WelComm: Communication Skills for Integration of Migrants
Erasmus+ Programme 2014

TEMPLATE FOR SELECTION OF GOOD PRACTICES

Selection criteria:	The proposed example should correspond to <u>ALL listed criteria</u>: □ **Effective and successful:** A "good practice" has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities. □ **Replicable and adaptable:** A "good practice" should have the potential for replication and should therefore be adaptable to similar objectives in varying situations. □ **Information availability:** There is enough information provided for the good practice (approach, methodology, materials etc.) so that it is possible to replicate it in a new situation; the provided web-links are working and the contact information is up-to-date
Category:	□ Practices for social integration of migrants through cultural and language skills □Practices for language education of young children □ Practices for language education of migrants □Practices for intergenerational learning (children and parents) □ Other:

PROMOTER OF THE INITIATIVE:	
Name of organization / individual	EXUS S.A.
Country	Greece, Cyprus, Italy
Website	http://mingle.exus.co.uk/
Contacts	Ms Hara STEFANOU Project Coordinator EXUS SA chstef@exus.co.uk

DETAILS OF THE INITIATIVE:

Title	Migrant Language and Social Integration
Year(s)	2012-2014
Target language(s)	Greek, Italian
Target group(s)	• Bulgarian migrants willing to work in Greece or Cyprus in Tourism or care sector • Rumanians willing to work in the two same sectors in Italy
Website of the initiative	http://mingle.exus.co.uk/
Description (max 200 words)	The project's goal was to enhance the quality of life and facilitate the social and economic integration to local society of migrant workers, by improving their access to language training courses and other guidance material, helping them become active members of the hosting society.This was achieved by developing a web-based, easy-to-use, vocationally - oriented Distance Learning Application and the respective educational content for teaching the language of the receiving country to the migrants. 4 courses were elaborated: 2 Greek language courses addressed to Bulgarian migrants willing to work in Greece or Cyprus in Tourism or care sector and two Italian language courses addressed to Rumanians willing to work in the two same sectors in Italy. Through the DLA migrants were also able to socialize and communicate with each other, forming a learning group comprised of people from the same country. Within the project 30 migrant workers in each receiving country (GR, IT, CY) were involved, coming from Bulgaria and Romania. These groups used and evaluated the pilot system for 4 months, providing feedback on the efficacy and effectiveness of the overall educational system, content and application. In order to be able to access the DLA you should request a username and password by sending an e-mail to mingle@exus.co.uk
Methodology (max 150 words)	Each course is divided into five chapters. Each chapter is divided in two units: Unit A with more general exercises and Unit B with more detailed and difficult exercises. Every chapter aims to give information about a specific topic through dialogues, pictures and texts. The learning content for the Health Care sector involves topics on: -Elderly care i.e. appointment with the doctor, reading of the drug facts, emergency situations (Chapter 1) -Health; elderly pathologies (Chapter 2) -Elderly food and feeding (Chapter 3) -CV and employment search i.e. job research, job interview (Chapter 4) -Local services and offices i.e. special terms and procedures of the local

bureaucracy and the road signs (Chapter 5)

The learning content for the Restaurant/Touristic sector involves topics on:

- Activities at the restaurant i.e. taking orders, dishes explanation / description (Chapter 1)

-Health and safety at work i.e. emergency situations (Chapter 2)

-Food and feeding i.e. Italian/Greek traditional dishes (Chapter 3)

-CV and employment search i.e. job research, job interview (Chapter 4)

-Local services and offices i.e. special terms and procedures of the local

bureaucracy and the road signs (Chapter 5)

Within the units the following types oflinguistic activities are included:

-Listening, reading and comprehension;

 -Vocabulary exercises;
 -Grammar structures explanation andexercises;

-Exercises on phonetics (in Unit A of allchapters).

To aid users' understanding of each exercise'srequirements, an icon picture illustrating/signaling the action to be taken (i.e. listening) is placed atthe beginning of each exercise.

At the end of each course, users will haveto "sit" the course exam, which coverseducational material from all coursechapters. This will represent a finalassessment that can allow users to get the "Certificate of successful attendance" to the course.

Products / Outcomes (add rows if necessary)	*Type of product:* □ Paper-based material □ Online resource □ Video clips / Films □ Course / Training □ Mobile application □ Other Distance Learning Application (platform) *Brief description of the product / outcome / method:*
Impact on target groups / Transferability potential	The evaluation results showed that the DLA successfully meets the educational objective of providing deeper knowledge ofthe Italian/Greek language to migrant learners. The respondents' knowledge of the host languageimproved after the course. Moreover, the course improved the

	learners' communication skills and self-confidence.
	MINGLE was awarded with the European Language Label 2014 as an innovative project in the field of language teaching and learning within the vocational training area in Italy