

Issues to address in developing ICAM materials for ICAMnet

In the ICAM Handbook we have highlighted areas that need particular attention as we begin the revision of all ICAM materials for ICAMnet and BeCSR. This revision gives us the opportunity to:

a) Look at language

We have edited the English version of the ICAM Handbook to simplify some of the language and reduce repetition. The changes are tracked so that everyone can see them and translated versions can be quickly updated

Partners should look again at the language used in their materials. Does the translation read smoothly? Does it accurately convey the ICAM approach? Are the words used to describe key concepts agreed and used consistently? It is useful to have a glossary

b) Include all partners and interested organisations and incorporate their work in this field. Achievement for All brings very relevant and valuable ideas and experience to add to ours.

We have previously mentioned UNICEF's Rights Respecting Schools programme and interest in Life Skills education as well as SEL.

c) Integrate the approach for ICAM, ICAMnet and BeCSR

e.g. by making sure that, whilst there are e.g. separate resources for small group work and parent groups, the majority of materials are suitable for secondary as well as primary participants and address issues of cyber bullying.

Refer to AAB and? Update the AAB website.

d) Update any statistics and references to research. Use e.g. 'In recent years' rather than specific dates so that the text does not appear dated in two years time.

e.g. UNHCR is a good source of statistics on migration. A 2019 Eurydice report on the integration of CAM in schools is very relevant. Philip Garner is conducting a fresh Literature Review for ICAMnet and Catherine Knowles at Achievement for All is doing one for BeCSR. The focus for both of these is on the secondary phase and identifying examples of good practice Partners should collect and include information relevant to the context in their countries.

e) Use any information that emerges from review of relevant and recent research and the current situation for CAM in Europe

f) Encourage whole-school SEL in secondary as well as primary settings and develop appropriate materials for small group work for CAM with additional SEL needs and sessions for parents to continue SEL outside school.

g) As we develop our website, store resources there, categorise and index them well and constantly refer participants to them. This is an essential element of our approach to ICAMnet and BeCSR and we need to focus on developing it effectively.

Collect and store examples of relevant good practice. The literature reviews will contribute to this but each country will need specific examples for their context.

h) Over the two years of ICAMnet develop and describe country-specific models for dissemination of the ICAM programme at county or city level.

i) Explore and develop on-line CPD for school ICAM leaders (and to a lesser extent for ICAM national facilitators) for all or part of the training pack and an on-line publication format for the Handbooks

Apply the expertise of AfA and OEC to identify and apply best practice in on-line learning