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The Anne Frank Trust UK

Changing Attitudes
of young people towards other social groups

The impact of the Anne Frank Trust UK schools programme in the academic year 2017-18 and longer term since 2016

by Katie Goodbun
University of Kent

University of Kent

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Key findings



Evaluation of the Anne Frank Trust's schools programme 2017-18 shows:

- A significant improvement in young people's attitudes towards other social groups.

97.2% of the young people surveyed became more positive to at least one group of people different from themselves.

- Improved attitudes towards Jewish people leading to improved attitudes towards other social groups.

92.2% of young people who became more positive towards Jewish people also became more positive to at least one other social group.

- Significantly improved attitudes towards teachers
- The greatest degree of positive change being among those young people who started out with the most negative attitudes.
- A significant increase in self-confidence and knowledge about prejudice.
- Decreased likelihood of ignoring an incident of hate-related bullying.

Follow-up evaluation of a smaller sample from 2016-17 indicates:

- Young people's improved attitudes are either maintained or even improve further up to 3 years after the programme.

66.7% of young people whose attitudes improved after completing the programme in 2016-17 still have these positive attitudes in 2019.

PART ONE: Overview



How much would you like to spend your lunchtime with someone different from you? – different, for instance, in age, ethnicity, gender, nationality or religion.

Introduction and commentary from Anne Frank Trust UK

This simple but significant question is the springboard of this report. It forms the basis of a survey, devised in partnership with the University of Kent, that we have put to over 300 school pupils participating in our anti-prejudice education programme during the 2017-18 academic year. We surveyed the young people just before they started the programme, and again just after finishing it, to see **how far their attitudes change**.

We have also carried out a follow-up survey with young people who completed the programme in 2016-17, to see if the change in attitudes is maintained over time.

Our aim at the Anne Frank Trust UK, taking the life and diary of Anne Frank as our educational starting-point, is:

> *"to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination".*

The University of Kent's design of the survey and analysis of the data provide an independent assessment of how effective we are in meeting this aim.

The findings are generally very encouraging. We have **made a difference to 97.2% of the young people** – their attitudes becoming more positive to at least one other social group. Within this overall picture, some specific findings are especially heartening:

- There is particularly marked improvement in attitudes towards Gypsy Travelers, Jewish people, Muslims and overweight people.
- Improvement is greatest among the young people whose attitudes were initially the most negative – i.e., our impact is not limited to those who were open-minded in the first place.
- Our impact on attitudes seems to be long-lasting – judging from the follow-up survey with a smaller sample of young people who completed the programme two or more years ago: two thirds of these young people retained these positive attitudes, or actually improved them further.

Improved **attitudes towards Jewish people** are perhaps predictable as an outcome from a programme that starts from a Jewish writer's experience of Nazi antisemitism. But the data shows that, out of the young people who improved their attitudes towards Jewish people, 92.2% also improved their attitudes to one or more **other social groups**. This finding is a strong endorsement of the core of the Anne Frank Trust's educational approach – that learning about Anne Frank is a powerful conduit to challenging discrimination and prejudice of all kinds.

Perhaps more unexpected is the finding that, of all the attitudes surveyed, the biggest improvement (41.1% of the surveyed young people) is towards **teachers**. But this does not come as a surprise to our education staff, as one of their key tasks is to train young people as peer guides for the Anne Frank exhibition – i.e., they become educators, leading their fellow pupils on guided exhibition tours. The peer guides frequently comment that the role makes them more empathic towards their teachers. "Now I know what it's like to try and keep the attention of a group of Year 7s", as a Year 9 peer guide said to me recently. And such increased respect for teachers bodes well for the young people's future success at school.

The survey also includes questions that go beyond attitudes. The data shows a considerable increase in **knowledge** and **confidence** about prejudice, and evidence that the changed attitudes can lead to changed **behaviour** – with young people after the programme becoming significantly less likely to ignore instances of hate-related bullying. This is a particularly welcome finding. In October 2018, the Home Office's latest data on hate crime in England and Wales showed a 17% increase over the year 2017-18. At the same time, the Home Office's National Hate Crime Action Plan Update named the Anne Frank Trust's work in schools as an example of how hatred can be challenged – a citation now reinforced by the University of Kent's evaluation.

One area where our data does not show significant improvement is **empathy**. This finding *does* come as a surprise to our education staff, whose anecdotal experience suggests that Anne's story is movingly effective in inspiring young people to empathise with individuals different from themselves. Given the report also identifies an issue with the measurement in this part of the survey, it seems likely that our programmes do have a positive impact on empathy that is not currently captured in the evaluation.

It is clear that there are several ways in which we need to **develop our evaluation practice in future**:

- The **names used for the social groups** in the survey are problematic – eg. the term "gay" might or might not include people with a wider range of sexual or gender identities, captured in the term "LGBTI", which is more commonly used in professional education discourse. However, in the survey the language needs to be accessible to a wide range of school pupils as young as age 10, and any change in the wording could compromise the accuracy of longitudinal data when the survey is repeated in years ahead. So we need some careful thought to balance different factors here.
- We will look in more detail at how we capture **the social groups to which our young service users themselves belong**, to be sure that the attitudes we measure are to groups that are definitely different from their own. At present we rely on demographic data part of the survey for this, but this leaves some ambiguity in some of the responses.
- We need to consider how to capture findings from **groups of young people who make up a small minority of the survey sample**. At present, for example, Muslim pupils are the largest group in several schools where we work, but in our overall survey sample their numbers are too small for any results about them to be statistically reliable. We will address this partly by extending the use of the attitude survey (the Contact Star) to every young person we work with – which should increase the total sample to more than 1,000. We also wish to commission further research specifically with the Muslim young people we reach.
- In future we plan to triangulate the statistical evidence from the survey with **qualitative data** from the young people's written feedback and from independent observation of our education programmes in action. This should help us identify issues that cannot be quantified numerically, and ensure that the research findings are related to developments in our education practice.

It is entirely appropriate that we are publishing this report on 12 June 2019, the **90th anniversary of Anne Frank's birth**. "If God lets me live", Anne wrote in her Diary on 11 April 1944, "I'll make my voice heard, I'll go out into the world and work for humankind!" The Holocaust robbed Anne of her future life, but her Diary has indeed gone out and made a difference across the world, not least through the numerous educational programmes it has inspired in dozens of countries. The present research demonstrates the impact, not just of our schools work here in the UK, but also of Anne's extraordinary legacy.

Tim Robertson
Chief Executive
The Anne Frank Trust UK
June 2019



Acknowledgements

The Anne Frank Trust UK would like to thank everyone who has contributed to this research, including:

- Above all the young people who completed the survey and have become spokespeople against prejudice and discrimination
- Katie Goodbun, Kiran Webster and Professor Dominic Abrams in the School of Psychology at the University of Kent
- The Economic and Social Research Council
- Jess Preston, Database Assistant
- Anne Frank Trust education staff across the UK
- Funders and supporters of the Anne Frank Trust (see opposite)
- Teachers and other school staff, especially at the schools that participated in the longitudinal research, including: Archbishop Holgate's School, Blacon High School, Bow School, Craigie High School, King Edward VI Five Ways School, Maghull High School, St Bede's Catholic Comprehensive School, St Edmund Arrowsmith Catholic Centre for Learning, Wickersley School and Sports College, Winterhill School, Wirral Grammar School for Girls, Wolsingham School

Summary of research

This report reviews and evaluates the impact of the Anne Frank Trust UK's schools programme on young people's attitudes, pro-social intentions, empathy, knowledge and confidence.

The programme starts by teaching the story of Anne Frank and the Holocaust, then relates this to prejudice and discrimination in society today.

The data were collected by survey of school pupils participating in the programme in different parts of Britain during the academic year 2017-2018. The survey was administered in paper form by Anne Frank Trust staff at the beginning and end of the programme. The findings can be found in Part Two of the report.

An additional survey, administered by post, measured the attitudes of young people who had completed the programme in 2016-17. These findings can be found in Part Three of the report.

The data have been analysed and the report written by Katie Goodbun, PhD researcher in social psychology at the University of Kent, supervised by Professor Dominic Abrams. The research is supported by the Economic and Social Research Council SeNSS CASE (1+3).

"Becoming a peer guide has made me think a lot about how you shouldn't just judge someone because of their ethnicity, race or religion. Just because you are different doesn't mean you shouldn't be treated justly and fairly."

Anne Frank Ambassador
Bow School, Tower Hamlets

Overview of the Anne Frank Trust schools programme

The focal teaching resource of the Anne Frank Trust schools programme is a portable exhibition, "Anne Frank: A History for Today". This is set up in a primary or secondary school, where around 20 pupils from one year group are selected for the programme by the school (usually Year 6, 7, 8 or 9, ages 11 to 14).

A member of the Trust's education team teaches the young people about Anne Frank and the Holocaust, using the images, facts and quotations on the exhibition panels. This history is then related to modern day prejudice and discrimination through workshops that include films and interactive exercises. Some of the workshops focus on specific topics, such as keeping safe online, speaking out against extremism, and responding to homophobic, Islamaphobic or gender-based bullying.

In each school around a dozen young people, of mixed needs and abilities, are selected for further training as Peer Guides. Over the following days the Peer Guides lead tours of the exhibition for other pupils from across the school. Sharing their knowledge, they become educators about Anne Frank and about discrimination.

Six of the Peer Guides are chosen to become Anne Frank Ambassadors. They select a form of discrimination that is important to them, and are supported to create a campaign around it, including a film and presentation. They deliver their campaign online, at school assemblies, and in other settings in their local community.

Founded in 1991, the Anne Frank Trust UK is licensed from the Anne Frank House in Amsterdam and the Anne Frank Fonds in Switzerland to use Anne's life and work for educational purposes across Britain. In 2018, the Trust reached 152 schools, delivered workshops to 15,129 young people, trained 1,351 young people as Peer Guides and 756 as Ambassadors. Based in London, the Trust has education staff in Scotland and six regions of England.

Funding for the Trust's education programme comes from a range of philanthropic donors, trusts, foundations and public sector bodies, some for specified programmes or locations. Key funders of the work evaluated in this report include:

- Bedfordshire Police and Crime Commissioner
- Bloom Foundation
- Cheshire West & Chester Council
- Department for Education
- The Dulverton Trust
- The Gannochy Trust
- Garfield Weston Foundation
- Harold Hyam Wingate Foundation
- Home Office
- Ministry for Housing, Communities and Local Government
- The National Lottery Community Fund
- The Robertson Trust

PART ONE: Overview

What did the survey measure?

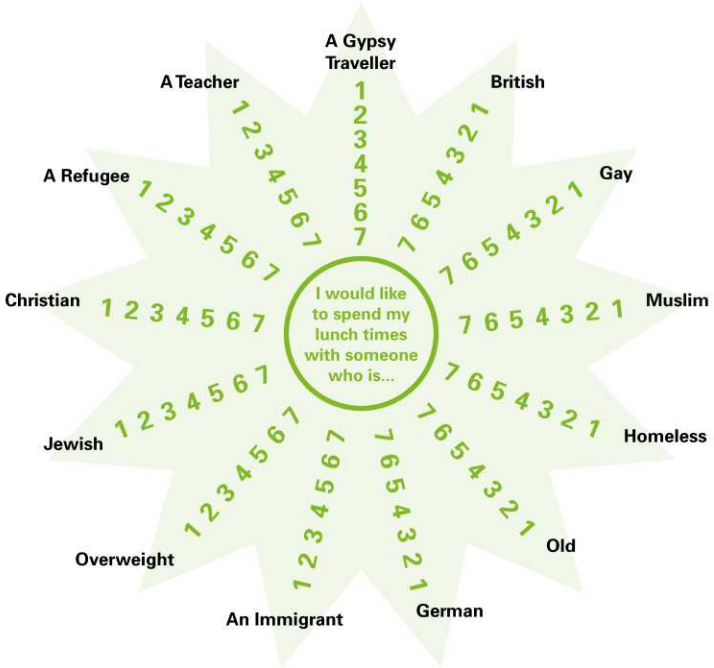
All measures were evaluated using a paper-based survey at two time points (pre and post intervention). The aim was to assess the impact of the programme, and to examine the following processes:

- Greater knowledge about prejudice, greater empathy and respect for others and greater confidence to stand up to the bullying of others.
- Reduced negative feeling towards other groups.
- Increased positive attitudes towards other groups.

Attitudes (Contact Star)

The part of the survey designed to measure attitudes was the Contact Star (see appendix A). The Contact Star asked young people to consider how much they would be willing to spend every lunchtime for a whole week with individuals that they had never met before and who were from 13 different social groups. Each point of the Contact Star was labeled with one of these groups:

■ Gypsy Traveller ■ British ■ Gay ■ Muslim ■ Homeless
■ Old ■ German ■ Immigrant ■ Overweight ■ Jewish
■ Christian ■ Refugee ■ Teacher.



The young people indicated their responses on a scale from 1 to 7, with 1 indicating that they are 'not at all willing' and 7 indicating that they are 'very much' willing to spend lunchtimes with an individual from that social group.

> *"Learning about Anne Frank has made me a lot more open-minded…in that I'm willing to meet new people maybe outside of my culture, my race."*
>
> **Anne Frank Ambassador** Lealands High School, Luton

The survey also asked for the young people's own ethnicity, religion, age and gender, and this data was used as the starting point for measuring their attitudes to social groups other than their own. The numbers of young people in several groups were too small to provide reliable data. Despite the mix of ethnic and religious backgrounds of the young people, a relatively large majority identified as British and/or Christian. As the goal of the programme is to improve attitudes towards other social groups, the data measuring attitudes towards British and Christian groups were excluded from further analyses.

(Recommendations for future use of the Contact Star include reviewing the names used for the social groups, some of which are out of date with current terminology, and increasing the sample size to ensure that the attitudes of minority groups of young people can be measured.)

Empathy/Knowledge/Confidence

In a further part of the survey, a series of five statements was designed to assess the extent to which young people empathise with others (e.g. "I am not usually bothered when other people have bad luck"), their self-reported levels of knowledge about prejudice, the harm it can cause, and their levels of self-confidence.

Pro-Social Intentions (Reaction to Bullying)

This part of the survey presented the young people with an imaginary scenario within which they were a bystander to an incidence of bullying. Three versions of the 'Reaction to Bullying' questionnaire were available to each school. The three versions presented the bullying incident as one in which a teenager was being bullied because of their religion (Muslim), for being an immigrant, or because of their sexuality. Respondents were offered six reaction statements that could be categorized as helpful (e.g. tell a teacher), harmful (e.g. start a fight), or indifferent (e.g. ignore the situation). The young people were asked to indicate how likely they were to make each of these responses to the bullying incident, on a scale of 1 to 5 (Not at all likely to Very likely).



In each school around a dozen young people, of mixed needs and abilities, are selected for further training as Peer Guides. Over the following days the Peer Guides lead tours of the exhibition for other pupils from across the school. Sharing their knowledge, they become educators about Anne Frank and about discrimination.

PART TWO: Impact in 2017-18

Who were the young people?

The survey was completed in 31 schools that completed Anne Frank Trust education programmes in the academic year 2017-18. The schools were located in Scotland and five regions of England (the East of England, London, the North East, North West, and Yorkshire and Humberside). In total, 743 young people in these schools were trained as Peer Guides, of whom 344 provided full consent for evaluation data to be used in this report and completed some or all of the surveys at both time points.

Of these 344 young people surveyed:

- 209 were Female (60.8%), 101 male (29.4%), 34 preferred not to say (9.8%).
- 75.3% identified as part of a White ethnic group, 7.3% Pakistani, 3.8% Bangladeshi, and 13.6% of participants identified as one of six further ethnic categories.
- 36.6 % identified as Christian, 12.5% Muslim and 39.1% as non-religious.

Out of the 344 young people who completed the evaluation 299 gave details regarding their age. The ages of the young people involved in the evaluation ranged from 11 years and 6 months to 18 years and 2 months; the mean age of the participants was 13 years and 9 months.

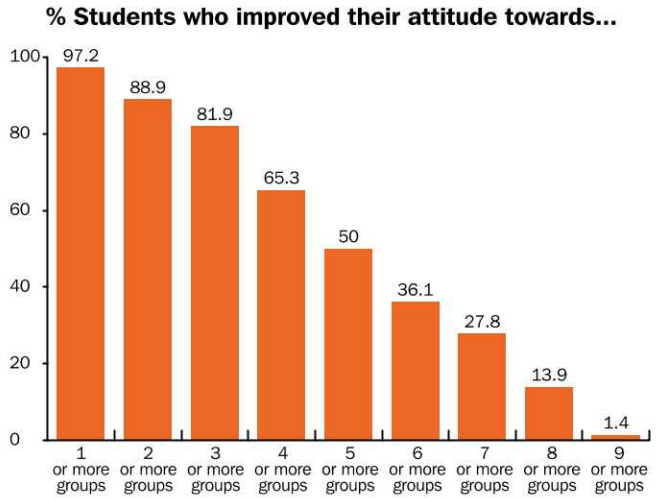
What did we find?

Overall the programme was successful in significantly improving attitudes towards Jewish people as well as towards people from many of the other categories, including Muslims, Gypsy Travellers and overweight people. The programme was particularly influential in creating a positive change in young people who had expressed higher levels of negativity before participating. The young people experienced a significant increase in their knowledge about prejudice as well as their self-confidence. Those whose confidence increased were also likely to respond with more helpful strategies in the event of witnessing a bullying incident. In addition, after the programme there was a significant decrease in the numbers of young people indicating that they would ignore a hate-related bullying incident.

Impact on young people's attitudes towards others

Attitudes were measured using pre- and post-programme completion of the Contact Star.

After participation in the programme, **97.2% of the surveyed young people improved their attitude to at least one other social group**. 88.9% improved their attitudes to two or more other social groups, and 88.1% to three or more. These results are outlined in the graph below.



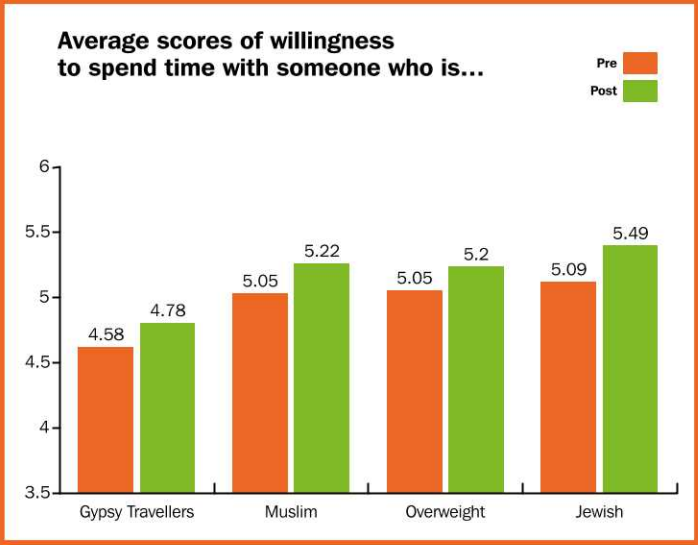
Furthermore, young people expressed an increased overall willingness to spend time with people from multiple other social groups or categories. This increase was statistically significant.

More detailed analysis revealed that young people were willing to spend more time with 10 out of the 11 groups after participating in the programme.

The only group that young people did not change their attitudes towards was Gay people. However, the scores for Gay people very positive to begin with and did not alter significantly between the evaluated time points.

Changing attitudes towards other social groups

Analyses of the Contact Star data revealed that increased willingness to spend time with people from other groups was particularly significant towards Muslims, Gypsy Travellers, Overweight and Jewish groups.



The Contact Star scale ranged from 1-7 (1 = not at all willing to spend lunchtime time with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-range of the scale is included in the graph above.

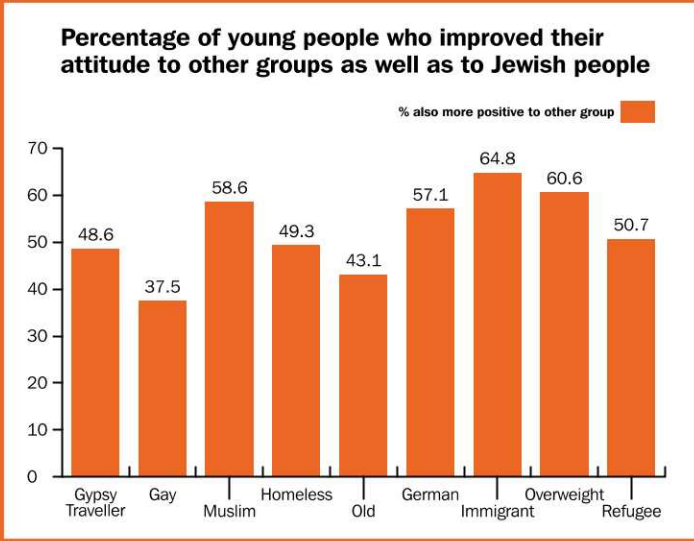
Willingness to spend time with each of these groups of people increased significantly after participation in the programme. The percentage of young people whose attitudes improved to each of the four groups as highlighted in the graph above are as follows: Gypsy travelers (31.1%), Muslim (27.6%), Overweight (30.8%), Jewish (34%).

Whilst there may have been an anticipated increase in positive attitudes towards Jewish people, given the focus of the intervention on the Holocaust and the life of Anne Frank, it remains an impressive and welcome result. Moreover, the significant positive change in attitudes towards the other three groups (Gypsy Travellers, Muslim and Overweight) indicates that young people are able to use the lessons they have learnt from the Holocaust and apply them to many other forms of prejudice in today's society. This finding is explored further in the following section.

Impact on attitudes beyond attitudes to Jewish people

Following the programme, 34% of young people improved their attitudes towards Jewish people, as measured by the Contact Star. In addition to this, **of those young people who improved their attitude to Jewish people, 92.2 % of them also improved their attitude to at least one other social group.**

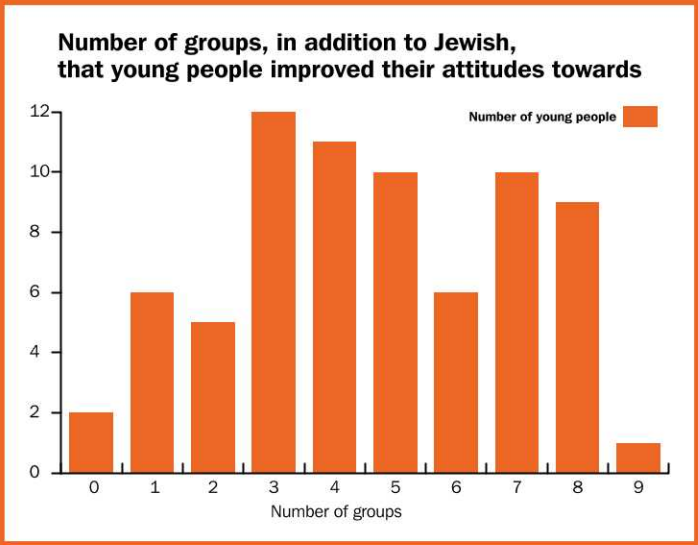
The graph below displays the percentage of young people who improved their attitudes to each of the other groups as well as to Jewish people.



> *"I'm now able to challenge prejudice and discrimination when I am confronted with it. I always try to help others who don't understand, and I challenge those who do understand, but still spread hatred."*
>
> **Anne Frank Ambassador**
> Windlestone School, County Durham

PART TWO: Impact in 2017-18

A large proportion of the young people who improved their attitudes towards Jewish people not only improved their attitudes to one other group, but many improved their attitudes to multiple groups on the Contact Star.



The graph above shows that many of the young people improved their attitudes to at least three or more other groups alongside Jewish people, with 20 of them indicating an improved attitude to seven or more groups in addition to Jewish people.

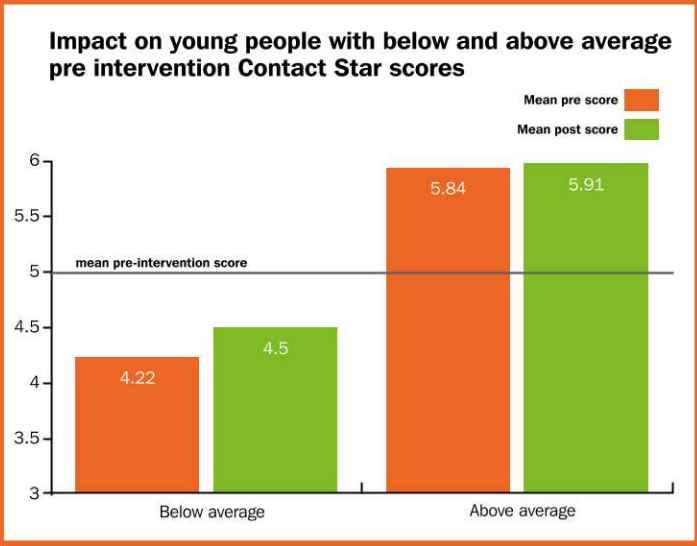
A statistical technique called Mediation Analysis conducted on this data also revealed that the improved attitude to multiple groups is largely being driven by the change in attitude towards Jewish people.

Taken together, these results reinforce the Anne Frank Trust's conviction that lessons learnt from the Holocaust have a positive impact on attitudes towards all other groups in society today.

Impact on young people with particularly negative attitudes

The mean pre-intervention Contact Star score was calculated in order to compare impact on young people who fell either below or above this mean score. Categorizing peer guides in this way is necessary in order to assess how the programme is influencing change in different types of young people – those who initially hold generally more negative attitudes compared with those who hold generally more positive attitudes.

Everyone who scored 7 (i.e. the maximum score) at pre-evaluation was classified as having no potential for an increased score and was excluded from analysis. For the remaining data the mean overall pre-intervention Contact Star score was 4.97 (Scale from 1 to 7, where 1 = Not at all Willing to spend time with members of other groups, 7 = Very Much willing to spend time with the members of other groups).



The Contact Star scale ranged from 1 – 7 (1=not at all willing to spend time with the members of other groups, 7= very much willing to spend time with the members of other groups). Given the mean scores, only the mid-range is included in the graph above.

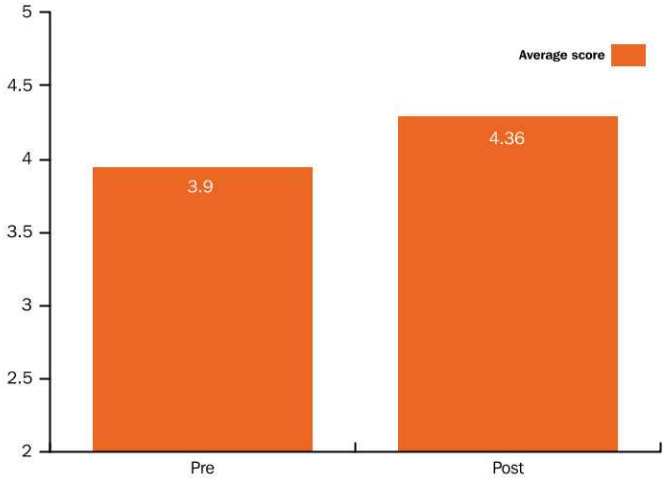
Both these sets of young people showed an increase in positive attitudes towards other groups after participation in the programme. However, as the graph above shows, the average gain in terms of increased overall score on the Contact Star, or willingness to spend time with all groups, was much larger amongst those who were previously below the average score pre-programme.

Furthermore, there is a statistically significant difference between the pre and post mean scores for those young people who were below the average score pre-programme; this significant difference is not replicated for those who were above average score pre-programme. This is an encouraging statistic and highlights how the programme is particularly effective at increasing positive attitudes to other groups in those young people who held more negative attitudes to begin with.

Impact on attitudes to teachers

In addition to the improvement in attitude towards many of the other groups, one of the main increases in positive attitude was seen towards teachers. In pre-evaluation measures, attitudes to teachers were the most negative out of any of the groups included on the Contact Star. However, attitudes to teachers showed the biggest improvement, following the programme, when compared with the other groups. This improvement was statistically significant. 41.4% of young people reported increased willingness to spend time with teachers following the programme.

Contact Star ratings towards teachers



The Contact Star scale ranged from 1 – 7 (1 = not at all willing to spend time with a teacher, 7= very much willing to spend time with a teacher). Given the mean scores, only the mid-range is included in the graph above.

When analysed in conjunction with the data for attitude to Jewish people, of those young people whose attitude to Jewish people improved, 54.2% also improved their attitudes to teachers.

Good student-teacher relations are important for students' wellbeing, both academic and pastoral. The results highlight the abilities of the young people to transfer knowledge and skills they have learnt to other groups that they may categorize as very different to themselves.

The possibility that an improvement in relations with teachers can be achieved via anti-prejudice education is an unexpected and interesting finding.

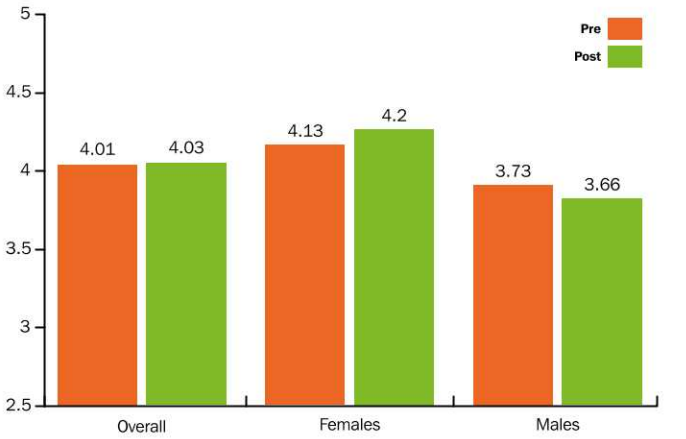
Impact on empathy

The following statements were designed to assess the ability of young people to empathise with others:

1. "I am not usually bothered if other people have bad luck."
2. "I often feel moved or concerned feelings when I see something happen to other people."

Each statement was rated on a scale from 1 to 5 (Strongly disagree – Strongly agree). The first statement is counter-intuitive (i.e. a higher score indicates less empathy) and the question appeared to confuse many of the young people, which skewed the data. For this reason the responses to this statement have been excluded, and only the data from the second statement is included in this report. (A more substantial, sensitive and user-friendly measure of empathy has now been piloted for future use in schools.)

Agreement with empathy item 2:
"I often feel moved or concerned when I see something happen to other people."



Empathy items were measured on an agreement scale ranging from 1-5 (1 = strongly disagree, 5= strongly agree). Given the mean scores, only the mid range of the scale is included in the graph above.

Although there were no significant increases in empathy, a slightly higher score was achieved post-programme and when analysed by gender, girls reported higher levels of empathy than boys at both time points.

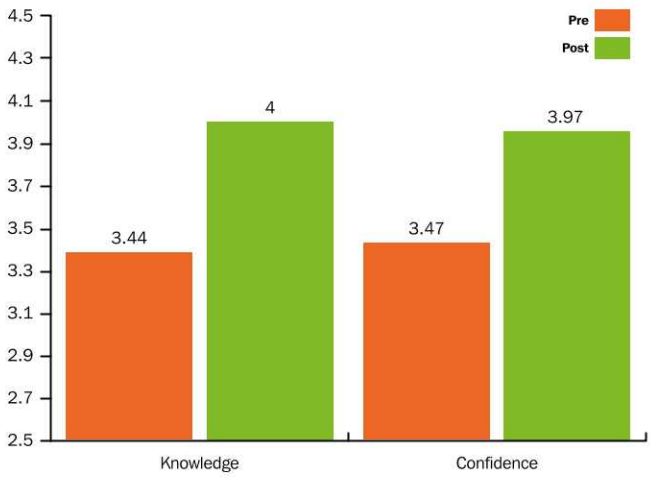
PART TWO: Impact in 2017-18

The link between young people's empathy and their responses to observations of bullying, both before and after participation in the programme, were examined using correlational analysis: if two things are strongly correlated this means that they are closely linked. Empathy, as measured by Question 2 ("I feel moved or concerned…"), was found to be significantly correlated with helpful pro-social intentions, as measured by the Reaction to Bullying Survey, both before and after participation in the programme. However, this correlation was stronger after participation, suggesting that the programme may encourage young people to use their empathy to act in a more pro-social manner.

Impact on knowledge and confidence

The survey used self-report measures to evaluate knowledge about prejudice, knowledge about the harm prejudice can do, and the confidence of the young people both before and after participation in the programme.

Average scores of knowledge and confidence



Knowledge and confidence were both measured by agreement on a scale ranging from 1-5 (1= strongly disagree, 5= strongly agree). Given the relatively high means, only the mid range scores are included in the axis on the graph above.

As visible in the graph above, there were relatively large increases in both knowledge (about prejudice as well as the harm it can do) and confidence, both of which were statistically significant changes.

Both boys and girls showed increased knowledge after participation; however, due to an unequal number of boys and girls in the sample it is impossible to draw definite conclusions about any significance by gender.

There is a significant increase in confidence amongst both boys and girls. Although boys report higher initial self-confidence than girls both groups appear to gain similar levels of confidence following their participation in the programme.

The analysis also examined how far knowledge and confidence were associated with pro-social intentions:

- **Knowledge** – Prior to the programme, there was no link between the young people's knowledge and their intention to help in a bullying scenario. Following the intervention however, a small but significant association between knowledge and helpful intentions was found.
- **Confidence** – Prior to the programme confidence was not linked with helpful intentions. Following participation in the workshop, a small to moderately significant correlation was found between confidence and helpful intentions. In other words, as confidence increased the likelihood of using helpful strategies when witnessing a bullying incident also increased.

Impact on intentions to stand up for others experiencing hate-related bullying

Young people's pro-social behavioural intentions were evaluated using their responses to the Reaction to Bullying Survey (as explained above).

For data analysis the six statements were organised into 3 categories of strategy: helpful, harmful and indifferent strategies when witnessing bullying. The categories are as follows:

1. Helpful

- Tell a friend or someone in your family about his situation after it happened.
- Tell a teacher or a member of staff.
- Stand up to Alex for Sam, telling Alex that they shouldn't be saying the things they are saying.

2. Harmful

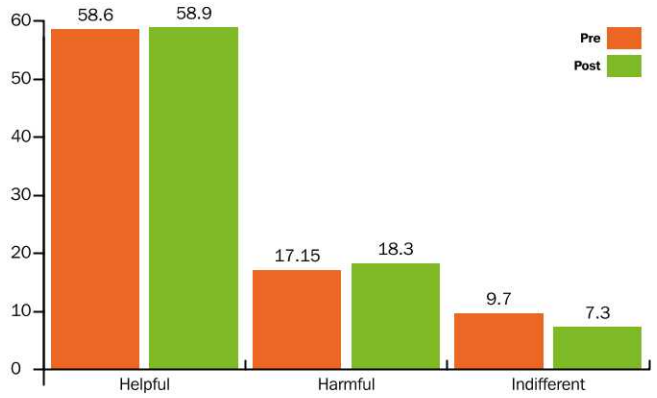
- Say something nasty to Alex because they were nasty to Sam.
- Start a fight with Alex because they called Sam names.

3. Indifferent

- Ignore the situation.

Initially the data was looked at as a complete set rather than by questionnaire type (victim of bullying as a Muslim, Immigrant or Gay person). The data below display the percentage change before and after participation in the workshop amongst those who were 'likely' or 'very likely' to respond to the scenario using the six strategies as outlined opposite.

Percentage of peer guides 'likely' or 'very likely' to use a helpful, harmful or indifferent strategy when witnessing bullying



Both before and after the programme, the majority of young people reported that they are more likely to intervene in a helpful manner than in a harmful manner or to ignore the situation. Following the programme, there was a very slight increase in the likelihood of young people intending to intervene in a helpful manner, but this was not statistically significant. Whilst the workshop did not help to lower the likelihood of the young people using a harmful strategy to intervene, the percentage using these strategies was quite low overall, and importantly there was not a significant increase in intention to intervene in a harmful manner post intervention. After taking part in the programme the numbers of young people reporting that they would ignore the situation decreased (from 9.7% to 7.8%): this is a statistically significant decrease.

Confidence and likelihood of ignoring a bullying incident are significantly negatively correlated both before and after the workshop. However, after participating in the workshop young people's confidence is more strongly negatively correlated with the likelihood of ignoring the situation. In other words, the more confident young people feel the less likely they are to ignore a bullying situation.

Analyses were also conducted to test for any differences in strategies to intervene in bullying by questionnaire type. Although all workshop content remained identical the questionnaire chosen by the school varied according to the identity of the victim of bullying: Gay, Muslim and Immigrant. However, due to very low numbers completing the evaluation in the Immigrant category this was excluded from the analysis.

- **Helpful** – no differences were found in likelihood to intervene in a helpful manner for either Gay or Muslim categories.
- **Harmful** – no differences were found in likelihood to intervene in a harmful manner for either Gay or Muslim categories.
- **Indifferent** – although mean scores decreased for both Gay and Muslim categories (i.e. young people were less likely to ignore the situation) this was only statistically significant in the Muslim category.

"We need to break the momentum around hatred and intolerance – the work the Anne Frank Trust does in this regard is invaluable. I am proud to support a network as rich, diverse and resilient as the Anne Frank Ambassadors undoubtedly are."

Baroness Williams, Home Office Minister for Countering Extremism

PART THREE: Longer term impact

Summary of the research

In April 2019, a follow-up survey was undertaken to see whether the Anne Frank Trust's impact on young people's attitudes is maintained in the longer term. This is the charity's first longitudinal evaluation.

The Trust contacted 89 schools whose students had taken part in the education programme in 2017 or earlier, asking these students to repeat the Contact Star survey about their attitudes to other social groups. Many schools replied that the individual students were no longer in the school, but responses were obtained in total from 69 students who had been trained as Peer Guides between February 2016 and August 2017.

The following data analysis compares the three Contact Star surveys completed by each student:

- **Pre:** just before starting the Anne Frank Trust programme in 2016-17
- **Post:** immediately after completing the programme in 2016-17
- **Post2:** follow-up survey in April 2019.

The Anne Frank Trust hopes to carry out further longitudinal research in the future, especially with a larger sample.

Who were the young people?

The follow-up survey (Contact Star) was completed by 69 students from 12 secondary schools in Scotland and five regions of England – London, North East, North West, West Midlands, and Yorkshire and Humberside.

- 45 students identified as Female (65%) and 23 as Male (33%)
- 51 students identified as White British/White Scottish (73.9%), the other 26.1% of students identified as belonging to one of 11 other ethnic groups.
- 42% identified as being non-religious, 26.1% as Christian and 13% as Muslim.

Please note that the young people in this follow-up sample are different from those reported in Part Two of this report.

Versions of the Contact Star

An earlier version of the Contact Star was used up to the end of 2016 and included the categories 'French' and 'Athlete'. At the beginning of 2017 these two categories were replaced with 'Immigrant' and 'Refugee' whilst all other categories remained unchanged. The revised version is still used by the Trust today, and was used for all the follow-up surveys.

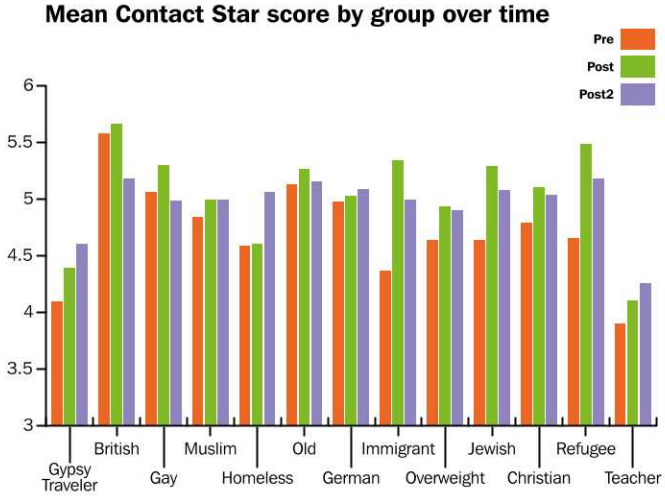
Out of the follow-up sample, 43 students had originally completed the Contact Star in its earlier version, so their follow-up responses could be compared for 11 out of the 13 group categories. The remaining 26 students completed the newer version of the Contact Star at all three time-points (Pre, Post, Post2), so they provided data on all 13 groups.

Summary of longer term findings

Initial analysis demonstrates a positive picture of the capacity of young people to maintain their positive attitudes towards other social groups up to three years after taking part in the Anne Frank Trust schools programme. In particular, of the young people who originally demonstrated an increased overall (mean) increase in positivity towards other groups, **66.7%** continued to exhibit a higher mean overall score at time-point Post2 than at Pre. In other words, **around two thirds of young people whose overall attitudes became more positive during the programme still had these positive attitudes up to three years later.**

Impressively, the follow-up Contact Star scores (Post2) for 11 out of the 13 groups were higher than in the pre-programme evaluation. This suggests that improved attitudes to many groups are not only seen directly after the programme but, to some extent, are maintained up to two or three years later. These results are displayed in the graph below.

Mean Contact Star score by group over time



The Contact Star scale ranged from 1 – 7 (1=not at all willing to spend time with the other social groups, 7= very much willing to spend time with the other social groups). Given the mean scores, only the mid range of the scale is included in the graph.

Other notable findings included:

- The mean scores for 4 groups (Gypsy Travelers, Homeless, German and Teachers) continue to increase over time. This is a statistically significant increase for the Homeless group.
- Results for the difference between Pre and Post2scores are also statistically significant for Jewish and Gypsy travelers. This significant increase is impressive given the small sample size.
- The lack of a significant difference between Post and Post2 is a positive result: it means for 12 out of the 13 groups there was no significant change (or decline) in attitudes. The significant difference found between Post and Post 2 in the Homeless group is a welcome finding. Given that there had not been a significant increase directly after the programme, but there was a significant increase in positive attitudes at follow-up, this may indicate that the process of attitudinal change that occurred during the Anne Frank Trust programme continued afterwards.
- Regression Analysis on the group of 35 students who completed longitudinal data for 11 groups at all three time points, the change in attitude between Pre and Post significantly predicted the attitude on follow-up at Post2. This shows that the increase in positivity at follow-up evaluation can, in part, be explained by the change seen directly after the programme.

How many young people maintain an increase in positivity?

Analysis was also carried out to explore the number of young people who maintained an increase in positive attitude to the 13 groups on the Contact Star over time. This was achieved by looking specifically at students whose attitudes improved between Pre and Post, and how many of them also showed improvement in attitude between Pre and Post2 – i.e. their attitudes were more positive at follow-up than before they originally started the programme. Results are displayed in the table below.

Group	% of students whose increased positivity post programme was maintained at follow-up evaluation
Gypsy Traveler	78.3%
British	38.5%
Gay	58.8%
Homeless	83.3%
Muslim	60%
Old	64.3%
German	75%
Overweight	61.1%
Jewish	73.1%
Christian	66.7%
Teacher	66.7%
Immigrant	72.7%
Refugee	81.8%
Overall (Mean)	66.7%

PART FOUR: Conclusions



Conclusions and future research

The Anne Frank Trust UK is an educational charity that aims to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination.

Fundamental to this educational process are young people's attitudes towards groups of people perceived as different from themselves. Such attitudes are an important indicator of their likely behaviour to members of these other social groups. The Contact Star survey measures these attitudes by asking young people about their willingness to spend time with different categories of individuals. Results from the Contact Star, obtained before starting and after completing the Anne Frank Trust schools programme, demonstrate the impact that the programme has in making the young people's attitudes more positive.

The programme's focus on the Jewish experience of Anne Frank and the Holocaust does not limit its impact to attitudes towards Jewish people. On the contrary, this focus provides the basis for improved attitudes towards a wide range of other social groups who are typically targets of prejudice or discrimination. The programme acts as a route into generalised prejudice reduction.

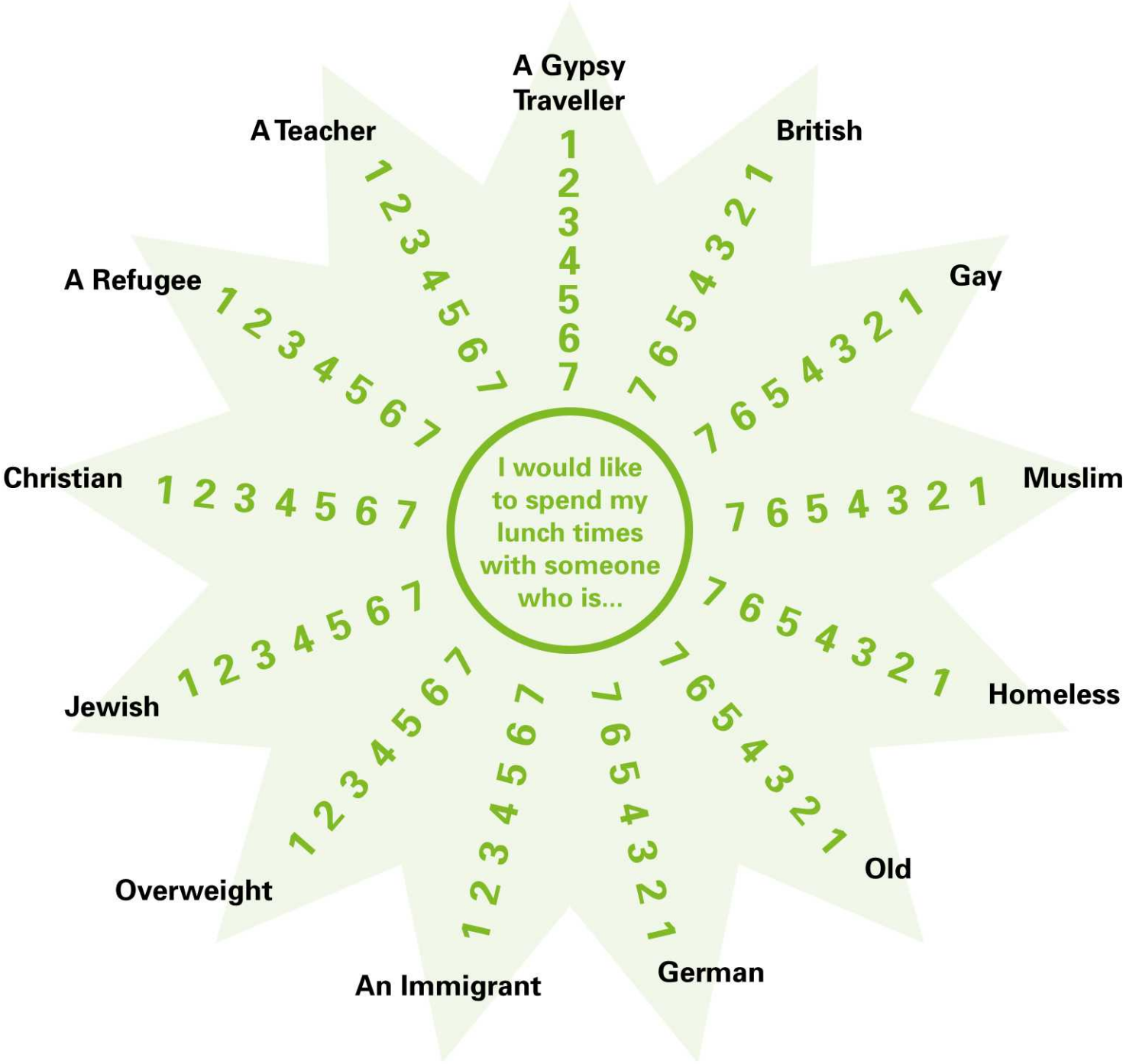
The programme also has a positive impact on the young people's knowledge about prejudice and discrimination, on their skills such as empathy and self-confidence, and on their likely application of those skills, for example in a reduced propensity to ignore incidents of hate-related bullying.

The longitudinal research is based on a small sample, but the results suggest that the improvement in attitudes seen immediately after the programme is maintained, and in some cases is further increased, up to three years later. This is a very welcome indicative result.

Repeating and expanding this longitudinal evaluation, especially to ensure a larger sample size, is one of the priorities for future research. Analysis will also be undertaken of the qualitative data that are collected alongside the Contact Star survey. More detailed investigation of the young people's theories of groups – their understanding of groupings that they see as their own and as other – may help identify the learning process that leads to generalised impact on all forms of discrimination.

Measurement of the charity's impact is vital to its success, and will be taken forward through the Trust's continuing partnership with the University of Kent.

APPENDIX: The Contact Star



The Anne Frank Trust UK

Please help the Anne Frank Trust change the attitudes of more young people by making a donation at **www.annefrank.org.uk**

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