Assessing the Effectiveness of Show Racism the Red Cards' 'Migration. Making Britain Great' Programme

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**TABLE OF CONTENTS**

Acknowledgments ........................................... 3  
Executive Summary ........................................ 4  
1. Introduction ........................................... 5  
   1.1: Overview ........................................ 5  
   1.2 Background ....................................... 5  
   1.3 Key concepts ..................................... 6  
   1.4 Methodology and limitations of the report ....... 7  
Key Findings ............................................. 9  
   Operations and logistics / materials and technology 9  
   2.1: Engagement ...................................... 9  
       2.1.1 Willingness to contribute and share ....... 10  
       2.1.2 Collaboration with teaching materials ... 10  
   2.2: Delivery ......................................... 11  
       2.2.1: Content and Structure of Programme ... 11  
   2.3: Operations and Logistics ....................... 13  
       2.3.1 Communication .............................. 14  
       2.3.2 Work booklet ............................... 14  
2. Results .................................................. 16  
3. Recommendations ....................................... 20  
Bibliography ............................................... 22
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Executive Summary
The unprecedented increase in the UK’s migration population moving into the 21st century is an issue faced with hostility and anxiety from both the British public and the media. According to research (Crawley, McMahon and Jones, 2016) there is a growing concern for the increase in anti-immigrant propaganda within media discourse and the negative influence this may have on the public perception of migrants. For example, migrants are branded as a threat to British citizens’ employment status by the media. Focusing specifically on the migration situation in the UK, we can see a consistent increase in migration rates within the country since 1993 (Clark, 2024). This has been coupled with figures revealing that 70% of hate crimes within the UK are racially motivated, as outlined by (Home Office, 2023),

In response to this, SRtRC, in collaboration with IMIX and Migrant Voice, have formulated a programme to deliver an in-depth education, through their ‘Migration. Making Britain Great’ (MMBG) programme. To celebrate migration, the MMBG programme explores growing cultures and establishes a greater understanding of the historical context of migration and the current misconceptions surrounding it. Introducing students to key terms: asylum seeker, refugee, migrant and ex-pat to ensure they are able to use these effectively in the future, were all key aims of the programme.

Our work has been concerned with assessing the effectiveness of SRtRC’s MMBG programme to formulate recommendations, based on our findings. The assessment was concerned with measuring the change in students' understanding facilitated through observational research, focus groups and surveys before and after the programme was carried out. This mixed methods approach helped us conclude areas of effectiveness during the programme, key findings and also recommendations to enhance its operation, should it be distributed elsewhere.
1. Introduction

This report will assess the effectiveness of SRtRC’s MMBG Programme. Firstly, an overview of SRtRC and the MMBG programme will be provided, followed by a section on the background of the programme, key concepts and the methodology used in the research. Secondly, we will discuss our key findings from the data collection and lastly, we will conclude with our recommendations for the programme.

1.1: Overview

SRtRC stands as the foremost anti-racism educational charity in the UK, conceived in January 1996 with support from Shaka Hislop, the then Newcastle United goalkeeper. SRtRC has used football and its stars as a powerful platform to effectively combat racism within society and has extended its reach to include additional sports. The organisation primarily focuses on conducting educational workshops for both young individuals and adults in schools, workplaces, and football stadium events. Annually, SRtRC enriches over 50,000 people across the UK through its educational programmes and organises the country's most significant equalities-themed School Competition. By 2023, SRtRC celebrated a significant achievement by engaging over one million participants in its diverse programmes.

1.2 Background

Why is the programme necessary?

The schools chosen for the pilot sessions are ethnically diverse and admit new migrant pupils to their school on a regular basis. This is reflected in the wider UK school system, in 2019 9% (1,082,000) of children living in the UK were born abroad, the majority of whom will be in the state school system according to Fernández Reino, M. (2022). The programme is necessary because migrants are exposed to discrimination and racism, socially and politically. For example, Townsend (2023) reported that unaccompanied asylum-seeking children at a Home Office-run hotel in Brighton were subjected to threats, racial abuse, and emotional distress by staff, leading to their exploitation by criminals. In addition, the proposed Rwanda bill further alienates migrants and fosters negative connotations towards them.

The MMBG Programme

The North East education team, with help from their partners IMIX and Migrant Voice, has been carrying out a programme called MMBG. SRtRC has used four schools in the Tyne and Wear area and has delivered the programme at each school over four weeks. This project aims to counter and alter the negative narrative surrounding migration in the UK through education about
the positive effects of migration and celebration of the achievements of migrants in Britain. Additionally, MMBG aims to show pupils that they share connections with migrants even though they are from different countries. The programme explores themes such as: identity and belonging, celebrating migration, people seeking sanctuary, speaking up and action. Pupils are provided with branded tote bags containing a workbook, a pen, a band and a badge. The workbook guides children through the presentations and provides them with the opportunity to answer migration-themed questions, engage with their critical thinking skills and have a bank of information to look back on after the programme is finished, reinforcing learnt material. Migrant Voice have provided short videos from migrants who speak about their different experiences of migration to Britain.

Integration of Child migrants into schools
Migrants, particularly refugees, frequently originate from nations plagued by human rights abuses and conflicts. As a result, these nations are often depicted in negative terms by media outlets, which serve as the sole sources of information for parents, teachers, and students. Kum (2020) suggests this portrayal restricts the recognition of any positive attributes these nations may exhibit and so fosters biases and unfavourable stereotypes, influencing how migrant pupils are perceived and understood as models of their countries’ perceived deficiencies and not as individuals. Show Racism the Red Card (2023) highlights that the MMBG programme encourages pupils to welcome new migrants to their school, so that everyone feels valued and welcome.

1.3 Key concepts

What is migration/a migrant?
Migration refers to the process where individuals or groups move from one location, region, or country to another with the intention of settling there. The MMBG programme describes a migrant as ‘a person who lives outside their native country’. The word ‘migrant’ is often used as an umbrella term when describing a refugees or asylum seekers which is problematic as it overlooks the distinct legal and social contexts that define each group.

What is an ex-pat?
The MMBG programme describes an ex-pat as ‘a person who move from one place to another, especially in order to find work or better living conditions’. Ex-pats or expatriates often connote a higher-economic status move and thus are written/spoken about more favourably by media platforms.
What is a refugee?
The MMBG programme describes a refugee as ‘a person who has been forced to leave their country in order to escape war, persecution or natural disaster’.

What is an asylum seeker?
The MMBG programme defines an asylum seeker as someone who, like a refugee, is ‘seeking international protection from dangers in their home country but isn’t legally allowed to stay yet’.

1.4 Methodology and limitations of the report

This research had the following aims:

1. Assessing students' initial understanding of the crucial concepts: migrants, refugees, and asylum seekers.
2. Determining the effectiveness of the SRtRC programme in educating students about migration.
3. Exploring how students' perceptions of migration have evolved over the course of the programme.

For our data collection we used a mixed methods approach to obtain quantitative and qualitative data. We gave the pupils in-person surveys both before and after the programme was delivered, we observed 12 sessions of the programme being delivered at four schools and we carried out focus groups with the teachers both before and after the programme was delivered. Data for this research was collected between 26th January 2024 and 27th March 2024.

In-person survey

We gave the pupils who took part in the MMBG programme from all four schools a survey before and after the delivery of the programme. We did this to capture what their ‘pre-programme’ knowledge of, and attitudes towards, migrants/migration was and then to see whether that changed after the programme was delivered. We received 110 responses to both surveys making the quantitative data representative and valuable to our report.

Focus groups

We carried out eight face-to-face focus groups with the teachers from each of the classes who experienced the programme from the four schools. Although we managed to have focus groups with teachers across all schools, some of the focus groups consisted of only one teacher and the
others had a maximum of three teachers. This may have resulted in responses with limited perspectives, and, without the group dynamic of focus groups, it is more difficult to draw broader conclusions from views, which may also not be as representative as views from a larger focus group.

Observational research
We observed a total of 12 sessions across the four schools allowing us to gain insight into how the programme was physically delivered in person from start to finish without any timetabling issues. We also benefitted from observing the programme being delivered by three different SRtRC employees, two delivered the first eight sessions together and the other delivered the final four sessions. Although the material was identical for both deliveries, we could see how nuances in the style of delivery impacted the programme’s effectiveness.

Additional Limitations
We would have liked to work with the pupils directly however ethical considerations meant we were unable to. We would have liked to carry out focus groups with some of the pupils to discover their opinions on the programme which would complement the quantitative nature of our survey.
Key Findings

The extensive planning and consideration by SRtRC ensured students could engage fully with the programme and meet the objectives of the MMBG programme. We observed the material was accessible for all students, including English as an Additional Language (EAL) students and those who required extra support. This was achieved through establishing hand signals from the first session as a form of non-verbal communication.

The encouragement from the SRtRC team and teachers was also essential to carrying out successful sessions. Engaging PowerPoints, vibrant work booklets and even cuddly toys were used as incentives for greater concentration. Each proved very effective with students as a child friendly form of motivation. Students’ enthusiasm to get involved with the programme was also reflected in their willingness to contribute their own stories surrounding both migration and other aspects of their life. Some students went to the extent of sharing their experience with the programme and their new understanding with their families and friends outside of the classroom – highlighting the influence of the programme.

Operations and logistics / materials and technology

Throughout the entirety of the programme, communication between ourselves, SRtRC and schoolteachers was remarkably positive. Our interactions with Emily, Alba, and Fiona from SRtRC were faultless, as they provided invaluable support throughout our project.

In addition, the cooperation displayed by the teachers across all schools when conducting ‘pre- and post-assessment’ focus groups helped facilitate the data collection process.

2.1: Engagement

The first key finding relates to the engagement of students throughout the programme. Across the four-week block, students were able to reflect on their own stories of migration whilst also participating in tasks to reinforce what they were being taught. The program encouraged students to showcase their ideas in a workbook, inspiring them to tap into their creativity and practice recording newly acquired information.” The programme also focused on listening to individuals’ own perspective on migration: their stories, established stereotypes, and individual worldview. This was an attempt to alter the lens through which students view migration and stimulate a greater appreciation for the journey of migrants, asylum seekers, refugees, and ex-
promoting a more positive outlook of migration for the students.

2.1.1 Willingness to contribute and share
From the initial stages of the programme, children were very relaxed and confident at sharing their own migration stories with their peers and the team from SRtRC. This was facilitated by the positive atmosphere encouraged by the team. This was displayed through students raising their hands, where appropriate to answer any questions. Group work was also a great way to build students' confidence providing responses on unfamiliar topics, collaborating with one another to prevent any anxieties or apprehension when answering questions.

Sessions were designed to maximize the impact of SRtRC by ensuring kids didn't spend too long on one task and balancing the teaching of new information with independent activities. In doing so, the team ensured students received regular breaks to maintain concentration. Also, leaders incorporated mental exercises referred to as ‘Brain Gym’ which were fun variations of ‘Simon Says’. These exercises effectively engaged the pupils, eliciting excitement and laughter, and set a positive, relaxed tone for the session.

It was apparent after witnessing the delivery of the programme across very different environments that the students’ levels of concentration were influenced by the programmes setting. Witnessing delivery from large sports halls to intimate classrooms, we can see students were more comfortable in a setting that reflected the environment of regular lessons. It was here that students appeared more comfortable and controlled throughout. In highlighting such issues, we will provide recommendations that could enhance the programme in the future.

2.1.2 Collaboration with teaching materials
Throughout the four-week block, students responded positively to materials formulated by the SRtRC team. From the offset, visual aids used in their PowerPoint slides encouraged students to share their initial thoughts and individual worldview.

The teaching materials also discussed the issues of stereotyping, identifying the narratives commonly used to negatively categorise migrants. They were then asked to respond to these associations, using the knowledge they had gained from the past sessions.
An activity of ‘whisper down the line’ was used in multiple sessions, highlighting to students just how quickly narrative can change when information is passed between individuals.

For students to gain a meaningful understanding of the migration journey, they were tasked with placing themselves along a 'migration timeline,' each given a key stage in the migration process. They were introduced to events such as colonization, The Windrush generation and The Potato Famine. This task was productive in giving students a foundational knowledge of the history of migration, in identifying the varied journeys of migrants.

An area of improvement we suggest with regards to the teaching materials used by SRtRC would be, enhancing the audio and visual clarity of the ‘our migrant's’ section. This task was a key resource used by SRtRC, visited every week across the programme and hoped to present the students with a real-life example of someone's migration journey. However, this task could have been more effective had it not been restricted by its audio and visual quality. The lack of picture clarity meant that this task was ambiguous for students. Many of them responded to this by looking away while the video was playing. To which we suggest that revising this material would make it a more effective educational tool for students. To overcome the issues further we also suggest introducing subtitles at the bottom of the video display, to improve understanding.

2.2: Delivery

2.2.1: Content and Structure of Programme

The content and structure of the programme is something which was praised greatly by the teachers in the focus groups. For example, one teacher mentioned that the

"content has been really accessible to the pupils”

(Focus group participant, School 4, 2024)

We found the content to be age appropriate, engaging, and insightful for the pupils.

Teaching

From the offset it was apparent that the leaders had prior teaching experience, which assisted them in their delivery helping to progress the sessions at a correct pace for the pupils. This differed among schools but also allowed for an in-depth coverage on one particular topic to be explored in depth.

We observed the leaders continuously going above and beyond to create an exceptional learning environment. Fusing together both engaging activities and content, the leaders retained the pupils’ attention for the entirety of the session. Furthermore, a safe, open,
and supportive learning environment was created within the sessions, allowing pupils to comfortably share their own experiences and stories relating to any topic. This was particularly evident in the Schools of Sanctuary whereby many of the pupils have migration stories themselves which allowed for a more subjective learning experience and allowed for the fellow pupils to gain greater understanding about their classmates.

Furthermore, the supportive working environment set by the leaders, allowed pupils to ask any questions they may have or contribute to answering a question without any judgement or fear of being incorrect.

Across the schools, there was a diverse range of learning abilities, many students required Special Educational Needs (SEN) as well as English as an Additional Language (EAL). The leaders were able to meet their needs appropriately and ensured that they were getting as much out of the session as everyone else was.

The leaders maintaining enthusiasm throughout the programme, approaching each session with excitement, setting the tone for the pupils. One teacher commented on their enthusiasm, stating:

“the enthusiasm with Alba was really engaging from the word go.

(Focus group participant, School 4, 2024)

Name Learning
We observed the leaders going out of their way to learn each child’s name ensuring they used their name, this added to the subjective learning experience.

“The teachers] went out of your way to use those names”

(Focus group participant, School 1, 2024)

Question Focussed Approach
One teaching method we observed the leaders using was questioning. Consisting of the leaders asking the pupils if they had heard of a concept before explaining. This method proved very useful in gauging how much knowledge the pupils had prior to exploring the topic.

Recapping
Recapping was prevalent throughout the programme. Playing a key part resulting in the content being retained by the pupils, as it was explored in detail:

- **Beginning** – The leaders would ask what they could remember from the previous session.

- **Throughout** - each session was interconnected and linked to the previous session, these links would be explicitly made either by SRtRC or by the pupils.
End - SRtRC would recap what they have covered during the current session at the end of the session.

- This tied up all the information digested in that session, giving the pupils a roundup of information to take away with them.

Hand Signals

“I think it was good that you had the hand signals”.

(Focus group participant, School, 2024)

Hand gestures played a big part in communication between the leaders and pupils. The leaders ensured there was a student focused approach. In the first session, the pupils were shown a selection of hand signals which they then used throughout the programme as a form of non-verbal communication. These hand signals were very useful in reducing disruption, preventing some of the kids from shouting aloud and if they needed to be dismissed to go to the toilet, they could use a hand signal for this furthermore the hand gestures helped EAL and SEN children to communicate.

The hand signals covered were:
- ‘I have a connection to what’s being said’.
- ‘Yes’
- ‘No’
- ‘That’s cool’

The class teachers wanted to incorporate them into their everyday class.

Migrant Stories:

The videos of five migrants proved an intriguing learning tool for the pupils. These videos helped to widen the pupils’ narratives of what migrants look like but also why they migrant. This helped expand the pupils’ knowledge and challenge prior associations the pupils held.

Positive reinforcement

The positive reinforcement given to the pupils across the four weeks was outstanding.

“They don’t really hear that often, especially this year group, and I think that was massive for them”

(Focus group participant, School 1, 2024)

This positive reinforcement helped build a positive relationship between the leaders and pupils. Teachers across all schools picked up on the amount of positive reinforcement given to the pupils.

“I think that was lovely, I like the positive reinforcement”

(Focus group participant, School 1, 2024)
2.3: Operations and Logistics

The second key finding we will discuss is what we encountered when planning the logistical side of the programme including initial communication with Alba and Emily.

From when we were assigned to work with SRtRC team, all correspondence was easy and stress free. The positive communication between the team and ourselves was effective in alleviating any initial uncertainty associated with collaborating in the third sector. The team at SRtRC were also very understanding of the requirements of our research alongside the constraints if our ethical approval. Altering their practices in recognising this, helping is achieve the aims of our research.

Organising focus groups with class teachers who received the MMBG programme, meant we were also reliant on coordination with teachers. To which the teachers demonstrated enthusiasm when asked to participate, helping us get the most out of this element of data collection.

2.3.1 Communication

The positive atmosphere made possible by the team at SRtRC enabled us to develop a clear measurement of the programme’s effectiveness, in line with our research question. This was achieved through having the ability to witness the programmes delivery across four separate schools, to 110 students. This helped us gain a variety of responses, made possible by the team's dedication and enthusiasm to the project.

The communication shared between teachers at the respective schools was filled with accommodation and enthusiasm. This was practiced through clearing time in busy schedules, to sourcing cover for classes, multiple measures were taken to ensure focus groups took place and were carried out effectively.

2.3.2 Work booklet

For the final element of the programme, we will explore the use of the work booklet used throughout the workshops. At the beginning of the four sessions, students were given a ‘goodie bag’ filled with branded gifts by SRtRC including pens, wristbands, posters and the work booklet.

This token was effective in connecting with students' natural intuition towards the programme.

Images provided by SRtRC (April, 2024)
The work booklet clearly presented the title of the project while also identifying collaborating organisations ‘IMIX’ and ‘Migrant Voice’. It included independent and group assignments, to encourage students new understanding. The booklet also reserved areas for students to take down their own notes, encouraging creativity and expression while still aligning with the aims of the programme.

However, what was experienced within some of the tasks was a failure to consider the extent of familiarity students would have with certain materials. For example, one of the tasks asked students to analyse various newspaper article headlines. These headlines contained false narratives surrounding migration, to which the students were not familiar with this form of publication. This meant they were unable to collaborate with this task effectively.

“it did dawn on me, a lot of my students were like, what is a newspaper”

*Focus group participant, School 1, 2024*

However, if more modern alternatives were considered, such as digital headlines, the students' understanding might have been improved, rendering the task more effective and reducing confusion.
Results

Q6. Migrants are positive role models

Figure 1- ‘Pre-assessment’ graph of question 6: ‘Migrants are positive role models’.

Q5. Migrants are positive role models

Figure 1.1 – Post-assessment graph of Question positive role model graph.

Figure 1.5: smiley face Likert smile
From our survey given to the pupils we collected 110 responses, the statement ‘Migrants are positive role models’ was presented to the pupils, whereby they had to rate according to our smiley face scale. The green face indicating confidence and the red face indicating non-confidence with yellow indicating uncertainty.

From the ‘pre-assessment’ results we can see that across the four schools, there appears to be a positive response but also a significant amount of uncertainty which is indicated by the yellow face.

If we then compare this to our ‘post-assessment’, there appears to be a move away from the yellow face indicating uncertainty, and a shift to the more positive responses. Therefore, we can say that the four-week programme made the children more agreeable when it came to migrants being positive role models for them. However, it is worth noting that there is an increase in red face in the ‘post-assessment’, we believe this was due to the children discussing the topics at home and therefore external parental influence playing a role in shaping opinion.

Additionally, we presented the statement; ‘Question 2. I can explain the difference between migrant, asylum seeker and refugee.’

Q2. I can explain the difference between migration, asylum seeking and refugees
Q2. I can explain the difference between migration, asylum seeking and refugees

![Graph](image.png)

Figure 1.3 ‘Post-Assessment’ graph of Question 2.

Question 2 is a statement which reads ‘I can explain the difference between migration, asylum seeking and refugees’.

In our ‘pre-assessment’ we can see that most pupils across all schools could not explain the difference between these terms. This is something we expected as they are not terms, they would be familiar with, albeit are terms some pupils have heard before which is illustrated in figure 1.4. After four weeks of the programme was delivered to them, we presented the same question. From the results we can see a clear contrast with the majority of pupils in the top two green tiers and some in the middle yellow tier. This is a positive result showing success in the programme as
many pupils are now able to define and explain the difference between three key concepts, which they had not known before.

Figure 1.4 A graph showing how many children have heard about migration prior to the four-week programme commencing.
4. Recommendations

Overall, the programme was a great success. The MMBG programme overachieved its effectiveness, however, we identified four areas for improvement.

1. Delivery of the ‘Migration, Making Britain Great [MMBG]’ programme in smaller groups within a classroom setting.

For the programme to operate most efficiently and effectively, it is best delivered in a classroom with small groups consisting of 10-20 pupils. Our observations saw the programme delivered across a range of environments, ranging from big halls with as many as 60 pupils to small classrooms with 20 pupils. The big hall environments produced an array of issues such as:

- Sound disturbances / room acoustics.
- An abundance of children to deal with and go around often leading to a slower, less productive session or some children not getting as much out of it compared to others.
- Distractions
- Less time to discuss topics and have that personal connection with pupils.

Therefore, delivering the programme within a small classroom setting allows for a greater learning experience for every student and is more inclusive allowing everyone progress together. It is also a less intimidating space for students who feel shy or uneasy about contributing. However, when we observed the programme being delivered at one primary school, the programme took place in a classroom of 21 students. The classroom setting was ideal as it retained normality of a regular lesson. It also minimised a lot of disruption and excitement, caused from moving to a big hall and sitting in new seats and rearranging their regular seating plan which added distraction.

2. One Person Delivery –

The delivery of one person allows the children to get comfortable with the person delivering the programme, building trust between the leaders and pupils. The session is manageable to be run by one person; this is especially true if the programme takes place in a classroom setting, as suggested in our previous recommendation.

3. Teaching Materials (including Migrant videos) improved quality –

Our third further recommendation concerns the migrant videos. We thought these were a great concept and should remain in the programme, however, there is room for improvement, we recommend using microphones to record the audio, and having higher video, additionally the implementation of subtitle captions will
allow for better delivery. For example, in a large hall with combined classes, it was difficult to hear what the migrants were saying, due to sound quality thus forcing a member to reiterate what they were saying, minimising the effect of the migrant videos.

4. Newspaper Activity in the booklet:
Rethinking or adapting this task:
Lastly, our fourth recommendation concerns the Newspaper activity within the booklet. After conducting our ‘post-assessment’ focus groups with the teachers, this activity is something they felt could be done differently. One teacher felt, using more age-appropriate language for the kids would be more beneficial, as newspapers can be difficult to read and understand for this age group. Furthermore, another teacher was concerned about the relevance of physical paper newspapers in the digital age, with most of the pupils of this age group having never read a newspaper, and instead suggested the idea of online incorporation.
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