

# Disadvantaged children damaged by the pandemic Closing the education gap

## **Social and Emotional Wellbeing is at the heart of educational recovery**

The wellbeing of disadvantaged children has been badly damaged by separation during the Covid pandemic.

Brain science proves that without social and emotional wellbeing children are unable to learn

**Consequently, the education gap is widening for disadvantaged children. Their Child Rights Guarantee will be denied and “Catch Up” programmes will be ineffective without improvements to the Social and Emotional Wellbeing of all children and particularly those in need. Unhappy children cannot learn**

Well established programmes are available to help schools implement good practice in social and emotional learning and whole school strategies for wellbeing

These programmes are highly cost effective. The OECD identifies improved life skills resulting from Social and Emotional Learning for all children as a key driver for economic growth, both in terms of adult productivity and in reduced social welfare/criminal justice costs.



**One example is the Including Children Affected by Migration Programme (ICAM)**

## **Restoring inclusion**

At the heart of the ICAM programme is the concept of convivencia (A Spanish word meaning living together in heartfelt harmony).

The programme can improve the inclusion of all children by enhancing the climate of convivencia in school and at home, by providing additional support in school and in the family for their Social and Emotional Wellbeing and by raising awareness about children’s rights and the law protecting them.

**Developing Social and Emotional Wellbeing is not an option it is a fundamental right of the child**





## Restoring relationships for learning

The programme achieves this through the professional development of School ICAM Leaders who help their school staff to restore learning relationships for all children in need. Because it is designed to help Children Affected by Migration overcome social and emotional disadvantages resulting from the separation, trauma and loss they have suffered it works for all children suffering the effects of separation as a result of the pandemic.

## Enabling children and parents

ICAM encourages children to take on leadership roles, helping each other as equal partners in their school. Another feature is the integration of parent/carer education with the school-based programme in order to provide additional support for those families facing hardship and to encourage on-going Social and Emotional Wellbeing for the whole family in the home.

## Upholding The UN Convention on The Rights Of The Child

**Taking action is not an option.** Unhappy children cannot learn. Unless disadvantaged children have their social and emotional needs met, to restore damaged relationships for learning and comfort in school they will continue to be excluded from the education which is their inalienable right, under the UN Convention.

## ICAM benefits everyone

Schools who have incorporated and developed the ICAM programme find that it soon benefits everyone in the school community. Furthermore, there is strong evidence to show that investment in wellbeing and the creation of convivencia in school is highly cost effective. The OECD identifies improved life skills resulting from Social and Emotional Learning for all children as a key driver for economic growth, both in terms of productivity and in reduced social welfare/criminal justice costs.



## Further information

Video presentation of this brochure [CLICK HERE](#)

ICAM Programme video [CLICK HERE](#)

ICAM website <https://www.icamproject.eu/>

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