

Including Children Affected by Migration

How the ICAM Programme works

A reminder about the ICAM Programme

The ICAM programme is designed to make lasting improvements in the education provision for 10.5 million of the most disadvantaged and needy children in Europe. These vital developments ensure access to the highest standards of education provision, *which is their right* under the European Child Guarantee and the UN Convention on the Rights of the Child.

10.5 million
Children Affected by Migration

Developing education provision
in schools across Europe



At the heart of the ICAM programme is the concept of *convivencia* (A Spanish word meaning living together in heartfelt harmony). The programme improves the inclusion of children in need 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 Development and Wellbeing, and by raising awareness about children's rights and the law protecting them.



Convivencia!



Establishing an ICAM network



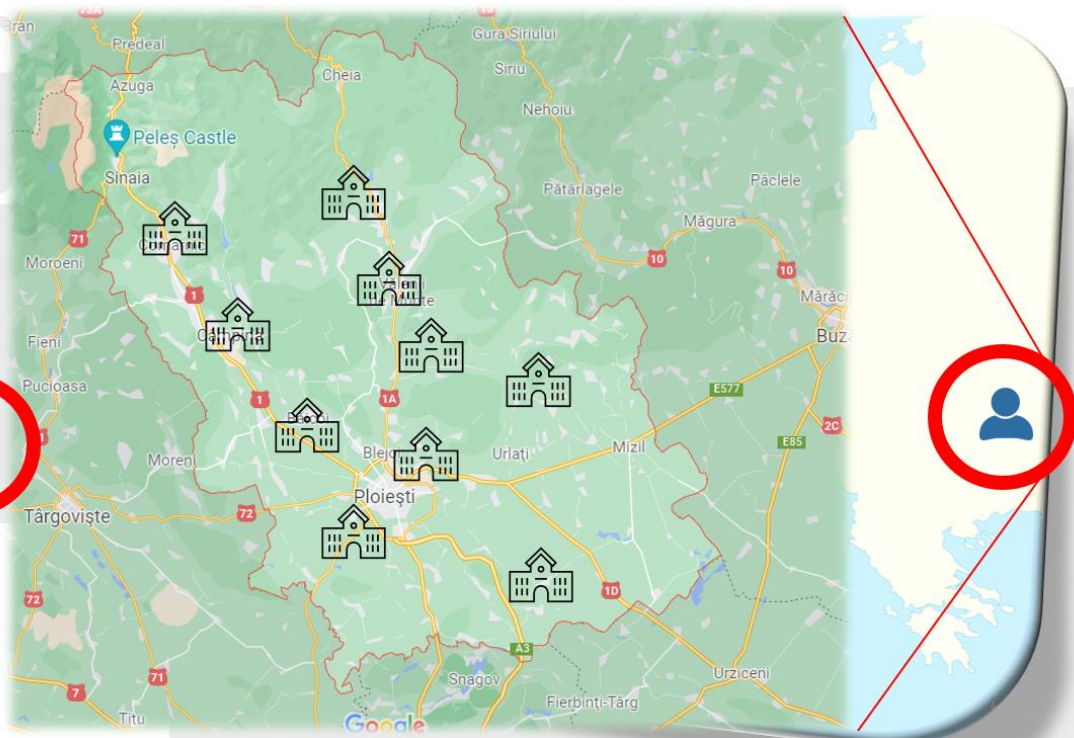
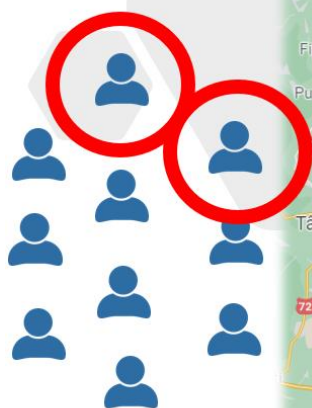
Throughout Europe there are a great many dedicated and caring school staff devoting their lives to helping children in need achieve their potential and overcome their disadvantage. The ICAM programme is designed to help organise and nurture this group, by respecting their talent, improving leadership and management, enabling them to share their special skills with others, so that everyone benefits from the convivencia they create.

Although individual schools are welcome to adopt the programme, ICAM is primarily designed for schools working together in interlinked communities across Europe, benefitting from sharing their caring practice as well as the guidance and coaching offered by the programme.

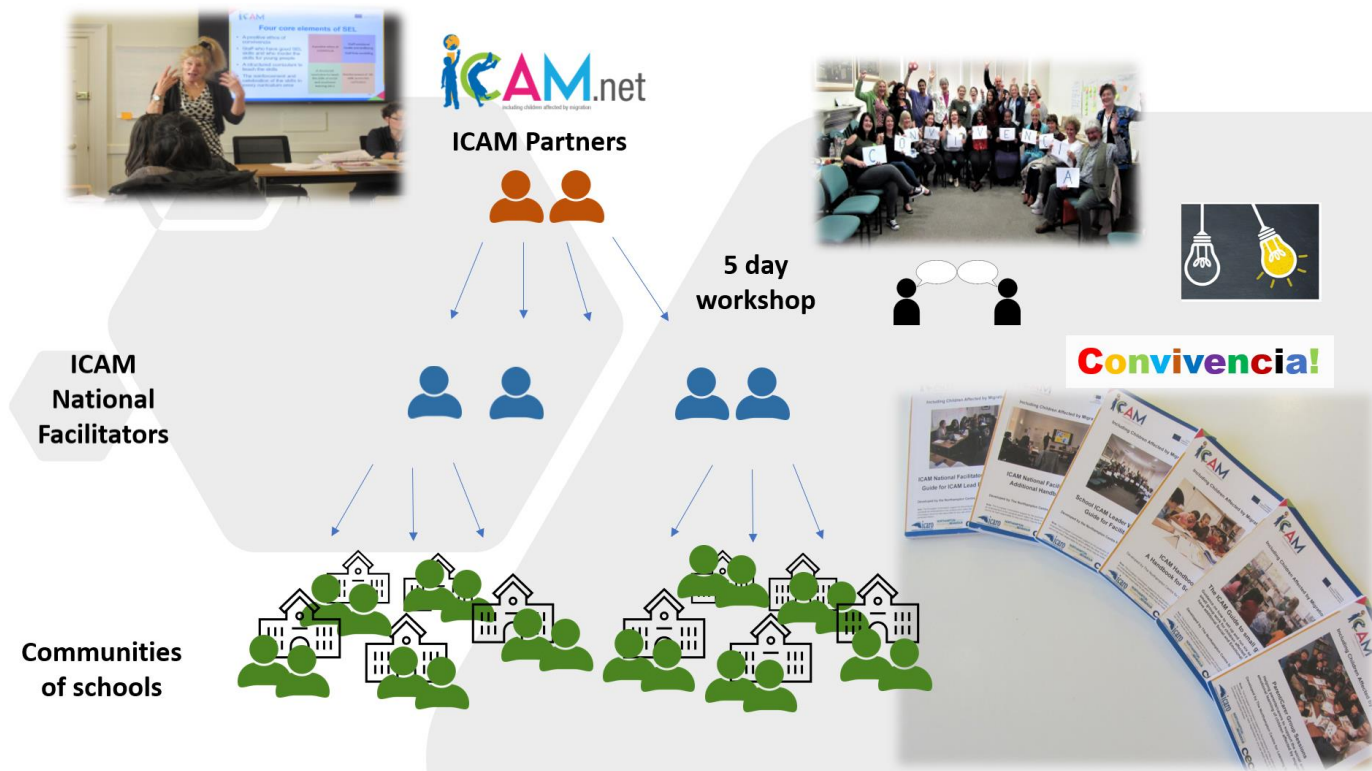
ICAM helps authorities identify, bring forward and support committed and talented school staff to lead the development of improved inclusion and access to education in their schools.

Some of these staff may be appointed by the school authorities as part-time **ICAM National Facilitators** to lead developments across schools in their region.

ICAM National Facilitators



Establishing an ICAM network



The ICAM partners coach these National ICAM Facilitators, during a 5-day programme of face-to-face or on-line workshops and continue to support them as they coach School ICAM Leaders to implement the programme in their schools.

At all stages workshops are carefully designed to employ effective and interactive coaching methods based on a staged learning process, applying leadership skills and solution focused thinking and modelling convivencia. They are always co-facilitated by two coaches working together to create a learning community which embodies the care, mutual respect and friendship that is at the heart of the programme.

The workshops are supported by detailed workshop guides with power points, suggested activities and reference ICAM Handbooks.

This coaching model is then applied to the identification, support and development of School ICAM Leaders by pairs of National ICAM Facilitators working with a group of schools. We recommend groups of no more than 10 schools, including both primary and secondary phases – (primary and secondary school leaders have so much to learn from each other.)

The National ICAM Facilitators start by securing the commitment of school principals and their senior leadership teams and advising them with a person specification which helps them select, and then enable, at least 2 staff who will become School ICAM Leaders.

Running the school ICAM Leader workshop programme

These 20 or so School ICAM Leaders from 10 or so schools are coached by their National ICAM Co-Facilitators in workshops on 5 days spread over 4-6 weeks.

The workshops are designed to build a confident and self-supporting learning community of like-minded professionals.

The workshops feature:

A focus on self-development and learning with a pre- and post-workshop self-review to help celebrate what has been achieved during the workshop and plan the next steps in continuing professional development.

Leadership development – focused on the skills and understanding needed to effect change and whole-school improvement.

A consideration of how, in practical terms, to create convivencia - research has identified 12 key areas of school organisation that contribute most to developing and sustaining it.

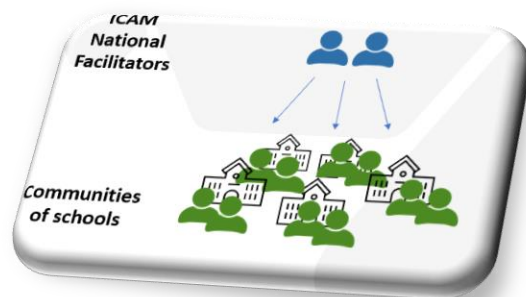
An introduction to the ICAM school review and administration of on-line questionnaires for students, parents, staff and school leaders. The review analyses the school's strengths and areas for improvement in the 12 key areas for creating convivencia and is carried out after the first workshop.

During the final workshop, sharing and interpreting the automatically collated results of the review with reference to a database of norms from similar schools.

Developing an action plan of school improvement, building on success and sustained by a cycle of development which starts in with small achievable steps and grows steadily as opportunity allows.

Planning how to engage all stakeholders in developments and, most importantly, how to empower children and their parents to take a lead in initiatives, learning from and supporting each other.

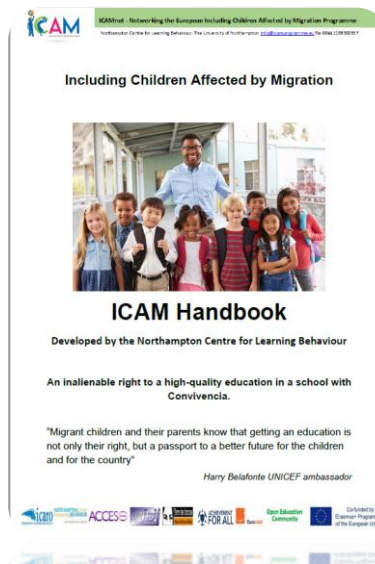
So the workshops provide opportunities for the pairs of School ICAM Leaders from each school not only to learn together but also to form a team who support one another in planning to lead improvements their schools.



Implementing ICAM in school communities

This teamwork continues through an on-line community of School ICAM Leaders facilitated by the National Facilitators as an aid to ongoing coaching and sharing of good practice and convivencia during the implementation of the planned improvement cycles in schools.

Further support is provided by visits from National Facilitators and the community of fellow School ICAM Leaders



The programme also provides a comprehensive range of materials for use in schools.

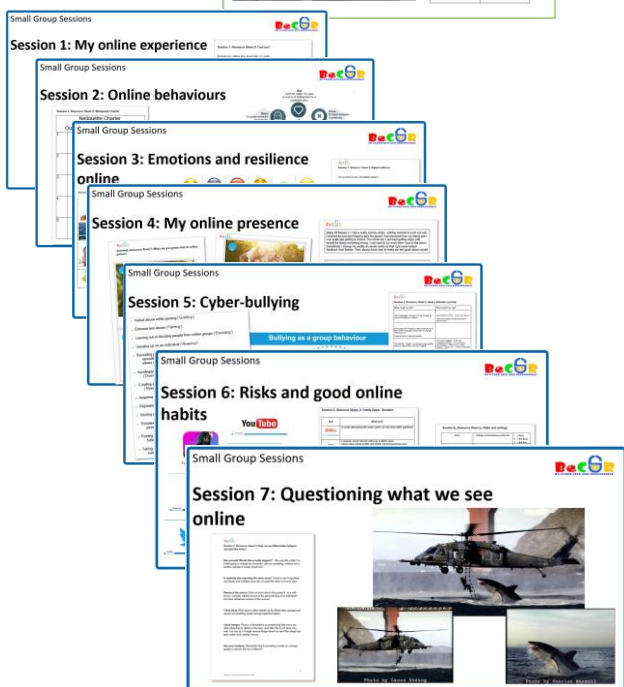
This includes:

A School ICAM Handbook - Summarising all the guidance in the workshops.

Guides to a series of 8 primary and secondary small group social and emotional learning sessions providing some of the additional support that Children Affected by Migration need.

Guides for 8 primary and secondary workshops designed to help parents/carers to continue supporting the social and emotional wellbeing of their children at home.

A further 8 sessions to help parents/carers to ensure that their children are safe and responsible when online (an issue for all parents but particularly for migrants who rely on online communication to keep in contact with family and friends. Children affected by migration have been shown to be more open to online abuse, exploitation and radicalisation than others).



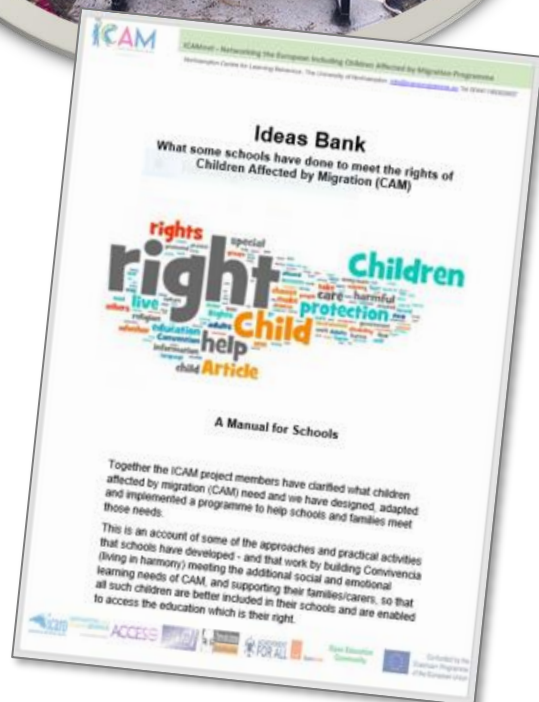
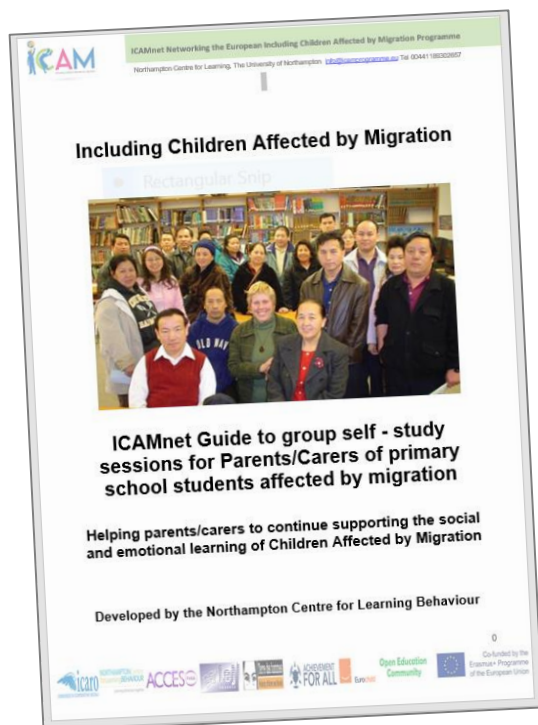
How the ICAM Programme works

Following these facilitated sessions parent/carer groups can become self-supporting with access to a succession of workshops with guidance and materials to download from the ICAM website.

School ICAM Leaders are encouraged to add to all these sessions and to share successful activities so that the bank of resources grows.

They are also encouraged to contribute to a growing "Ideas Bank" of creative initiatives, relatively easy to implement, which can enrich workplans and provide starting points for developments.

We look forward to welcoming you to the ICAM network - CONVIVENCIA!



Further information

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

ICAM Programme video [CLICK HERE](#)

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

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Co-funded by the
Erasmus+ Programme
of the European Union