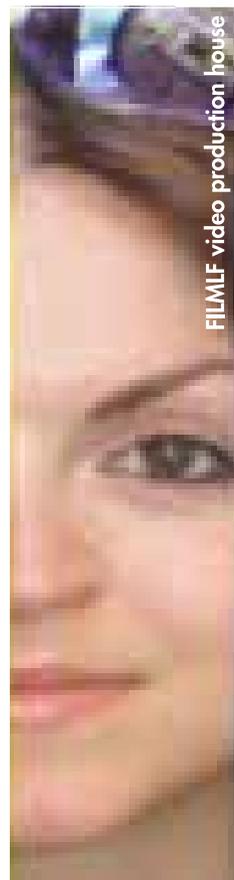


# LAMP



## Language training needs of Migrants who work as caregivers of elderly People

### THE FINAL MEETING\_ ON THE 25TH OF MAY IN PORDENONE THE FINAL MEETING OF THE LAMP PROJECT WAS HELD.

The meeting was hosted by the location dedicated to disseminate the city activities of the Association for the Banca di Credito Cooperativo's premises on Mazzini street.

Romania was represented by a large delegation, consisting of Soros Educational Center Foundation's staff and personnel of Caritas Alba Iulia, Harghita branch which operates locally in the field of training for social assistants/family caregivers.

French delegation was made up by the Cité des métiers – Cité de la santé staff from Paris. There was also an important participation from Genova. The topic of the day was to present the Linguistic Guide for In-Home Caregivers, and also it gave the opportunity for all partners to present

themselves to the audience.

The local authorities were represented by: Alessandro Ciriani - the President of the District, Mario Casini - the Medical Director of ASS, Fabiana Burco - representing the Regional Office for the Coordination of interventions in the promotion of activities and services of reception and social integration of immigrants and Anna Cragolini, the coordinator of the Regional project "SI CON TE" /"YES WITH YOU" dedicated to the intersection between demand and supply among Family caregivers and those Families who are looking for support on care giving. At the meeting we also had managers from different training offices and local social cooperatives.

However the handbook has not passed unnoticed and the recognition of the validity of the content combined with an exquisite graphical presentation is unanimous.

Within the project, up to now we have spread 400 copies to the "SI CON TE" project's front office, 400 copies to the local Healthcare institution, 100 copies were required by the Regional Hospital of Pordenone, 100 copies to the cooperative ACLI which trained 90 family care workers/assistants in the North of Pordenone district, for distribution to different medical divisions.

For a higher impact at local level, within the ASS6 on 14th of May we presented , on may14 th, the project and the Linguistic Guide for In-Home Caregivers.



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Education and Culture DG

Lifelong Learning Programme

---

## INTERCOMPREHENSION\_ IN THE FINAL MEETING OF THE EUROPEAN LAMP PROJECT IN PORDENONE, ON MAY 24TH-25TH, 2012, THE MORNING OF 24TH WAS DEDICATED TO THE SESSION OF INTERCOMPREHENSION.

---

French and Roumanian partners - as well as Italian ones: caregivers, social assistants, Italian and foreign language teachers – took part in the meeting held by Prof. Marie-Christine Janet, French researcher at Venice Ca' Foscari University.

The subject of Intercomprehension enters perfectly the Lamp Project as it is focused on educational, linguistic and cultural needs of migrants who work as caregivers for elderly fragile people.

First of all, it is necessary to give a definition of Intercomprehension: by **Intercomprehension** we mean to speak one's own language and to understand languages belonging to the same stock.

For example, **Intercomprehension** enables an Italian speaker to understand other Romance languages: French, Spanish, Portuguese, Roumanian, Catalan.

The method aims at a small knowledge of language, limited to oral-written comprehension and therefore easier and speedier to apprehend. Starting from the linguistic knowledge everyone has, by Intercomprehension anyone can move across languages of the same stock, finding out their similarities and noticing differences, and so discovering again one's own language,.

It is a **natural** approach: it has always been practised, for example among dock workers;

**amusing**: you are not afraid of foreign languages any more, because you guess first, then you deduce and finally you play with languages;

**quick**: you need about 40/60 hours to comprehend globally written texts in languages of the same stock;

**effective**: it helps to learn foreign languages;

**enriching**: it enables people to discover other languages and re-discover one's own;

**challenging**: it triggers mind abilities and practises them.

So the method of Intercomprehension may be useful:

for students approaching particular works in foreign languages;

for professionals who have to read messages, reports, newspapers in a foreign language;

for anyone who needs to have foreign language learning easier;

for migrants workers using languages belonging to the same stock as the mother tongue.

We thank prof. Marie-Christine Janet for her rich and challenging presence, all people taking part in the session about Intercomprehension and we wish to gather the suggestions received in the meeting.

*Clementina Pace, A.F.A.P*



### **Related projects**

"A spasso liberamente"

"Stimolazione cognitive"

!Prefic : Projet Réseau Européen Formation Inter Compréhension (Project European Network Training multilingual understanding)!

<http://prefic.net/>

Elsa : Empowering Lives Supporting Affectivity"

[www.elsacare.eu](http://www.elsacare.eu)

---

**THE STORY** \_ LAMP PROJECT (LANGUAGE TRAINING NEEDS OF MIGRANTS WORKING AS FAMILY ASSISTANTS OF ELDERLY PEOPLE) arises from communication needs involving migrant workers in a family context. Although the phenomenon of caregivers had an exponential growth in Italy, nowadays it is becoming important in other European countries as well. Afap onlus, together with the partners of the project, made a linguistic vademecum for family assistants as an easy tool to learn the typical vocabulary and phrases commonly used in family life.

---

The team that worked out the handbook was intentionally heterogeneous. Experts in Italian teaching to foreigners, migrants and relatives of people cared by family assistants worked together exchanging opinions and experiences. The team examined the problems of linguistic relationship family assistants face when they arrive in Italy and when they start their work in family.

The day division, the steps in the daily work and the home related vocabulary make this tool of easy use in a family context.

In the appendix we intentionally inserted a technical handbook for fragile and non-self-sufficient elderly people caring, trying to re-contextualize the linguistic learning process within a particular working path.

In order to assess the effectiveness of the material we tested it with the reference target in the original countries.

The present material would not be possible without the precious help of the members of Afap onlus, the family assistants caring our loved ones, all the agents of the partner associations, public boards that supported us in going on with our project. We thank very much the translators that enriched, invisibly, the project in different languages.

*Dr. Daniela Mannu*  
*The President of Afap onlus*



## The LaMP Toolkit

The LaMP project aims at facilitating the professional insertion of migrants working as caregivers of elderly people, by providing a tool that would address their need for a fast acquisition of language skills they can use in their professional activities.

At the end of the project, two types of tools, to be used in complementarity, will be available:

- a **linguistic guidebook** (Vademecum), introducing in a concrete manner 14 situations of the day-to-day life of a caregiver to an elderly person all along the day, each situation coming with a typical dialogue in four languages: Italian, English, Romanian, and Russian.

- **A series of 10 short videos**, 1 to 2 min each, in Italian, showing identical situations of interaction. These tools will also be translated into French, in order to allow for a wider distribution.

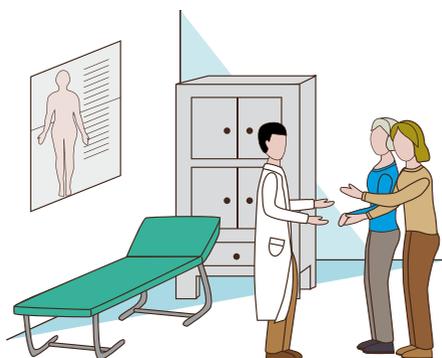
<http://projectlamp.wordpress.com>

## LYUBA'S STORY

"My name is Lyuba and I come from Ukraine. I worked as a nurse in a hospital. I decided to migrate because of the heavy economic crisis in my country during the nineties and left my two children and husband in Ukraine. I arrived in Italy in the spring 2001 straight in a village of Abruzzo, where a cousin of mine from Leopoli worked as a caregiver. I had never heard a single Italian word, not even "ciao". At the beginning I had lots of problems, also because of language. But I needed to work, so I did my best to make myself understood, even with gestures. I took with me a small bilingual dictionary: it was my salvation. I wrote on a notebook Ukrainian words and the Italian translation beside them. From the very beginning I worked with elderly people: first with an old paralyzed man and then with a lady with Alzheimer's disease.

Relatives and neighbours helped me to learn Italian: they wrote on a notebook the easiest sentences and phrases, at the beginning question and answers only and a list of nouns referring to food, kitchen, house. After some months a young Ukrainian woman arrived, a caregiver as well, who helped me so much because knew Italian more than me. How many difficulties and how much loneliness you feel when you do not understand the language people speak around you! I remember that when I went out shopping, I pointed to the things I needed to buy in the shops, then I went back home immediately because I felt ashamed of everything and everyone. I was always crying in the evening in my room because I missed my family so much, as well as my language and my country. I felt lost and anxious but I had to keep going, set my teeth, endure and overcome all difficulties to help my family in Ukraine. I did not talk very much at home with my new "grandparents" and always watched television: at the beginning it was just a confusion of sounds because I did not understand anything but later, step by step, day after day, words began to take their places as in a big puzzle. I worked seven years with a lady who spoke Italian correctly, so she taught

and always corrected me, above all in the use of verbs, which was the most difficult thing for me. I have never attended an Italian course and I learnt all that I know from everyday practice. Even now, after eleven years in Italy, I have problems with Italian and sometimes feel ashamed of that, even though I understand and make me understood."



## ANGELA'S STORY

"My name is Angela, I am 35 years old, I am married and mother of three children. I'm Nigerian and I came to Italy 13 years ago in search for a job. The first job I found was to take care of an elder woman with Alzheimer living with her. At then I didn't understand Italian language and it was a bit difficult for me because I come from a country where English is spoken. I learnt Italian language attending language school for strangers. I improved my Italian living in that woman's family: listening to news together, reading, speaking. I learnt how to cook Italian dishes too .

After some time I went in search for another work and after sustaining some interviews I found a full time job in a factory. Then I attended a driving school, got my driving licence, bought a car, and rented an apartment and live independently. Finally I got married, and obtained the Italian citizenship.

In my experience I can say it was very important for me to be curious and without prejudices, and learning Italian language helped me to appreciate their culture better, to know new people and socialize improving my knowledge."

### Contact

[associazionedalias@yahoo.it](mailto:associazionedalias@yahoo.it)

[info@alzheimer-pordenone.org](mailto:info@alzheimer-pordenone.org)

[fskati@sec.ro](mailto:fskati@sec.ro)

[bernadette.thomas@universcience.fr](mailto:bernadette.thomas@universcience.fr)



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Education and Culture DG

Lifelong Learning Programme