

Supporting Afghan children in schools

3 November 2021



Refugee Education UK

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What we will cover

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

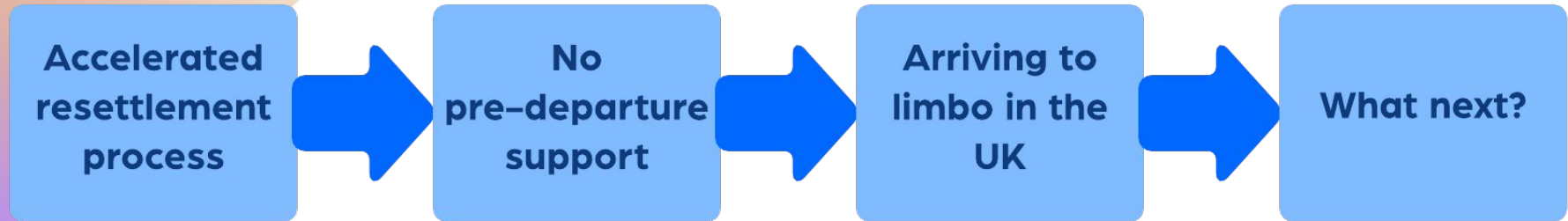


Outcome one

recognise the impact
of pupils' prior
experience of forced
displacement and
education



Resettlement from Afghanistan



Education in Afghanistan: an overview

Primary school attendance rate	64%
Primary school completion rate	54%
Lower secondary attendance rate	38%
Upper secondary attendance rate	28%



Source: <https://data.unicef.org/country/afg/>



Education in Afghanistan: key features to keep in mind

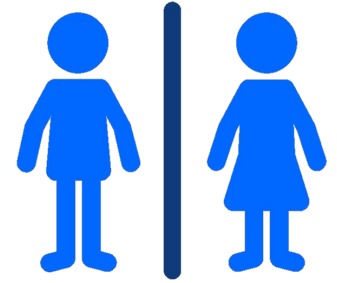


Hear from young Afghans

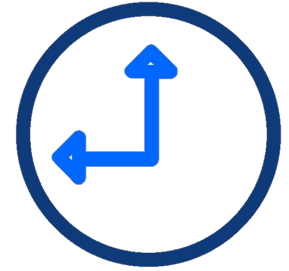
Listen and read what
two young people told
us about the
Afghanistan
education system on
our [website](https://www.reuk.org/welcome)
([https://www.reuk.org
/welcome](https://www.reuk.org/welcome))



- Single sex classrooms



- Shorter school day



- Teacher-centred pedagogy

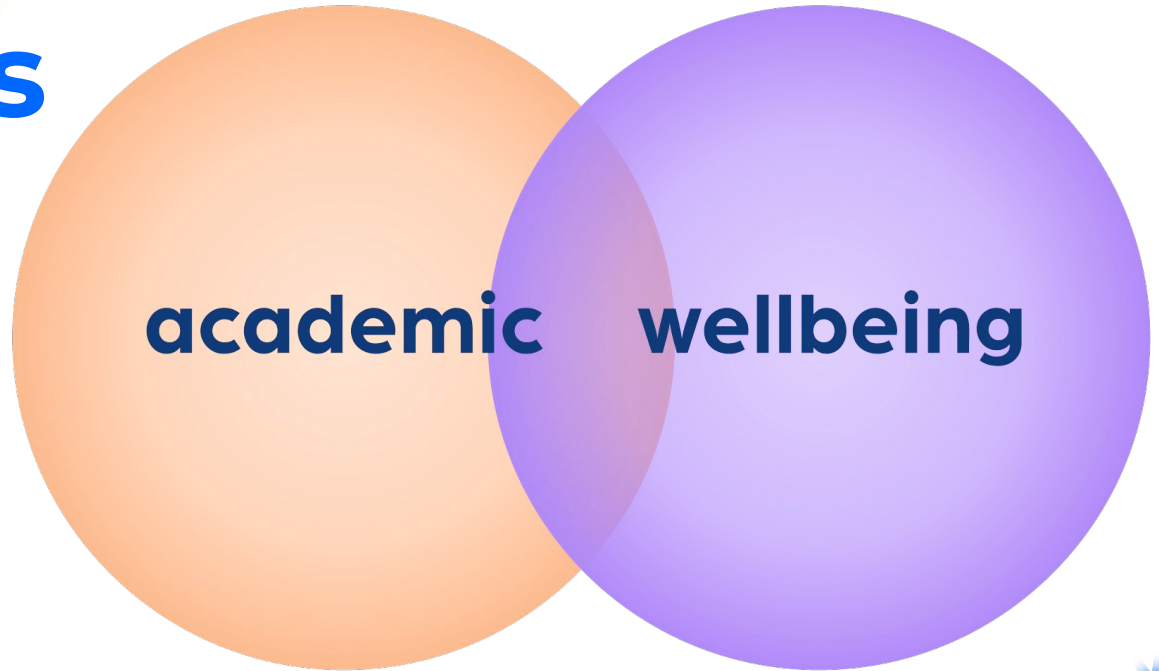


Outcome two

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

What may have happened

Traumatic experiences in country of origin

Traumatic experiences on arrival

Grief and anxiety

Isolation and loneliness



What you may see in the classroom

Fight or flight mechanism

Distance, withdrawal and disconnection

Reduced concentration and focus

Tiredness and falling asleep

Visible distress



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

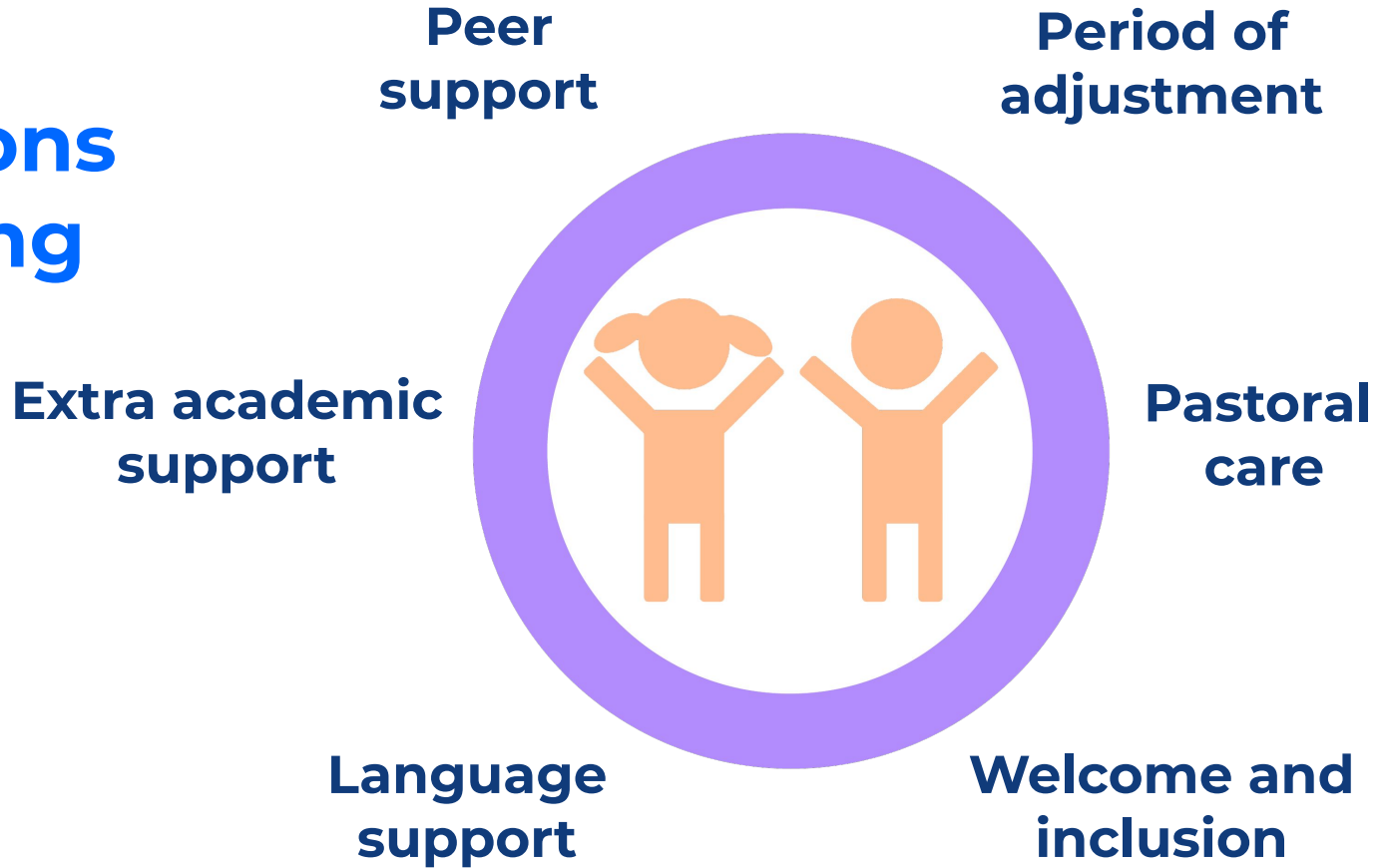
- A quiet place
- Internal or external referrals

Informed by:

<https://www.tes.com/news/how-support-afghan-evacuee-children>



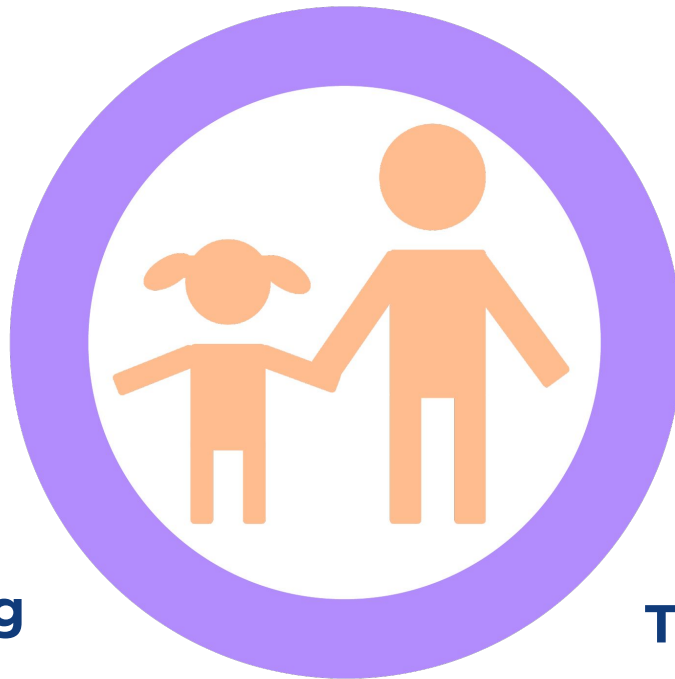
Practical interventions – supporting children



Practical interventions – supporting parents

Language support

Helping families adjust



Signposting to further support

Technology support



Remember self-care



Further information or training

- reuk.org/welcome
- hello@reuk.org
- reuk.org/training
- reuk.org/resources



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Slide 8:

- 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 mahdaleneyy from Noun Project
- Teacher-centred pedagogy is an adaptation of *Teacher* by glyph.faisalovers from Noun project

Slide 13:

- iStockphoto.com: classroom, DGLimages.

