Supporting Afghan children in schools
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What we will cover

- Experiences of education in Afghanistan
- Key challenges for children
- Support strategies for teachers
- Further support available
Outcome one

recognise the impact of pupils’ prior experience of forced displacement and education
Resettlement from Afghanistan

1. Accelerated resettlement process
2. No pre-departure support
3. Arriving to limbo in the UK
4. What next?
### Education in Afghanistan: an overview

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>64%</td>
</tr>
<tr>
<td>Primary school completion</td>
<td>54%</td>
</tr>
<tr>
<td>Lower secondary</td>
<td>38%</td>
</tr>
<tr>
<td>Upper secondary</td>
<td>28%</td>
</tr>
</tbody>
</table>

Source: [https://data.unicef.org/country/afg/](https://data.unicef.org/country/afg/)
Education in Afghanistan: key features to keep in mind
Hear from young Afghans

Listen and read what two young people told us about the Afghanistan education system on our website (https://www.reuk.org/welcome)
- Single sex classrooms
- Shorter school day
- Teacher-centred pedagogy
Outcome two

develop an understanding of academic and wellbeing challenges for resettled Afghan children.
Academic and wellbeing challenges
Wellbeing challenges

what has happened

what you see
## Wellbeing challenges

<table>
<thead>
<tr>
<th>What may have happened</th>
<th>What you may see in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traumatic experiences in country of origin</td>
<td>Fight or flight mechanism</td>
</tr>
<tr>
<td>Traumatic experiences on arrival</td>
<td>Distance, withdrawal and disconnection</td>
</tr>
<tr>
<td>Grief and anxiety</td>
<td>Reduced concentration and focus</td>
</tr>
<tr>
<td>Isolation and loneliness</td>
<td>Tiredness and falling asleep</td>
</tr>
<tr>
<td></td>
<td>Visible distress</td>
</tr>
</tbody>
</table>
Academic challenges: in the classroom

- Language barriers and insufficient EAL support
- New curriculum and learning style
- Difficulties diagnosing and addressing SEND
Academic challenges: outside the classroom

- Home environments
- Lack of parental support or engagement
- Possible poverty
Outcome 3

develop compassionate and effective interventions appropriate to Afghan children’s contexts
Key principles for interaction

- Build trust and have patience
- Look beyond the behaviour
- Recognise language level is not ability level
- Grow children’s compassion and world view
- Recognise resilience and adopt an assets-based approach
Reflection – how could you adopt these principles?
Teacher approaches

Responding to fight or flight
- Maintain calm - calm and gentle voice, slow movements
- Create a safe space
- Simple tasks or actions

Awareness of sensitive topics
- Journeys to the UK, family, situation in Afghanistan

Time to talk
- A quiet place
- Internal or external referrals

Practical interventions – supporting children

- Peer support
- Extra academic support
- Language support
- Period of adjustment
- Pastoral care
- Welcome and inclusion
Practical interventions – supporting parents

- Language support
- Helping families adjust
- Technology support
- Signposting to further support
Remember self-care
Further information or training

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- Single sex classrooms icon is an adaptation of Gender by Adrien Coquet from Noun Project
- Shorter school day icon is an adaptation of Clock by mahdaleneey from Noun Project
- Teacher-centred pedagogy is an adaptation of Teacher by glyph.faisalovers from Noun project

Slide 13:
- iStockphoto.com: classroom, DGLimages.