Escuelita SAMU		
Organisation(s):	SAMU Foundation	
Country:	United States of America	
Contact:	policy@esn-eu.org	
Theme:	☐ Ageing & Care ☒ Asylum & Migration ☐ Young People ☒ Support for Children & Families ☐ Community Care ☐ Integrated Care & Support ☐ Co-Production ☐ Disability ☐ Housing & Homelessness ☐ Artificial Intelligence ☐ Digitalisation ☐ Quality Care	☐ Labour Market Inclusion ☒ Social Inclusion ☐ Technology ☐ Workforce and Leadership ☐ Social Benefits ☐ EU Funding ☐ Social Services' Resilience ☐ Mental Health ☐ Person-Centred Care ☐ Research & Use of Evidence ☐ Management & Planning ☐ Other, please specify:
Principles of the European Pillar of Social Rights:	☒ 1. Education, training, life-long learning ☐ 2. Gender equality ☒ 3. Equal opportunities ☐ 4. Active support to employment ☐ 5. Secure and adaptable employment ☐ 6. Fair Wages ☐ 7. Transparent employment conditions ☐ 8. Social dialogue ☐ 9. Work-life balance ☐ 10. Healthy, safe work environment	☒ 11. Childcare and child support ☐ 12. Social protection ☐ 13. Unemployment benefits ☐ 14. Minimum income ☐ 15. Old age income and pensions ☐ 16. Health care ☐ 17. Inclusion of people with disabilities ☐ 18. Long-term care ☐ 19. Housing and assistance to homeless ☐ 20. Access to essential services
Current status of the practice:	☐ Concept and Design Phase ☐ Testing or pilot phase ☐ Temporary practice that has terminated ☒ Temporary practice that is ongoing and has a termination date ☐ Established and ongoing practice ☐ Scaling Up and Transformation Phase ☐ Other (please specify):	
Summary:	Escuelita SAMU focuses on supporting Hispanic migrant children living in the United States of America to learn to read and write in Spanish. The initiative aims to preserve their connection to their native language and culture, ensuring that they do not lose their linguistic heritage during their transition to life in the U.S. It helps children develop higher cultural sensitivity and have better opportunities in the future.	

Context/social issues addressed:	Migrant children in the U.S. often lose their connection to their cultural heritage. This loss can limit opportunities as they grow and enter the workforce, and it may also create gaps in their social identity. Between 2022 and 2025, SAMU supported 4,559 newcomer families with children arriving in the DMV (D.C., Maryland, and Virginia) area, 92.6% of whom were from Latin American countries, representing a significant increase in this population within the region. Upon entering the U.S. public school system, these children integrate into an environment where English becomes the primary language of communication and learning. As part of this process, there is also an increased risk of losing their native language. This dynamic highlights that both language acquisition and school integration, while essential, are only one part of a broader adaptation process. However, research suggests that the social integration of migrant populations is more effectively achieved through a common cultural identity, intercultural dialogue, and cultural participation. Proficiency in both Spanish and English offers significant benefits for migrant children. Bilingualism opens access to a broader range of career opportunities, higher earning potential, and greater competitiveness in fields such as healthcare, education, international business, and public service. In addition, it strengthens cognitive flexibility, problem-solving abilities, and cultural awareness. Fluency in both Spanish and English also fosters cultural participation. It helps prevent children from losing their cultural roots and enables them to engage more deeply with Latino cultural perspectives. As a result, bilingual children are better positioned for future success. Finally, a common cultural identity (e.g., American identity) of people with different cultural backgrounds must be fostered while recognising and appreciating specific cultural identities of each group. Regarding parents, their new context and social situation impose increased stress that may reflect in their relationship with their children. Living under constant stress or financial burden may lead to poor parenting, frustration, anxiety, and depression. This is exacerbated by fear of deportation under current circumstances in the U.S.
Objectives:	1. Strengthen migrant children's skills in writing and speaking Spanish. 2. Promote children's cultural sense of belonging and cultural understanding. 3. Foster families' emotional and social wellbeing.
Activities:	Escuelita SAMU is a workshop-based intervention that provides Spanish lessons for children aged six to 12 through adapted guides. The programme is designed to be implemented in nine weeks, with two sessions per week of up to one and a half hours. Each cohort hosts up to twenty children. Within those nine weeks, parents are offered two two-hour sessions led by a psychologist and therapist to cover different topics: • Bullying prevention. • Conflict resolution strategies. • Emotional management and positive reinforcement. • Positive parenthood skills.

Outcomes:	**1. Improved socio-emotional skills in children** **Outcome:** Children will demonstrate improved Spanish language skills, including the ability to understand, express, and communicate effectively in Spanish within social and group settings. **Metrics:** • A total of 27 instructional hours are delivered per cohort over the nine-week programme. • At least 85% attendance rate across the nine-week programme. • At least 75% of participants show improvement in their Spanish skills. **2. Strengthened parental capacity in positive parenting and bullying prevention** **Outcome:** Parents/caregivers will gain practical tools to support positive parenting, bullying prevention, and conflict resolution at home. **Metrics:** • At least 70% of parents of enrolled children attend the two workshops led by the psychologist. • 80% report increased confidence in managing bullying-related situations, as measured through post-session surveys.
Funding source:	EU Funds: ESF+ ☐ INTERREG ☐ ERDF ☐ ERASMUS☐ RRF ☐ other ☐ ☐ National Government Funds ☐ Regional Government Funds ☐ Local Government Funds ☐ Private Sponsorship / Public-Private Partnership ☐ Financial contribution of People using Services ☒ Other, please define: Maryland Office for Refugee Assistance funds
Links to supporting documents:	https://samufirstresponse.org/education/samu-first-response-supports-hispanic-children-in-learning-spanish-literacy/ Videos: • https://www.youtube.com/watch?v=EeZFP9VM_N0&list=PLZ028tnbD9a4G0X8CF6nPw-QxVqCCXpNZ&index=3 • https://www.youtube.com/watch?v=laGgl5-ODTs&list=PLZ028tnbD9a4G0X8CF6nPw-QxVqCCXpNZ&index=2 • https://www.youtube.com/watch?v=lxehqpnZXuc&list=PLZ028tnbD9a4G0X8CF6nPw-QxVqCCXpNZ&index=1
Comments and tips:	