



Proj. n: 612199-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN

BRIDGE Competence Framework for Language & Culture Animateurs

What is the the BRIDGE Competence Framework for Language & Culture Animateurs?

The ‘Language & Culture Animateur’ can be thought of as a social and cultural mediator who leads language learning activities in informal settings and makes a bridge between long-settled migrants on the margins and other community actors and institutions. In order to achieve its aim, BRIDGE will develop a competence framework. This framework entails the redefinition of competences as it builds on intercultural competence framework complementing it with 'domain-specific' competences (intercultural mediation competences, required by language teachers and volunteers in general) and 'community animation' competences (required to involve hard to reach long-settled migrants).

Who is it intended for?

Language teachers/volunteers, working with particularly 'hard to reach' long-settled migrants, functioning as *Language and Culture Animateurs* in this project.

What are its main aims?

The project aims at identifying competencies of the *Language and Culture Animateurs* and develop a tool to assess these competences. The structure of the framework and tool is linked to the BRIDGE Language & Culture Animateur Training Programme.



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THE BRIDGE FRAMEWORK COMPETENCE DOMAINS

Competence Area	Competence Definition
1. Intercultural Interaction Skills	<i>Intercultural Interactive Skills</i> include effective use of host country's language(s), understanding nonverbal language of people from other cultures, understanding cross-cultural communication styles and using appropriate strategies for reducing stress during intercultural interaction. This entails having a good base of communication with the capacity to deliver the message in the way that the speaker of the other language(s) could interpret while attributing the same meaning to reciprocal messages with minimal loss and distortion in intercultural contexts where different languages are spoken.
2. Sensibility	<i>Sensibility</i> refers to openness to other cultures, suspending stereotypes about other cultures, and appreciation of other cultures without relying on stocked ideas and perceptions with empathy for others' needs. This pertains willingness to accept otherness and cooperation between cultures by developing the ability to build positive attitudes and characteristics towards diversity.
3. Cultural Knowledge and Critical Cultural Awareness	<i>Knowledge of other cultures</i> includes information such as the social norms and taboos in other cultures, how other cultures might be varied in terms of race, class, gender, age and sexual orientation, and various social groups in other cultures. This should lead the awareness of how the reactions of other people might reflect their cultural perspectives, similarities and differences between cultures, reactions of other people to his/her identity, and the factors that might help or hinder his/her intercultural understanding.
4. Willingness	<i>Willingness</i> encompasses the motivation to get involved in intercultural interaction with other cultures and the readiness to expand the knowledge about other cultures and embrace the richness and variety of other cultures.
5. Adjustment Skills	<i>Adjustment skills</i> involve the self-evaluation of one's performance from other people's perspectives, and adjusting the behaviors, dresses or manners in the cultural contexts where it is required. This requires the perception and accommodation of culture in the widest possible sense, not limited to the national perspective
6. Intercultural Mediation and Leadership	<i>Intercultural mediation</i> in the context of this project is defined as a methodology which looks beyond the barriers of language, culture and politics in order to find a common understanding of the active intervention by stimulating active participation and empowering hard-to-reach groups. This requires an effective leadership quality to provide advice guidance and support. The definition of intercultural mediation in this sense includes the traditional meaning of conflict resolution, but also includes finding commonalities to promote community mediation between different cultures in order to avoid conflict and promote integration.
7. BRIDGE CLA specific knowledge and critical understanding	<i>BRIDGE CLA specific knowledge</i> is defined by BRIDGE project partners as the ability to plan and manage language learning groups in consultation with learners, local community and other stakeholders based on robust needs analysis.
8. Specific Language Club establishment and running competences	<i>Specific Language Club establishment and running</i> is defined by BRIDGE project partners as an area requiring competences to establish and run Language Clubs in community settings, including negotiating with local authorities, understanding the local community, recruiting learners and monitoring progress.



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THE BRIDGE FRAMEWORK COMPETENCE DESCRIPTORS

Dimensions	Attainment Criteria
1. Intercultural Interaction Skills	Using target language effectively in interaction; using strategies to overcome the stress caused by a different culture; reducing stress during interaction; understanding the body language of others; understanding the cultural communication styles of others; socializing with others; perceiving the reactions of other people in an interaction; cooperating with others to accomplish tasks of mutual interests; building effective and appropriate communication with others.
2. Sensibility	Toleration for different understandings of humor; taking one step back and evaluating own actions; suspending negative judgment and prejudices regarding own and other cultures; making judgments without relying on own culture, values and standards; suspending the stereotypes away during the interaction.
3. Cultural Knowledge and Critical Cultural Awareness	Awareness of the reactions of other people that might reflect their cultural perspectives; similarities and differences between own and other cultures; reactions of other people to one's own social identity; the factors helping or hindering intercultural understanding; consequences of one's choices which would make him/her more or less acceptable to other cultures; own personal values that might affect one's approach to ethical dilemmas and their resolutions. Using native language in communication when needed; awareness of the social norms and taboos in other cultures; of the variety regarding race, gender, sexual orientation in other cultures; of the various social groups in own and other cultures.
4. Willingness	For expanding knowledge about own and other cultures; motivation towards learning about other cultures; curiosity and openness to other cultures.
5. Adjustment Skills	Evaluation of oneself from other people's perspectives; adjusting dress and behaviors as appropriate to avoid offending other people; accepting other people when they perform practices that might discomfort one.
6. Intercultural Mediation and Leadership	Leadership by " <i>mediating</i> " as a tool of synthesis between various identities, cultural, religious and ethnic components; and by acting at both individual and collective level on the basis of a deep knowledge of all the diverse backgrounds involved. Intercultural mediators actively intervene in social dialogue by cooperating marginalized and hard-to-reach groups successfully in teams.
7. BRIDGE CLA specific knowledge and critical understanding	This set of competences is specific to BRIDGE project and supports the development of the Language and Culture Animateur by focusing on the role within the community.
8. Specific Language Club establishment and running competences	This set of competences is specific to BRIDGE project and its focus is on the establishing and running a Language Club as the aim to ensure sustainability to the role of the Language and Culture Animateur.