

Ideas

What some schools have done to meet the needs of Children Affected by Migration (CAM) A Manual for Schools



Together the ICAM project members have clarified what children affected by migration (CAM) need and we have designed, adapted and implemented a programme to help schools and families meet those needs.

This is an account of some of the approaches and practical activities that schools have developed - and that work by building Convivencia (living in harmony) meeting the additional social and emotional learning needs of CAM, and supporting their families/carers, so that all such children are better included in their schools and are enabled to access the education which is their right.

What Children Affected by Migration (CAM) Need

These are the needs of CAM identified by the ICAM schools:

1. To be recognised as individuals with individual stories, not as a collective group.
2. To have their stories recognised and understood (as far as this is possible).
3. To be welcomed and to feel welcome and that their families are welcome too.
4. To see their culture reflected positively within the school environment and curriculum, and to be offered on-going opportunities to share it with the school community.
5. To be shown empathy by the school community.
6. To feel safe.
7. To know that they have rights and what those rights are.
8. To have a voice and to be heard.
9. Help with transitions – between home and school, between schools, and between different stages in school.
10. Protection from bullying.
11. Protection from radicalisation.
12. A childhood. Recognition of their position in their family – other members may be absent, or may have died, leaving CAM with responsibilities greater than those of most of their peers.
13. Because, like them, the adults in their family have suffered displacement, to have relationships with school staff who have not had these experiences but are supported so that they can provide stable role models for the children without themselves suffering secondary trauma.
14. School staff who model affirmative attitudes towards CAM and address embedded negative perceptions.
15. School staff who are aware of the possible immediate and long-term effects of attachment difficulties and trauma and know how to recognise some of the signs of these.
16. Recognition of the impact of displacement and trauma on their learning and language acquisition.
17. Help in acquiring social and academic fluency in the language of their new country.
18. Help for their families to overcome language barriers.
19. Support in developing their social and emotional skills of self-awareness, empathy, motivation, and ability to manage their feelings and develop relationships.
20. Recognition of the strains that may arise when CAM learn their new language quickly and are more fluent than other members of their families e.g. not always relying on them to interpret.
21. Access to the curriculum at a level appropriate to their ability – not to be placed in younger, lower or separate groups just because of their language needs or gaps in their educational experiences.
22. Teaching that is not all didactic but engages them in active and cooperative learning and fosters social and emotional relationships and academic progress.
23. Accurate assessment of any Special Education and Development Needs and focused support that minimises 'otherness'.
24. Help to fill gaps in their skills and knowledge caused by the disruption of their education pre or during migration and the change to a new education system.
25. Understanding of the culture and customs of their new country and help with any feelings of isolation, loss or self-doubt in attempting to achieve this.
26. Help for their families to understand the culture and customs of their new country.
27. Understanding of the ethos, routines and ways of working of their school.
28. Help for their families to understand the ethos, routines and ways of working of their school
29. Cooperative working between the different agencies engaged in meeting CAM's complex inter-related additional needs.

12 areas of school organisation for creating the Convivencia needed for including Children Affected by Migration (CAM)

1. Awareness of the past and present experiences of CAM.
2. Regular reviews of the school's effectiveness in including CAM.
3. Effective whole school policies for the inclusion of CAM.
4. High quality school leadership for development.
5. Effective strategies for the induction of new CAM.
6. Effective strategies to ensure the safety and the wellbeing of CAM.
7. A whole school Social and Emotional Learning (SEL) curriculum.
8. Additional support for CAM's SEL and general wellbeing.
9. Support for staff, including professional development for CAM inclusion.
10. Involvement of all students in supporting each other.
11. Support from, and help for, CAM parents/carers for SEL at home.
12. Involvement of the local community for the inclusion of CAM.

How to add your account of initiatives for the inclusion of CAM

Thank you for agreeing to share your experience to help other schools and their CAM

Please briefly describe your initiative(s) using the form which follows.

Please try to keep the account to one side of A4.

Please describe as many initiatives as possible – one form for each initiative

As well as initiatives for students please also include any activities you have developed for families – parents/carers.

Please attach any materials you would like to share and we will publish these as an appendix

This manual for schools will be published on-line. If you would like to produce a short video about what you have done we can include that as well.

Ideas – what ICAM schools have done to meet the needs of CAM

Name of the School: Santa Elena School

Contact email: director@colegiosantaelena.es

Title for the initiative: Welcome to the newly arrived families provided by the secretary staff

Objectives of the initiative:

- Welcome the families
- Provide families with the necessary skills to enrol in the services they need
- To know the stories and personal situations of the newly arrived

1. What needs of CAM does the initiative address? (see above list)

To be welcomed and to feel welcome and that their families are welcome too.
To know that they have rights and what those rights are

2. Which of the 12 areas of organisation for convivencia does it improve? (see above list)

Effective strategies for the introduction of new CAM
Involvement of the local community for the inclusion of CAM

3. How did the idea originate? e.g. Discussions after ICAM workshop. Improving an existing activity.

Discussions after ICAM workshop to improve an existing activity

4. How did you prepare for implementation? e.g. Trained staff /students. Held assemblies.

We established a protocol to improve the reception of families who came to school, after that we trained the secretary staff to act according to the protocol

5. Describe the initiative – Who is involved? What does it do? How does it work?

The first person who receive the family is the secretary staff, they try the family to be comfortable and asks the headmaster to join them.

Then they ask the country they come, the situation they are in our country (economic migrants, refugees...), personal situation of the students, needs...

We ask the family if they need any help with any institution.

If necessary, the psychopedagogue worker will meet the family to guide the students in the process of adaptation to the school.

6. What has been the effect? – How have CAM benefitted?

They feel more comfortable in their relation with school. They have two reference people at school, secretary staff and headmaster.

Moreover if they need help outside the school, they have these people as a reference who will keep in touch with social services, church...

7. How are you monitoring the effect on CAM? e.g. ICAM review instrument. Talking to CAM...

Talking to CAM

8. What do you plan to do next? e.g. Extend to other groups / schools. Develop a further initiative...

We will develop new initiatives, trying to involve other people in the communication with CAM (specially other students)