

# BOLD: Service-learning for linguistic and cultural diversity in higher education

Sílvia Melo-Pfeifer<sup>1</sup>, Susana Pinto<sup>2</sup>, Ana Ruiz<sup>3</sup>, Andrea Ulhoa<sup>2</sup>, Carolina Simões<sup>2</sup>, Franziska Gerwers<sup>1</sup>, Joana Duarte<sup>4</sup>, Katerina Zourou<sup>5</sup>, Lisa Marie Brinkmann<sup>1</sup>, Madalena Teixeira<sup>2</sup>, Maria Helena Araújo e Sá<sup>2</sup>, Korina Defteraiou<sup>5</sup>, Manuel Alcantara<sup>3</sup>, Marcelo Kremer<sup>2</sup>, Marisa Maia Machado<sup>2</sup>, Mónica Lourenço<sup>6</sup>, Nadia Gerritsen<sup>4</sup>, Neli Heidari<sup>1</sup>, Nuno Afonso<sup>2</sup>, Pilar Aramburuzabala<sup>3</sup>, Raquel Carinhas<sup>7</sup>, Ricardo Torres<sup>2</sup>, Sandra Sprenger<sup>1</sup>, Stavros Samiotis<sup>5</sup>, Sofia Papatsimpa<sup>5</sup>, Stefania Oikonomou<sup>5</sup>, Vânia Carlos<sup>2</sup>

BOLD (*Building on linguistic and cultural diversity for social action within and beyond European universities*; <https://boldproject.eu/>) is a European project that connects higher education institutions (HEI) and civil society organisations (CSO). Its aims to support partner HEI (in Germany, Greece, Portugal, The Netherlands and Spain) to expand the social relevance of their activities. It bridges the gap between pre-service teacher education and engagement with communities by (i) supporting pre-service teachers' professional development through civic engagement and social action, and (ii) promoting collaboration between HEI and CSO through the implementation of joint Service-Learning (SL) projects advocating for linguistic and cultural diversity.

SL is an educational approach that combines community service with academic instruction and activities involve students working in partnership with communities to address a social need. By embedding SL into the curriculum, HEI connect research and practice, translating academic findings into actionable insights.

Acknowledging that SL offers a diverse benefits for students, faculty, and the wider community, BOLD has embedded it into initial teacher education and several resources have been created: 10 specific-themed open access modules covering SL for enhancing activism regarding linguistic and cultural diversity in HE which have been integrated into teacher education curricula (in 20 master degrees, engaging about 400 student teachers in the consortium countries); service design principles that provide a framework for integrating SL initiatives in curricula; a toolkit for university students and staff that assists the planning, implementation and assessment of SL projects; a handbook to support the implementation of socially engaged teaching practices. Through these initiatives, BOLD fosters meaningful connections between academia and society and empowers teachers to become active agents of change.



- 1 – University of Hamburg, Germany.  
 2 – CIDTFF & Department of Education and Psychology, University of Aveiro.  
 3 – Autonomous University of Madrid, Spain.  
 4 – University of Groningen, Netherlands.  
 5 – Web2Learn.  
 6 – CIDTFF & University of Coimbra.  
 7 – CIDTFF & School of Education of the Polytechnic Institute of Bragança.

**FIGURE 1**  
Principles for Service-Learning towards linguistic and cultural diversity in Higher Education.

**FIGURE 2**  
Design phases of a Service-Learning project.

