

Supporting Newly Arrived Migrants During Lockdown: School Responses



Economic
and Social
Research Council

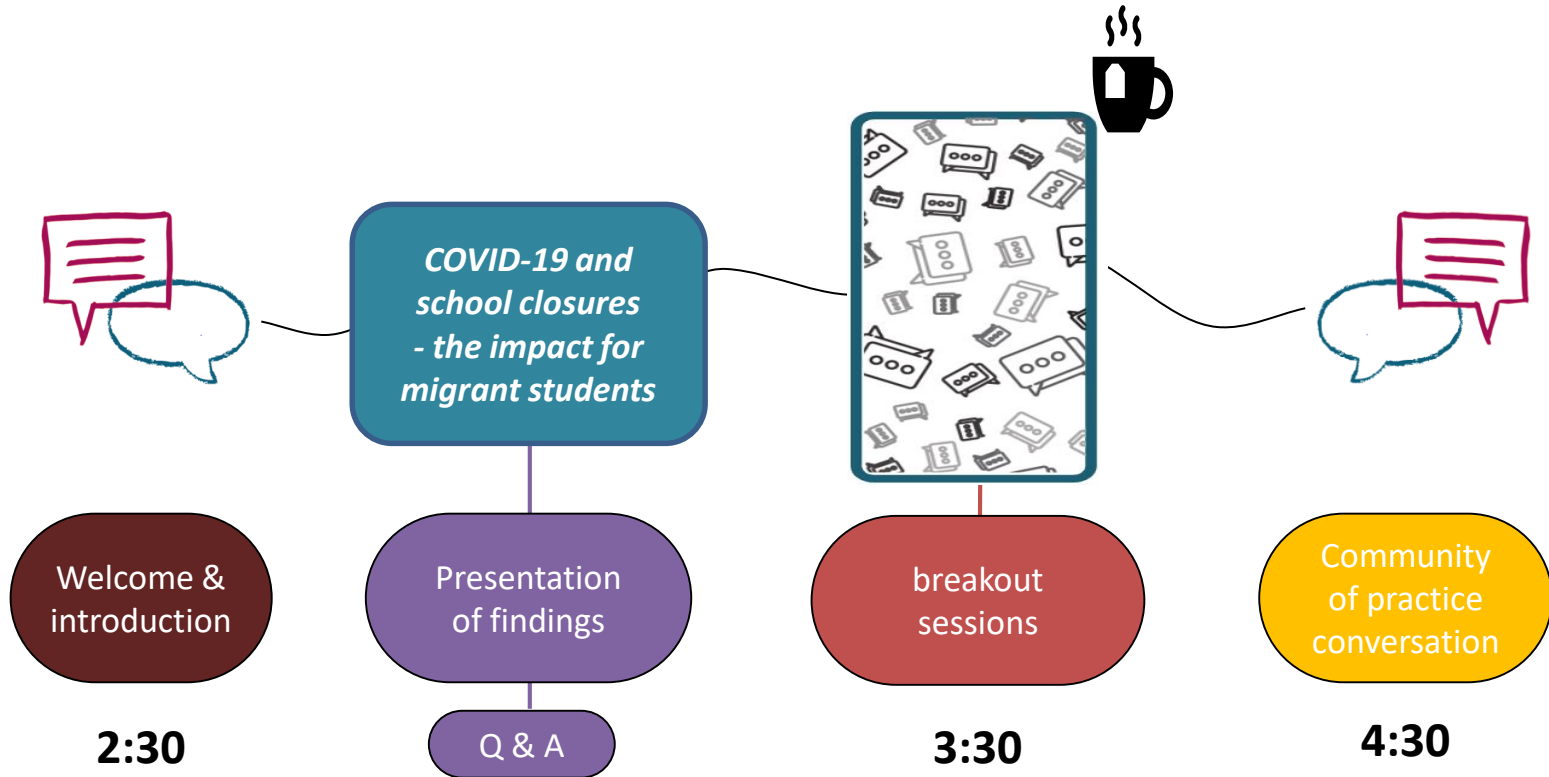


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What's the plan for today?



How have migrant pupils been affected by lockdown and school closures?

Lockdown and school closures have affected all students.

But many newly-arrived migrants have suffered disproportionately, re:

- **access to education** (including digital divide) and ability to navigate the school system;
- **language** and other (specialised) support;
- family support (e.g. with **homework**);
- wider economic stability and access to **welfare**;
- educational **achievement**;
- processes of **integration**.

Manzoni, C., D'Angelo, A. (2020). [How have migrant pupils been affected by lockdown and school closures?](#) Economics Observatory

D'Angelo, A. (2020). [Sitting at the back? The impact of Covid19 on migrant pupils in the UK](#), Discover-Society




What are we doing about it?

(some examples from the research community)




<https://learningforcitizenship.wordpress.com/>



COVID-19 and school closures – the impact for migrant students

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Forthcoming events on:
the role of Third Sector organisations;
findings from researchers and academics

Towards a community of practice?



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COVID-19 and school closures – the impact for migrant students

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Research aims and methods

Aims

- Explore challenges COVID 19 has raised for schools and teachers.
- Understand the impact of the lockdown and school closures for newly arrived migrants.
- Investigate school responses and practices used to support newly arrived migrants.

Methods

- Policy analysis of different contexts across EU
- Online interviews with headteachers and teachers
- Sample based on existing contacts
 - 6 schools in the England
 - 3 schools in Italy
 - 3 schools in Spain
 - 1 school in Switzerland



School closures and changes in education delivery

Policy contexts

- Different approaches to closure and reopening
 - IT was not prepared; ES, UK and CH planned it
 - UK and CH schools were opened for children of key workers and vulnerable children
 - UK and CH schools partially reopened from June
- Teaching has turned into distance learning
 - availability of advice, tools, guidance and support has been mixed
 - preparedness of schools to implement shift smoothly has been mixed



Challenges

Pupils:

- Lack of technical equipment for quality online learning (IT and broadband)
- Lack of resources (pens, papers to do activities)
- Lack of adequate space for distance learning
- Lack of motivation
- Social Isolation
- Lack of hosting country language practice
- Communication with teachers through parents → took long
- Lack of resources for EAL pupils designed not to be used by teachers (UK)



Challenges

Parents:

- Language barriers
 - struggle to understand the information they receive
 - struggle to support the home-schooling
- No literacy skills within the family
- Lack of familiarity with the curriculum and the education system → struggle to play an active role in pupils' learning process
- Lack of IT skills to support pupils
- Financial difficulties and no access to benefits
- Social isolation



Strategies used

- Chrome books were delivered and internet access provided if needed;
- Digital literacy lessons through phone calls or videos;
- Support with practical necessities;
- Home visits to key families;
- Emotional support VS educational support
- Paperwork and material prepared and printed for those unable to connect;
- study books provided by the school for specific year groups;
- Translation and interpreting services;
- Use of multi lingual TAs to assist communication;
- Regular newsletter sent to parents to explain the school approach;
- Welfare calls with parents;
- Motivational calls with students;
- Parent ambassadors to connect with families;



Strategies used

- Individualised support for newly arrived migrants through phone or video lessons;
- Differentiated work provided by teachers
- Live lessons (IT);
- Quizzes or websites like [GCSEPod](#) or [Hegartymaths](#) where activities were set up for students (UK);

- Use of social media to boost motivation with young people;
- Interactive projects to engage and boost morale and motivation (Drama, Video, cooking, Rap etc);
- Connect newly arrived migrants with native speaking peers to ensure they have higher opportunity to interact in the native language;
- Mentoring programme to support study skills.



Resources and tools

- IT → live lessons on Google meet/Google classroom/Cisco webex
- UK → [Twinkl](#) (free access during the lockdown), [Classdojo](#) to communicate with parents and set work tailored to pupils need (it has a translation function), [FlashAcademy](#) homeworking package, School learning page and Youtube channels, [loom](#) to record videos, [Rosetta Stone](#) to create material for EAL students. Bell Foundation [website](#) with useful resources for home learning support for EAL pupils.
- ES → Zoom, Telegram, WhatsApp, [Aules](#)



Thank you! Questions?



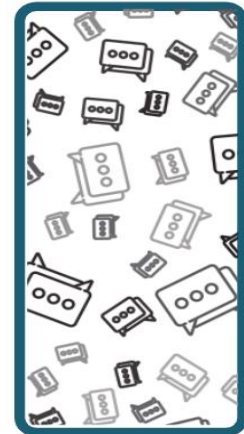
Breakout Sessions

- What worked best to support migrant children during lockdown? What works to support them as coronavirus disruption rises?

Primary
schools



Secondary
schools



- In the current situation of school disruption, what are the challenges that still need to be addressed to support newly arrived migrants?

