

Networking the Including Children Affected by Migration Programme ICAMnet

ICAM National Facilitator workshop

WELCOME!

"Migrants are the solution, not the problem"

Benjamin Waddell American sociologist

The purpose of the ICAM programme is:

To work with schools and parents/carers to increase the inclusion, and to improve the learning capacity, of children affected by migration (CAM) by enhancing the climate of convivencia (living in harmony), by raising awareness about children's rights and the law protecting them, and by providing additional support in school and in the family for their social and emotional learning and general wellbeing so that they can fully access the learning and education which is their inalienable right.

We will begin our workshop with:

- Personal introductions
- The Erasmus + programme *ICAM Additional Handbook Section 1*
- The ICAM Partners *ICAM Handbook section A1*
- The Workshop Programme

Convivencia! is a Spanish word meaning

“living together in harmony”

Schools that create an atmosphere and have an ethos of **Convivencia! will be more able to include Children Affected by Migration (CAM) because the children will feel safe and cared for.**

Social and Emotional Learning (SEL) is a process of acquiring social and emotional values, attitudes, competencies, knowledge and skills that are essential for learning, effectiveness, wellbeing and success in life.

These qualities include self-awareness, emotional literacy, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, self-esteem, self-confidence, respect and self-regulation.

UNICEF definition

Schools that promote SEL will help CAM to develop the social and emotional skills and aptitudes they need and will restore their ability to form relationships, to learn and to be happy.

The aims of this workshop

1. Raising awareness of the experiences of CAM and their needs for support to repair and restore their social and emotional development
2. Helping you to gain a full knowledge and understanding of the ICAM programme and strategies for developing convivencia and Social and Emotional Learning (SEL) to aid the inclusion of CAM in a school
3. Modelling facilitation styles and techniques that are appropriate for the CPD of School ICAM Leaders
4. Developing your knowledge and skills so that you are confident leaders for the next steps of the ICAM programme
5. Providing opportunities for you to practise, and receive feedback on, the skills you need to support School ICAM Leaders as they deliver the ICAM programme in their schools.
6. Creating a team of National Facilitators who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills.

Warm up activities and energisers

1. help participants learn each other's names
2. help participants get to know each other
3. build trust and rapport
4. build a sense of inclusion and belonging
5. ensure that everybody works with a number of different people
6. promote learning through varying the pace of the day
7. energise when energy is flagging
8. promote a relaxed and optimistic state of mind that facilitates learning

- Be very clear about the purpose of the activity and make sure that participants understand the purpose and any 'rules' Where possible, relate the activity to the content of the session.
- Choose activities carefully to suit the group. As the group members get to know each other, better higher-risk activities may be used.
- Try out activities before using them in a group. Model the activity before expecting others to do it.
- Never force anybody to join in an activity.

Setting up a workshop

1. Send invitations
2. Prepare the venue and arrange the room
3. Welcome participants
4. Explain the workshop programme – what we are doing now!

A useful way of getting quick feedback on the learning which is taking place.

Please look at the pictures from Resource Sheet 1.1 on your table and choose the one which best describes how you are feeling at the moment. Then to tell the others in your group:

1. which card you picked
2. what it represents to them
3. why you picked it

Using instant check ins frequently during sessions

Thumbs up  sideways  down 

- Putting thoughts on a sticky note avoids disruption and “side tracking” during activities.
- Encourage participants to use the thoughts and ideas wall with regular reminders.
- Choose suitable points to look at the comments regularly during the workshop.
- Don’t discourage comments or questions completely.

Expectations and concerns

Work in pairs and briefly discuss:

1. What are your hopes for the workshop? Do you have any worries about it?
2. Please write each of your expectations and concerns on a separate sticky note in LARGE characters that can be easily read and place them on the flip chart.
3. If anyone else has had the same thought, stick your note on top of theirs.

A working agreement

Think of a time when a group you were in worked well and what made it successful.

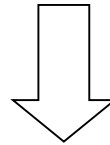
Think of a time when a group did not work well and what caused this.

1. What do you think would help to make our sessions effective?
2. What stops sessions being effective?
3. What are useful behaviours to make the sessions effective for everyone?

Learning outcomes for Day 1

1. Starting to work together effectively as a group with ownership of the group working expectations.
2. Understanding the content of the ICAM Handbook and the ICAM National Facilitator Additional Handbook and how to use them.
3. Understanding the aims of Erasmus + programmes and the ICAM programme and how it will be disseminated
4. Understanding the aims and structure of this workshop
5. Understanding how adults learn and the teaching methodology of the ICAM programme
6. Appreciating the role and personal qualities of School ICAM Leaders and their CPD needs
7. Considering the possible long term effects of migration revealed by research into children displaced in World War 2 and what can be done to minimise negative effects
8. Understanding the needs of CAM who have attachment difficulties and what can be done to meet those needs

Teaching



Learning

Different people learn in different ways.

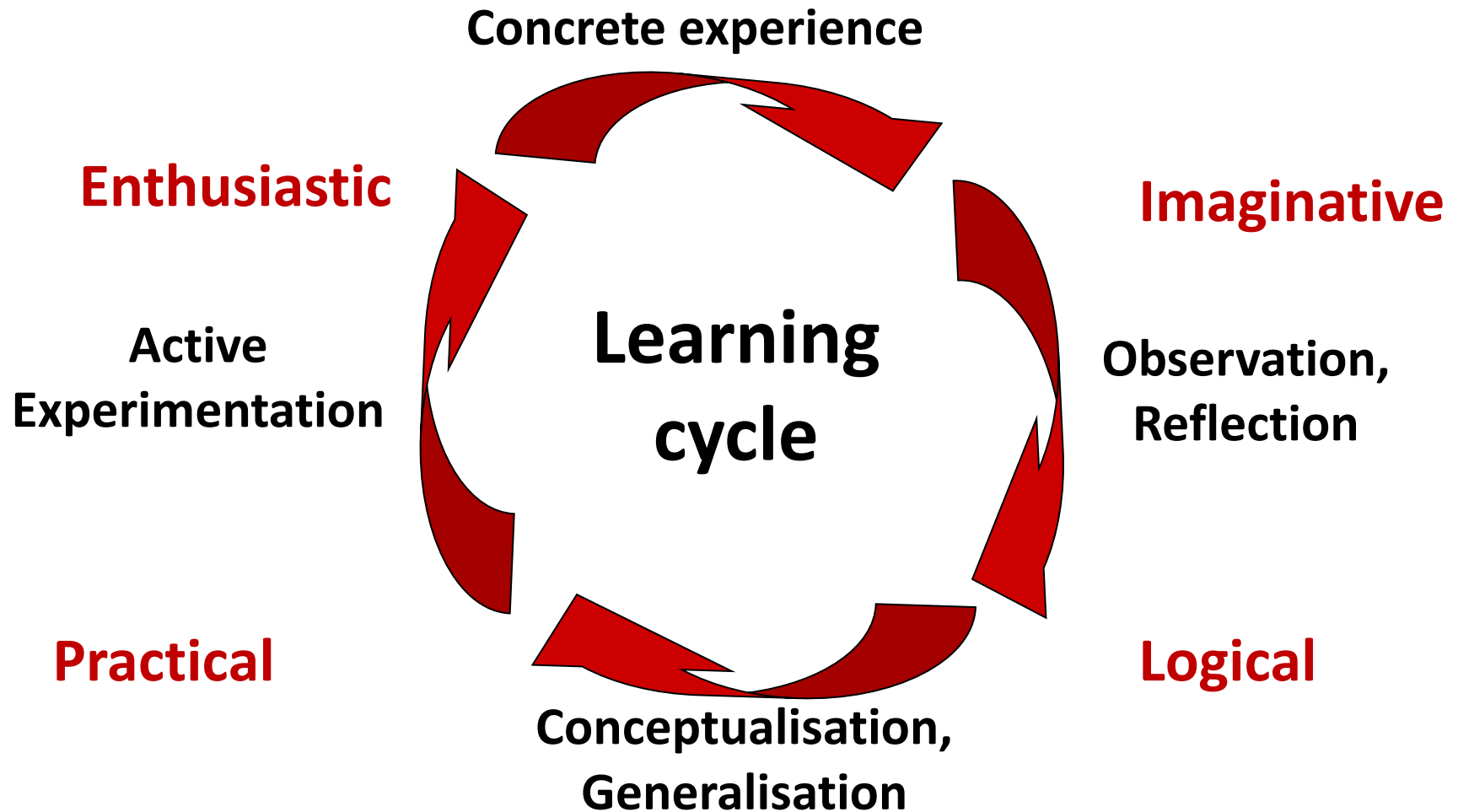
As facilitators, we must take account of a variety of learning styles

1. Shallow learning – repeating information
2. Deep learning – understanding and reflecting
3. Profound learning – internalising the meaning and applying it in one's own context

“Shallow learning is playing the notes; deep learning creates the melody; profound learning enables the great performance.”

We are aiming at profound learning, learning that changes behaviour

Kolb's Learning Cycle



Kolb's learning styles

Which best describes you?

Discuss this with a partner and then count how many of each preferred style there are on your table.

1. Imaginative – depending on experience and reflection – using watching and feeling
2. Logical - depending on reflection and conceptualisation – using watching and thinking
3. Practical – depending on conceptualisation and experimentation – using doing and thinking
4. Enthusiastic – depending on experimentation and experience – using doing and feeling

Visual Auditory Kinaesthetic

Use Resource sheet 1.1 to determine your preferred learning style.

In each row score :

3 for your most preferred action

2 for your second most preferred action

1 for your least preferred action.

You can then total your scores in each column to show your preferred learning style.

What are the consequences for facilitation?

- If you were writing a workshop programme for School ICAM Leaders, what would you do to ensure that everyone had the best chance of learning?
- What would you do to cater for different styles of learning?
- What would you do to ensure that the content and the learning opportunities enabled them to develop the skills they need if they are to improve the inclusion of CAM?

Adult learners:

1. are self-directed – they decide what they want to learn
2. use previous knowledge and experience to shape their learning
3. learn for specific purposes and must be motivated to want to learn
4. want to apply what they have learned to solve problems.

Research shows that:

Unless learning opportunities are active and allow participants to practise and have feedback on that practice, it will have little or no effect on changing what they do.

How did Confucius learn best?

Confucius said
“What I hear, I forget.
What I see, I remember.
What I do, I understand”



The four-stage learning process

1. **Presentation** - an explanation of knowledge, understanding or skills.
2. **Modelling** – illustration of knowledge and understanding or demonstration of skills
3. **Practice** - in simulated or real situations.
4. **Coaching - Application in the school** - practical assistance with the transfer and application of acquired knowledge understanding and skills to the workplace.

Applying the four-stage process

The ICAM National Facilitator should :

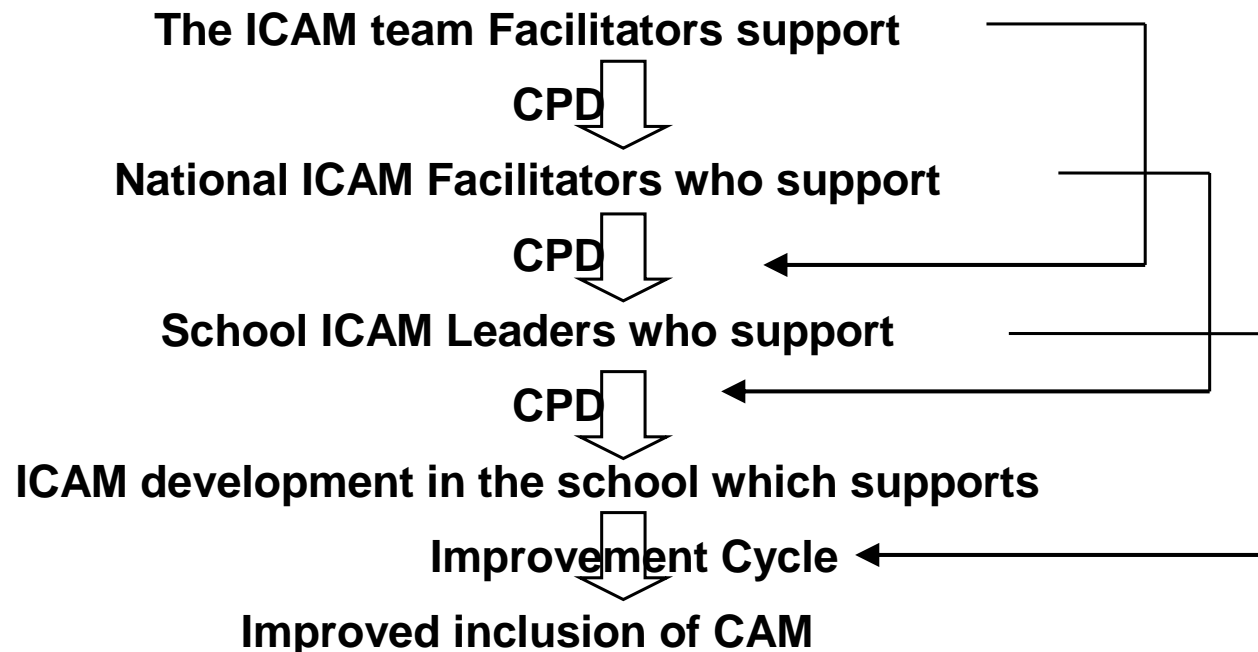
- present an outline of the subject so that basic information is understood
- model the information e.g. through examples, stories, photographs, video and actions so that participants can conceptualise their understanding

School ICAM leaders then:

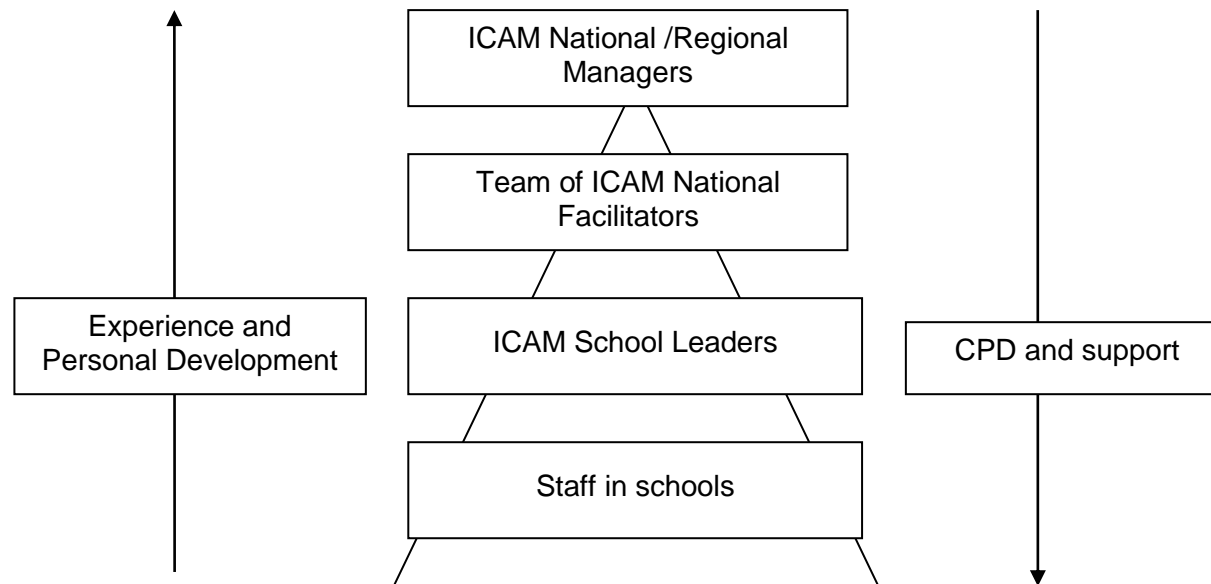
- practise the skills between themselves to further their learning of the techniques used and apply what they have learned when they implement the programme
- receive feedback and coaching from ICAM National Facilitators and colleagues in school. They are encouraged to reflect on their learning and, with ongoing coaching, what they have learned becomes embedded in their work.

Cascading the process

To help ensure maximum CPD at each stage of a cascade, it is essential that facilitators monitor and support the stage below the one they have led. A CPD workshop is only the starting point for ongoing coaching support from the workshop facilitators to ensure that the intended learning outcomes have been achieved and have impact on practice.



A wave dissemination model



Delivery of School Action Plan to improve inclusion of CAM

Developed from the work of a psychiatrist, Steve de Shazer.

Traditionally therapists have looked for the cause of problems

BUT

Understanding the cause of a problem may not help to solve it.

What we can learn from solution focused therapy

Adults and children with problems are helped most by:

1. talking about the future, not the past
2. describing what they want in their lives
3. discovering what has worked for them
4. focusing on what is changeable
5. concentrating on non-problem behaviour, competences, personal strengths

Problem and solution focused questions

Problem focused

How can I help you?

Could you tell me about the problem?

Can you tell me more about the problem?

How can we understand the problem in the light of the past?

What are the barriers to improvement?

How big is the problem?

What effects does it have on people?

Solution focused

How will you know that things are improving?

What would you like to change?

What is the main issue on which you want to concentrate?

Can we discover exceptions to the problem?

What will the future look like without the problem?

How can we use your skills and qualities?

Have we achieved enough to be satisfied ?

Using the Miracle Question

Please work in pairs:

- One of you should describe a problem you anticipate in developing the ICAM programme in schools
- Please talk about this with your partner.
- The partner should make a short note about the anticipated problem.

You have 3 minutes to do this

The Miracle Happens

While you are sleeping in your bed tonight, a miracle happens and your problem disappears.

When you wake up tomorrow morning:

- What will be different?
- How will you know?
- What will be the first thing you notice?
- Who else will notice?
- How will you know that they have noticed?
- What might happen?
- What small signs have you already seen?

Briefly discuss the answers to these questions with your partner

You have 3 minutes to do this.

Now you know what needs changing, how are you going to start?

What will you do to make a small improvement and start to apply solutions to the problem?

Scaling

Work with a new partner.

You should each think of a problem that you have at the moment. Tell your partner about it briefly.

On a scale of 0-10, where would you put it?

0 is a very bad problem, 10 is not a problem at all.

0 1 2 3 4 5 6 7 8 9 10

**BAD
PROBLEM**

**NOT A
PROBLEM**

Questions based on Scaling

Now discuss with your partner:

- What would you notice was different if, the next time you looked at it, the score had moved up one or two points?
- How have you managed to stay off 0?
- Why is your score not one less?
- What will be different when the score moves towards 10?
- Who will notice the difference?
- What would need to happen to move up one or two points?

Exception- finding

There are exceptions to even the most difficult problems:

- What about the times it doesn't happen?
- What about the times it happens less?
- When are the times that it bothers you least?
- When do you resist the urge to ... ?
- What are you doing differently at those times?
- What was life like before?
- Are there any people who treat you, or manage the problem, better than others?
- Is there one person who values what you do?

Other solution focused approaches



Goal-setting - What do you want to do?

A good day - How do you know if you're having a good day?

Exception-finding - Tell me about the times when it doesn't happen.

Building on strengths - When you faced this sort of problem in the past, how did you resolve it?

Commitment - What would be good enough?

Other perceptions - Where would your friend say you are today?

Managing - What are you doing to stop things getting worse?

Which solution focused approaches might you use to help an ICAM School Leader who reports the following situation?

“During break times in the school there is very little integration between the different groups of CAM and the other students in the school.”

(The ICAM Guide Section B3 has a list of solution focused techniques)

Solution focused approaches

“We can't solve problems by using the same kind of thinking we used when we created them.”



Albert Einstein

Other key features of ICAM

Please select one of the following sections and develop a PPT of no more than 4 slides which could be used to help explain the section to School ICAM Leaders.

From the ICAM Handbook

- The second ICAM Literature Review and what it tells us about CAM needs (Section C.3.2)
- Personal support and wellbeing for School ICAM leaders (Section 9.3)

From the National Facilitator Additional Handbook

- Co-facilitation (Section 5.2)
- Monitoring and evaluating learning outcomes from a workshop (Section 5.6)
- Learning in groups and sharing feedback after group tasks (Section 5.5)
- Communication and ongoing learning community including use of the website (Sections 2.5 & 2.6)

Topics from the ICAM National Facilitator Additional Handbook



- Introduction to ICAM, the Erasmus+ programme, The ICAM partners, CAM, The workshop programme and Convivencia!
- Warm up activities, Setting up a workshop, Check-ins, Thoughts and Ideas, Expectations and Concerns, A working agreement
- Learning Styles, The 4 stage process
- Cascading the programme
- Solution focused approaches
- Other key features of the ICAM programme

The role and responsibilities of the School ICAM Leader



Please make a list of the tasks you expect a School ICAM Leader to fulfil

e.g.

Carry out the ICAM School Review

Organise the introduction of new CAM into the school

Leading from the middle

It will be important for school leadership to be effectively distributed if the School ICAM Leader is to be empowered to lead the programme

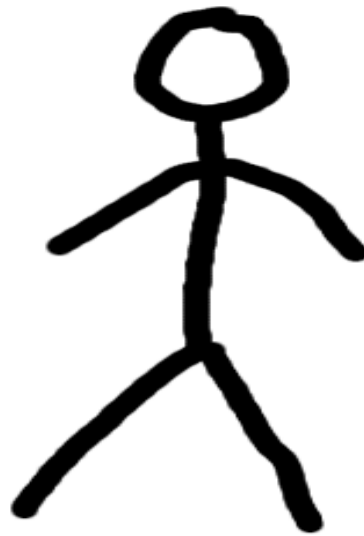
- Please look at the list of 12 key features of schools that will foster inclusion of CAM in the ICAM Handbook Section D

Then, as a table group, draft a letter to school principals suggesting how the school leadership should prepare for the appointment of a School ICAM Leader to enable that person to carry out their responsibilities effectively.

- Save your letters for the next activity

A person specification for effective School ICAM leaders

Please add to the flip cart sheet the desirable skills and attributes of a School ICAM Leader



e.g. Good listening skills

‘When you are displaced, you always think about where you came from. It’s a question that people who have not been displaced never have to ask.’

Prof. Martin Parsons 2015



Casualties of war

It was estimated that, after World War Two, approximately:

- 53,000 children in Berlin were considered to be lost
- Many children were orphaned
- 49,000 in Czechoslovakia
- 60,000 in the Netherlands
- 200,000 in Poland
- 300,000 Yugoslavia



Research demonstrates that war/conflict related trauma in children can affect the next three generations.

(Heinl, Parsons, Sandelin-Benko)

Please read Section C4 of the ICAM Handbook -
“How research into the long-term effects of the experiences of children displaced during World War 2 influences ICAM”



© UNICEF

C4.1 See CAM as individuals



© AP Photo

C 4.1 See CAM as
individuals each with a
different story





© history.org.uk

C 4.2 Recognise feelings of isolation



© UNHCR

C4.3 Provide clear support and counselling



© UNICEF

C 4.4 Ensure CAM do not miss out on childhood



© UNICEF

C4.4 Ensure that CAM do not miss out on childhood. Fulfill the child's right to education





© UNHCR



Provide adult role models. Parents may be physically or emotionally unavailable



© UNICEF

C 4.6 Overcome distrust



© history.org.uk



© Steinhardt.nyu

C 4.7 Recognise the effects of trauma
Provide a safe environment



C4.8 Provide psychological support where necessary

Attachment Theory

The lens through which we view the world:

How would you complete these sentences. Please use the first words that come into your mind and share with a partner.

1. I am...
2. Other people are...
3. The world is...

A positive Internal Working Model

Good-enough early experiences (having our physical and emotional needs met consistently) ensure a positive Internal Working Model

- Self – “I am good, wanted, worthwhile, competent, and lovable.”
- Adults - “They are appropriately responsive to my needs, sensitive, dependable, caring, trustworthy.”
- The world - “My world feels safe and predictable”

A negative Internal Working Model

Frightening or poor quality early experiences (not having our physical and emotional needs met consistently) result in a negative Internal Working Model

- Self - “I am bad, unwanted, worthless, unlovable and shameful.”
- Adults - “Adults cannot be trusted to meet my needs. I have to be in control and meet my own needs.”
- The World - “The world is unsafe and unpredictable”

The effect on perception

How might a child with a positive IWM interpret the action of the clown?

How might this be different from a child with a negative IWM?



Positive Internal Working Model

Effective learning; Positive peer relationships



Negative Internal Working Model



**Problems in: developing trust; seeking help;
focusing on learning; moderating behavioural
responses**

What is the Attachment system?

- The Attachment system is designed to ensure survival and that the baby's needs are met (food, safety, nurture)
- A baby has an innate need to attach to an adult who can meet its needs (uses attachment behaviours e.g. crying, smiling, clinging)
- A parallel system exists in the baby's key care-giver, enabling them to respond.



- Attachments impact significantly on a child's development – physically, socially, emotionally and behaviourally as well as on their ability to learn.
- Some CAM will have established and preserved secure attachments within their family
- Others, because of their pre- trans- and post migration experiences, will have attachment difficulties
- Some CAM will develop a negative IWM as a result of losses and trauma which teach them that the world is unsafe and unpredictable, and adults are unable to meet their needs.

Why is this important in education?

Attachment versus Exploration

Attachment System ON

child is insecure, hungry,
uncomfortable, frightened

~~**Attachment System OFF**~~

child is secure, comfortable

~~**Exploratory System OFF**~~



Exploratory System ON

Learning

A secure base



Harlow's monkey

Demonstrating the attachment/exploration systems (VIDEO 2 mins)



What can we do?

- In the first few months of life the brain is wiring itself up in response to the environmental conditions with which it has to cope.
- The impact of early experiences is long-lasting and not 'solved' immediately the child moves e.g. to a safe country.

How can schools help such children learn?

How does the Internal Working Model impact on children's experience of the school day?

Behaviours associated with Negative Internal Working Model:

Can't trust adults – they are unpredictable
Feel unsafe – is vigilant, constantly scanning environment for danger
Changes to routine are threats
Need to be in control to be sure of getting needs met
Not ready to learn
Unable to take a risk or try something new
Reasonable requests are seen as loss of control
If reprimanded, shame is overwhelming

I've done something bad/ I made a mistake

Behaviours associated with Positive Internal Working Model:

Expect to trust adults
Believe that they are safe
Cope with changes to routine
Ready to learn because basic needs are met
Able to try something new and risk failure
Will comply with reasonable requests, has understood cause and effect
If reprimanded, can cope with shame/guilt induced and use it to motivate change in subsequent behaviour

I am bad/ I am a mistake

Typical behaviours of children with attachment/trauma issues

A lack of trust in adults and consequent difficulties in forming relationships with adults and peers

Difficulty accepting support OR clinging and dependence on constant support

A need to feel in control, often resulting in power struggles

Anxiety, hypervigilance

Difficulty concentrating

Frequent angry outbursts and overreactions to trivial events

Dissociative behaviours – non-engagement, withdrawal, self-harm, poor self-care

- The behaviour of children with attachment difficulties is a result of their experiences and is driven by their needs.
- They are not simply 'naughty children' in need of firm discipline.
- They will find it hard to pay attention or to risk failure.
- They require differentiated learning experiences and responses to their behaviour.

Needs of children with attachment/trauma- related difficulties

- The need for an additional attachment figure - a Key Adult
- The need to foster feelings of safety
- The need for support in developing self-concept and reducing the impact of shame

What can we do in schools?

Please look at Resource Sheet 1.5

In pairs, select one of the three areas and read the list of strategies that schools can use to support children with attachment difficulties.

1. What do you do already?
2. What other things might you try?

Review of the day's learning

Using Circle Time effectively



Learning outcomes for Day 1

1. Starting to work together effectively as a group with ownership of the group working expectations.
2. Understanding the content and how to use the ICAM Handbook and the ICAM National Facilitator Additional Handbook.
3. Understanding the aims and structure of the School ICAM Leader workshop, The Erasmus + programme and sustaining this programme.
4. Understanding how adults learn and the teaching methodology of the ICAM programme.
5. Outline of the outcomes from the ICAM programme.
6. Appreciating the role and personal qualities of School ICAM Leaders and their CPD needs.
7. Consideration of the possible long term effects of migration revealed by research into children displaced in World War 2 and what can be done to minimise negative effects.
8. Understanding the needs of CAM who have attachment difficulties and what can be done to meet those needs.