



Building on
Linguistic and
Cultural Diversity

Toolkit for HE students and staff

Social action towards linguistic and cultural
diversity linked to their study programme

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Tecnichal sheet

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This document provides a toolkit in the form of worksheets linked to BOLD online course ***Designing social action with and for a multilingual and intercultural society***. Both will support the design, implementation and evaluation of projects of social activism based on service-learning initiatives and systemic change principles in Higher Education Institutions (HEIs).

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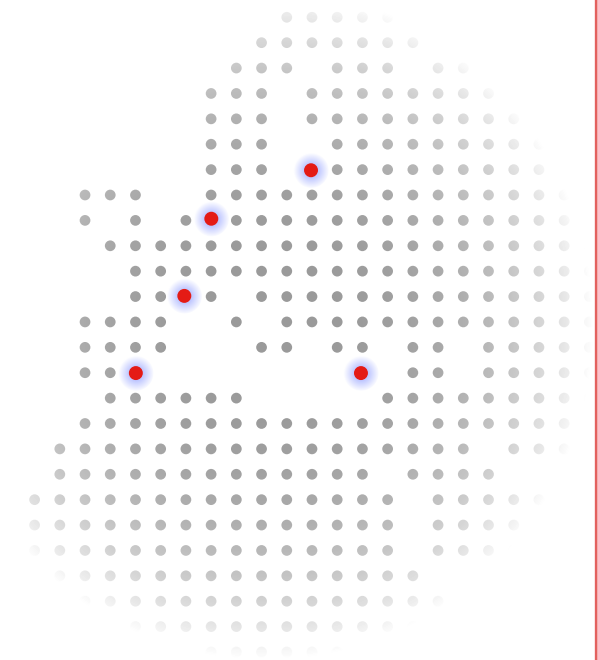
Introduction

The aim of the present deliverable is to provide a toolkit (discussion guides, forms, digital tools, etc.) aimed at higher education staff and students (future teachers) for supporting them in the definition, implementation and evaluation of projects of social activism based on service-learning initiatives and systemic change principles in Higher Education Institutions (HEIs).

It is designed in the form of worksheets so that it can be easily used while working on an actual project. They are ordered chronologically following the normal steps of a project of social action.

The contents present in the toolkit take for granted some familiarity with methodologies of social action such as service learning, systemic change or moonshots. They can be learnt in the BOLD course module *Designing social action with and for a multilingual and intercultural society*. It offers training for activist practice, guaranteeing an intercultural and multilingual perspective in the design of social actions. We highly recommend at least reading Unit 3 of that course if you intend to use this toolkit. It might also be helpful the document Principles for service-learning towards linguistic and cultural diversity in higher education, which can be found in the website of the project, and the glossary that can be found in the same webpage.

The overarching work package that resulted in this deliverable was entitled “Integration of social action in teacher education curricula and students’ hands-on projects”. Its specific objective was to foster inclusive environments in education through the development of intercultural competences resulting in social action. The work package, which also included the demonstration of practices of capacity building in each HEI, 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.



The BOLD project is carried out by the following six partners:
Aveiro, Madrid, Marseille, Hamburg, Groningen and Greece

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

Design phases of a project for social action

Any project design should be organized in clear phases. Figure 1 shows the design of our proposal: The circle shows the 10 different stages of a project, using a design methodology for systemic change, and designed in close collaboration with the community. Worksheets in the next pages will help to implement a social action project following this phases. For more information on the concepts applied in this methodology, see also the module 7 (Designing social action with and for a multilingual and intercultural society) of the Bold course.

Evaluate, Monitor, Document.

- 1 Feel & Empathize
- 2 Imagine & define
- 3 Visualize
- 4 Prototype (multilaterally)
- 5 Act
- 6 Evaluate
- 7 Celebrate!
- 8 Measure & Share
- 9 Re-evaluate

Evaluate, Monitor, Document.



Worksheet 1: Checklist for a service- learning project

If we assume that the teacher will be the person in charge of the project, she/he should make sure that some important aspects of the project are considered even before it starts. This worksheet can be used as a guide to those aspects that should not be forgotten in the implementation of a project. In most cases, it will be a good idea to share this list with all the people participating in it, including other faculty members, community partners, and students.

Prior to the start of the semester, the project team:

- ✓ Designs a draft of Service-Learning objectives, actions, and logistics for the action included in his or her subject
- ✓ Thinks about existing community ngos or potential community partners
- ✓ Visits the action's location(s) or meet(s) with the community partner(s) to judge suitability, discuss Service-Learning objectives, and plan the information to be provided to stu-dents
- ✓ Sets the learning outcomes to be achieved through Service-Learning (together with the community partners)
- ✓ Integrates the service-learning project in the course syllabus, identifying community needs, linking learning goals to service-learning projects, incorporating reflection exercises and feedback components

During the first few weeks of the semester, the team:

- ✓ Conducts a lecture to explain the Service-Learning methodology and the planned action to the students. Community partners might have an important role in the lecture since they are the experts regarding relevant aspects from the context.
- ✓ Invites the chosen community partners to inform the students about the characteristics, risks and advice related to the context of the action and how to minimize the possibility of any problems
- ✓ Orients students on the course objectives and context of the action.
- ✓ Distributes the students among the different participating NGOs.
- ✓ Compiles the Student Learning Plan(s) once signed by the student, the academic au-thority and the NGO or community partner.
- ✓ Informs of the work schedule with exact dates.

During the semester, the team:

- ✓ Reflects on the progress of the action.
- ✓ Validates the correct assignment and adaptation of each student in the action's envi-ronment.
- ✓ At a pre-determined periodicity, contacts the NGO or community partner(s) and visits the student in their context at least once as a follow-up to the action.

At the end of the semester, the team:

- ✓ Self-evaluates and asks students for their work diary
- ✓ Carries out the evaluation of the students, according to what had been agreed upon in the course guide
- ✓ Co-evaluates the project with the student body and community partners
- ✓ Produces a joint report that includes the lessons learned, strengths and challenges of the project
- ✓ Celebrates the experience

Worksheet 2:
Feel and empathize

Many current methodologies for project planning, such as Design Thinking, start the journey by feeling and empathizing. A social action project always addresses a social problem, and it is crucial that its complexity is well understood from the very beginning.

Social action can come in two forms:

- ✓ An entity has approached your team to respond to a need that affects people or their environment.
- ✓ You as a team have discovered a need in your environment and want to transform it.

Feeling and empathizing invites you to put yourself in “somebody else’s shoes”, involved in what you want to transform, that somebody else being the beneficiaries and their environment as well as the partners in the field and other actors involved. Allow yourselves to listen, understand and feel all the perspectives and sensitivities present. These questions – to be answered with the participation of the community where you wish to intervene – will help you:

Question 1
What is the reality that challenges you?

Question 2
Whom does it affect? How does it affect them?

Question 3
What are the concrete needs of those affected by this reality?

Question 4
What are the present interests, motivations and conditioning factors of the different actors?

Question 5
Is there any starting point in you (ideas, resources, contacts with people) that can help to transform this reality?

Question 6
What does your mind – including your emotions – say about this situation?

Question 7
Can you think of an action? What kind of action would it be?

Question 8
Would it be a one-time, short-term, medium-term or long-term action?

Question 9
Are there social elements/strategies that allow us to appreciate a multilingual and intercultural perspective already implemented?

Question 10
What social elements/strategies should be modified/implemented to have a multilingual and intercultural perspective?



Worksheet 3: Imagine, define and visualize

It has always been said that it is better to give a fishing rod than a fish. But we must go one step further and ensure that the conditions are in place in the sea so that there are always fish, and in the shore for there to be fishermen. In other words, it is necessary to think in a new way: not just thinking about direct action, but about the systemic change that would positively and sustainably transform this reality in the long term. The Moonshot methodology is very useful in this step because it allows us to dream of exponential changes, without placing any limits on our imagination.

Imagine and Define

- ✓ An entity approached the team to respond to a need that affects people or their context.
- ✓ The team discovered a need in the context in which it operates and wants to fill it.

The following questions can help you to establish the foundations of the project.

Question 1

What would be a truly transformative solution for the problem that you are address-ing?

Question 2

What are the obstacles -actors, resources, groups, individuals, cultural or linguistic aspects etc.- that may hamper such a solution?

Question 3

What accelerators already exist (factors, resources, groups, individuals, cultural or linguistic aspects etc.) that can spur action?

Question 4

What if...? Complete the question by thinking about this reality, about the barriers and accelerators identified, about possible solutions: What if we talk to...? What if we mobilize...? What if we call for...?

Question 5

How do we improve the proposal from a multilingual and intercultural perspective? What languages and cultures are relevant in the context?

Question 6

Once you have gathered the data, work on a starting definition for your solution. It may help to answer questions such as What, When, How, Where, For whom, and Why?

Visualize

Visualize the solution by adding all the parameters you can think of. Visuals help to focus and concretize ideas. Visualize in detail what each person on the team imagines. The more detailed the visualization, the more it will help in preventing crises along the process

Technological support: There are many tools that can help in this phase, especially those that allow us to have a workspace -like a canvas or whiteboard- on which to share ideas and play with their relationships. Examples are Miro and Jamboard, or Popplet, Bubbl.us and X-mind for collaborative concept mapping.

Worksheet 4: Prototype/program multilaterally

Once the definition of the desired transformation and its parameters are clear, and having already visualized it, it is necessary to prototype it. It can be done in three phases:

- ✓ **What is needed to reach this solution in 10 years? What should happen in those 10 years?**
- ✓ **What should happen in 5 years?**
- ✓ **What would be the objective/s we should achieve in the near future?**

Once the general objective for the near future has been established:

Question 1

Can it be broken down into smaller goals?

Question 2

What activities will be involved?

Question 3

What human capabilities are needed in the team?

Question 4

Which ones do we have, and which ones do we need to recruit or externalize?

Question 5

What resources are needed?

Question 6

Can you think of a way of evaluating whether the goal has been achieved?

Question 7

What indicators do we set to consider the action a success or a failure? Don't forget to include aspects of linguistic and cultural diversity.

This process must be multilateral, that is, it must consider the perspective and needs of all parties involved.

It is also important in this step to keep in mind that, if the experience is Service-Learning in an academic environment, in this phase the aspects included in the SL contract must also be designed:

- ✓ Learning objectives
- ✓ Activities within the academic curriculum
- ✓ Evaluation criteria



Worksheet 5: Act and Document

Get going. Execute the planned activities as intended. It is important that in addition to executing the process, you document it at this stage. Documenting, although tedious, is the best way to ensure that we can share your action with other activists and communities in a systematic way. We will also be able to evaluate it better, replicate it and scale it up if necessary.

Documenting each stage of the process also facilitates its adaptation to new contexts, and even the possibility of locating potential experts and/or mentors for the applicability and implementation of the project in other contexts. You can document in writing or through graphic materials.

Individual documentation in this phase should collect (written or in pictures) as a diary the following data:

Bullet Point 1

Identification data: Name, day and service/ action performed.

Bullet Point 2

What did I do?

Bullet Point 3

How did I do it?

Bullet Point 4

What did I learn?

The team's documentation at this stage should include (written or in pictures):

- ✓ The ideas and notes on Worksheet 2
- ✓ The ideas and notes on Worksheet 3
- ✓ Total hours spent
- ✓ Outcomes achieved (products created, tasks performed)
- ✓ Students' products (reports, stories, photos, etc.)
- ✓ The Service-Learning contract
- ✓ Audiovisual material that certifies the realization of the intervention.
- ✓ Stakeholders view about the students' contributions
- ✓ Interviews from community leaders and other people involved
- ✓ Newspaper articles and radio or TV news coverage



Worksheet 6:
Evaluate multilaterally

Evaluation is a key part of the process because it allows identifying achievements, extracting lessons learned, reviewing errors, and looking for ways to improve. It is important to keep in mind in this step that, if the experience includes Service-Learning in an academic environment, students must also be evaluated as foreseen in the academic program. The evaluation should involve the team as well as the partners and the beneficiaries of the change.

Figure 2 shows an evaluation proposed by the Spanish Service-Learning Network. We find in blue “who evaluates”: students, teachers, social entities, and beneficiaries. In red we have “What is evaluated”: competences from the subject, competences related to citizenships, autonomy, and “learning to learn”. In grey we have “When it is evaluated”: at the beginning, during the project, and when it is finished. Finally, in green we have “How to evaluate”: watching and analyzing, and auto-analysis.

Who evaluates?

- ✓ Students
- ✓ Teachers
- ✓ Stakeholders
- ✓ Target groups

What is assessed?

- ✓ Subject-specific skills
- ✓ Social and civic skills
- ✓ Autonomy and initiative
- ✓ Learning how to learn

When is it evaluated?

- ✓ At the beginning
- ✓ During
- ✓ At the end

How it is evaluated?

- ✓ Observion
- ✓ Self-reflection



Evaluation questions

By team, partner 1, partner 2..., beneficiaries...

QUANTITY

- ✓ Analyze the degree of achievement according to the table of objectives you had set:
- ✓ What has changed in relation to the identified needs according to the indicators we had proposed?

QUALITY

- ✓ What have you learned?
- ✓ What should be changed?
- ✓ What mistakes should be avoided?
- ✓ How can you improve?
- ✓ What have you learned about linguistic and cultural diversity?

HUMANITY

- ✓ How did you feel? And now?
- ✓ What has been the feedback from the beneficiaries?

RESTORATIVE APPROACH TO CONFLICT

- ✓ What conflicts have arisen?
- ✓ What harm has been done?
- ✓ What is everyone’s responsibility in this situation?
- ✓ How has the damage been repaired?
- ✓ Is there anything left to repair?
- ✓ How have you managed conflict factors related to linguistic and cultural diversity?

FUTURE

- ✓ What conclusions do you draw from what you have experienced?
- ✓ What continuity would you give it?

Worksheet 7:
Share and Transfer

The transfer of best practices is a basic way to generate social change. Connecting your team’s best practice initiatives with other communities and other geographic or cultural areas will not only help you grow but will also increase your social impact in the field of the challenge we are trying to address. Knowing the project, with its successes and mistakes, will facilitate the way for other activists. Do not forget that it is important that the documentation is open (with free licenses) if you want your experience to be scalable. With the current technological applications of translation, it will also be easy to have the texts in other languages, thus making your experience reach unexpected corners. Here you can find are some ideas that should be put into practice together with the stakeholders and the students involved in the project:

Suggestion 1

Spread the word on social media

Suggestion 2

Present professional papers at state, regional, national, and international meetings

Suggestion 3

Publish your findings in higher education publications or in applied academic journals, particularly those that report teaching innovations

Suggestion 4

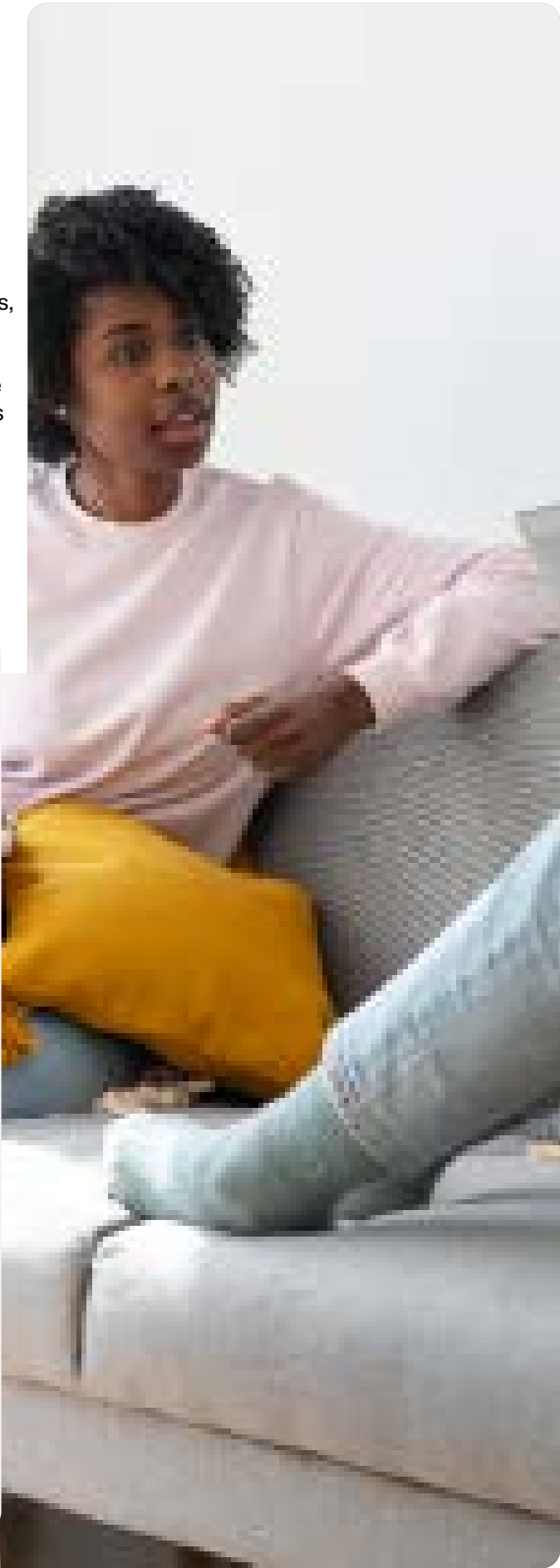
Make presentations to campus-wide audiences and lead discussions on the needs and values discussed in the project

Suggestion 5

Seek publicity for your efforts throughout the University Office of Communication to invite media coverage of the significant events that link your course to the community

Suggestion 6

Make sure you transfer the results of your project in all the languages of the beneficiaries and beneficiary organizations



Worksheet 8:
Measure

Measuring the social impact of the project in an effective way is one of the most complex parts. Designing the whole process by setting measurable indicators will provide you with objective data on both the evolution and the scope of the project carried out. To do so, do not forget to add quantifiable indicators to the questions during the

design stage (see table). The indicators will also provide objectivity to the resulting emotions, both positive and negative, and thus help to evaluate all the results obtained. Quantifying also helps to better design future projects, and to scale and transfer those already carried out.

PHASE	QUESTION	INDICATORS
Imagine, design and visualize	Whom does it affect?	Number of potential beneficiaries /who participate / who positively answers questionnaires
	How does it affect them?	Habit change indicators
	What are the concrete needs of those affected by this reality?	Number of people affected by the need
	What are the conditioning factors of the different actors?	Conditioning factors improvement indicators
	What are the obstacles (actors, resources, groups, etc. that might hamper the project? Do these obstacles affect linguistic and cultural diversity?	Obstacle reduction indicators by category (actors, groups, languages, cultures, etc)
	What accelerators already exist (factors, resources, groups, individuals, etc. that can spur action)? Do these accelerators affect linguistic and cultural diversity?	Accelerators improvement indicators by category (actors, groups, languages, cultures, etc)
Prototype /program multilaterally	Can we quantify or specify how we are going to measure whether this goal has been achieved?	Quantifiable threshold for success/failure
	What indicators do we set to consider the action a success or a failure?	Qualitative indicators for success/failure

Worksheet 9:
Template for the
design of a service-learning
project

The next table is a template that might help you in the task of designing a service-learning project. It should be filled in by the people responsible for the project.



- Bullet Point 1**
Title of the project

Bullet Point 2
Summary of the project (300-500 words)

Bullet Point 3
Technical data

 - ✓ Name of the center or organization:
 - ✓ Department/s involved (if applicable):
 - ✓ Leader of the project at the organization:
 - ✓ Number of student participants:
 - ✓ Grade/age of participating students:
 - ✓ Number of people benefitting from service:
 - ✓ Type of project (in person/ virtual/ mixed/ international)

Bullet Point 4
Background
(context in which the project developed / if it had existed previously, if it was part of a prior project or previous experience of those leading the project)

Bullet Point 5
General social need for the project
(s-l addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society and multilingual and intercultural related topics.)

Bullet Point 6
Service Objectives

Bullet Point 7
Learning Objectives
(specific contents and competencies of academic subjects and/or transversal competencies. Academic, personal and social competencies)

Bullet Point 8
Subjects/curricular areas involved

Bullet Point 9
Activities to be carried out in order to achieve project objectives
(both inside and outside the classroom. Activities that deal with the preparation, organiza-tion, implementation and closing of the project.)
- Bullet Point 10**
Organizations participating in the project
(social entities, public administrations, educational centers)

Bullet Point 11
Reflection activities
(outline of how reflection will be carried out with s-l participants: about what, when, how. Analysis of different perspectives related to the problem that is faced, and link of the s-l ex-periences to the theoretical and methodological framework of the academic sub-ject/ curriculum)

Bullet Point 12
Link to the sustainable development goals and aims
(go to: <http://sdg.humanrights.dk/es/goals-and-targets>)

Bullet Point 13
How is the gender perspective integrated into this service- learning experience (distribution of tasks, use of non-sexist images and language, etc.)

Bullet Point 14
How is the multilingual and intercultural perspective integrated into this service- learning experience (languages, cultural elements, interactions taking place, etc.)

Bullet Point 15
Celebration of the project and its results (awarding of diplomas, party, meetings, etc.)

Bullet Point 16
Communication and dissemination activities (use of social media, the internet, youtube, publications, etc.)

Bullet Point 17
Calendar (timing of the project activities)

Bullet Point 18
Human and material resources needed to complete the project (teachers, administrative staff, students; teaching resources, furniture, etc.)

Bullet Point 19
Budget (income, cofinancing, costs)

Worksheet 10:
Service- learning
agreement

The following table is a template that may help you in the task of designing a service-learning project. It should be completed by the people responsible for the project.



SERVICE-LEARNING AGREEMENT

Please complete the form with all the required signatures. Please Print.

STUDENT INFORMATION

Student Name:
Student ID:
Address:
City:
Zp:
Phone:

COURSE INFORMATION

Course Name:
Semester/Yr:
Course:
Section:
Instructor:

SITE INFORMATION

Agency/Site:
Phone:
Site Supervisor:
Phone:
Site address:
City:
State:
Zip:
Country:

Total Service Hours:

Service Activities: Identify and describe the nature of the service activities in which you will be engaged. Be as spe-cific as possible in describing your responsibilities and duties.

Learning Objectives: What do you hope to learn form this service experience? Include relevant course learning out-comes, as well as specific learning objectives related to the work at your site.

Building on linguistic and cultural diversity: Identify and describe relevant learning outcomes in the field of multilingualism and interculturali-ty you will achieve

Service-Learning Agreement

Please complete the form with all required signatures. Please Print.

Student Information
Student Name: _____ Student ID#: _____
Address: _____ City _____ Zip _____ Phone #: _____

Course Information
Course Name: _____ Semester/Yr: _____
Course #: _____ Section #: _____ Instructor: _____

Site Information
Agency/Site: _____ Phone#: _____
Site Supervisor: _____ Phone#: _____
Site Address: _____
City _____ State _____ Zip _____ Country _____

Total Service Hours for this course: _____

Service Activities: Identify and describe the nature of the service activities in which you will be engaged. Be as specific as possible in describing your responsibilities and duties.

Learning Objectives: What do you hope to learn from this service experience? Include relevant course learning outcomes, as well as specific learning objectives related to the work at your site.

Guidelines and Expectations for Student Service-Learning Projects

The Student Agrees to:

- Work towards achieving the goals of the host organization by fulfilling the designated service and asking for clarification or help when in doubt.
- Accomplish agreed-upon assignments as specified by the academic professor of the service-learning course in which the student is enrolled.
- Participate in all relevant trainings required by the host organization and/or the academic professor.
- Represent the University by exhibiting professional behavior and dress whileworking at the host organization.
- Be responsible for meeting the agreed service hours, and contact the host organization if late or unable to attend a scheduled shift.
- Find suitable transportation to and from the host organization's site. The University of XXX is not liable for risks involved in student transportation to and from the host organization's site.
- Follow all host organization policies, specifically those involving health, safety and client confidentiality.
- Not work alone with a child or other client, or transport a child or other client, unless specifically screened and cleared to do so by the host organization.
- Never tolerate or engage in verbal exchanges or behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity, nor tolerate talk or behavior of a sexual nature.
- Complete a brief post-service program evaluation for the Experiential Learning Center's records.

Students:

1. I agree to act in a responsible manner while representing the University at the service-learning placement site, and abide by all rules and regulations that govern the site inwhich I have been placed.
2. I understand the connection between the service-learning project, and the service and learningobjectives to be fulfilled at the service site.
3. I have reviewed and agree to the expectations described above.

Student Signature: _____ Date: _____



WP4 | D6

Toolkit for Teachers