

# Dorset Cultural Awareness & Language Skills Project



**Regional Language Network South West**

**January - July 2007**

**Report to the Learning and Skills Council  
South West**

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**About RLN SW** The Regional Language Network South West offers free advice to businesses on developing a successful foreign language and cultural strategy. We aim to help improve the performance of businesses in the South West in international markets and to contribute to raising skill levels in the workplace by showing the benefits of using languages and cultural understanding.

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## Summary

The Regional Language Network South West (RLN SW) ran a pilot project for the Learning and Skills Council (LSC) in Dorset during 2007. This aimed to demonstrate how cultural awareness and language skills could support workforce development preparation for the Olympics in 2012.

Since 2004 RLN SW had established good working links with a range of cross-sector partners in business, education and the community locally and was well-positioned to offer awareness raising activities and training in response to emerging needs. The importance of this collaborative approach has since been identified by LSC-commissioned research in the South West about the impact of the 2012 Sailing Events. The Experian research report said, *“The 2012 legacy will need to be delivered by a partnership of communities, business and the public sector.”*

To carry out the project the RLN SW worked with 26 businesses, 9 business agencies, 6 schools and colleges and 7 training providers. It involved college and school students, apprentices, people in work and volunteers. Some migrant workers were trained as teaching assistants to help in language classes and to demonstrate aspects of their culture.

In the six months of the project the following outputs were achieved:

- 62 stakeholder groups were engaged
- 58 hours of language and cultural awareness training took place
- 9 short courses were held
- 162 training places were taken up
- 52 volunteers were engaged
- One website was developed

The courses lasted between 3 and 11.5 hours and courses offered were Marine French, Marine Spanish, Volunteer Language Assistant Training, 2 Chinese cultural and language briefings, German on Tour, Cultural Briefing for Frontline staff, Islamic Diet and Culture and an Introduction to Language and Culture Volunteering.

The project also showed how cultural understanding could be used to improve community cohesion. Using native speakers as classroom assistants and running a course on Islamic Diet and Culture helped to promote local understanding and allowed migrants to integrate with their local community.

An understanding of languages and cultural awareness can provide transferable skills for the regional economy. The courses developed in this project could be used to fill skills gaps identified in retail, hospitality, transport and sport. In addition the courses can be adapted to support international trade and in-bound tourism.

The South West has taken the lead in the development of these courses. This project worked because we developed the partnerships identified in the Experian report. Training in languages and cultural awareness will provide an important part of the legacy for the regional economy up to during and after 2012.

## **1. Introduction**

In December 2006 the RLN SW was approached to develop an action research project for the LSC in Dorset to explore approaches for language learning and cultural awareness in the contexts of the 2012 Olympic games and support employers' needs for pre-service and in-service training. The project started in January 2007 with market research being carried out in order to learn what potential participants wanted. This research has been continued throughout the project including all courses being evaluated.

## **2. Funding**

The LSC committed £50,000 to this project. Funding was used to conduct market research, work with delivery partners to set up and run the various training courses and pay trainers/specialist providers. Establishing the web site and some PR was also funded.

## **3. Staffing**

RLN SW business advisers from Dorset organised the project, Philada Rogers and James Piriou. They brought specialist skills in language and culture, plus experience in project management and field work. They have run a contract for the RLN SW for the last three years. RLN SW resources were used for financial management and administration.

## **4. Trainers**

RLN SW approached LSC approved providers to deliver training. Dorset Adult Education Service, Paragon + ITE Training Group and Weymouth College were able to respond to the short lead-in time. RLN SW sourced specialist tutors and presenters from the private, community and voluntary sectors; volunteers and native speakers acted as assistants in training sessions.

## **5. Market research**

Between January and March 2007 project staff interviewed 22 individuals from partner organisations about the project and what they saw as key needs and issues - Table 1 summarises initial findings from these interviews. Between March and June, a further 26 discussions broadly confirmed the initial findings and identified a high level of interest in training and activities to promote cultural and language skills.

Course selection was driven by market research findings and limited by the short lead-in time and delivery period available to the project, which prevented some training providers and interested customer groups from taking part.

<b>KEY POINTS FROM MARKET RESEARCH</b>	
1	More overseas visitors are anticipated for the Olympics, Jurassic Coast; EFL courses and full time study by foreign students increasing already
2	Need for marketing materials, information, leaflets, plans, websites, podcasts, mobile downloads, laminated sheets, signage, menus, welcome boards to internationalise the offer
3	Businesses and organisations beginning to see how they could use volunteers as ambassadors, hosts in events, tour guides
4	Organisations are starting to do skills audits, eg, local authorities (partly in response to needs driven by migrant worker presence)
5	Workforce development on customer service is required– frontline staff in hotels, pubs, supermarkets, police, catering, administration, receptionists in hotels, catering staff for diet awareness, buses, taxis
6	Exchanges and overseas links increasing in scope across sectors, eg, with China. Increasing awareness of cultural diversity at high level within organisations and companies. Need for staff training about other cultures.
7	Community groups and representatives want wide participation in Olympiad cultural events
8	There are underused skills in the local community – retired linguists, foreign residents, migrant workers, students, people with overseas work experiences (eg, forces, UN).
9	Youth need focused training for them
10	Cultural skills seen as important as language. Language needs to be focussed on work-based needs and basic phrases, eg, the National Sailing Academy wanted vocabulary on Health and Safety; people generally asked to learn a few basic phrases.
11	“Want activities out of classroom, no Powerpoint”, with business-type briefing seminars more popular than traditional courses. Short courses with practical activities and clear focus. Timing of courses to suit customer needs (eg, working patterns).
12	Value of cross-sector partnerships recognised

**Table 1 Key findings from Market Research**

## 6. Partners & Participants

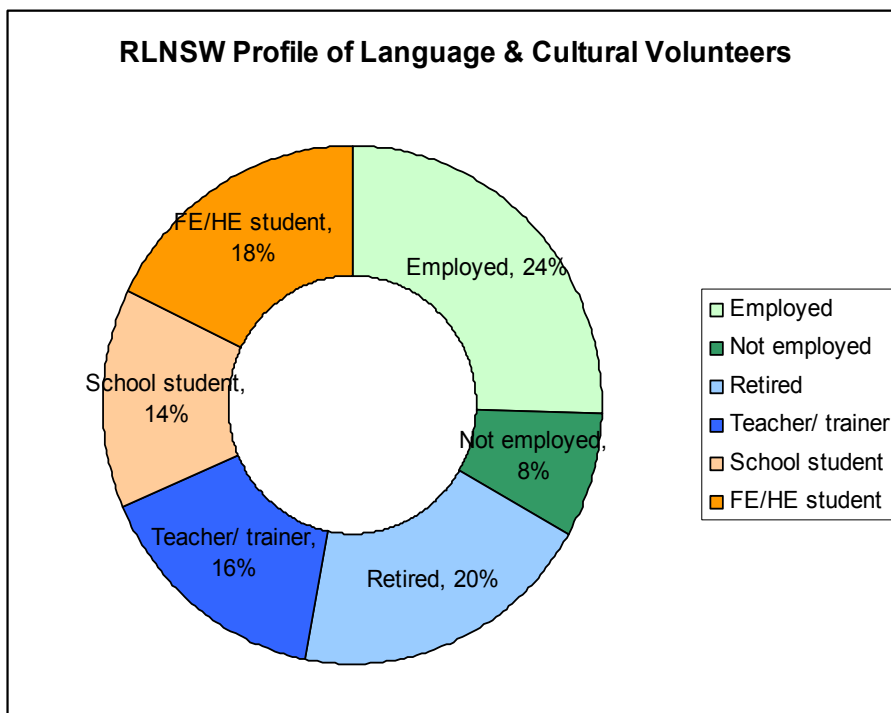
RLN SW drew upon its networks in Dorset and across the South West to carry out market research, find partners and involve participants from a broad cross-section of the community, including managers and migrant workers through to parents and police officers.

Details of those involved in market research, development and training:

- 9 business agencies/ associations
- 10 public sector organisations
- 26 businesses
- 1 religious organisation
- 1 community organisation
- 13 schools, public and private training providers
- 1 awarding body
- 1 Sector Skills Council - Go Skills

The aim was to train 14-9 year olds, employed individuals, volunteers and trainers. Our goal was to engage 100 people in training activities ranging from half day to 30 hour courses. In fact, 162 training places were taken up by 101 employees/ students, 35 volunteers (mix of not employed, students, retired people, migrant workers) and 26 trainers. A breakdown of training places across the courses is in Appendix 1.

In total, the project engaged 52 volunteers – 35 through courses and 17 who joined the RLN SW Language & Culture Volunteer Register as a result of project publicity, with further applications being received since the project finished.



**Table 2 Profile of project volunteers**

## 7. Courses

Course information and samples of materials are available on the project website <http://www.rln-southwest-project.com/index.html>. There were nine short courses lasting between 3 and 11.5 hours and these are outlined in Appendix 1. The context and rationale for the courses is set out below.

Where appropriate, we used extracts of the European Language Portfolio, (ELP) approved by the Council of Europe. Learners completed their language biography in a 10-minute activity and this enabled us to draw from and build on their knowledge and experience, eg, selecting peer teachers for language phrases. The ELP self-assessment grid was used with language volunteers to assess their level of competence. RLN SW also made reference to emerging intercultural standards being developed in the UK, which build upon an EU Leonardo da Vinci funded project "INCA".

### **Marine French and Spanish**

Having worked with the Weymouth & Portland National Sailing Academy in the past we knew that they wanted staff to improve their French and that they were interested in learning sailing terms in other languages. The Academy requested short courses in Marine French and Spanish, partly because these two languages provide wide coverage across 2012 competitor nations. These courses were run by Dorset Adult Education Service and made up of staff from the Academy and the Laser sailing school, the tourism department of Weymouth & Portland Borough Council, a local taxi operator, two secondary school sailing volunteers, and supported by language volunteers (trained by Dorset Adult Education Service).

### **Language and Cultural Briefing for Frontline staff**

Delivered in partnership with Weymouth College, this offered training for frontline staff, including a group of drivers from First Hampshire & Dorset bus company, taxi drivers, reception and administrative staff. The aim was to improve customer service for overseas visitors. It included initial assessment of language and cultural skills, practical activities on communicating with non-native speakers and a short peer teaching session of basic phrases in Polish, Lithuanian and French (initial assessment data was used to negotiate peer teaching content). The emphasis was upon learner-centred learning, sharing the skills within the group and taking a customer perspective. The initial assessment sheet and a summary of feedback are online at [http://www.rln-southwest-project.com/courses/general\\_culture.html](http://www.rln-southwest-project.com/courses/general_culture.html).

### **German on Tour**

This followed discussions with Portland Port who have succeeded in bringing German cruise liners to the area. They wanted to find German speakers in the area to provide guided tours, social hosting and business support (eg, translation). A manager from the Port talked to the group about the need for language and cultural skills in the maritime industry. School and college students of German, trainers, transport staff, German speaking volunteers, business representatives and a taxi driver then took the Weymouth College coach to Lulworth Cove Heritage Centre for a guided tour experience of the Jurassic Coast, with presentations by a ranger and the Dorset County Council marketing team. From this course, the Port have

sourced a German speaking taxi driver, a translator and a special interest group of volunteers interested in tour guide training and helping to host German visitors.

### **Chinese Culture and Language Briefings**

The Chinese courses came from business demand to have a better understanding of Chinese business culture and also to help host families of Chinese students who come to the area to learn English. Families have experienced difficulties around the diet and culture of their visitors.

Weymouth College developed an evening briefing for host families of Chinese visitors with specialist tutors sourced by RLN SW. The session included presentations on social etiquette, a cookery demonstration, tai chi, language and a Chinese buffet.

Paragon + ITE Training Group ran a full day briefing in collaboration with DEK (manufacturing company) and the Granby Business Forum (business association), where staff, apprentices and school students learnt about business practice, negotiating styles, social and dining etiquette, communication and basic phrases in Mandarin.



*(Above) Islamic Diet and Culture session run with Paragon ITE Training Group, Kwintessential and RLN SW volunteers*



*(Above) German on Tour group setting out from Weymouth College.*



*(Above) Group with Mandarin Tutor during Chinese Cultural Session*

### **Islamic Diet and Culture**

Paragon + ITE Training Group took up the opportunity to develop this course, which involved apprentice chefs and local hospitality providers learning about another cuisine by actually preparing a Halal lunch on their training premises. It also attracted a number of people from organisations like the police that want to improve relations with ethnic communities. Two specialists, sourced by RLN SW, worked with the Paragon team to prepare the kitchen and the dishes in accordance with Halal requirements, using locally-sourced ingredients. Participants learnt about Islamic traditions around receiving visitors, food and social etiquette, along with some basic phrases in Arabic. A long-standing Muslim resident volunteered to talk about her experiences of living and working in the UK.

### **Volunteers in Modern Foreign Language classes**

RLN SW approached Dorset Adult Education Service (DAES) with an idea to deploy volunteers in adult education foreign language classes. DAES responded enthusiastically and quickly put into place a recruitment programme, course materials and a volunteer handbook to promote best practice. DAES trained a small group of volunteers and language tutors in working together to improve language classes, by creating more opportunities for students to practise and by introducing different cultural experiences (eg, an Argentinian volunteer in a Spanish class, a volunteer with North African heritage in a French class).

### **Language and Cultural Volunteer training**

RLN SW Dorset has been developing a volunteer register since March 2006 and the project was used to offer training for existing and new volunteers with language and cultural skills. The training course provided an introduction into the roles and responsibilities of volunteering by Weymouth Community Academy, initial assessment of skills (with reference to the European Language Passport), Information Advice and Guidance about current job opportunities, routes into work or training and initial assessment of suitability for specific volunteering roles.

During the project, three volunteers worked with local companies to provide specialist advice and skills. One of these, recently retired to the area after a lifetime of international working, wished to maintain international contact. He gave an informal briefing to a director of a local tourism company about their target market in Holland. The company told us: *“He was very helpful and gave me lots of general and cultural knowledge of the country. We covered the basic language too.”*

## 8. Evaluation

Evaluation data from each course (ie, from forms, short reports, email and verbal feedback) is presented under three areas:

### a) Language courses and volunteers in language classes

Firstly, learners in the Marine French / Spanish reported very positively about the courses – quality and enjoyment. They said they worked harder as a result of being with volunteers and they liked practising with volunteers who had different accents. They told us *“there was plenty of one-to-one support”*. Learners struggled with attendance in some cases because of their work commitments and having volunteers helped people to catch up on missed sessions. There was high interest in learning more language, but in bite-sized or intensive courses.

The tutor experience was that volunteers *“enabled true differentiation to take place”* and provided a different cultural perspective, a walking-talking resource and a “sparkle”. Tutors found they needed to adjust to having a volunteer in the classroom, for example, adopting a different approach, the need to plan for volunteer activities to practise with learners, using the volunteer to provide differentiation and provide her/him with clear guidance on what to do.

Five classroom assistant volunteers were trained and deployed in the Marine French / Spanish and in traditional Adult Education Spanish classes between April and June. For the volunteers, they had to remember to speak slowly and clearly in their native language and to build good relationships with the tutor and learners. Volunteers reported that the work was enjoyable and that it helped their self-esteem and integration into their local community. Two volunteers have expressed interest in teaching – one of these was a graduate from a Spanish university, working in an unskilled catering job locally.

DAES wish to develop an accredited course to train language volunteers for the classes.

### b) Sessions on culture and language

Firstly, there was enthusiasm for the sessions: *“It would be good to have more of these cultural awareness events for other cultures”* and, across the five short courses, learners most frequently requested more on basic phrases in languages, etiquette, and appreciating cultural differences, plus how to communicate effectively and clearly. The courses attracted a wide range of learners and it was interesting to see that people found similar aspects useful.

There was useful feedback about course structure and content and what works best:

- 3-hour sessions were popular: *“I liked the length of the afternoon, as it was long enough to absorb the info, but not too long when brain shuts down!”* The 6-hour course on Chinese was in specific response to company requests and was

carefully structured to provide shifts of emphasis and activity during the day. People found the 4-hour session on Chinese too long for an evening course, ie, 5-9pm.

- Make the learning fun – we sought to achieve this and feedback contained much positive comment about enjoyment.
- Practical, learner-centred approach, with the chance to interact in workshops, for example: *“I liked the first hand account and presentation by person from specific cultural/ religious background”* and *“More language volunteers would make sessions more interactive.”* Volunteers and specialists were highly appreciated because they gave learners direct access to the culture through personal experience and in-depth knowledge. For example, one learner who works with Chinese colleagues reported:

*“Fantastic day, I never knew for example, that there is no straight ‘yes’ or ‘no’ in Chinese, which explains why I haven’t succeeded in getting a yes or no answer to a direct e-mail I sent recently asking for a simple yes or now answer – I will take this into account in future!”*

On the other hand, two retired women who host Chinese EFL students will use the knowledge from the Chinese evening to try Chinese cooking and asked for *“more Mandarin and communication in English with students”*.

Bus drivers also told us we should *“Incorporate more foreign students, to integrate with group”* and they, too, asked *“to learn more about foreign languages”*.

Asked how they would use the knowledge gained, people from different backgrounds were clear about the benefits and applications:

Bus driver: *“to understand visitors to the town of Weymouth”*

Catering apprentices: *“I now know how to prepare Muslim food”* and *“Finding out what it is like to be a minority.”*

Chinese host family: *“Thank you for the lovely evening, it was of great value for the summer.”*

Manager: *“Make staff aware of the things that could offend”* and *“Would like more training to other needs with Olympics not far away.”*

Training providers told us *“It is clear there is a genuine interest”* and *“well worth holding courses”*. We are talking to providers about how to mainstream project courses and develop new ones.

### c) **Language and Culture Volunteer training**

This was a lively course because people enjoyed sharing their common interest in language and culture. Sixteen people attended training and 12 evaluation forms were returned, which confirmed the suitability of the training. Eight people said they will follow up with volunteering and asked for more training, the other four were not sure.

Training was requested to enable volunteers to take up these roles: community interpreter, Tour Guide, volunteer classroom assistant, coaching/mentoring to work effectively with people as a volunteer. Seven people requested a 1-1 information, advice and guidance session. People also expressed their desire to take part in community events like twinning, festivals and Sailing Academy events and work with SMEs as event hosts or providing specific language skills from time to time. Case studies in Appendix 2 confirm the project benefits to individual volunteers and to SMEs. Of the 35 people who volunteered for us on the project, only 16 were able to attend the course. We offered individual support as necessary for others who took part in activities.

Feedback confirms the demand for training and opportunities in volunteering for a wide range of purposes, including interest in the Olympics, as well as a ready supply of volunteers from education, the community and business sources. Our youngest volunteers are 16 and from a local secondary school. Our oldest is of Polish heritage and had acted as a volunteer on catering and portering duties in the 1948 Olympics, whilst he was studying engineering.

### **9. The web site**

This can be viewed at [www.rln-southwest-project.com](http://www.rln-southwest-project.com) and it has information about the project, photographs, details of who we worked with, training materials, project outcomes and how to get involved in future.

### **10. Press and PR**

Throughout the project photos were taken of many of the courses and press releases issued. More than 10 media articles resulted during April and May 2007. Everyone who took part was given a certificate at an event at the Sailing Academy in September.

## 11. Dissemination

This is in two parts. Letting interested people know about the work and how we undertook it and the wider PR for the region to let people know that practical work is underway to improve language and cultural awareness.

The technical information is held on the website and will be of most interest to trainers and those interested in carrying out similar work. It also promotes the idea of establishing Special Interest Groups in different languages and tells those interested who to contact.

This report is also available on the website and it will be made available to partners and those who indicate an interest in more information. These include the local councils in Dorset, business agencies and organisations suggested by the LSC. The general promotion uses the media via press releases and photographs. The Event in September will also generate interest and photo opportunities. As part of a national network the RLN SW has been letting other RLNs know about the project via its monthly e-newsletter and they will also be signposted to the report and website.

## 12. Added Value Outcomes

### New activities

A number of new partnerships were developed in order to make this project run successfully while existing partnerships enabled the brokering of new opportunities. Some of the spin-off activities have been:

- Linking Paragon ITE Training with a training company in Normandy. They have placed 5 French commercial students with local companies in Dorset
- A local company in Weymouth, DEK, has decided to organise Mandarin lessons for staff, using tutors and volunteers sourced by RLN SW
- Cooknell Electronics has registered to sponsor a special interest group in French, and would like French lessons for staff
- Special interest groups established, including German, with clear benefits for business, the community and education. See case study on Portland Port in Appendix 2.
- A Tai Chi instructor used at one session will train students at Budmouth School, as part of their newly formed China club. This reflects the bigger picture of pre-2012 activity, such as a friendship agreement at local authority level and the burgeoning numbers of Chinese students coming on study visits to Weymouth.
- Weymouth International Language Link to provide Polish tuition to a local public sector organisation.

## New ideas

Market research with stakeholders (Stakeholder list at Appendix 1) together with publicity which arose from project activity, acted as a catalyst for ideas.

Stakeholders have expressed interest in:

- Community projects, eg International student film festival, murals in Weymouth Esplanade subway with greetings in many languages
- Tourism projects, including a podcast in German about the Jurassic Coast
- Awareness raising activities, eg, a monthly insert in the Dorset Echo about different languages and cultures, welcome posters
- Community and public safety work, eg, linking with the StreetSafe DrinkSafe campaign promoted by the local police to train staff in local pubs and clubs in culture and language.
- Tour guide training possibly badged by the local council, community interpreter training and teaching assistant courses for volunteer development.
- Local volunteer centres in Dorchester and Weymouth wish to collaborate with RLN SW to provide infrastructure, training and opportunities to volunteers with language and cultural skills.

## 13. Conclusions

1. The Experian report commissioned by the LSC in 2007 identified the importance of languages: “*There will need to be appropriate, flexible, quality provision of education and training in hospitality/customer service, marine leisure, business administration and languages.*” (p33). However, our experience confirms the equal importance of intercultural competence, as a means to offer improved customer service. In-service training will be required for permanent or seasonal staff to develop their cultural and language awareness.
2. Forward-thinking companies in tourism and other sectors are beginning to recognise the benefits of language and cultural skills in their business planning eg, accommodation providers. For businesses working in a global economy, experience of other cultures is essential, whether this is for developing products or for recruiting employees. This is in addition to its importance to international trade and in-bound tourism.
3. Current levels of interest in cultural and basic language skills training are unprecedented in the area. The impetus provided by the 2012 Olympics represents an opportunity to capitalise on interest in language and cultural skills training to create a legacy post 2012.
4. This project sowed seeds on how cultural understanding can be used to improve community cohesion. Our experience of using native speakers as classroom assistants has been extremely positive, as has running a course on Islamic Diet and Culture. It is these small acts that can move out into the wider community to promote understanding and tolerance.
5. Work with Paragon ITE (the largest provider of work-based learning in the Dorset sub-region) has raised awareness of the importance of the language and cultural skill set for employees and their trainers across all their training sectors involved in staging the Olympics. This training could be provided as part of the drive to fill skills gaps identified in retail, hospitality, sport and transport.
6. RLN SW has demonstrated its value as a partnership manager and broker for organisations and companies seeking to develop language and cultural skills. We have worked with partners to develop provision and acted as a catalyst for new ideas.

## 14. Recommendations

1. RLN SW seeks funding to create further cross-sector partnership projects across the region to promote language and cultural skills in preparation for the 2012 Olympics.
2. LSC prioritise the development of an initial award in cultural skills, including an element of foreign language, to be nationally accredited and funded. This would be suitable for pre- and in-service training.
3. Volunteering capacity for people with high level language and cultural skills be developed through a partnership between RLN SW and the voluntary sector, to provide quality assurance, infrastructure, training and opportunity.
4. Dorset Adult Education Service develop a course for Volunteer Languages Classroom Assistants and introduce this type of volunteering into their mainstream provision.
5. RLN SW seek to sustain project activities through feeding volunteers into locally funded ESF training provision.
6. RLN SW join the list of key players in Olympic thematic groups, so that its specialist advice is readily available and achieves a high profile.

## 15. References

Learning and Skills Council South West Region, 5 June 2007 “Skills Impact of the 2012 sailing events - Experian Report April 2007”

<http://www.lsc.gov.uk/regions/SouthWest/Publications/Latestdocuments/Detail?id=9fd57827-6275-48c5-bf6e-56219547e79c>

Council of Europe, “European Language Portfolio” information and materials available at

[http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/introduction.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/introduction.html)

INCA project, funded by EU Leonardo da Vinci programme, information available at

<http://www.incaproject.org/index.htm>

## Appendix 1 - Stakeholder & Output Data

### (a) 62 stakeholder groups engaged through market research and training

#### **Business Agencies/associations (9)**

Weymouth & Portland Chamber of Commerce  
Dorset & New Forest Tourism Partnership  
Federation of Small Business  
Dorset Business  
Dorchester Chamber of Commerce

Business Link  
Granby Estate Forum  
Destination SW  
Bournemouth Interpreters Group

#### **Public sector organisations (10)**

Dorset County Council  
West Dorset District Council  
Weymouth & Portland Borough Council  
Bournemouth Borough Council  
Poole Borough Council

Dorset Police  
Chesil Education Partnership  
Dorchester Volunteer Centre  
Weymouth Community Academy  
West Dorset Multicultural network

#### **Religious organisation (1)**

Weymouth Mosque

#### **Community organisation (1)**

Weymouth Tai Chi Club

#### **Businesses, including SMEs (26)**

Tecan Ltd, Weymouth  
DEK, Weymouth  
First Bus Weymouth  
Flybe  
Barclays  
Pulpit Inn, Portland  
Goulds Garden Centre Restaurant  
Southwell Business Park, Portland  
Dorset Enterprise Schools  
Weymouth & Portland National Sailing Academy  
Bluebird Coaches, Dorset  
Weyline Taxis, Weymouth  
Heritage Coast Holidays, Weymouth

Discover Dorset Holidays, Bournemouth  
Kwintessential (Language & Culture agency)  
Artemis Solutions, Bournemouth  
Portland Port  
Business Travel Bureau, Swanage  
International Press Productions, Weymouth  
Wessex Chemical Factors, Poole  
Wood Farm Caravan Site, Charmouth  
Athelhampton House, Dorchester  
Brunches Café, Weymouth  
Oak Tea Rooms, Dorchester  
Trimar Hospice, Dorchester  
Dream Cottages, Weymouth

#### **Schools (state/private) and training providers (13)**

Budmouth Technology College  
Wey Valley School  
Colfox Language College  
Bournemouth School for Boys  
QE School, Wimborne  
Europartner School, Weymouth (EFL)  
Weymouth English Centre (EFL)

Paragon + ITE Training Group  
Weymouth College  
Dorset Adult Education Service  
Bournemouth Adult Learning  
Cab Business  
Kingston Maurward College

#### **Awarding Body (1)**

ABC

#### **Sector Skills Council (1)**

Go Skills

With some stakeholder groups, we engaged with several departments or levels, eg, Dorset County Council - Economic Development, Jurassic Coast Team, Tourism, Community Planning & Partnerships.

**(b) 162 training places taken up**

					Numbers			
	Course Title	Venue	Delivery partner	Dates, times, format	Volunteers engaged/trained via courses	Trainers trained	Students / employees on courses	Hrs
1	<b>Marine French</b>	National Sailing Academy	Dorset Adult Education Service	6 weeks 19 Apr - 17 May; 5 x 1.5 hrs from 5.45pm + 1 4hr session	1	0	14	11.5
2	<b>Marine Spanish</b>	National Sailing Academy	Dorset Adult Education Service	6 weeks 16 Apr - 24 May; 5 x 1.5 hrs from 5.30pm + 1 x 4hr session	3	0	14	11.5
3	<b>Volunteers in MFL classes</b>	Dorset Adult Education Dorchester	Dorset Adult Education Service	1-1 training and practicals, plus 16 June group session	5	5	0	9
4	<b>Chinese Cultural Briefing</b>	Weymouth College	Weymouth College	4 May, 5-9pm	4	4	20	4
5	<b>Cultural briefing for Frontline Staff</b>	Weymouth College	Weymouth College	20 April, 1-4pm	1	3	11	3
6	<b>Germans on Tour</b>	Coach + Jurassic coast venue	Weymouth College	3 May, 1-5pm	0	3	13	4
7	<b>Islamic Diet &amp; Culture</b>	Paragon ITE Training	Paragon ITE Training	8 May, 11am - 2pm	2	8	12	3
8	<b>Language &amp; Culture Volunteering Scheme</b>	Weymouth College	RLN SW	Apr/May 1-1 training, 7 June half day group session	14	0	2	6
9	<b>Chinese Business &amp; Culture</b>	DEK Ltd, Weymouth	Paragon ITE Training	21 May, one day	5	3	15	6
Note: 35 volunteers engaged with the project via courses. As at 31 July, a further 17 joined the RLN SW volunteer network because of project or RLN SW publicity. We continue to receive enquiries.					35	26	101	<b>58</b>
						<b>Total</b>	<b>162</b>	

## Appendix 2 - Case Studies

### a) Case Study – Volunteer takes routes into training and employment

**Saïd Lakehal** of French / Algerian origin, moved to Dorset at the end of 2006 following 10 years working in the catering trade in London and Cheltenham. Prior to that, he worked as a clothes shop manager in a successful family business in France. He joined our volunteer list and showed a keen interest in diversifying his skills base, as he wanted a change of direction for his career. At the time he was unsure how to adapt his skills to new areas and was thinking of returning to France, as the only option to gain further training.

During the project, **Saïd has taken up four opportunities created by RLN SW** and is now in paid training and employment as a consequence.

**Specialist in Halal cookery** He joined the Paragon ITE Training team, which delivered the project seminar “Islamic Diet and Culture” in Weymouth. Saïd trained apprentices on Professional Cookery NVQ Levels 2 and 3, who work for local hotels and pubs, to prepare and serve Halal food.

**Commercial work** Wessex Chemical Factors, an established and expanding chemical cleaning Company in Poole, contacted the RLN SW in March to find them a French speaker with commercial experience to promote a new product in the French market. The same day Saïd contacted the firm and went to Poole. He has since advised them on a marketing strategy, refined their research objectives, made several new commercial contacts and assisted them with a cross-cultural strategy for the French market. He is currently working as a freelance commercial agent for the firm.



**Language class volunteer** Saïd was keen to develop his skills base and agreed to act as a volunteer during a French course for sailing volunteers, local employees and staff at the National Sailing Academy from April to June. Dorset Adult Education Service organised volunteer language assistant training as part of the project. Saïd has since applied to be an Adult Education tutor for courses beginning in September 2007.

**Community researcher** Following an approach to RLN SW Dorset by the mental health charity MIND for help in finding black and ethnic minority researchers in the area, Saïd has been employed as their researcher for South Dorset. He has undergone paid training to be a Community Researcher at Exeter University. Saïd has found this to be the most rewarding aspect of his new experiences to date and he hopes to develop his skills and gain further qualifications in this sector.

## b) Case Study - Benefits of German Special Interest Group

Benefits have emerged for business, education and the community.

- **Raise awareness** *about the need to learn and use languages in Dorset; about the range of languages needed for the 2012 sailing events and for international business. A manager from Portland Port talked to local school and college students about their need for staff with German language and cultural skills.*
- **Promote diversity of language and encourage participation** *through running events to promote diversity of languages and create legacy of audited skills. A focal point for language speakers in the area, including migrant workers with capacity to move into higher skilled jobs.*
- **Source linguists for local needs** *by having access to local experts. SMEs need to outsource linguists on an ad hoc basis, yet want them to know the company's business. Portland Port first contacted RLN SW to source German-speaking Blue Badge guides. RLN SW volunteers may also welcome German cruise ship calls from 2008. RLN SW has sourced a local taxi driver who speaks fluent German. These experts provide occasional support, but stay in touch through SIG events.*
- **Create training and job opportunities** *One RLN SW volunteer, a professional, native-speaker linguist, who is taking a career break, has completed a translation assignment for the company. She is able to work part time from her home, located close to the company. Some members of the SIG are interested in training as local tour guides for cruise ship visits and other local attractions. Others are interested in Community Interpreter training.*
- **Get people working together** *Portland Port have agreed to host a site visit by the German special interest group. This strengthens links with education and the local community.*