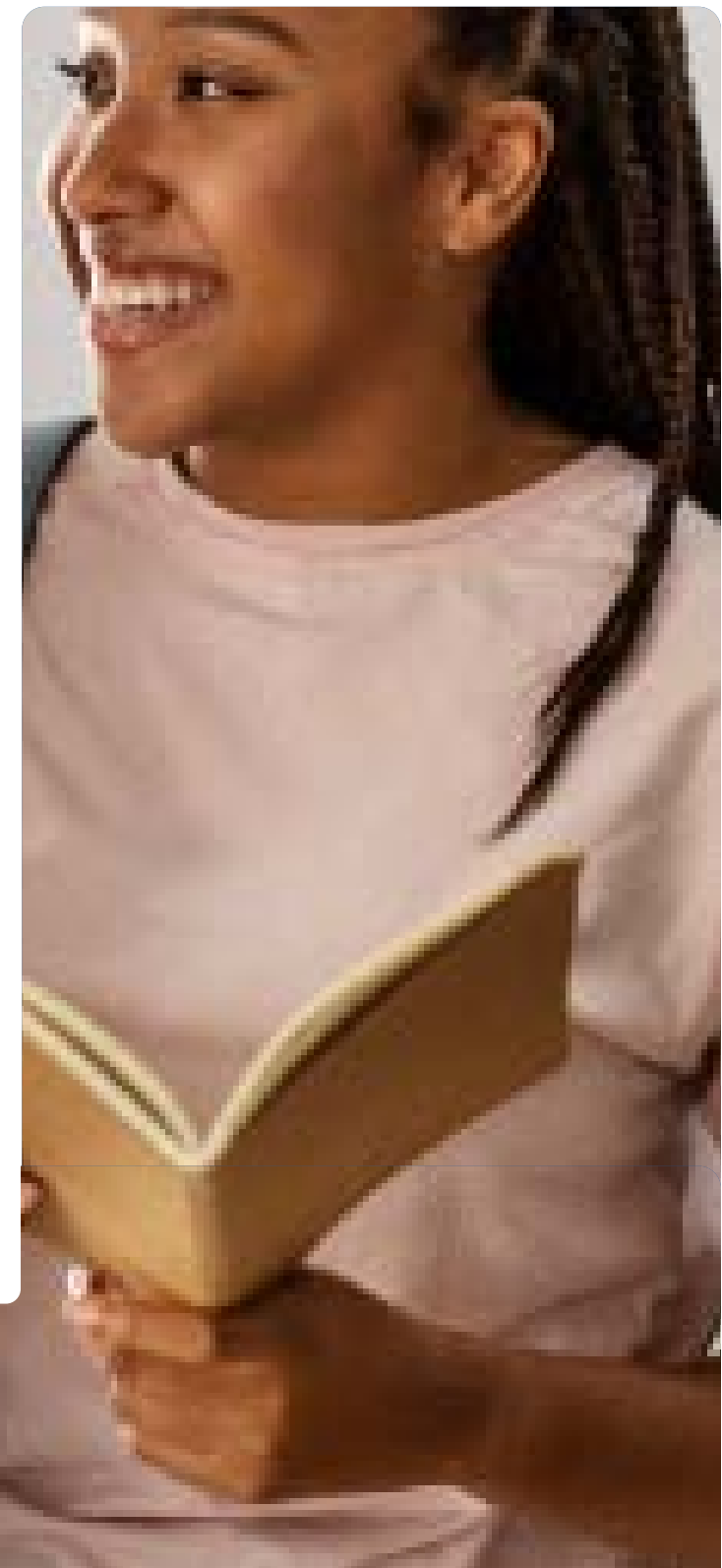
Conclusions & Recommendations

The aim of this synthesis report was to provide a description of the BOLD survey and round tables on social actions towards linguistic and cultural diversity.

The findings from this report indicate favourable conditions for collaborations by means of service learning to promote cultural and linguistic diversity and civic engagement of HEI students.

All but one of the initiatives that were part of these inquiries have already formed attachments with HEIs through research or development programmes, albeit to different extents. Existing collaborations could form a point of departure for new service learning initiatives to ensure an expeditious initiation. In addition, the results conclusively show a positive perception of collaborative service trajectories. Both in the survey and during the round tables, representatives from the social actions recognized mutual benefits and added value. A participant summarized that “HEIs can bring expertise and know-how to social actions [and] collaboration brings [HEIs] closer to communities and real-life issues, and it presents an enriching experience to students”. Consequently, the initiatives that were surveyed were willing to engage in further BOLD activities.

Another major finding is the importance of the social relevance of collaborative service learning trajectories encompassing cultural and linguistic diversity. The initiatives that were part of these inquiries show substantial connections to a variety of topical societal issues with a focus on social inclusion, justice and participation for various groups. To that end, they engage in various activities aimed at providing information, cooperation and education through services, events, consultation, projects, networking, and care. During all round tables, representatives of initiatives and HEIs emphasized the importance of a strong connection to challenges in community and society for service learning trajectories in diversity contexts. Connecting service learning to substantial societal challenges will not only highlight its relevance for students and communities, it can also increase the impact of actions to promote cultural and linguistic diversity.





This report also points to crucial organizational requirements for the implementation of service learning trajectories. The findings highlight the urgency of social actions and HEIs having shared responsibilities and commitment. Not only should bodies and representatives of both parties engage in shared commitment to support, communication, and measures to maintain the cooperation; participants of the BOLD round tables also agreed there should be a situation of reciprocal learning. The results from the survey indicate that the collaboration interests of social actions mostly lie in the areas of research, consultation, and training. This could comfortably converge with the inherent educational and scientific aims of HEIs. Tailored service learning projects based on the needs of both HEIs, their students, and initiatives could result in integrated design to further ensure a situation of reciprocal learning. During several round table discussions, the idea was raised to exchange expectations and conceptualization of SL and diversity between all parties. Additionally, the findings from the round tables also point to mentoring for students, training for teachers, and mediation of service learning activities by HEIs to further strengthen reciprocal learning.

This report further identified three main challenges for the implementation of service learning trajectories promoting diversity and civic engagement. The voluntary character of initiatives is a prominent concern in survey results and the outcomes of the round table. Initiatives often depend on volunteers, voluntary services, and limited resources. This could impact the sustainability, recognition and regulation of collaborative service learning trajectories. Another challenge is the complexity of the formalization of learning trajectories and collaborations due to legislative matters or regulations. These could potentially limit the collaboration when principles of service learning do not align with the statutory

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requirements and declarations of educational institutions. Differences between BOLD partners on national levels should be considered. Whereas this situation requires flexibility and adaptivity in the Netherlands, participants in Spain suggest the use of a clear legislative framework. A third challenge arises from differences among social actions in connection with linguistic and cultural diversity. Promoting diversity is a core practice of some initiatives whereas in others it has no specific role. Moreover, some social actions have a monolingual focus.

Other findings from the report might be helpful in overcoming some of these challenges. For example, the results from the round tables suggest the integration of HEI curricula, credits and competences with objectives and activities social action. This could also be achieved by recognition of service learning projects through honour programmes or additional certificates. Finally, results from the round tables emphasize the urgency of developing and securing sustainability. Participants of round tables in Portugal suggested designing and implementing a stepwise approach with options for interventions.

Additionally, considering local contexts of the consortium may be a significant factor to ensure collaborative service learning encompassing cultural and linguistic diversity. As mentioned above, BOLD partners suggest different approaches to overcoming legislative challenges. The survey results also show differences on national levels with regards to the extent HEIs and social actions have already formed partnerships. Existing collaborations are more extensive in Portugal than in Germany, for example. Similarly, these differences on a national level exist in initiatives' focus on promoting linguistic and cultural diversity. This could be considered when designing the coaching and mediation programmes for HEIs and social actions.

06

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