

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

TEMPLATE FOR SELECTION OF GOOD PRACTICES

Selection criteria:	<p>The proposed example should correspond to <u>ALL</u> listed criteria:</p> <ul style="list-style-type: none"> x 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. x Replicable and adaptable: A “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations. x 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:	<ul style="list-style-type: none"> x Practices for social integration of migrants through cultural and language skills <input type="checkbox"/> Practices for language education of young children x Practices for language education of migrants x Practices for intergenerational learning (children and parents) <input type="checkbox"/> Other:

PROMOTER OF THE INITIATIVE:	
Name of organization / individual	LOV
Country	The Netherlands
Website	www.stichtinglov.nl
Contacts	annamarie@stichtinglov.nl

DETAILS OF THE INITIATIVE:	
Title	Gezinscoaching (Family Language Coaching)
Year(s)	2014

Target language(s)	Dutch
Target group(s)	Children in the age between 2 and 6 years old and their parents
Website of the initiative	www.stichtinglov.nl/nieuws/244/Methodiekbeschrijvingen+projecten+LOV
Description (max 200 words)	Many children from ethnic minorities leave primary education with a language deficiency. The Family Language Coaching is focused on the activation of language of families in which both parents and children (between 2-6 years) do not speak Dutch yet. The project Family Language Coaching aims at preventing these early language and learning disabilities of children by showing the parents how they can support their children in their native language. The project supports parents to encourage their children in improving the language. Together with that the language level of the parents gets increased. During the course the parents gain knowledge and experience and learn how to support their children at home with their (language) development.
Methodology (max 150 words)	<p>The dual purpose of the project is unique. On the one hand the language level of the parent (usually the mother) is improved and parents learn to speak Dutch with their children in a playful way. On the other hand children receive coaching by specially trained volunteers or speech therapy students. This means language activating, encouraging and discovering the language together by offering proper language material.</p> <p>General methodology LOV:</p> <ul style="list-style-type: none"> • Accessible Language and Participation Trajectories performed by volunteers at the participants' homes or in the community <p>The LOV achieves the following goals:</p> <ul style="list-style-type: none"> • Sustainable strengthening of communicating in Dutch; • Sustainable strengthening to participate in Dutch society; • Stimulating participation of Rotterdam natives in helping a fellow citizen of Rotterdam; • Increasing mutual awareness and understanding between migrants of various cultures.
Products / Outcomes (add rows if necessary)	<p>Type of product:</p> <p><input type="checkbox"/> Paper-based material</p> <p><input type="checkbox"/> Online resource</p> <p><input type="checkbox"/> Video clips / Films</p> <p>x Course / Training</p> <p><input type="checkbox"/> Mobile application</p> <p><input type="checkbox"/> Other _____</p> <p>Brief description of the product / outcome / method:</p>

	<p>During a three months course the parents attend in a group an interactive family language coaching course. All sorts of issues concerning language activation, language acquisition and language stimulation in young children are treated. Special focus is laid on the pleasure of working with young children and language. After that another course of 3 months takes place, this time language coaching is given to the parents and their children. Here, the needs of the family are taken into consideration. Both parents and children learn to speak Dutch with other people, and also with each other. The main objective is to prepare the children for the primary school. Parents learn in a playful way what learning by playing means for their children. That way the problem of early language and learning deficiencies of young children gets solved in a constructive way. Also, through communication and interaction between parents and children the inherent strength of the family is reinforced. The language activation within family language coaching is built on the basics of the motor development, psychosocial development and cognitive development of the child.</p>
<p>Impact on target groups / Transferability potential</p>	<p>The main impact is reducing language and learning deficiencies in young children coming from migrant families and a better guidance of these children to primary education facilities, also by involving parents in the process of language activation, language stimulation and playful learning with their own child. Thereby both the language skills of the parents and the children get improved. The transfer opportunities are mainly in the application of this simple method using language volunteers studying Speech Therapy at the High School Rotterdam. Experiential learning, playful learning and informal learning can be easily transferred and used in other programs.</p>