

Addressing the Needs of International Newly Arrived Children & their Families

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Aims

- Overview of the key issues for children who are recent arrivals in the UK
- Explore the impact of culture and migration on child development and family functioning
- Explore ways that schools can respond effectively and sensitively, and promote inclusion.

Group Discussion

- Where do the International Newly Arrived (INA) children in your school come from?
- What have you found to be the problems facing newly arrived children and families?





Migration

- Where do international new arrivals come from?
 - To work, study, seek asylum, trafficking
 - Peaks as a result of accession for new EU countries e.g.
 - EU 8 2004: Czech Republic, Estonia, Hungary, Latvia, Poland, Slovakia, Slovenia
 - EU 2 2007: Bulgaria, Romania
 - Countries where there is war or armed conflict:
 - Afghanistan, Bosnia, Syria, Libya, Iraq, Iran, Sudan, Somalia

Migration & Stress

- *Migration is the most radical transition and life-changing experience that a family can face* (Greeff & Holtzcamp, 2007).
- It is an inherently stressful process and there are many potential sources of stress that migrant families have to cope with (Beiser & Hou, 2006; Falicov, 1998).

Migration & Stress

- 5 main types of stressor:
 1. Language & communication
 - Little or no English, different modes of communication
 2. Social support & isolation
 - Leaving family/friends behind, loss of 'home'
 3. Work environment/conditions
 - Loss of social/financial status, unemployment



Migration & Stress

4. Migration journey & physical environment
 - Living in transition, life-threatening, abuse & trafficking, poor housing
5. Social & cultural environment
 - Racism & discrimination, access to services, intergenerational acculturation gap
- Impact on mental health
 - PTSD, poor self-esteem, depression, unresolved grief, suicidal ideation, anxiety, behavioural problems

What is Culture?

- Culture is a framework of beliefs and values shared by a group that influences the perception and interpretation of experiences by individuals within that group, as well as their goals for action and their actions themselves. These frameworks are constantly changing and being revised
 - Culture is a socially interactive process of construction comprising two main components:
 - shared activity (cultural practices)
 - shared meaning (cultural interpretation)
- (Greenfield et al, 2003)

Culture & Development

- Research and theoretical literature show two cultural pathways:
 - independent/individualistic/Western
 - interdependent/collectivist/non-Western
- It is argued that these pathways have implications for all developmental domains and for parenting styles in different cultures.

Individualist & Collectivist Cultures

	Individualistic Independence Western	Collectivist Interdependence Non Western
Ecology	Large, anonymous, urban	Small face-to-face
Economy	Commercial	Subsistence
Values	Personal choice	Social obligations
	Individual rights	Social responsibilities
	Assertiveness & autonomy	Obedience, helpfulness
Intelligence	Scientific, technical	Social
Learning styles	Questioning, scepticism, curiosity	Keen observation, attentiveness, focussed listening
Spatial representation	Ego centric (viewer-centred)	Geocentric
Adolescent Development	Behavioural autonomy	Relatedness, familial obligation
Parenting styles	Authoritative	Authoritarian

Individualist & Collectivist Cultures

- These developmental pathways have been identified in all developmental domains.
- These developmental pathways are influenced by economic and environmental conditions
- Independence and interdependence represent systems of cultural priorities defining desirable endpoints or optimal ways of being for specific environments (Keller et al, 2004).
- There may be similar activities and behaviours in individualistic or collectivist societies but the relative priority may be different.

Case Studies

- In your groups, choose 1 case study
 - How might you become aware that this pupil is struggling emotionally?
 - What sorts of issues might you be concerned about for this child and family?
 - How might you begin to build a trusting relationship with this child/young person?
 - Can you think of things that might support them (e.g. in terms of settling in, communication with family, practical help, language support)?

Improving Engagement

- Understanding expectations about school & previous experiences
- The impact of school routines, especially for younger children
- Understanding the family circumstances – housing, routines, etc
- Flexible programmes, shorter lessons, topics linked to practical activities & living skills



Improving Engagement

- What Welcome Policies does your school have? What works/hasn't worked?
- Who conducts the first interview with the pupil & family? What do they know about the family's experiences?
- Do staff receive training regarding INA pupils, EAL, refugee/asylum seeking families?

Improving Engagement

- Is your school aware of dietary, religious or health care requirements?
- Are parents shown around school with their child?
- Do you have translated information to explain the British education system?
- Do you have Welcome leaflets translated into different languages?



Improving Engagement

- Does your school encourage parent participation from the outset? How well does this work?
- Does your school recruit staff & volunteers from local BME communities?
- Does your school run practical sessions that are specifically for groups of INA families (e.g. ESOL, computer)?



Summary & Conclusions

- Migration to the UK is a stressful experience regardless of countries that people come from
- Children & families who have experienced forced migration (eg due to war, conflict) are at higher risk of mental health problems
- Schools can play a significant role in helping children & families settle & integrate into the community.

Resources

- Rainbow Haven:
<http://www.rainbowhaven.org.uk/>
 - A haven for displaced people in Manchester & Salford
 - Offers drop-in including support & activities for refugees, asylum seekers & vulnerable migrants
- Revive UK: <http://www.revive-uk.org/>
 - Support, advice & advocacy for refugees & asylum seekers
 - Social Work & immigration advice
 - Activities for young adults

Resources

- Boaz Trust: <http://boaztrust.org.uk/>
 - Destitute asylum seekers
 - Accommodation
 - Holistic support
- Mustard Tree:
<http://www.mustardtree.org.uk/>
 - People facing homelessness
 - Practical & emotional support

Resources

- Greater Manchester Immigration Aid Unit:
<http://gmiau.org/>
 - Legal advice
 - Housing
 - Children & young people
 - Family reunion
 - Women at risk
- Women Asylum Seekers Together:
<http://www.wast.org.uk/>
 - Practical advice
 - Choir
 - Drop in

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