



‘In Search of Safety’ Programme Evaluation

FINAL REPORT

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‘In Search of Safety’ Programme Evaluation: Executive Summary

This final report provides a comparison of the results of three surveys completed by students who participated in the Australian Red Cross ‘In Search of Safety’ programme in Western Australia. Students completed one survey immediately before their participation in the programme, another survey immediately after the programme, and a final survey 8-9 months after. The report also provides the results of a survey completed by their teachers immediately after the programme as well as 8-9 months later.

121 students aged between 10-12 years across four schools completed surveys on the day of their participation in the programme in February-March 2017, as well as in November 2017. Eight teachers across four schools completed surveys after the programme in February-March 2017, and seven of these teachers completed surveys in November 2017.

The student surveys were designed to measure the students’ knowledge, attitudes and intended interactions with asylum seekers before participating in the programme, directly after their participation, and 8-9 months later. The teacher surveys asked for their views about the programme immediately after the programme and 8-9 months later (see Appendices 1 – 5).

Key Findings

1. The students had significantly more positive feelings and attitudes about asylum seekers and were more likely to interact with someone who is an asylum seeker both immediately after their participation in the programme and 8-9 months later.
2. There was a marked increase in knowledge gained about how to define the terms “asylum seeker” and “refugee” immediately following the programme.
3. While there was a decline in knowledge gain 8-9 months later, students still showed they had gained a significant increase in knowledge 8-9 months after the programme compared with the knowledge they had before it.
4. The teachers felt very positive about the programme in the short and longer term.

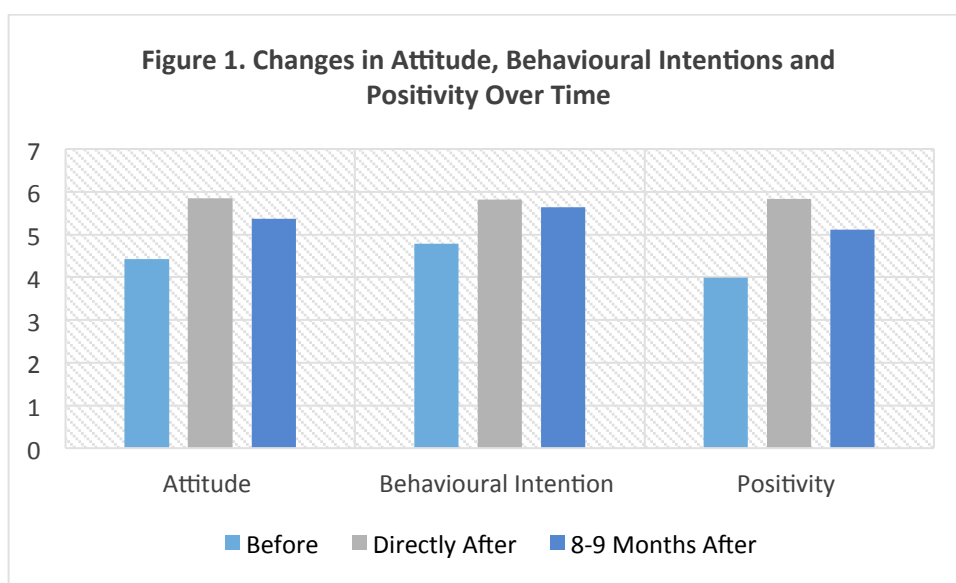
The results of the three surveys show that their participation in the programme has had a positive impact on the students, which indicates the programme is effective in the short term and longer term.

Summary of the Student Survey Results

Overall, these **results indicate that the programme was effective** in positively shifting the student’s knowledge about, and attitudes and intended behaviour towards asylum seekers, in both the short term and the longer term.

Changes in Positivity, Attitudes and Behavioural Intentions towards Asylum Seekers

Overall, the **students had significantly more positive feelings and attitudes about asylum seekers, and were more likely to interact with someone who is an asylum seeker**, both immediately after their participation in the programme and 8-9 months later.



Note: Students were asked to indicate on a 7 point scale the extent of their positive feelings and attitudes towards asylum seekers, and their intentions to interact with an asylum seeker. Higher numbers indicate more positive feelings and attitudes towards asylum seekers, and the more likely it is that they would interact with an asylum seeker.

Accuracy of Definitions of “Asylum Seeker” and “Refugee”

There was a marked increase in knowledge gained about how to define the terms “asylum seeker” and “refugee” immediately following the programme. While there was a decline in this knowledge gain 8-9 months later, **students still showed they had gained a significant increase in knowledge 8-9 months later compared with the knowledge they had before the programme.**

While 20% of the students could accurately define “asylum seeker” prior to the programme, immediately afterwards 77% could do so. 8-9 months later, 56% could do so. Student responses showing knowledge increase following the programme include:

Before the programme:

“I don’t know what a (sic) asylum seeker is”.

Immediately after the programme:

“People running from their homeland from war or other things. But they may not be able to have safety and be sent back”.

8-9 months later:

“Asylum seekers are people that leave their country and go to another place (sic) far away to be safer.”

Student No.29

While 33% of students could accurately define “refugee” before the programme, immediately afterwards 65% could do so. 8-9 months later, 46% could do so. Student responses showing knowledge increase following the programme include:

Before the programme:

“They are people who have left their country for some reason and have come to a different country to live there”.

Immediately after the programme:

“A refugee is an asylum seeker that has been accepted into the country”.

8-9 months later:

“Refugees are asylum seekers that have been processed and are now living a normal life.”

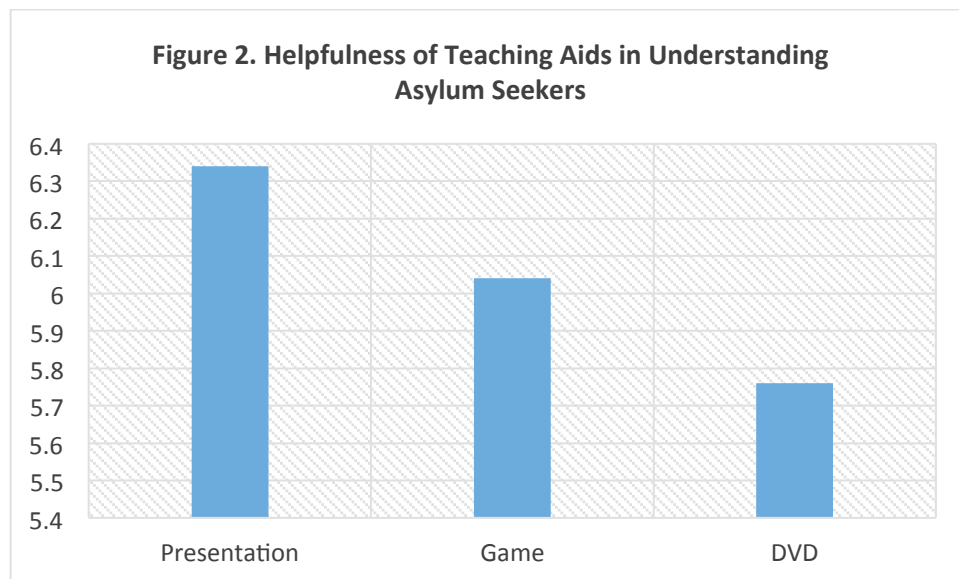
Student No 36

Please note the fact that only 20% of the students could correctly define “asylum seeker” prior to the programme raises the question of who were they thinking about when they rated their attitudes and behaviours towards asylum seekers in the pre-programme survey. Nevertheless, what is important is that whoever they were thinking about beforehand was rated as significantly more negative than whoever they were thinking about afterwards.

Helpfulness of Teaching Aids

The presentation, game and DVD were all seen as helpful teaching aids by students, although the presentation was considered to be the most effective aid, followed by the game, and then the DVD.

Please note that these questions were only included in the survey given to students immediately following the programme. In addition, one of the classes surveyed did not see the DVD and two other classes only saw part of the DVD.



Note: Students were asked to indicate on a 7 point scale how helpful each of the teaching aids were in helping them understand asylum seekers. Higher numbers indicate the more effective the teaching aid was in helping them understand.

Most students (63%) considered that the presentation was primarily effective in providing them with information they did not have before. For example:

"I learnt a lot about asylum seekers and it (was) very interesting."
Student No. 39

"It helped me a lot because I did not know a lot about the asylum seekers and how they come (sic) over."
Student No. 107

Just over half the students (55%) considered that the game was primarily effective in helping them empathise with asylum seekers. Comments included:

"It put me in their shoes and it showed me how terrifying it is."

Student No. 50

"It made me think about how it would be if you were an asylum seeker."

Student No. 86

Nearly one third of the students considered that the DVD helped them to empathise with refugees (31%), and a quarter considered that it was useful because of the knowledge gained on the issue (25%). For example:

"It told an honest opinion and made you imagine you were a refugee."

Student No. 18

*"It helped a lot because I understood a bit but the video helped me and made it more clear
(sic)."*

Student No. 30

Discussions with Family and/or Friends about Asylum Seekers after the Programme

Most students did not talk to their family or friends about the issue of asylum seekers after the programme. However, **students that did talk with their family and friends about asylum seekers made primarily positive comments.**

36% of students talked with their family about asylum seekers after the programme. All but one explanation was either neutral or positive. For example:

"I told my mum about what we learned about asylum seekers."

Student No. 11

"We talked about the challenges they face and how tough they must be."

Student No. 65

18% of students spoke with their friends about asylum seekers after the programme. Overwhelmingly, these comments were positive. For example:

"I discussed to (sic) my friends that they are normal human beings."

Student No. 24

Summary of the Teacher Survey Results

Overall, the teacher survey **results indicate that the teachers felt very positive about the programme** in the short and longer term, including expressing positive comments about how well the facilitator of the programme engaged the students. 8-9 months later, most teachers reported that they thought the students had since exhibited greater knowledge and positivity towards asylum seekers, and that the students had exhibited greater empathy towards asylum seekers. Most of the teachers also reported that asylum seeker issues were incorporated in lessons after the programme. This suggests that the programme had set the stage for more positive attitudes to occur.

‘In Search of Safety’ Programme Evaluation: Full Report

This final report provides a comparison of the results of three surveys completed by students who participated in the Australian Red Cross ‘In Search of Safety’ programme in Western Australia. Students completed one survey immediately before their participation in the programme, another survey immediately after the programme, and the final survey 8-9 months later. The report also provides the results of a survey completed by their teachers immediately after the programme as well as 8-9 months later.

The student surveys were designed to measure the students’ knowledge, attitudes and intended interactions with asylum seekers before participating in the programme, directly after their participation, and 8-9 months later. The teacher surveys asked for their views about the programme immediately after the programme and 8-9 months later (see Appendices 1 – 5).

Overview of the Evaluation Process

In February and March 2017, the two evaluators, Lisa Hartley and Caroline Fleay, visited the four schools involved in the ‘In Search of Safety’ programme evaluation and distributed the pre-evaluation survey to students who had provided consent to participate. Directly after the programme, the same students were given a post-evaluation survey. In November 2017, the evaluators returned to the four schools and distributed the 8-9 months evaluation survey to the students who had provided consent. Any positive changes in the measured knowledge, attitudes and intended interactions of the students would suggest the programme was effective, in the short term and longer term. The surveys included both quantitative and qualitative questions.

For the teachers, only the post-evaluation survey and the 8-9 months survey were distributed. Although it was anticipated teachers would complete a pre-evaluation survey, the teachers’ involvement in helping the evaluators organise the students to conduct their pre-evaluation surveys meant that it was logistically not possible. Surveys distributed to teachers recorded their thoughts and opinions about the programme.

Survey Evaluation Questions

1. In the survey given before the programme (see Appendix 1), immediately after the programme (see Appendix 2) and 8-9 months later (see Appendix 3), students were first asked the questions: “Please describe what you know or understand about asylum seekers” and “Please describe what you know or understand about refugees”.
2. In the survey given before, immediately after the programme, and 8-9 months later, the students were then asked to rate their responses to a range of statements and questions that measure the following:

- **Positivity towards asylum seekers** (question 3). Higher scores indicate higher levels of positivity.
 - **Attitudes towards asylum seekers** (items in question 4). Higher scores on this scale indicate higher levels of positive attitudes.
 - **Behavioural intentions towards asylum seekers** (items in question 5). Higher scores indicate increased likelihood that the student would interact with an asylum seeker.
3. In the survey given immediately after the programme, the students were asked about the usefulness of teaching aids in the programme (items in question 6). Higher scores indicate that the aid was seen to be more helpful in understanding asylum seekers. Students were also asked the qualitative question of why they gave the rating that they did.
 4. In the survey given to students 8-9 months after the programme, the students were asked if they had talked with their family or friends about the programme after they had participated in it, and for anything further they wished to share.
 5. Teachers were given a survey immediately after the programme and asked questions about different aspects of the programme (see Appendix 4).
 6. Teachers were also given a survey 8-9 months after the programme and asked whether they had discussed the issue of asylum seekers with their students since the programme, and whether they thought students had gained more knowledge, positivity and/or empathy about asylum seekers from participating in the programme (see Appendix 5).

Participant Demographics: Students and Teachers

Students were from four schools in the Perth metropolitan area. There were 142 students who completed a survey directly before the programme, 136 who completed a survey directly after the programme, and 125 who completed a survey 8-9 months later. To allow for an accurate evaluation of the impact of the programme on the student's knowledge, attitudes and intended interactions with asylum seekers over time, the student data that we draw on in this report are from those students who completed a survey at all three times (121 students). From this point onwards, only the data of this latter group of students are analysed.

There were 121 students from four different schools (School 1 = 38 students; School 2 = 21 students; School 3 = 28 students; School 4 = 34 students). There were more boys than girls (boys = 65 students; girls = 54 students; did not disclose gender = 2 students).

Before the programme, the students were aged between 10 and 12 years of age (10 years = 29 students; 11 years = 88 students; 12 years = 2 students; did not disclose = 2 students). Directly after the programme, the students were again aged between 10 and 12 years of age (10 years = 30 students; 11 years = 88 students; 12 years = 2 students, did not disclose = 1 student). 8-9 months later, the students were aged between 11 and 12 years of age (11 years = 74 students; 12 years = 45 students; did not disclose = 2 students).

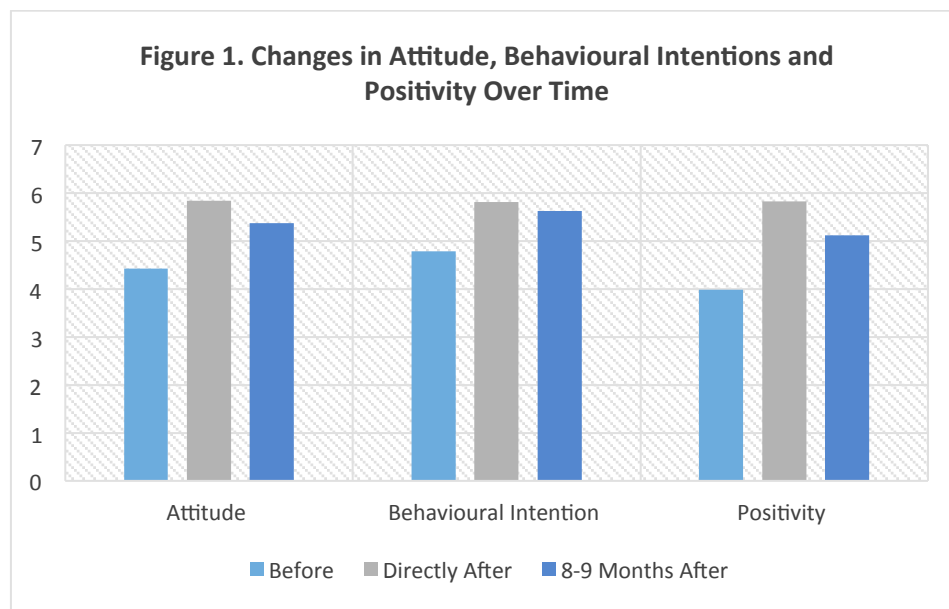
There were 8 teachers who participated directly after the programme and 7 teachers who participated 8-9 months later. Given that the questions for the teachers for the two surveys differs, and the numbers were so small, all of the teacher data is used in this report.

Student Survey Results

Increases in Positivity, Attitudes and Behavioural Intentions Towards Asylum Seekers

As can be seen by Figure 1, there was a significant increase in the single positivity item, the attitude scale, and the behavioural intention scale between the pre and post surveys for the students. All scores were above the midpoint (that is, 4) at both times, but students were significantly more positive about people seeking asylum after the programme on all three scales.

This means the **students had significantly more positive feelings and attitudes about asylum seekers, and were more likely to interact with someone who is an asylum seeker**, both immediately after their participation in the programme and 8-9 months later.



Note: Students were asked to indicate on a 7 point scale the extent of their positive feelings and attitudes towards asylum seekers, and their intentions to interact with an asylum seeker. Higher numbers indicate more positive feelings and attitudes towards asylum seekers, and the more likely it is that they would interact with an asylum seeker.

Gender Differences in Positivity, Attitudes and Behavioural towards Asylum Seekers

There were no differences between girls and boys on the positivity, attitude or behavioural intention scales in the pre-survey. Both girls and boys rated above the mid-point, and therefore on average all students were more likely to be inclined to engage with the asylum seeker than not.

Definition of an Asylum Seeker and Refugee

Coding of Definitions

There were three categories used to code the definitions of “asylum seeker” and “refugee” that were given by the students before the programme, directly after and 8-9 months later: **correct**, **half correct**, and **incorrect**.

Incorrect: This category involved the students either answering incorrectly, reporting that they “didn’t know”, or leaving the question(s) blank. For example:

“Asylum seekers are from another country and they are tourists.”

Student No. 18

“Refugees are people without a home and kind of poor so they live on the streets.”

Student No. 4

If there was no understanding of persecution, responses were coded as incorrect. For example:

“I know that asylum seekers are seeking a better life.”

Student No. 84

“A refugee is a person from a foreign country and has been accepted in a new country.”

Student No. 52

If the answers were incoherent, responses were coded as incorrect. For example:

“They (refugees) are after people from being refugees.”

Student No. 93

If the answers were clearly a guess, responses were coded as incorrect. For example:

"A refugee is someone who has seeking refuge (sic)."

Student No. 51

"They are people who seek asylum."

Student No. 88

Half-correct. This category involved the students answering correctly with respect to some aspects of the definition but incorrectly with others. In the example given below, one student understood that asylum seekers were searching for safety, but also said that they travelled "illegally". With respect to refugees, they understood that they had found safety from persecution but travelled "legally". For example:

"I know that asylum seekers are migrants that are seeking for safety. They are travelling illegally."

"Refugees are people that are travelling legally. They have found safety."

Student No. 37

Correct. A correct response was coded when either category of "asylum seeker" or "refugee" mentioned words like *safe* or *flee* without any glaring mistake like "legality". The visa issue was disregarded (that is, refugees have been granted asylum; asylum seekers have not). This was because of the age of the students; also, we tried not to get too caught up in technicalities. Set out below is an example of a correct response for "asylum seeker" and "refugee" respectively:

"Asylum seekers are people who are threatened by something and is searching for safety."

Student No. 66

"Refugees are people that have (been) granted safety from a country."

Student No. 66

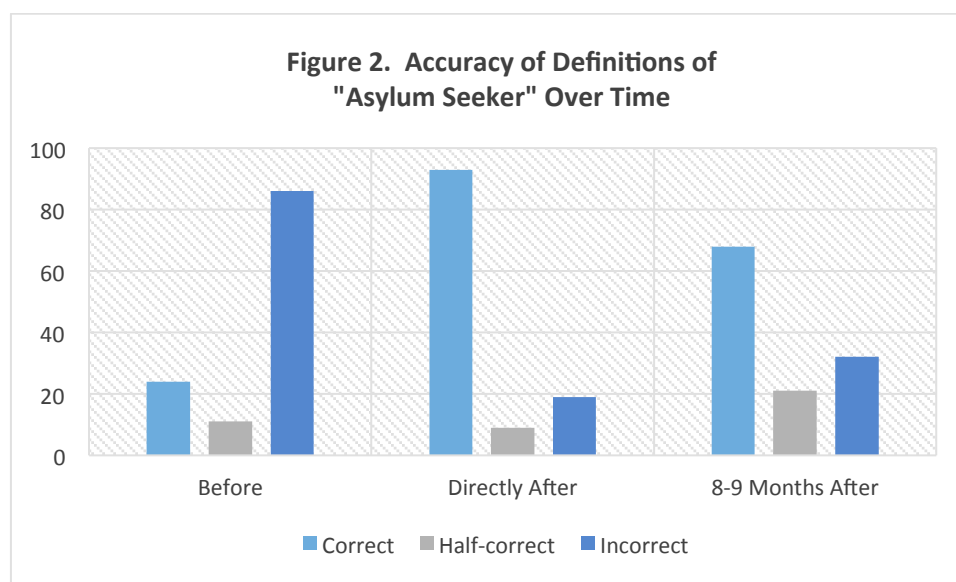
Accuracy of Definitions of “Asylum Seeker”

Before the programme, the majority of students either did not know who an asylum seeker was, left the question blank, or were incoherent in their responses (71%, $n = 86$). The next most prevalent category was the students who did know (20%, $n = 24$), followed by students who were half-correct (9%, $n = 11$).

Directly after the programme, most of the students knew who an asylum seeker was (77%, $n = 93$). The next most prevalent category was the students who didn’t know or left the question blank (16%, $n = 19$), followed by students who were half-correct (7%, $n = 9$).

8-9 months later, over half of the students knew who an asylum seeker was (56%, $n = 68$). The second most prevalent category were students who didn’t know who an asylum seeker was or left the question blank (26%, $n = 32$), followed by students who were half-correct (17%, $n = 21$).

As shown in Figure 2 and the quote below, in general there were improvements in students’ knowledge regarding who an asylum seeker was, even 8-9 months after the programme.



Note: Students were asked to describe who they thought an asylum seeker was. Responses were coded as either correct, half-correct or incorrect.

Overall, there were improvements with student's accuracy in defining an asylum seeker. For example:

Before the programme:
"I don't know what a (sic) asylum seeker is".

Immediately after the programme:
"People running from their homeland from war or other things. But they may not be able to have safety and be sent back".

8-9 months later:
"Asylum seekers are people that leave their country and go to another place far away to be safer."

Student No 29

However, a number of students did not remember what they had learned 8-9 months later. For example:

Before the programme:
"I don't know anything about asylum seekers but I think they are bad".

Immediately after the programme:
"Asylum seekers are people that had to move away from their country and had to move somewhere else. They moved because there are wars in their country or they are not wanted iin (sic) the country".

8-9 months later:
"Forgot what they are. Something close to a refugee."

Student No 25

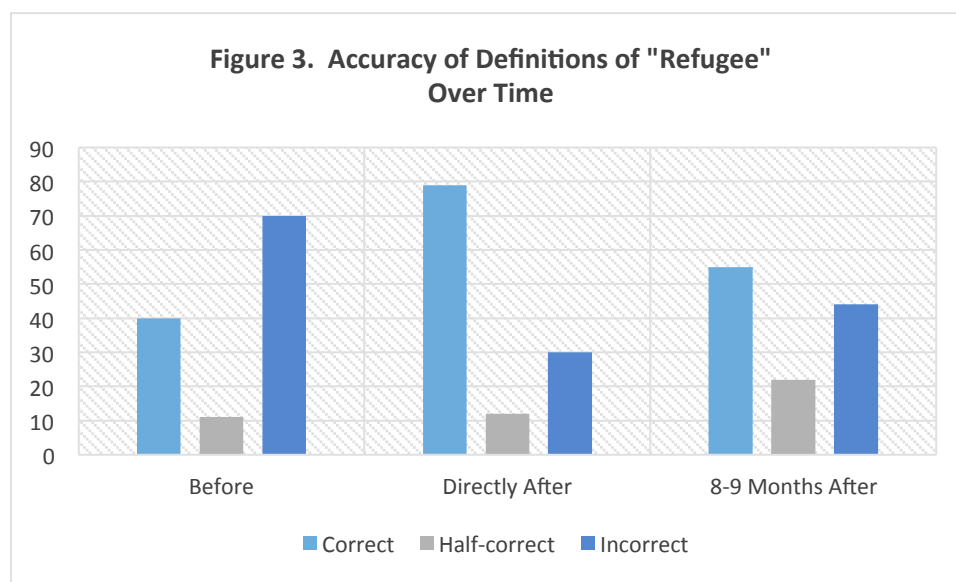
Accuracy of Definitions of “Refugee”

Before the programme, over half of the students either did not know who a refugee was or were incorrect (58%, $n = 70$). The next most prevalent category was students who did know who a refugee was (33%, $n = 40$), followed by students who were half-correct (9%, $n = 11$).

After the programme, almost two-thirds of the students knew who a refugee was (65%; $n = 79$). The second most prevalent category was students who didn’t know who a refugee was or left the question blank (25%; $n = 30$), followed by students who were half-correct (10%; $n = 12$).

8-9 months later, just under half of the students knew who a refugee was (46%; $n = 55$). The second most prevalent category were students who did not know who a refugee was or left the question blank (36%; $n = 44$), followed by students who were half-correct (18%; $n = 22$).

See Figure 3 below for a graphical description of the definitions of refugees at all three times. As can be seen by that graph, and similar to the asylum seeker definitions, some of the students’ memory of these definitions became less accurate over time. However, the responses were still more accurate directly after the programme, and 8-9 months later.



Note: Students were asked to describe who they thought an asylum seeker was. Responses were coded as either correct, half-correct or incorrect.

Overall there were improvements with the definitions given by students even 8-9 months later. For example:

Before the programme:
"They are people who have left their country for some reason and have come to a different country to live there".

Immediately after the programme:
"A refugee is an asylum seeker that has been accepted into the country".

8-9 months later:
"Refugees are asylum seekers that have been processed and are now living a normal life."

Student No 36

However, a number of students did not remember what they had learned 8-9 months later. For example:

Before the programme:
"Refugees are people who have left the country for some reason and have come to a different country to live a happier life".

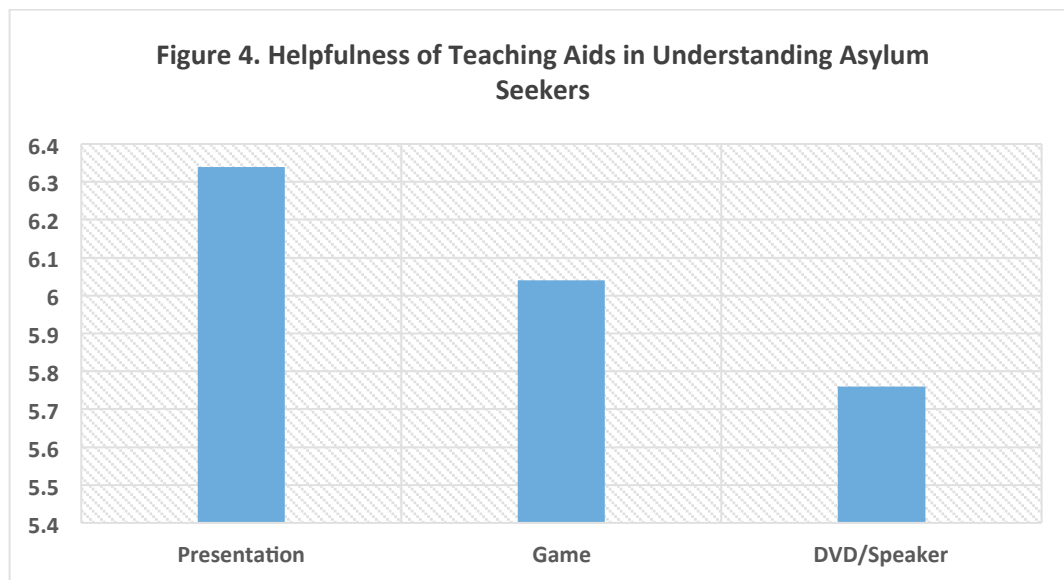
Immediately after the programme:
"Refugees are people who have arrived in Australia and had to flee their country for some reason".

8-9 months later:
"Refugees are people who came from a bad place and then came to a place by boat. When they are in the detention center they wait for their visa and when they have there (sic) visa they are a refugee."

Student No 33

Helpfulness of Teaching Aids

With regard to helpfulness of the teaching aids (presentation; game; DVD), qualitative results indicated that all three aids were seen by the students to be helpful. All three aids were well above the midpoint of 4, as can be seen in Figure 4, although there were differences between the perceptions of their effectiveness. The presentation was seen as significantly more helpful than the game and the DVD, and the game was seen as significantly more helpful than the DVD. In short, the presentation was seen to be the most helpful.



Note: Students were asked to indicate on a 7 point scale how helpful each of the teaching aids were in helping them understand asylum seekers. Higher numbers indicate the more effective the teaching aid was in helping them understand asylum seekers.

Please note, however, that these questions were only included in the survey given to students immediately following the programme. In addition, one of the classes surveyed did not see the DVD and two other classes only saw part of the DVD.

The Presentation

Most students reported that the presentation helped them understand about asylum seekers. The three major themes in order of prevalence were that the presentation gave them **information** (63%, $n = 76$) they did not have before. For example:

"(The presentation) helped me a lot because I did not know a lot about the asylum seekers and how they come (sic) over."

Student No. 107

The next most common theme was that the **presentation was helpful** (12%, $n = 15$). For example:

"There was an awesome presentation and video clips".

Student No.141

The final theme was that the presentation provided **information and helped them feel empathy towards asylum seekers** (11%, $n = 13$). For example:

"I didn't know what an asylum seeker was and I didn't know what it would be like to be in their shoes."

Student No. 68

There were two students who were **negative about the presentation** (2%, $n = 2$). For example:

"(The presentation was) confusing".

Student No. 17

The Game

Most students reported that the game helped them understand asylum seekers. The two major themes in order of prevalence were that the game helped the students **empathise** (55%, $n = 66$) with asylum seekers including affective (emotional) and cognitive elements. This category went beyond information to feelings and understanding. For example:

"(The game was helpful) because it put me in their shoes and it showed me how terrifying it is."

Student No. 50

The second theme was that the game helped them understand asylum seekers by giving them **information** (24%, $n = 29$) they did not have before. Many responses revolved around how much asylum seekers could take with them when they fled their country. For example:

"I learnt that asylum seekers can take very little with them".

Student No. 66.

There were 6 students who were **negative about the game** (5%). For example:

"(The game) didn't help much because I already understood what they were going through."

Student No. 50

"The game was very unhelpful because it didn't give me a perspective on what an asylum seeker's life is like."

Student No. 58

The DVD

Most students reported that the DVD helped them understand asylum seekers. The most common theme was that it helped them feel **empathy and emotion towards asylum seekers** (31%, $n = 37$) with comments including:

"(The DVD) made me get into some of else's shoes."

Student No. 54.

"(The DVD) told an honest opinion and made you imagine you were a refugee".

Student No. 18

Included in this category are a small number of students who reported a sense of being thankful for their own life. For example:

"(The DVD) showed us what it was like and how lucky we are. I didn't understand but I now do".

Student No. 31

The second most common theme was that the DVD provided useful **information** (24%, $n = 29$). Comments included:

"(The DVD) helped a lot because I understood a bit but the video helped me and made it more clear."

Student No. 30

The third most common theme was the DVD involved **a real person** (16%, $n = 19$). For example:

"The DVD was the most helpful because it was explained by a kid who had experienced the situation".

Student No. 14

There were 5 students who were **negative about the DVD** (4%). Comments included:

"because (the DVD) were animations so it didn't really help".

Student No 67

Teacher Survey Results

Impressions of the Programme

All of the teachers provided positive responses to the question of their impressions immediately following the programme, including:

"The children responded well. They posed questions and were reflective at the end of the movies."

Teacher 2

"A very important program for young people that presents complete focus in an easy to understand way."

Teacher 4

Most Useful and Least Useful Aspects of the Programme

Three of the teachers thought the videos were the most useful aspect of the programme. For example:

"The short films were at times confronting however the students seemed to respond to deeper level after seeing them. The quizzes were well received."

Teacher 2

Two of the other teachers thought the game was most useful. The two remaining teachers spoke more generally about the way in which the programme encouraged students to feel empathy towards asylum seekers. For example:

"(The programme is most useful in) developing empathy through learning about the difficulties forced by asylum seekers."

Teacher 6

Only two teachers left a response to the question about what they thought was the least useful aspect of the programme:

"I don't think so, but there was a bit of fiddling and loss of concentration during long listening period."

Teacher 1

"We have to be careful because there were people in this class who have come from some of these third world (countries)"

Teacher 3

No teachers provided any specific details on aspects of the programme that the students might find difficult to understand.

Suggestions on How to Improve the Programme

One teacher provided useful feedback about how to improve the presentation, game and DVD:

"The students were required to sit still for a long period of time (1 hours). More movement would be useful. Sound effects/animations would also improve the simulation."

Teacher 6

Perceptions of the Programme Facilitator

Overall, the teachers expressed very positive comments regarding how well the facilitator of the programme engaged with the students. For example:

"Extremely well. Very warm and open to all questions. Very caring and respectful to all students."

Teacher 2

However, one teacher expressed some negativity in regards to the programme facilitator:

"Well, attempted to get all motivated".

Teacher 5

Intentions to Discuss the Content of the Programme

All teachers indicated immediately after the programme that they intended to discuss the content of the programme with the students in the future, and they reported 8-9 months later that they had.

Perceptions of Students' knowledge and Positivity 8-9 months later

8-9 months after the programme, most teachers (6 out of 7) reported that they thought the students had since exhibited greater knowledge and positivity towards asylum seekers, and most teachers (5 out of 7) reported that the students had exhibited greater empathy towards asylum seekers.

Conclusion from Teacher Survey Results

Overall, these **results indicate that the teachers felt very positive about the programme** in the short and longer term. Given that the teachers reported that asylum seeker issues were incorporated in lessons after the programme, this suggests that the programme had set the stage for more positive attitudes to occur.

Conclusions

For students, both the qualitative and quantitative results indicate that the programme was effective in increasing the students' positivity, attitudes, and intended interactions towards asylum seekers in the short term and longer term. Although all teaching aids were reported by the students as being effective, the presentation was seen as most effective followed by the game, and then the DVD.

There was also a positive change with students' knowledge of refugees and asylum seekers in terms of how accurately they could provide definitions for each of the categories, both in the short term and longer term. However, given the decrease in scores from immediately after the programme to 8-9 months later, it may be helpful for teachers to remind students of these definitions when bringing up the issue in future classes. Finally, most of the conversation about asylum seekers remained within the classroom setting; however, when it was talked about outside class, the content tended to be empathic towards asylum seekers.

8-9 months after the programme, the teachers felt very positive about the programme although some teachers reported some negative issues (that they were a little pressed for time; student diversity was sometimes an issue; a co-operative learning exercise or interactive game would be helpful; and sound effects/animations would help). However, most teachers reported that they thought the students exhibited greater knowledge, positivity, and empathy towards asylum seekers during this time period following the programme.

It should be stressed that all teachers followed up on the asylum seeker programme throughout the 8-9 month period; that is, they incorporated asylum seeker issues in other classes. It is therefore likely that the 'In Search of Safety' programme was effective in itself, but that it also set the stage for more positive attitudes to occur.



APPENDIX 1- In Search of Safety: Student Pre-survey

Your Code: _____

(This is the name of your favourite animal and the day of the month that you were born. For example, if your favourite animal is a cat and you were born on 22 November, your code would be Cat 22.)

Date: _____

School: _____

What is your age? _____

What is your sex? _____

1. Please describe what you know or understand about asylum seekers.

2. Please describe what you know or understand about refugees.

3. Please rate how positive you feel about asylum seekers by circling a number from 1 to 7 to show your thoughts.

1	2	3	4	5	6	7
Not at all positive		Neutral			Very positive	

4. Please rate how much you agree or disagree with each of the following sentences by circling a number from 1 to 7 to show your thoughts.

It must be scary for asylum seekers when they arrive in a new country.

1	2	3	4	5	6	7
Strongly disagree		Unsure			Strongly agree	

We should be nice to asylum seekers and help them settle in.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

Based on what I know about asylum seekers, I like them.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

I would like to have asylum seekers in my class.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

I would like to play a game with asylum seekers in the playground.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

5. Next, we would like you to imagine you are at a park meeting someone who is an asylum seeker. He/she is the same age as you. Thinking about this, please answer the following questions by circling a number from 1 to 7 to show your thoughts.

How happy are you to meet him/her?

1	2	3	4	5	6	7
Very unhappy ☹️			Unsure		Very happy 😊	

Would you hang out with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

Would you play a game with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

APPENDIX 2 - In Search of Safety: Student Post-survey

Your Code: _____

(This is the name of your favourite animal and the day of the month that you were born. For example, if your favourite animal is a cat and you were born on 22 November, your code would be Cat 22.)

Date: _____

School: _____

What is your age? _____

What is your sex? _____

1. Please describe what you know or understand about asylum seekers.

2. Please describe what you know or understand about refugees.

3. Please rate how positive you feel about asylum seekers by circling a number from 1 to 7 to show your thoughts.

1	2	3	4	5	6	7
Not at all positive		Neutral		Very positive		

4. Please rate how much you agree or disagree with each of the following sentences by circling a number from 1 to 7 to show your thoughts.

It must be scary for asylum seekers when they arrive in a new country.

1	2	3	4	5	6	7
Strongly disagree		Unsure		Strongly agree		

We should be nice to asylum seekers and help them settle in.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

Based on what I know about asylum seekers, I like them.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

I would like to have asylum seekers in my class.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

I would like to play a game with asylum seekers in the playground.

1	2	3	4	5	6	7
Strongly disagree			Unsure		Strongly agree	

5. Next, we would like you to imagine you are at a park meeting someone who is an asylum seeker. He/she is the same age as you. Thinking about this, please answer the following questions by circling a number from 1 to 7 to show your thoughts.

How happy are you to meet him/her?

1	2	3	4	5	6	7
Very unhappy ☹️			Unsure		Very happy 😊	

Would you hang out with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

Would you play a game with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

6. What did you think about each of the following:

How much did the presentation help you to understand asylum seekers?

1	2	3	4	5	6	7
Very unhelpful			Unsure		Helpful	

Why?

How much did the game help you to understand asylum seekers?

1	2	3	4	5	6	7
Very unhelpful			Unsure		Helpful	

Why?

How much did the DVD or the talk by the person who was a refugee help you to understand asylum seekers?

1	2	3	4	5	6	7
Very unhelpful			Unsure		Helpful	

Why?

APPENDIX 3 - In Search of Safety: Student 8 Months Post-survey

Your Code: _____

(This is the name of your favourite animal and the day of the month that you were born. For example, if your favourite animal is a cat and you were born on 22 November, your code would be Cat 22.)

Date: _____

School: _____

What is your age? _____

What is your sex? _____

1. Please describe what you know or understand about asylum seekers.

2. Please describe what you know or understand about refugees.

3. Please rate how positive you feel about asylum seekers by circling a number from 1 to 7 to show your thoughts.

1	2	3	4	5	6	7
Not at all positive		Neutral		Very positive		

4. Please rate how much you agree or disagree with each of the following sentences by circling a number from 1 to 7 to show your thoughts.

It must be scary for asylum seekers when they arrive in a new country.

1	2	3	4	5	6	7
Strongly disagree		Unsure		Strongly agree		

We should be nice to asylum seekers and help them settle in.

1	2	3	4	5	6	7
Strongly disagree		Unsure			Strongly agree	

Based on what I know about asylum seekers, I like them.

1	2	3	4	5	6	7
Strongly disagree		Unsure			Strongly agree	

I would like to have asylum seekers in my class.

1	2	3	4	5	6	7
Strongly disagree		Unsure			Strongly agree	

I would like to play a game with asylum seekers in the playground.

1	2	3	4	5	6	7
Strongly disagree		Unsure			Strongly agree	

5. Next, we would like you to imagine you are at a park meeting someone who is an asylum seeker. He/she is the same age as you. Thinking about this, please answer the following questions by circling a number from 1 to 7 to show your thoughts.

How happy are you to meet him/her?

1	2	3	4	5	6	7
Very unhappy ☹️		Unsure			Very happy 😊	

Would you hang out with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

Would you play a game with him/her at the park?

1	2	3	4	5	6	7
Not at all			Unsure		Very much	

6. After you participated in the In Search of Safety program in your class:

Did you talk to your family about asylum seekers?
If yes, what did you talk about?

Did you talk with your friends about asylum seekers?
If yes, what did you talk about?

Is there anything else about this topic that you would like to share with us?

APPENDIX 4 - In Search of Safety: Teacher Post-survey

Please include your own **anonymous personal code** by providing the first two letters of your mother's first name and the first two digits of your birthdate (that is, the day of the month).

Thus your code will be made up of two letters and two numbers, for example: "DE22"

Personal Code: _____

Date: _____

School: _____

1. Please describe what you know or understand about asylum seekers.

2. Please describe what you know or understand about refugees.

3. Please rate how positive you feel about asylum seekers by circling a number from 1 to 7 to show your thoughts.

1	2	3	4	5	6	7
Not at all positive			Neutral		Very positive	

4. What are your impressions of the In Search of Safety Program?

5. What aspects of the program do you think were most useful for the students in learning about asylum seekers?

6. Were there aspects that were not useful for the students in learning about asylum seekers? If so, how could this be improved?

7. Were there aspects of the program that were difficult for the students to understand? Can you recommend how this could be improved?

8. Do you have any specific comments about the Presentation, Simulation Game and the DVD/ Guest Speaker aspects of the program that could be improved or delivered differently?

9. How well do you think the facilitator of the program engaged the students?

**10. Do you intend to discuss the issue of asylum seekers further in future classes?
(please circle appropriate number)**

0	1	2
No	Unsure	Yes

If yes, in what way?

APPENDIX 5 - In Search of Safety: Teacher 8 Months Post-survey

Please include your own **anonymous personal code** by providing the first two letters of your mother's first name and the first two digits of your birthdate (that is, the day of the month).

Thus your code will be made up of two letters and two numbers, for example: "DE22"

Personal Code: _____

Date: _____

School: _____

1. Did you discuss the issue of asylum seekers with the children over the last 8 months?
(please circle appropriate number)

0	1	2
No	Unsure	Yes

If yes, in what way?

2. Reflecting on the past eight months, do you think the In Search of Safety program helped your students to gain knowledge about issues relating to asylum seekers? If yes, do you have any examples of this? If no, why do you think that is?

(Please do not include student names or any identifying information in your response.)

3. Do you think the In Search of Safety program helped your students to gain a more positive attitude towards asylum seekers? If yes, do you have any examples of this? If no, why do you think that is?

(Please do not include student names or any identifying information in your response.)



4. Do you think the In Search of Safety program helped your students to gain more empathy towards asylum seekers? If yes, do you have any examples of this? If no, why do you think that is?

(Please do not include student names or any identifying information in your response.)
