



Language & Culture Animateur Training

Module 6:

BRIDGE L&C ANIMATEUR KNOWLEDGE AND UNDERSTANDING



Welcome!

My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



Module 6 contents:

We will look at:

- Needs analysis - the local community
- Needs analysis - Language Club learners
- Planning a session in consultation with stakeholders
- A review of Language Club materials

By the end you will you will be able to:

- ✓ Carry out a simple needs analysis of the local community
- ✓ Carry out a needs analysis of your learners
- ✓ Plan a session in consultation with stakeholders
- ✓ Find the available Language Club materials

Needs analysis



Needs analysis

Needs analysis is the process of identification and evaluation of needs.

It is the first step that should be taken in order to successfully develop any action involving other people and it is a vital process that helps you determine the specific needs of specific groups of people: the STAKEHOLDERS.

In the context of Language Club establishment, needs analysis should be carried out at two levels:

1. With the local community - ideally before setting up the Language Club
2. With your learners - at the beginning of the work with your learners



Who are your stakeholders?

A stakeholder is any individual, group, or party that has an interest in an organisation/project/activity etc and the outcomes of its actions:

THE COMMUNITY

- Local authorities
- NGOs active in the community
- Local shops
- Community venue managers
- Any other actor in the community

THE LEARNERS &...

- ESOL Tutors
- Volunteers
- ESOL support staff

➤ You will use your needs analysis work to promote the idea of the language club. Involve community stakeholders in the needs analysis research: ask them what they think will work and how; what do they see as the advantages and disadvantages. At this stage you have a chance to explain the values of the Club and how they meet the values and needs of the community.

➤ Involve learners and ESOL teams from the outset. What do they want? How will they access it? What times work for them... What are the advantages and disadvantages ...

Analysing whose needs?

Community needs

A community needs assessment identifies the strengths and resources available in the community to meet the needs of children, youth, and families. The assessment focuses on the capabilities of the community, including its citizens, agencies, and organizations.

Learners' needs

Needs analysis is part of building learner awareness and autonomy. Asking learners what they feel they need to practise is a good initial step. As well as providing data, it can encourage them to start thinking about their learning and taking responsibility for it.



Needs analysis with the community

Some benefits of carrying out needs analysis with the community:

1. Know **WHO** can support your work to set up a Language Club, **WHY** and **HOW**
2. Know WHO create obstacles to you setting up a Language Club, **WHY** and **HOW**
3. Create a strategy to approach them all and promote your idea to:



Get support



Prevent problems



Needs analysis with learners

Some benefits of carrying out needs analysis with your learners:

1. Identify the different **knowledge levels** within the group - some peer learning might be possible
2. **Prepare sessions** ahead of time
3. Identify the knowledge areas that need to be prioritized
4. Identify the **most suitable location** for your sessions
5. Identify the **most suitable times** for your sessions



Quick Break

Let's take a break.

In the next session we will look at Needs
Analysis step by step and planning a
Language Club session



The steps of needs analysis



STEP 1: gather information

You can use different techniques to gather information about your community or your learners.
For example:

- ❖ direct observation
- ❖ questionnaires
- ❖ consultation with persons in key positions, and/or with specific knowledge
- ❖ review of relevant literature
- ❖ interviews
- ❖ focus groups
- ❖ assessments/surveys
- ❖ records & report studies

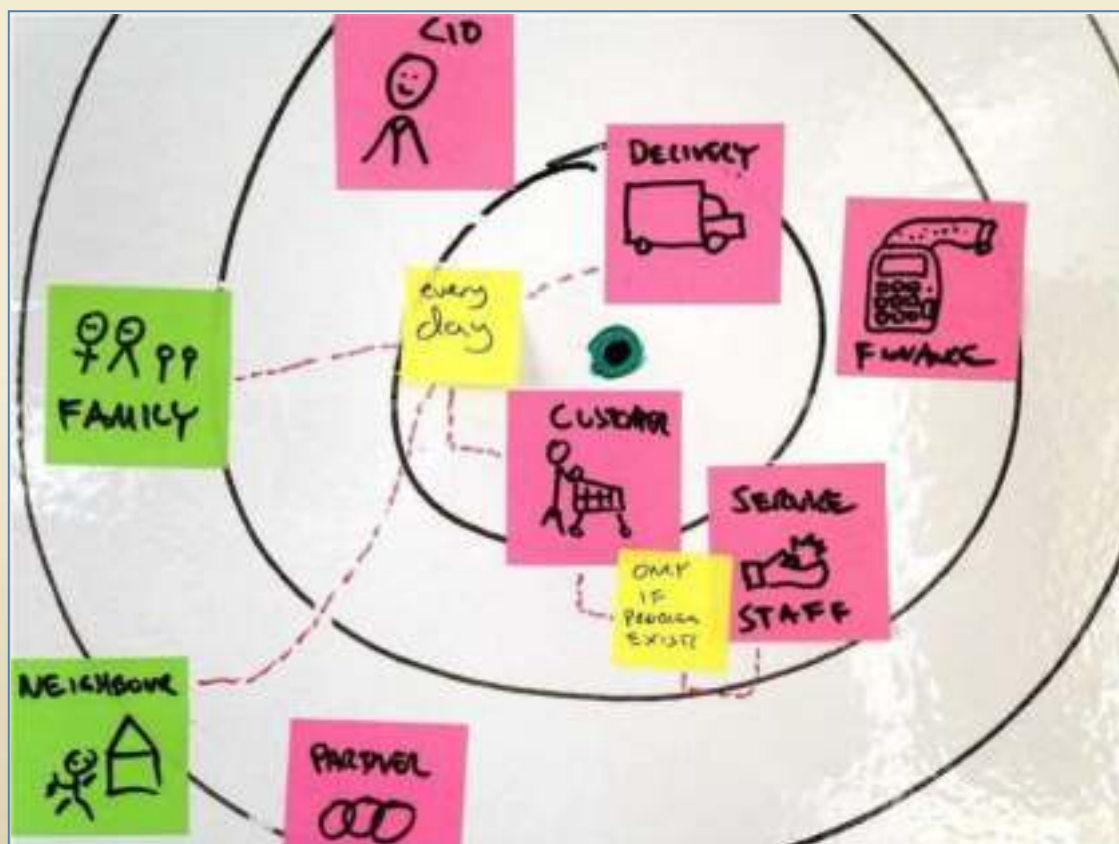


You will then need to analyse that information...

STEP 2: map your stakeholders

MAPPING is a way of organizing all of the people who have an interest in your project, or idea in a single visual space. This allows you to easily see who can influence your project and how each person is related to the other. It is important that you map all of them!

This can be done using many different types of diagrams, or very simply with post-its. In the example on the left, stakeholders are placed in circles of influence - the closer to you (centre point) the more influence they can have on your project.



Much information is available online on stakeholder mapping if you want to explore this further. For example:



STEP 3: S.W.O.T. analysis

Conducting a needs assessment is made easier with the use of Strengths, Weaknesses, Opportunities, Threats — S.W.O.T. — analysis to help shed light on the issues and bring to focus the areas that need to be examined more closely.

A SWOT analysis is a simple tool that you can use to carry out an analysis of your local community's needs as well as your learners' needs.

For the community:

- List all the [strengths](#) and [opportunities](#) of the community to ensure that your activity will enhance community life and will work in synergy with existing actors
- List all the [weaknesses](#) and [threats](#) to ensure that you are aware of what could go wrong and are able to address it before problems arise

For your learners (individually and as a group):

- List all the [strengths](#) and [opportunities](#) to ensure that you are aware of group dynamics that could support learning, including peer learning
- List all the [weaknesses](#) and [threats](#) to ensure that you are aware of what could
- go wrong (including conflict) and are able to address it before problems arise

S.W.O.T. as a tool for needs analysis

	Helpful to achieving your objective	Harmful to achieving your objective
Internal origin	<u>S</u> TRENGTHS	<u>W</u> EAKNESSES
External origin	<u>O</u> PPORTUNITIES	<u>T</u> HREATS

Activity

45 minutes

If you were setting up a Language Club in your neighbourhood, what would your stakeholder map look like?

1. Create a map, using post-its, showing as many stakeholders that you can think of.
2. For each stakeholder, consider how important/influential they are in terms of the language club.
3. Think about how you would contact at least 3 different stakeholders. What would you want to find out from them? How would you prepare to meet them - what information would you want to take with you?

Planning sessions



Planning a Language Club session

Once you have researched and analysed your learners' needs, as well as their language and cultural background, you can start planning your sessions with the group...

KNOW YOUR GOALS

- ❖ Know your **ultimate goal** - your learners need to improve their language competence in order to be more independent in daily life
- ❖ Know your **immediate goal** - your learners need to be engaged and participate actively

ANALYSE YOUR INFORMATION

- ❖ Make sure you understand the information - if not, **go back to them and ask more questions!**
- ❖ Keep in mind that a Language Club is an **INFORMAL and FLEXIBLE** learning space:
 - Prepare a skeleton as a starting point for your session**Prepare to change your plans!**

Materials to support your planning

On the BRIDGE website and Learning Village, you can find some materials that can support your planning of sessions in the Language Club with your group of learners

1. These materials were developed especially for a Language Club setting
1. They are a set of language learning activities mostly based on teaching vocabulary useful in daily life
1. They are available in the following languages: English, Italian, Spanish, Swedish and Turkish



The Language Club materials #1

On the BRIDGE Learning Village, you can find a databank of simple language learning activities to use with your learners in your Language Club.

As we said in Module 1: Learners have immediate language learning needs and they want to “learn fast to get by”- vocabulary over grammar and structure. These activities are based exactly on this principle: the focus on acquiring vocabulary fast



Follow this link and have a look at the activities that you can use in your Language Club sessions



Language Club Materials #2

Our experience over the years has shown that these activities are useful and effective for language learners.

When you establish your own Language Club, you will choose activities that you think are suitable to your own group of learners.

Remember that these activities are available to you at any time - you can pick the ones you find suitable and plan your sessions according to learners' needs.

If you have questions about these materials, you can ask your trainer or get in touch with the BRIDGE project partners:

<https://www.bridgemigrants.eu/en/contacts>

Language Club materials are also available in the following languages:

➤ **Italian**

<https://www.bridgemigrants.eu/it/news/risorse-utili-il-tuo-language-club>

➤ **Spanish:**

<https://www.bridgemigrants.eu/es/news/recursos-utiles>

➤ **Swedish:**

<https://www.bridgemigrants.eu/sv/news/anvandbara-resurser>

➤ **Turkish:**

<https://www.bridgemigrants.eu/tr/news/dil-kulubu-icin-faydali-kaynaklar>

Congratulations!

You've completed Module 6: BRIDGE L&C
Animateur Knowledge and Understanding

Don't forget that in the [Learning Village](#), you will find
materials and resources to help and inspire.

Click here:





Language & Culture Animateur Training

Module 7: Setting up and running a Language Club



Welcome!

My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



Module 7 contents:

We will look at:

- Presenting the Language Club to community stakeholders
- Recruiting & engaging learners
- Organising the Language Club space, including online
- Flexible arrangements to support learners

By the end you will you will be able to:

- ✓ Understand how to best present the Language Club to community stakeholders
- ✓ Understand recruitment & engagement options for your Language Club
- ✓ Know how to organise the Language Club space, including online
- ✓ Being flexible to support learners' participation

How to present your Language Club



Preparing to meet stakeholder groups - some tips

- Make sure you know who you want to meet & make an appointment in advance
- Decide the location: in your Language Club (if available) or in a community venue would be ideal - but be accommodating!
- Make sure you know your objectives for the meeting:
What do you need from them? How can they support your project?
What do they need from you? How can your project support them?
How will you be able to say that the meeting has been successful?
- Don't improvise! Prepare a presentation, with slides that help you remember the points you want to make and their order (you can use any tool: Power Point, Canva, Prezi or other) - a list on paper will be ok if digital tools can't be used
- Don't forget that you are **PART OF THE COMMUNITY** - you are one of "them"

Presenting your Language Club

We saw in [Module 6](#) how to identify your stakeholders and map them. Presenting your Language Club to community stakeholders is important and a good strategy to ensure that the aims of the Club are understood and supported.

While preparing to present your project to local stakeholders, it's important to understand what the specific interests of your stakeholder are. Your SWOT analysis will help you identify and explore these issues:

- **STRENGTHS & OPPORTUNITIES:** how would the community benefit (directly or indirectly)?
- **WEAKNESSES & THREATS:** what issues/risks could be foreseen for the community?



Presenting your S.W.O.T.

Make sure that your presentation addresses the S.W.O.T. points that you have analysed



- ❖ Emphasise the Strengths and Opportunities that the SWOT has highlighted. Be prepared to respond to the Weaknesses and Threats. Make sure that you have as much information as possible to hand about the local situation.

An example

Strengths and opportunities

- By improving the language skills of its learners the language club contributes to the development of the potential workforce.
- The Language Club will provide opportunities for local people to volunteer.
- The Language Club will enable its learners to progress to further learning.

Weaknesses and threats (that may be perceived by different community stakeholders).

- The Language Club will take up already scarce resources. RESPONSE: Language Clubs can be run at very low cost by volunteers with few resources: at a minimum they just need a space e.g. in a library, cafe, place of worship with some chairs.
- The Language Club isn't needed. RESPONSE: this is where you can show you have done good research to identify the numbers of people who do not speak English and that there is no similar provision in the area (or the existing provision is oversubscribed).

Activity

Time: 20 minutes

How would you respond to a community stakeholder that is concerned that your proposed Language Club will not be well-used?

Here are some possible responses.

- Your needs analysis has consulted with x no. of ESOL professionals and training providers who say there is a demand.
- Your needs analysis has consulted with x no. of potential ESOL learners who say would use a language club.
- You have identified the best times to run the club to attract learners
- The Club will be in a location that is easily accessible

Outreach & Engagement



Recruiting and engaging learners

What's the difference between "outreach" and "engagement" strategies?

This is a crucial difference, and it's important to understand why - because the two activities require completely different approaches and strategies

OUTREACH

The strategy initially to involve learners in project activities. This may include different ways of getting in touch with them, presenting them with a learning opportunity, activities, eliciting their interest etc.

- Short to medium term activities
- Longer term activities

ENGAGEMENT

The strategy used to maintain interest and motivation in learners. It refers to both initial and continued engagement in project. It may include strategies to make learning opportunities relevant to specific needs, learning venues accessible etc.

Outreach strategies: planning

It won't surprise you to hear that Outreach strategies must be planned:

The first step in any planning activity to reach your target group should relate to acquiring as much information as possible about:

- Your target group: who do you want to reach out to and how homogenous/diverse is the group?
- Your local area and its relevant stakeholders: who lives in the local area and what community resources / stakeholders could become instrumental for you to reach out to your target group?



Outreaches strategies: how to plan

BRIDGE Planning Toolkit for Outreach and Engagement

Know your target group

- Main occupation
- Interests / hobbies
- Community activities (involvement)
- Community venues (time spent)
- Technology / social media used
- Amount of free time
- Time of day available for interest activities

Know your local area

- Demographics
- Community venues used
- Community events
- Community interest groups
- Community issues & resources
- Volunteering in the community
- Community press

Know your stakeholders

- Local authorities
- Community interest group leaders
- Event organisers
- Community volunteers
- Community reporters (for local press)

Some tested outreach strategies:

STRATEGY 1: USE COMMUNITY RESOURCES

The local community offers invaluable resources to help support your outreach campaign and it is wise to make the best use of this potential and tap into it to reach out to your target group in a strategic way.

STRATEGY 2: USE SOCIAL MEDIA AS A "COMMUNITY"

Social media should be considered as a "community", or a number of already existing communities, with actively engaged members. Potential learners can be targeted by specific ads



OTHER STRATEGIES:

- Communicating individually: ex. email, phone, door to door
- Have a brochure ready - in multiple languages

Engagement strategies: planning

Let's now look at how to maintain interest in your learners following a successful outreach campaign to ensure continued engagement throughout your activities & in the longer term

KEY FACTOR: ADAPTABILITY

ADAPTABILITY OF CONTENT

Know what is “core” to your Language Club programme but give yourself options and have a range of different materials and resources based on the expectations and specific language learning needs of your participants.

ADAPTABILITY OF ARRANGEMENTS

Be flexible about organising sessions at times that suit the group and adapting content and delivery to shorter or longer training sessions depending on group needs

Engagement strategies: retention

As we saw, planning for continued engagement will support retention. Other strategies include:

MEETING EXPECTATIONS

→ goal-setting with the group organise an initial session of , in order to ensure that expectations are realistic and will be met throughout the programme. It is crucial to avoid disappointment during the process!

CREATING A SAFE ENVIRONMENT

→ build trust and a positive, safe, non-judgmental environment, where people can share their own life experiences, discuss openly and participate in learning games. We looked at this in Module 5.

Outreach and engagement in BRIDGE

BRIDGE partner organisations have much experience in outreach and engagement of vulnerable groups, including migrants. This wealth of experience, with advice and tips, is now collected in the **BRIDGE PLANNING TOOLKIT FOR OUTREACH AND ENGAGEMENT**



Quick Break

Let's take a break.

In the next session we will look at how to practically set up a Language Club



Planning your Language Club



Planning the physical space

Where can Language Clubs be located?

Clubs are based in the community – They can work successfully in markets, nursery schools, libraries, faith centres and other community organisations – even outdoors in parks and markets.



How many people can attend?

We have found that Language Clubs work best with 8-12 people, meeting for 2-3 hours each week but you can meet with fewer people for a longer or shorter time – it really depends on the individual group – they're all different. We recommend 2+ coaches for groups with more than 12

Equipment & logistics

Before a session:

- Check the environment – is the location comfortable, accessible and the right size for the group?
- Logistics – arrange chairs in a circle to encourage discussion, provide refreshments (if available), and check on any audio-visual equipment before the session.
Do you have all the resources you need for the learning activities?



Liaising with host organisation

It involves:

- Liaising with staff at the organisation hosting the Club (e.g. session times, facilities, communicating with learners, organizing access to resources and refreshments ...)
- The health and safety of the learners while they are at the Club. This means making sure that any activity they carry out complies with the health and safety policy of the organisation hosting the Club.





Safeguarding

Safeguarding essentially means protecting people's health, wellbeing, safety and human rights, and enabling them to live free from harm, abuse and neglect.

It is fundamental to creating high - quality services for people, and it is an essential part of planning a Language Club.

Some key principles of safeguarding:

- **Empowerment:** presumption of person led decisions and informed consent.
- **Protection:** support and representation for those in greatest need.
- **Prevention:** it is better to take action before harm occurs.
- **Proportionality:** proportionate and least intrusive response appropriate to the risk presented.
- **Partnership:** local solutions through services working with their communities.
Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability:** accountability and transparency in delivering safeguarding.

Scheduling sessions & flexibility

In order to schedule your sessions, you will need to combine different needs:

1. The availability of the Language Club space (days of the week / times of day when you can use the space)
2. Your learners' availability and preferences: when can they NOT attend?

Once you have established a schedule that combines these needs, you can start planning your initial session and the following ones.

BUT...

...REMEMBER TO BE FLEXIBLE ABOUT CONTENT AND ACTIVITIES

- drop activities that fail, and pursue those that resonate with the group. If they find something to talk about that you hadn't planned on – let them take control of the topic and see where it goes.

Some FUN!

A successful Club is sociable and fun:

- o If possible, schedule time at the beginning and end of sessions for learners to chat to each other
- o Focus on activities that encourage maximum interaction and try to arrange extra social occasions for the group.



Involving the community

- Use resources and examples that are specific to your local area or to a cultural community (e.g. local walks, trips to specific shops/libraries/museums).
- Invite people from the local community in to talk to learners.
- Encourage learners to bring in their own resources (e.g. family photos, pictures from home, newspaper articles, ornaments, clothes/fabric ...).
- Give learners opportunities to express themselves creatively e.g. through drama, drawing, poetry and storytelling.
- Ask learners questions about their lives and interests but be sensitive –some may be shy or have distressing experiences they do not want to discuss.
- Encourage as much discussion as possible and don't correct every little mistake - the most important thing is to improve confidence and encourage more advanced learning at a formal class.

Is a lot of money needed to set up a club?

→ NO

Providing you can find a quiet and secure space so people can hear each other you can start a club. A few resources are useful.

- Flipchart and markers
- Some language learning activities
- Pens and paper for the group
- Laptop/tablet/Smartphones with acces to the Internet
- Photocopying facility
- Access to refreshments
- Audio/camera/video (usually on a smartphone)



An online Language Club?

The Covid-19 pandemic has disrupted our world and changed the way we organise learning. During the pandemic, all organisations had to move their training offer online. At the start, this was difficult, but it has now become generally accepted and most people have acquired digital competences as a consequence.

Ideally, a Language Club is a physical space, but circumstances might lead you to try and establish one online.

BRIDGE project partners WCLL, based in London, UK, have tried this during the pandemic and they were able to deliver the language learning activities online.

You can read more about this experience [here](#)

Congratulations!

You've completed Module 7:
Language Club establishment and running

Don't forget that in the [Learning Village](#), you will find materials and resources to help and inspire.

Click here:





Language & Culture Animateur Training

Module 8: Closing & Action Planning



Welcome!

My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



Module 8 contents:

We will look at:

- Learning Village as support tool
- Self assessment
- Action planning

By the end you will you will be able to:

- ✓ Understand how use the Learning Village as a tool to support your Language Club
- ✓ Use the self-assessment process as a continued learning tool for yourself
- ✓ Plan your personal and community development goals

The BRIDGE LEARNING VILLAGE



The Learning Village



The BRIDGE Learning Village is a space for language teachers and volunteers who want to become LANGUAGE AND CULTURE ANIMATEURS.

Find it here:



Using the Learning Village

We want you to make the best use of the BRIDGE LEARNING VILLAGE: you can use it for:

- Going back to these training modules online whenever you wish to remind yourself of some of the areas covered in the course
- Using the self-assessment tool for continued self-reflection
- Finding inspiration about Language Clubs across Europe



Self-assessment in BRIDGE

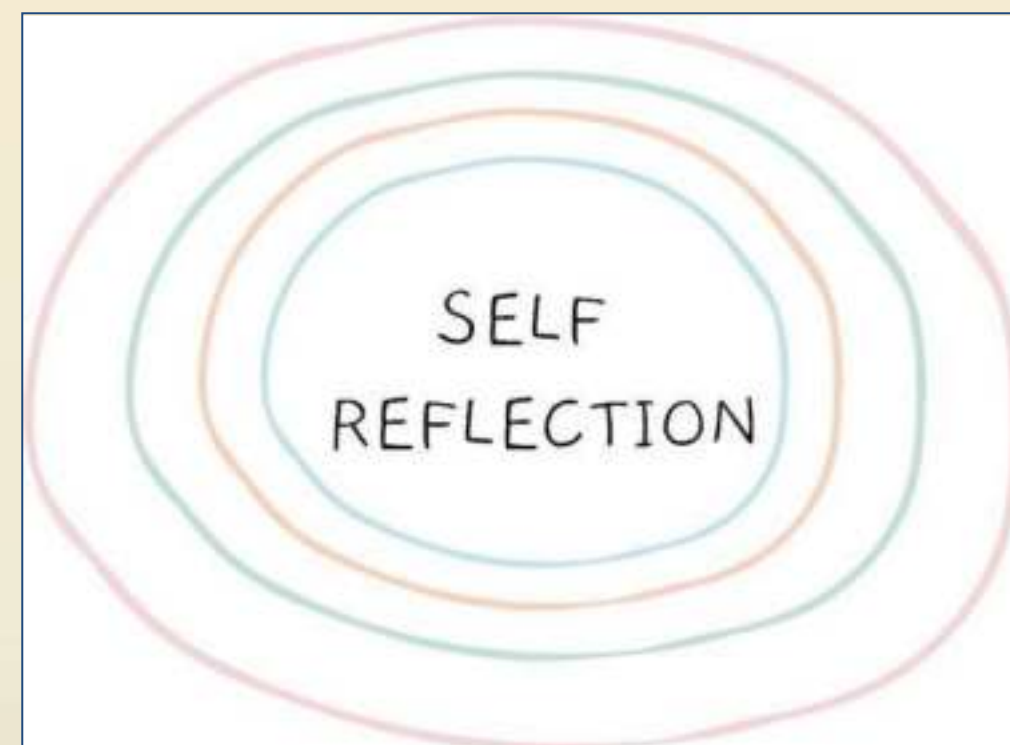
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As we saw in Module 1 and Module 4

Self-assessment in BRIDGE is about
self-reflection

It was developed as a **TOOL** and an **OPPORTUNITY** to sit down & reflect on yourself as a language teacher / volunteer and how you might wish to improve, finding out, among other things...

- How you relate to your learners
- How much you understand other cultures
- How much you understand your own culture



The power of self-reflection

1

Remember that the test results are **FOR YOU**: reflect on how you relate to others and see your own body language: what does it say? Does it show openness and respect for different cultures?

2

We will ask you to repeat the self-assessment test online today, as this module closes this course.

3

Look at your results again today: has anything changed in your perception of yourself? Would you respond differently to any of the questions about yourself?

Using the tool now and going forward

The BRIDGE self-assessment tool can be used for continued self-reflection.

Find the self-assessment tool here:

Take the questionnaire again now and see if and how your results are different to your initial ones.



This will give you an indication of progress in your understanding of yourself and in understanding if this training experience has been helpful to you.

Action Planning



What is Action Planning

Action Planning is an approach, rather than a specific method, which helps and focus ideas decide what steps you need to take to achieve particular goals.

It is a statement of what you want to achieve over a given period of time and what practical steps you need to take to achieve your goal.



Action Planning for BRIDGE

Having reached the end of your learning experience as a BRIDGE Language & Culture Animateur, you can plan your future actions on two levels:

PERSONAL LEVEL

How you can improve your emotional intelligence, your ability to connect with others, your professional teaching and training competences as an ongoing personal development goal towards being a Language & Culture Animateur.

COMMUNITY LEVEL

How you can use your newly acquired skills to make a difference in your community and in people's lives by setting up and running a BRIDGE Language Club

Personal Action Planning

Take 5 minutes to read through the notes you've taken in your learning diary:

- What are the main points from this learning experience that you want to work on?
- Are there any areas where you feel that you'd like to improve your skills?
- Do you have any new personal learning goals?
- Do you feel ready to set up and run a new Language Club?



Personal Action Planning #2

- Write down your personal development goals
- For each goal, plan your steps: how will you achieve them?
- Make your goals and each one of your steps S.M.A.R.T
 - Ⓢ ⇒ SPECIFIC
 - Ⓜ ⇒ MEASURABLE
 - Ⓐ ⇒ ACHIEVABLE
 - Ⓡ ⇒ REALISTIC
 - Ⓣ ⇒ TIME-BOUND



Give yourself a timeline to go back to this exercise and assess your progress. You can continue to use the BRIDGE self-assessment questionnaire.

 Specific	 Measurable	 Attainable	 Realistic	 Time-bound
<p>Do: Set real numbers with real deadlines.</p> <p>Don't: Say, "I want more visitors."</p>	<p>Do: Make sure your goal is trackable.</p> <p>Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."</p>	<p>Do: Work towards a goal that is challenging, but possible.</p> <p>Don't: Try to take over the world in one night.</p>	<p>Do: Be honest with yourself- you know what you and your team are capable of.</p> <p>Don't: Forget any hurdles you may have to overcome.</p>	<p>Do: Give yourself a deadline.</p> <p>Don't: Keep pushing towards a goal you might hit, "some day."</p>

Community Action Planning

Take 5 minutes to read through the notes you've taken in your learning diary:

- Do you see a need for a Language Club in your community / or is there one already?
- What opportunities and threats do you perceive at community level?
- Do you have contacts at community level to participate in an existing Language Club?
- Do you have contacts at community level to start planning a new Language Club?



Community Action Planning #2

- Write down your community-level development goals
- For each goal, plan your steps: how will you achieve them?
- Make your goals and each one of your steps S.M.A.R.T in the same way that you did for your personal action planning.



Give yourself a timeline to go back to this exercise and assess your progress. You can always refer to the BRIDGE Guidelines to establish a Language Club.

From this moment onwards, you will start using your new skills and implementing your action plans.
Please, do keep in touch with the BRIDGE project partners!
We want to hear from you and find out about your progress in the community and with your learners.



If you have done the training course independently online, do contact the BRIDGE project partners in your country to apply for your EU Certificate of participation in the training course.

Congratulations!
You've You've completed Module 8 and
reached the end of the BRIDGE
Language & Culture Animateur training
course

Don't forget that in the [Learning Village](#), you will always find
materials and resources to help and inspire.

Click here:





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Thank you for sharing your time with
us!

Here, the BRIDGE Project website:



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