

pendent existence, these are merely limitations on our imperfect knowledge of phenomena that are none the less 'real' [Byr02]. Accordingly, the results are not taken at face value, but critically interpreted.

3 Results concerning the questionnaire design

General

None of the questions were evidently misunderstood. Some questions that were too difficult to elicit a usable number of responses were identified (see below). However, it should be noted that the program is offered to different age groups, and the present sample for pre-testing was towards the younger end of the spectrum. Unless different evaluation questionnaires are to be designed for different levels, it is inevitable that the younger one will find some items rather difficult and the more mature ones other items somewhat easier. The analysis of the attitude scales provided valuable insights into which items to retain.

At the procedural level, it emerged that carrying out such an evaluation without any meeting in person was feasible, but brought with it particular problems. There was no way of enforcing compliance with the schedule, and the need to physically send the questionnaires emerged as a bottleneck. A concern that became apparent was that, while for purposes of this pre-test it was feasible for the analyst to perform the

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Difficulty of questions

Students were asked to name the three most difficult and the three most interesting questions. The results spoke a very clear language: the questions requiring recognition of acronyms, namely 'IDP' (Internally Displaced Person) and 'UNHCR' (United Nations High Commissioner for Refugees),

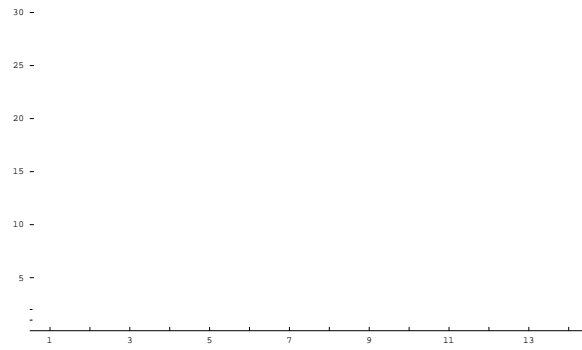
encouraging an open attitude towards refugees. For this reason the usefulness of including factual questions on the questionnaire was contentious. Even more so as there is no unified curriculum for the program and there is therefore no basis for tying knowledge of particular definitions, institutions or figures to the success or failure of the RESPECT program.

However, a number of such items were queried after all. One reason was simply to gain an idea of the level of knowledge present among the students, as a base line. More importantly, it allows the attitudes to be appraised in context. A negative attitude by someone who is fully informed of the issues is likely to be of a different nature than that of someone whose attitude

content of letters received from the refugee counterparts.

Figure 2. Students' knowledge of refugees' problems

Figure 3.



(a) before participating in the program

(b) after participating in the program

Figure 4. Students' estimastimas

Attitudes

The 'Attitudes' part of the questionnaire consisted of 23 questions that arose

of the scale (see the appendix for the full charts), so that there was little room for generating further (dis-)agreement.

Further analysis showed that there was a highly statistically significant

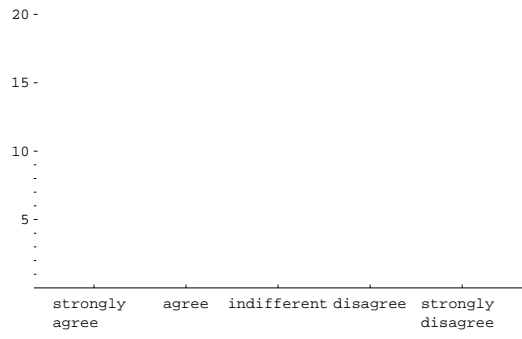


Figure 5.

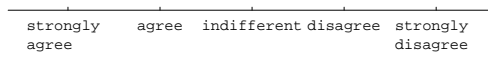


Figure 7. "I can imagine what it's like to be a refugee."

but a change in knowledge. This seems to be a more plausible explanation of large increase in strong disagreement with the statement "I know a refugee personally.", which is much more convincingly explained in terms of suspected refugee acquaintances being recognized as non-refugees than in actual refugee acquaintances being dissolved. In any case the 5 point scale

conducted. One exception was the composite attitude score. However, stereotypes of girls being more 'caring and empathetic' than boys notwithstanding, there was no evidence at all of a difference in score between males and females. This conclusion might well be overturned though in a more comprehensive analysis of a larger sample.

5 Conclusions and Outlook

In individual cases, it is clear from the quantitative evidence that something was achieved. This is true both in the case of a student who initially failed to co-operate (as evidenced by the combination of complete non-response,

idea of the instrument's reliability by having the questionnaire filled in twice by a control group.

Appendix A -
Results of Composite Score Components

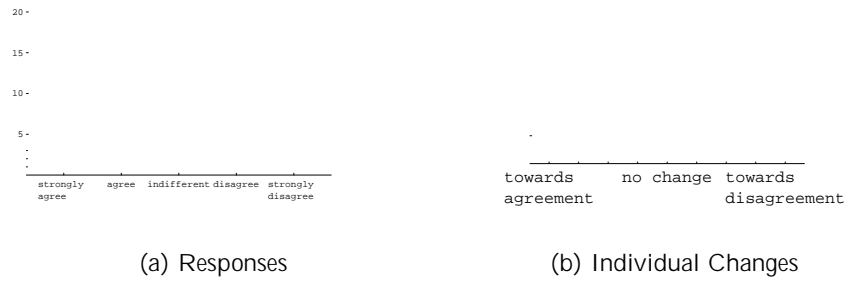


Figure 13. "We in industrialized countries are safe from even becoming refugees ourselves."



Figure 14.

·
strongly agree

·
agree

Appendix B - Results of Opinion Items

(a) Responses

(b) Individual Changes

Figure 21. "Providing development services such as schooling to refugees

