



Refugee Awareness Workshops

Holy Rosary and St Anne's Catholic Primary School

Evaluation Report May 2016

In May 2016 Nola was invited to Holy Rosary and St Anne's Primary as part of their Sanctuary Week. Here she delivered a refugee awareness presentation to school staff, an information session to around 15 parents, some of whom were from asylum seeking and refugee backgrounds. Nola also delivered a whole school assembly using the story of Paddington Bear and delivered a further two interactive refugee awareness workshops with Year 5 and 6.

All of the sessions aimed to promote greater understanding of issues relating to refugee communities and explore creative ways to ensure schools and wider communities are safe, supportive, welcoming and inclusive for all.

This report summarises feedback from the sessions.

Awareness Presentation for Staff as part of CPD

Staff shared that they learnt the following:

- “The situation is certainly not as the media portrays it”
- “The UK doesn’t take many asylum seekers compared to other countries”
- “The reality and accuracy of statistics / definitions / terminology”
- “The difference between the terms migrants, refugees etc
- “The different rights of refugee and asylum seekers. The challenges faced to get refugee status.”
- “The difference between an asylum seeker and a refugee”
- “That even know I know this stuff, it still makes me want to cry”
- “Different groups and knowing that the media isn’t always representative of the actual numbers”
- “That asylum seekers cannot work”
- “How difficult it is for families who are seeking asylum in this and other countries”
- “That there are far less refugees and asylum seekers in the UK than I thought”
- “Statistics and how we need to think about humans and not just people coming over for the sake of it”
- “National statistics”
- “That a refugee is accepted (given permission) to live here”

Staff described the session as:

Very Interesting

Helpful

Relevant to our school

Hard - especially the video clip, it really hit home even after seeing the pictures in the media.

Very enlightening

Eye opening

Useful

Very informative

Reassuring that despite the behaviour of our media there are people getting the truth out there.



After the session staff said they will:

- Be more aware. Put things into perspective, after the media 'hype'
- Have more understanding of the situation
- Think of more ideas for sanctuary week
- Watch the news more carefully
- Be more empathic and less desensitized the media coverage of war
- Think about this situation and people in a different way
- Work harder to challenge negative attitudes
- Be more open minded and empathetic in different situations
- Try to be more aware of refugee and asylum seeker children's needs
- Think twice about the media
- Have a much better understanding / awareness
- I will look into donating food
- Keep encouraging our parents to ask for help and build up their trust
- Be more aware

Staff identified the following as the most helpful parts of the session:

- The facts and figures
- The description of the different groups
- The realisation of the length that families go to
- The video
- The Statistics, practical solutions in the class room, links to websites
- The websites about where we can find help for families and children
- The up to date figures
- Seeing how refugees are dispersed
- The statistics - Loved them!
- The statistics and the video opened my eyes
- The statistics V's media comparisons
- The personal stories
- I found all parts informative and it opened my eyes more to what is happening
- The statistics about different countries

Staff suggested that the session could be improved by:

- Making it more interactive
- More activities
- More time for discussions
- More videos
- Having a longer session
- Having this session before the previous session that was delivered by the university

Staff would like additional information or training on:

- Knowledge of where to signpost families for community support
- How people can be helped
- Ideas for sanctuary week
- Our community based support
- Peoples culture and how the government wants to resolve the situation in the future
- How we might be able to support families through this process
- The help available during the transition period
- What more can be done to support these families
- Helping refugee children adjust to UK school life
- How to help children in class who are refugees
- Supporting refugees in my class
- More about how I can help
- What happens to families that don't have homes and children with no school places
- I would like to know more about how to support specific children in my class

Further comments:

- "Thank you for the session and the information. The clear way it was delivered. It was easy to understand."
- "Thank you very much for a very interesting session"
- "There was lots of interesting information"
- "There should be more awareness in more schools, especially 'leafy lane' settings"
- "Very informative."
- "Thank you, it was very good. I can tell you are very informed and passionate, which came through in the presentation."
- "We are happy to be part of this meeting"
- "Thank you"

Awareness Raising Workshop for Year 6

Each child completed a pre and post workshop form. They were asked to work independently and reassured that this wasn't a test it was just to find out what they already knew about the subject topic.

A summary of responses before the workshop:

4% of children were able to describe the term 'asylum seeker'

21% of children were able to describe the term 'refugee'

41% of children were able to say why an asylum seeker or refugee would move to the UK

72% of children thought that most of the world refugees lived in the UK and Europe

79% of children were able to say what they could do to welcome a new refugee to their school

4% of children were able to name a famous refugees

After the workshop:

82% of children could described why a refugee would move to the UK

100% identified that that most of the world's refugees live in Africa, Asia and the Middle East.

100% of children reported that they understood the all or most of the workshop

100% of children said that they found the workshop interesting

100% of children could list at least one difficult emotions that refugees children may feel when first starting a new school

100% children could suggest positive things that they could do to welcome and support new arrivals

65% of children said that their favourite part of the session was Hamid's Story

35% of children said their favourite part was the throw and catch game 'if you had to leave your country quickly, what would you take?'

Additional comments by children in Class 6:

"Thank you"

"It was fun"

"How do people get across the borders with weapons?"

"Did you know Miss Nola, Hamid's name means courage and he did show a lot of courage"

Awareness Raising Workshop for Year 5

Before the workshop:

0% of children were able to describe the term 'asylum seeker'

11% of children were able to describe the term 'refugee'

20% of children were able to say why an asylum seeker or refugee would move to the UK

80% of children thought that most of the world refugees lived in the UK and Europe

80% of children were able to say what they could do to welcome a new refugee to their school

17% of children were able to name a famous refugees

After the workshop:

93% of children could describe why a refugee would move to the UK

96% correctly identified that that most of the world's refugees live in Africa, Asia and the Middle East.

100% of children reported that they understood the all or most of the workshop

100% of children said that they found the workshop interesting

100% of children could list at least one difficult emotions that refugees children may feel when first starting school

100% children could suggest positive things that they could do to welcome and support someone new

45% of children said that their favourite part of the session was watching Hamid's Story

14% of children said their favourite part was the throw and catch game 'if you had to leave your country quickly, what would you take?'

8% of children said their favourite part was the communication game

8% of children said their favourite part was learning about famous refugees

Additional comments by children in Class 5:

"It made me worry about my brother in Ethiopia, but I'm glad you showed the film, you should keep showing it"

"I liked it all the most, thank you and I want to see you again!"

"I hope you come again"

"It was fun!"

"I really liked this session with you and I'm happy refugees are getting help"

"I really liked all of this lesson and I didn't know so many famous people were refugees"

"It was awesome!"

"It wasn't long enough!"

"I learn a lot about where refugees go"

"Do people still move for safety?"

"I liked the teacher that came"

"Thank you for a wonderful session Nola"

"How is Rita Ora a refugee?"



Children's ideas for welcoming others



An example of a pre and post workshop form:

Refugee Awareness Workshop - Before

Date: 23rd / School/Setting: Holy Trinity Age: 10

1. Have you heard of the term asylum seeker?

Yes No

It means.....

2. Have you heard of the term refugee?

Yes No

It means...people going other countries

3. Why would an asylum seeker or refugee move to the UK?

because they move to the UK to help other different languages and to help

4. Where do most of the worlds refugees go?

a) UK and Europe b) America c) Africa, Asia and the Middle

5. If a refugee child started at your school or moved into your neighbourhood, what could you do to welcome them? be there if they don't do anything about the neighbourhood

6. Can you name any famous refugees?

Refugee Awareness Workshop - After

1. Why would an asylum seeker or refugee move to the UK?
They would move if something is going on in their country like war for safety

2. Where do most refugees go?

a) Europe b) America c) Africa, Asia and the Middle East

3. Did you understand today's session?

All of it Most of it Some of it None of it

4. Did you find today's session interesting?

    

A lot A little Not sure Not really Not at all

5. How might a refugee child feel when they start a new school in the UK?
worried and scared because they go into a new school and don't any of language they talk

6. What can you do to help?
teach them english and if find it hard show them the object like a pencil.

7. Which part of the session did you like the best?
I liked where we note down what we would do if someone from another country came to this school

8. Do you have any other comments?
I like the teacher and what did to come to our school

Safeguarding

One child became upset during a workshop as the video triggered some difficult memories for him. Staff were able to offer immediate support and some time out of the classroom. He returned to the session feeling happier. Nola followed up and had some 1:1 time with him during the lunch break to talk things through. A case recording was shared with school and pastoral staff followed up with him again later that day. He reported and feeling a lot better after having a safe space to open up, be heard and reassured.

Information Session for Parents:

The parent's session was attended by around 15 mums and one grandmother. The group engaged extremely well in the session and asked many interesting questions. Some women shared personal experiences and others were able to listen and learn. Parents were consulted with about the content for the children's workshops. They all gave very positive feedback and there was a consensus in the group that they were grateful and happy that their children were going to be learning about this subject. Information was given to some of the women in the group from asylum seeking and refugee backgrounds. This included; community ESOL classes across the city, women's groups, and advice, advocacy and information sessions being run across the city by refugee and other organisations.

Juliette followed up by contacting Nola after the session to ask for some advice about family reunion and legal support on behalf of one of the parents that comes to the group. Nola was able to follow up with some information about the Red Cross and various legal firms that specialise in immigration and that may be able to offer legal aid.

Juliette and Nola discussed the opportunity for working together again in the future on a communication project to give parents a voice, promoting the spirit of welcome and celebrating diversity.

Opportunities for future partnership working between Nola and school:

- Running a project which captures children and parents voices about sanctuary, welcome, cultural diversity and inclusion.
- Further training opportunities to support staff in the areas that they identified.
- Further information for staff so they feel confident about where to sign post and refer families and children to for further support.
- Support with delivering further projects which embed a culture of welcome within school, for example setting up a peer buddy scheme and welcome and induction resources.