



# Including Children Affected by Migration in Schools and reducing the long term effects of displacement A solution - Not a problem

“We should embrace our immigrant roots and recognise that newcomers to our land are not part of the problem, they are part of the solution.”  
*Roger Mahon*



## A large number of Children Affected by Migration

- There are 72 million people classified as migrants living in Europe. More than the population of any EU country except Germany.
- 11% (8 Million are children under 18 years old.
- The year before ICAM began, 1.3 million people sought asylum in European countries.



# Who are Children Affected by Migration?

CAM are the 10.5 million European children who, for whatever reason, have suffered from displacement, separation or loss as a result of migration. They may :

- Be asylum seekers, refugees, economic or social migrants.
- Be accompanied by their families, travelled alone
- Be fleeing war or other disasters
- Have had difficulties on their journeys.
- Have recently arrived or been in the country for some time.
- Feel secure or be uncertain of their future



## Left Behind Children

ICAM includes a variation of the programme for children left behind by parents who have migrated to other countries for work.

The exact number is not known but probably exceeds 2.5 million



# Abuse of Children's Rights

The UNHCR reports a rise in racism, xenophobia, gender-based violence and intolerance.

This is excluding CAM from their education entitlement.



## A long term issue

All CAM have suffered disruption to their childhood, their capacity to learn and their personal development.

Unless they are helped to overcome this, it will have long term effects on their wellbeing and the wellbeing of the society they live in.



# Lessons learned from WW2 evacuations

The ICAM programme is based on extensive research into the long term effects of separation resulting from the evacuation of children across Europe during World War 2



## An example of the long term effects



The girl in the centre was the surrogate parent to her younger siblings during the war.

Throughout their lives, she continued to feel responsible for them and blamed herself for the nature of their eventual deaths.

In the 1960s her brother committed suicide and her sister died as an alcoholic.



# The ICAM Solution

The purpose of the ICAM programme is to increase the inclusion, and to improve the learning capacity, of Children Affected by Migration (CAM)

ICAM achieves this by:

1. Enhancing the climate of Convivencia in schools and at home,
2. Raising awareness of the rights of CAM and the law protecting them,
3. Providing additional support in school and in the family for their Social and Emotional Learning and general wellbeing.



## Differentiated support

All CAM need additional support.

Some CAM manage the disruption to their lives with very little help and become very successful.

However, some CAM have been seriously traumatised.

All children have the right to an education that meets their individual needs.



# Activity 1- Factors that effect Convivencia

Purpose: To explore how Convivencia can be improved by actions and behaviours across a whole school:

Groups:

1. **Student** related – e.g. the way students talk to each other
2. **Staff** related – e.g. the way staff talk to each other
3. **Buildings / Facilities** related – e.g. the organisation of movement around the school
4. **Outside school / Parents / Community** related e.g. behaviour on the way to and from school.

PLEASE LIST YOUR GROUPS IDEAS ON PAPER

# Improving Convivencia

A literature review has identified 12 key areas of school organisation which contribute most to creating Convivencia in schools



# 12 Key features for Convivencia

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



# What is Social and Emotional Learning?

**Social and Emotional Learning (SEL) is a process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and wellbeing, effectiveness, and success in the workplace and in life.**

To achieve a rounded education, which includes good academic results, CAM need the social and emotional skills to:

- ✓ learn how to communicate their feelings,
- ✓ set themselves goals and work towards them,
- ✓ interact successfully with others,
- ✓ resolve conflicts peaceably,
- ✓ control their anger
- ✓ negotiate their way through the many complex relationships in their lives today and tomorrow



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# Social and Emotional Learning & Wellbeing

The United Nations recently included Social and Emotional Learning (SEL) as one of the seven pillars of the global curriculum which is the learning entitlement for all children worldwide.



## How ICAM develops SEL for CAM

Through a whole school formal and informal SEL curriculum **all** children will have opportunities to:

- ✓ develop empathy,
- ✓ celebrate diversity
- ✓ develop the confidence and skills for making and maintaining relationships.

The learning opportunities in SEL are:

- interactive and experiential
- non language-based activities
- supportive of relationship building
- promoting of class cohesion

**SEL helps create the convivencia through which CAM are included**

CAM may have additional SEL needs. The ICAM programme provides additional support in a safe nurturing environment.



# A Cascaded National Programme



**INTERNATIONAL ICAM FACILITATORS** run workshops for, & then support, **NATIONAL ICAM FACILITATORS**



**NATIONAL ICAM FACILITATORS** run workshops for, & then support, **SCHOOL ICAM LEADERS**



**SCHOOL ICAM LEADERS** design their ICAM Whole School Programme, run workshops for, & then support **All SCHOOL STAFF**



**All SCHOOL STAFF** apply their ICAM Whole School Programme for **CHILDREN & PARENTS/CARERS**

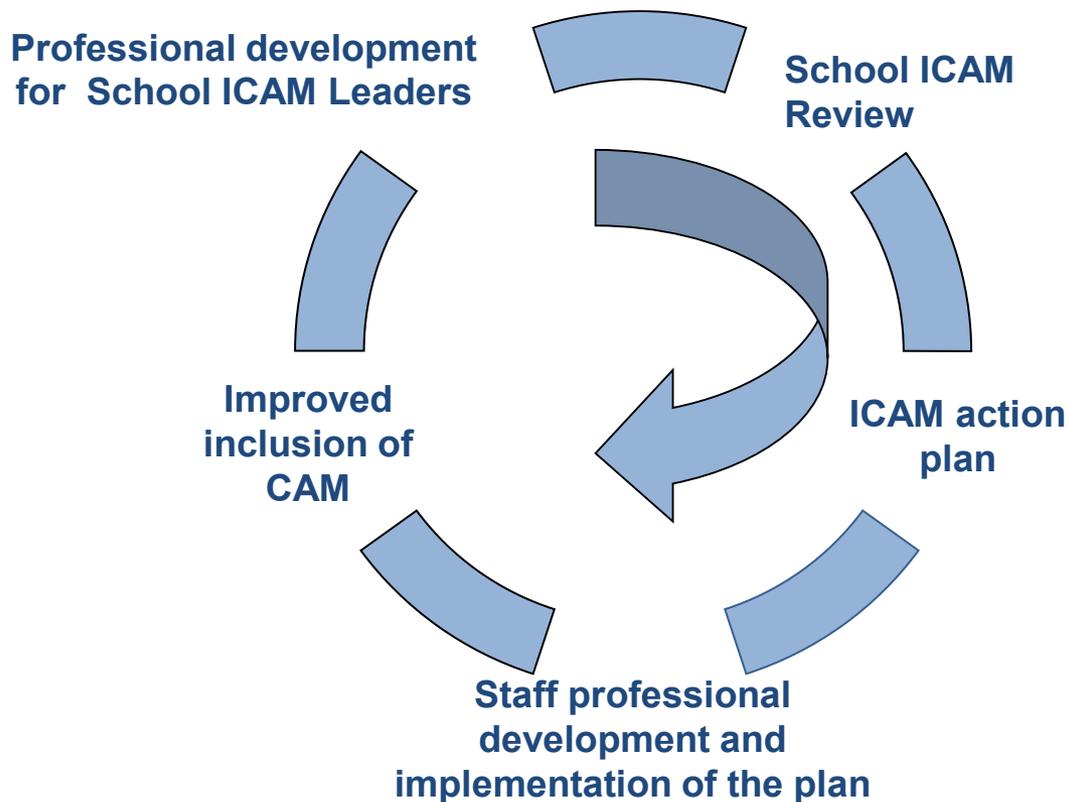


# Features of the workshops & support

- Comprehensive professional development workshops at all levels
- Follow up support and an online community for participants
- An effective facilitation methodology.
- Development of leadership skills.
- An on-line school review instrument.
- A database of classroom and home learning materials
- Parent/Carer workshops



# The ICAM improvement cycle



# The UN Convention on The Rights of the Child Rights Respecting Schools



## Partnership with Families

- Supporting parents/carers – ICAM Guide with 7 sample workshops.
- Self-supporting groups continue learning together - linking with Welfare Agencies.
- Continuing SEL in the home with take-home materials following lessons in school.



## Activity 2 – Student support for ICAM

Purpose: To help with developing more ways that children can contribute fully to ICAM

- A. How to help CAM to take more responsibility for their own learning in class
- B. How other students can help the learning of CAM in class
- C. How to help CAM contribute to the life of the school
- D. How other students can help CAM feel included secure and welcome.

PLEASE LIST YOUR IDEAS ON ONE OF 4 POSTERS

# The children's voice

With the right leadership the children themselves are the most powerful force for good



## What do schools say?

The ICAM Programme has been trialled over 18 months in 52 schools in Italy, Romania, Spain and the UK.

“This programme is super - we have had no other support for the inclusion of CAM in our school”.

“We love the idea and process for building Convivencia in our school”

“SEL is the most important skill our children need”

“The ICAM review questionnaires has got everybody talking about how we care for each other.”

“We are so proud of our children – they have responded so well to the assemblies and classroom activities.”

“Our first parent group have started bringing food and eating together during the SEL workshops”



# Dissemination

ICAM was designed to be disseminated through a cascade of professional development starting at national or regional level.

There are associate organisations in each country who have been involved in the national trials and have agreed to help with dissemination in Spain, Italy, Romania and the UK.

The ICAM Partners have made a presentation at the European Parliament and are encouraging two Directorates to promote the programme in all member countries.

With the support of Eurochild, ICAM partners are encouraging UNICEF, UNHCR and other European Child Welfare NGOs to promote the ICAM programme.

The Partners are available to run workshops for national facilitators and adapt and provide all the ICAM suite of materials for any state in Europe and beyond.



# Next project...



## Networking the European Including Children Affected by Migration Programme (ICAMNET)

The **ICAMNET project** is designed to generate and test models for the uptake by EU countries of the recently developed and successfully trialled Including Children Affected by Migration (ICAM) programme

The ICAM programme improves the inclusion in school of the approximately 10.5 million European Children Affected by Migration (CAM), including approximately 2.5 million Children Left Behind by parents migrating to work so that all can fully access the quality education which is there right under UN and European Charters

### Who are the 10.5 Million CAM?

CAM and their families may be asylum seekers, refugees, economic or social migrants.

They may have been accompanied by their families, travelled alone or been left behind by parents working elsewhere. They may have been fleeing war or other disasters and may have encountered great difficulties on their journeys.

They may have recently arrived in their host country or have been there for some time. They may know that their future is now secure in their new host country or be uncertain how long they will stay.

UNHCR reports that the recent influx of migrants has fuelled a further rise in racism, violence and intolerance resulting in the added exclusion of CAM from the education which is their entitlement.

### Who are the ICAMnet Partners?

The 5 ICAM partners from Italy (ICARO), Spain (ACCESophia), Romania (ISJPN) and the UK (NCLF and AIA) have formed a partnership with leading international child welfare organisations in Europe; Terre Des Hommes, Eurochild and associates UNICEF ECA who all recognise the importance of this work in support of the most disadvantaged and vulnerable children in Europe

### How does ICAM help?

ICAM increases the access to learning and improves the learning capacity of CAM by enhancing the climate of convivencia (living in harmony) in schools, by raising awareness about their rights under the law, and by providing additional support for their Social and Emotional Learning (SEL) in school and at home. This includes reducing bullying in school to which CAM are particularly vulnerable.



### The ICAM Review

Most SEL is assimilated as well as taught. The innovative online ICAM whole school review is a starting point for schools. It examines 12 areas of the school that contribute to the convivencia. It automatically analyses results of questionnaires and identifies priority improvements so that CAM can assimilate as well as learn the social and emotional skills needed to restore their capacity for learning.

The collected results from the ICAM reviews will create a unique database to inform national policy and strategy about the inclusion of CAM and the general wellbeing of all children in schools

### Upscaling ICAM with the training programmes

ICAM has cost effective national to school level cascade training programmes, with comprehensive materials and handbooks to help school staff and parents create the convivencia and SEL, which restores the ability of CAM to learn. Through the contacts and Influence of the partners, the ICAMNET project will develop and test the upscaling and dissemination of ICAM to all schools at county or city level in 6 European countries so that national education and welfare agencies across Europe have tried and tested models for disseminating the ICAM programme to all their schools and homes.

### Support for Parents and Carers

Children are in school for only 25% of their waking time. ICAM Includes an innovative parent/carer education programme designed to equip parents/carers with the skills needed to continue the school programme of SEL in the home.

### Children Left Behind

The 2.5 million CAM, who are largely eastern European children left behind by parents/carers migrating for work are some of the most vulnerable and forgotten children in Europe. The ICAM programme recognising the particular needs of these children for enhanced SEL in school and in the home.

Website: <https://www.icamproject.eu>

### Contacts

Italy: Vincenzo Griffo [vingriff@gmail.com](mailto:vingriff@gmail.com)

Romania: Aurel Graur [aurel.graur@gmail.com](mailto:aurel.graur@gmail.com)

Spain: Gonzalo Santamaria [gonzalo.santamaria@acesophia.com](mailto:gonzalo.santamaria@acesophia.com)

UK: Chris Gittins [cgittins@btinternet.com](mailto:cgittins@btinternet.com)

Belgium: Agata D'Addato [agata.daddato@eurochild.org](mailto:agata.daddato@eurochild.org)

# Thanks for your help with ideas and for your care and interest for the needs of CAM

## Contacts

**Italy:** Vincenzo Griffo [vingriffo@gmail.com](mailto:vingriffo@gmail.com)

**Romania:** Aurel Graur [aurel.graur@gmail.com](mailto:aurel.graur@gmail.com)

**Spain:** Gonzalo Santamaria [gonzalo.santamaria@acesophia.com](mailto:gonzalo.santamaria@acesophia.com)

**UK:** Chris Gittins [cgittins@btinternet.com](mailto:cgittins@btinternet.com)

**Belgium:** Agata D'Addato [agata.daddato@eurochild.org](mailto:agata.daddato@eurochild.org)

[www.icamproject.eu](http://www.icamproject.eu)  
[icamerasmus3@gmail.com](mailto:icamerasmus3@gmail.com)