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Building Commonality

The Impact of the Anne Frank Trust's Anti-Prejudice Programmes in Schools 2019-20

by Katie Goodbun
University of Kent

The Anne Frank Trust UK

University of Kent

#BuildingCommonality



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Please note

Some material in this report is not suitable as an educational resource for children or young people. In order to demonstrate the need for and impact of anti-prejudice education, the reports quotes some comments by research participants that reflect stereotypes and prejudicial views. These comments could cause offense if taken out of a research context. If you have any questions or need more information, please contact **info@annefrank.org.uk**

Key Findings

Anti-bullying workshops

Out of 246 young people:

87.6% achieved **significant progress** in

- knowledge about prejudice
- attitudes towards ethnic stereotypes
- confidence to report prejudice-based bullying
- feelings of empathy towards others.

84.4% who **started out from a negative position** progressed to a positive position in at least one area of learning.

Peer education

Out of 377 young people:

77.1% became more positive in their **attitudes** to at least one group of people different from themselves.

76.1% increased their feelings of **commonality** with at least one other group of people different from themselves.

The greatest degree of **positive change** was seen among young people who started out with the most negative attitudes.

By the end of the programme significantly more young people believed that it does not matter what group someone belongs to: **they would judge everyone equally as an individual**.

Groups towards whom the young people became significantly more positive included **Gypsy Travellers, homeless people, Jewish people, Muslims** and **refugees**.

Anti-extremism workshops

Out of 257 young people:

94.6% who started out with little or no understanding of extremism recognised by the end of the workshop that **prejudice can cause extremism and is dangerous**.

PART ONE: Overview



Introduction

by Tim Robertson, Chief Executive

At the Anne Frank Trust UK we have an outstanding track record of independent evaluation of our activities. The present research both confirms and enlarges the evidence that our education programmes have a **powerful impact on prejudice and discrimination**.

Building Commonality springs from a long-standing partnership between the Trust and social psychologists at the **University of Kent**. It is the second annual report produced by Katie Goodbun as part of her 3-year PhD at Kent, supervised by Professor Dominic Abrams and funded by the Economic and Social Research Council.

When the partnership with Kent was established in 2014, it grounded our work in strong academic theory, leading us to clarify our **educational goals** and develop our programmes with the focus and methods to meet those goals. The subsequent evaluations have enabled us to see how far we are succeeding, as well as opening up further developments and ambitions in our pedagogy and curriculum.

Last year's report *Changing Attitudes* focused on our impact on young people's **attitudes** towards other social groups. Out of 743 school pupils trained to act as peer guides to our educational exhibition about Anne Frank in Scotland and England, 97.2% became more positive in their attitudes towards at least one other social group, and most of them towards many more groups. Out of a smaller sample who had trained as peer guides 1 or 2 years earlier, 66.7% maintained or even improved these improved attitudes. The Trust's anti-prejudice outcomes were shown to be not just significant but long-lasting.

Part Three of the present report corroborates and enhances this evidence about our peer guides. As well as reiterating the findings about attitudes, it presents new data about the young people's increased sense of **commonality** with other groups – a pro-social mindset that is fundamental to building tolerant and cohesive communities. "Everybody has something in common", as one of the young people points out.

Alongside the statistical data, Part Four of the report introduces our first analysis of peer guides' own words and comments. These **qualitative data** deepen our understanding of how stereotypes can play both a benevolent and harmful role in young people's thinking. The findings show many Anne Frank peer guides learning to see people as individuals rather than groups. As one young person puts it: "I wouldn't care who or what they are, it's just about personality."

The report also extends our evidence base to another strand of our schools programme. Our **workshops** are shorter and less intensive than our peer guide training, but they reach a much larger number of young people (in 2019 we reached 23,984 young people through workshops, 1,518 young people through peer guiding). The research looks at two of our workshop programmes – stand-alone workshops aimed at addressing prejudice-based bullying (Part Two of the report), and workshops linked to the Anne Frank exhibition aimed at preventing extremism (Part Five).

In both cases, the workshop participants make **substantial progress** in their knowledge and understanding of prejudice. Those with the most negative attitudes at the outset make the most significant gains. And, perhaps most importantly of all, the majority of the young people become increasingly willing to take positive action – for instance, to report hate-based bullying, to challenge prejudice, and to respect others no matter what their race, religion or sexuality.

The research helps us identify areas where we need to improve our educational offer – for example, by developing workshops around Travellers and refugees – and gaps in our evidence that need **further evaluation** – notably to assess the equitability of our impact across ethnic and other differences. Our responses to these issues are given in the conclusions in Part Six.

> *Overall, the evidence in this report is very heartening. It provides the most articulate **message of appreciation** that we can give to everyone who supports our work. It shows that your faith in the Anne Frank Trust is well placed.*

Our acknowledgements are listed in full, but I want to express **particular thanks** to our researchers Katie Goodbun and Dominic Abrams – for being such collaborative colleagues at the same time as holding us to the highest standards both in evaluation and in educational effectiveness.

Tim Robertson
Chief Executive
The Anne Frank Trust UK
Twitter @CEOAnneFrankUK

Summary of the research

This report is an evaluation of key outcomes of the Anne Frank Trust's anti-prejudice programmes.

The research has been carried out in schools in six regions of England in the academic year 2019-20 – all before schools were closed due to Covid-19. The total sample is 880 young people aged between 11 and 16, who completed three kinds of educational activity:

- **Stand-alone workshops**, as part of the Trust's *Free To Be* anti-bullying programme funded by the Department of Education.
- **Peer education** in which young people trained as guides to the Trust's exhibition *Anne Frank: A History for Today*, supported by a range of local and national funders (see page 10).
- **Workshops following on from peer education**, as part of the Trust's anti-extremism programme funded by the Home Office's *Building A Stronger Britain Together* (BSBT) initiative.

Anne Frank Trust education staff asked the young people to complete questionnaires on paper at the beginning and end of each programme. The areas of impact measured by the questionnaires include:

- knowledge about prejudice and discrimination
- willingness to challenge hate-based bullying
- attitudes towards different social groups
- feelings of empathy and commonality with different social groups

The data are mainly in statistical form, but for peer education there is also qualitative data, which allows a fuller exploration of the factors that may be driving young people's attitudes.



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).

It has not been possible to include data from Scottish schools in the report because of a different data collection format. This will be resolved for future evaluations: see Part Six.

About the Anne Frank Trust UK

The Anne Frank Trust UK aims to empower young people with the knowledge, skills and commitment to challenge all forms of prejudice and discrimination.

The Trust's education programmes draw on the life and work of Anne Frank (1929-1945). Frank's death in the Holocaust serves as a reminder of the tragedy that can happen when hatred goes unchecked. Her Diary is a role model of how personal stories can create understanding and empathy across cultural differences.

Founded in 1991, the Trust's use of Frank for educational purposes is endorsed by the Anne Frank House in Amsterdam and the Anne Frank Foundation in Switzerland.

The Trust focuses on 10- to 16-year-olds because they can relate to Frank, who was aged 13 to 15 when writing her Diary, and because these years are crucial to the formation of individuals' opinions and values.

The schools programme has three main elements:

- **Workshops** from 1 hour to a whole day in length, involving a range of interactive and learning activities, focused on themes such as hate-based bullying, Holocaust history and preventing extremism, or on specific forms of prejudice such as Islamophobia, homophobia and sexism.
- **Peer education** in which young people are trained as peer guides to the Trust's mobile exhibition *Anne Frank: A History for Today*, leading tours of the exhibition for fellow pupils and others in their communities.
- **Ambassadors** in which peer guides undertake further training to create a film or presentation about an area of prejudice that is import them.

In 2019, the Trust worked in a total of 216 schools, ran workshops for 23,984 young people, trained 1,518 young people as peer guides and 1,398 as ambassadors.

Based in London, the Trust has education staff based in Scotland and five regions of England (East, London, North East, North West and Yorkshire).

December 2020

Acknowledgements

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

- Key funders of the programmes evaluated in this report, including:
  - Bedfordshire Police and Crime Commissioner
  - The Bloom Foundation
  - Cheshire West and Chester Council
  - Department for Education
  - Dundee City Council
  - The Dulverton Trust
  - The Gannochy Trust
  - Garfield Weston Foundation
  - Glasgow City Council
  - Home Office
  - Ministry of Housing, Communities and Local Government
  - The Robertson Trust
  - Sir John Cass's Foundation
  - YBA Foundation
- Teachers and other colleagues in partner schools
- Parents and carers who gave permission for their young people to take part in the research
- The Centre for the Study of Group Processes 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 Britain – especially Keziah Major (project lead for the anti-extremism programme) and Grace Nelson (project lead for the anti-bullying programme)
- Above all the 880 young people who took part in the research at the following schools:
  - All Saints' Catholic High School, Liverpool
  - Allerton High School, Leeds
  - Archbishop Holgate's School, York
  - BBG Academy, Kirklees, West Yorkshire
  - Belle Vue Girls' Academy, Bradford
  - Blue Coat C of E School & Music College, Coventry
  - Bradford Central Pupil Referral Unit
  - Canon Slade C of E Secondary School, Bolton
  - Castle View Enterprise Academy, Sunderland
  - Caterham High School, Redbridge
  - Chiltern Academy, Luton
  - The Earls High School, Dudley
  - Ellesmere Port Catholic High School, Cheshire
  - The Ellesmere Port C of E College, Cheshire
  - Farringdon Community Academy, Sunderland
  - The Frances Bardsley Academy for Girls, Havering
  - Highfield Leadership Academy, Blackpool
  - Horizon Community College, Barnsley
  - Kantor King Solomon High School, Redbridge
  - Kingsford Community School, Newham
  - Langdon Academy, Newham
  - Lealands High School, Luton
  - Leasowes High School, Dudley
  - Lilian Baylis Technology School, Lambeth
  - Loxford School, Redbridge
  - Neston High School, Cheshire
  - Penwortham Priory Academy, Lancashire
  - Platanos College, Lambeth
  - Prince Henry's Grammar School, Leeds
  - Regent High School, Camden
  - The Rudheath Senior Academy, Cheshire
  - Scissett Middle School, Huddersfield
  - Seven Kings School, Redbridge
  - St Edmunds Catholic Academy, Wolverhampton
  - St John's C of E Primary School, Lambeth
  - Stopsley High School, Luton
  - The Stockwood Park Academy, Luton
  - Woodside High School, Haringey

PART TWO:
Anti-Bullying Workshops

The workshops

The evaluated workshops are delivered in secondary schools in England as part of the Anne Frank Trust's *Free To Be* anti-bullying programme, funded by the Department for Education.

Led by members of the Anne Frank Trust's education team, the programme typically runs over 3 to 6 days, aims to leave a lasting legacy in the school, and consists of the following elements:

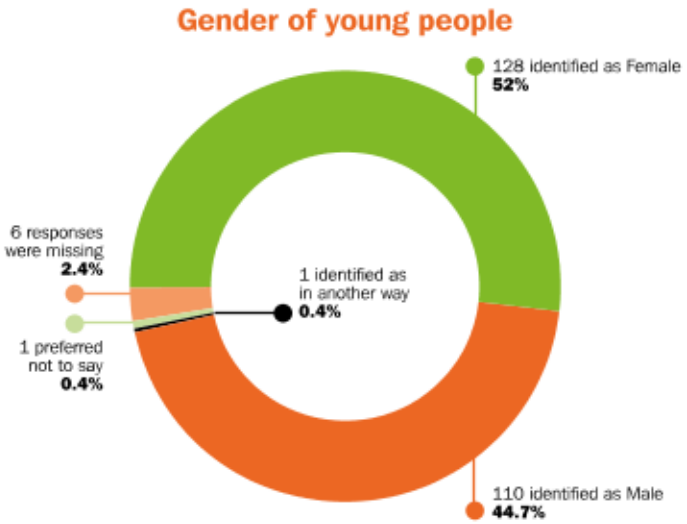
- **Workshops** for whole class groups, with films, quizzes and interactive exercises. These teach knowledge about Anne Frank and the Holocaust, understanding around stereotypes and prejudicial attitudes, and the ability to identify and challenge bullying based on one of the following kinds of prejudice: Islamophobia, homophobia or sexism.
- **Ambassador training:** whole-day workshops for a smaller group of young people, working with a film maker to create a film that challenges prejudice-based bullying.
- **Peer education:** group workshops for the ambassadors to create their own workshop or presentation around their film, which they then deliver to others in the school, or more widely in the community or online.

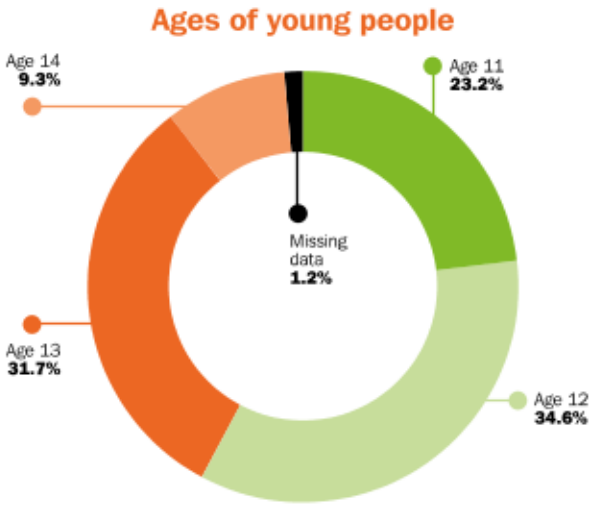
(The Trust runs another version of *Free To Be* specially developed for primary schools. This is subject to a separate evaluation.)

The young people

The evaluation was completed in 8 schools in the academic year 2019-2020. The schools were located in four regions of England: London, the North West, the West Midlands, and Yorkshire and the Humber. In total 246 young people completed the evaluation pre and post programme.

Of these 246 young people surveyed:





PART TWO:
Anti-Bullying Workshops

The evaluation

The research aim was to assess the impact of the programme and specifically whether it improved the following:

- Knowledge about Anne Frank's life, the Holocaust and the harm that prejudice-based bullying can cause.
- Confidence to report prejudice-based bullying.
- The (inappropriate) use of stereotypes about people from other ethnic groups.
- Empathy towards others.

The programme was evaluated using a paper-based survey at two time points (pre and post programme). The survey (see Appendix A) asked the young people to indicate their level of agreement to the same 6 statements at both pre and post timepoints (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

The six statements were:

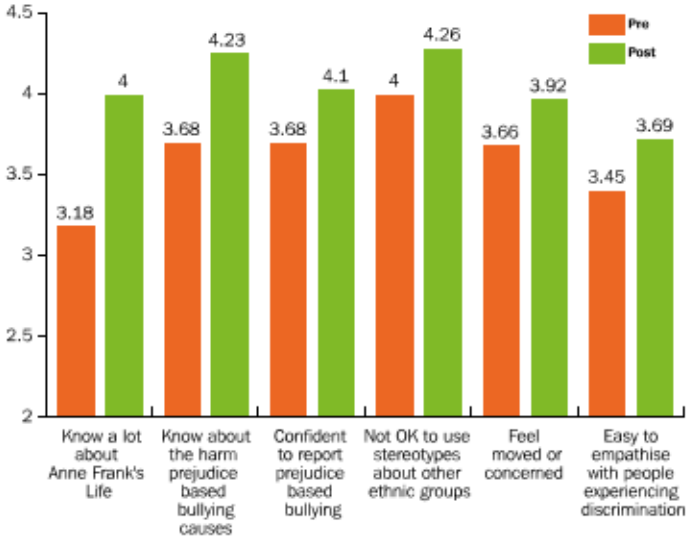
- I know a lot about Anne Frank's life and the Holocaust.
- I know a lot about the harm that prejudice-based bullying can cause.
- I feel confident to report prejudice-based bullying.
- It is not OK with me to use stereotypes about people from other ethnic groups.
- I often feel moved or have concerned feelings when I see something happen to other people.
- I find it easy to empathise with people experiencing discrimination.

Impact: overall progress

Between the pre and post programme time points, there was a statistically significant increase in agreement for all 6 statements.

The mean score for each statement at both timepoints is displayed in the following graph. All results displayed in this report are statistically significant unless reported otherwise.

Progress in knowledge, confidence and empathy

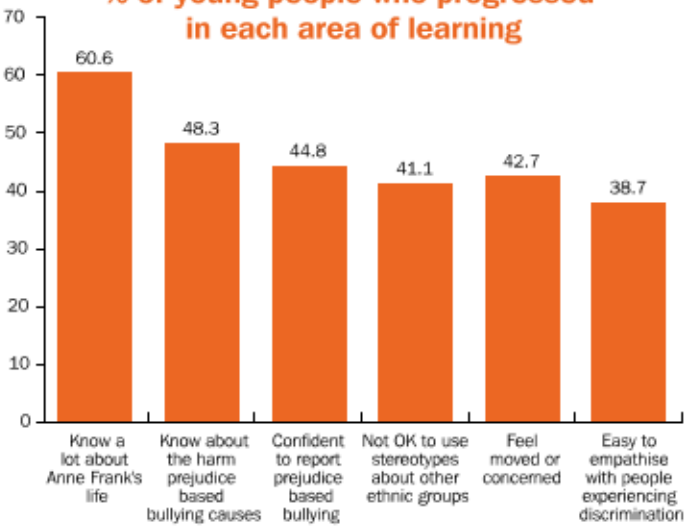


The scale ranged from 1 – 5 (1 = Strongly disagree, 5 = Strongly agree). Given the mean scores, only the mid-range is included in the graph above.

The greatest progress occurred in knowledge and awareness of the harm caused by prejudice. There was also significant impact on confidence to report bullying, and the programme even managed to influence more general measures of empathy.

The programme's impact is further demonstrated in the graph below, which shows the proportion of young people who progressed in their score on each of the six items.

% of young people who progressed in each area of learning

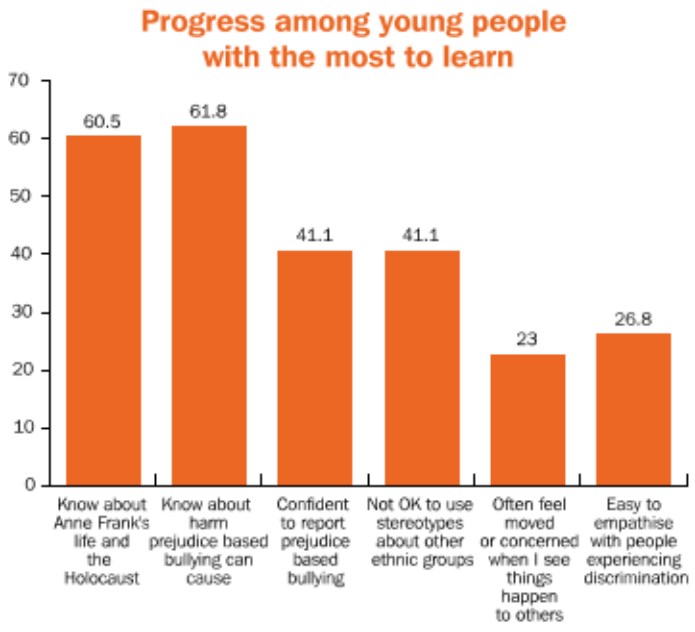


While progress in knowledge about historical and current examples of prejudice and discrimination is vital, knowledge is more straight forward to improve than factors such as confidence to report prejudice-based bullying or empathy. Despite this, analysis revealed that **87.6% of the young people increased their score on at least one of the areas of learning** (excluding the item concerned with knowledge of Anne Frank).

In summary, the findings show that the *Free to Be* programme is effective in improving not only young people's knowledge of Anne Frank, the Holocaust and the damage prejudice-based bullying can cause, but also harder-to-shift elements such as confidence to report prejudice-based bullying, attitudes towards the use of stereotypes, and empathic tendencies.

Impact on young people with the most to learn

While the average improvements in scores of all young people are important, of particular interest are students who enter the programme with lower levels of knowledge, confidence or empathy. These students were identified by pre-programme questionnaire scores of 3 or below, indicating an unsureness or disagreement with the statements about prejudice-based bullying. The graph below shows the percentage of those who started on scores of 3 or below who moved to scores of 4 or above after the programme. This tells us the impact of the programme on those young people who have the most to learn from it.



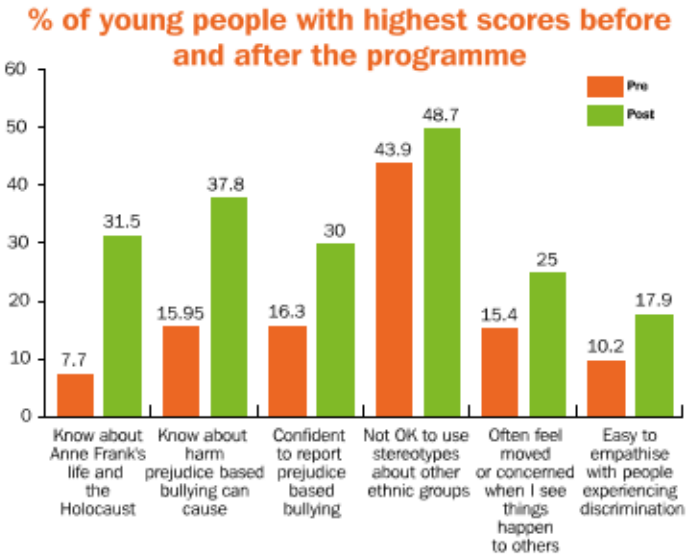
Most notable among these findings about young people with negative pre-programme scores is that:

- almost two thirds made substantial gains in knowledge,
- over 40% became more confident to report bullying,
- more than a quarter reported stronger empathy with victims of discrimination.

Further analysis was carried out to identify what proportion of these young people with high levels of need made progress in at least one area of learning (excluding historical knowledge about Anne Frank and the Holocaust). The results showed that, of the young people who scored 3 or below (i.e negatively) on at least one of the five areas before the programme, **84.4% increased their score in at least one of the learning areas** to a 4 or above (i.e. a positive score) following the programme.

Maximum possible impact

Another way to view the impact of the programme is to look at the extent to which it moved young people to the maximum score on the scale (a score of 5). The graph below demonstrates that before the programme, on five of the six statements, fewer than 16% of participants scored 5. After the programme the proportions increased in some cases by 75% or more.



PART THREE:
Peer Education – Outcome Data

The programme

Peer education has been central to the Anne Frank Trust's schools programme for over a decade.

The Trust's focal teaching resource 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 a year group are selected for the programme by the school. The young people are usually aged between 10 and 15 (in English schools, they are in Years 5 to 10).

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 linked to modern-day prejudice and discrimination, and in many schools the Trust runs workshops focused on specific topics, such as the anti-extremism workshops evaluated in Part Five of this report.

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 fellow pupils, parents and others in the school and local community. Sharing their knowledge and values, the young people become anti-prejudice educators.

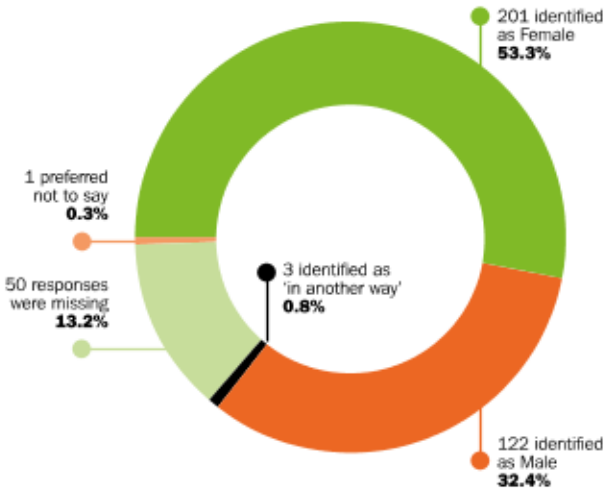
The young people

The evaluation was completed in 32 schools which hosted the exhibition *Anne Frank: A History for Today* in the academic year 2019-2020 (before the coronavirus lockdown). The schools were located in six regions of England (London, East of England, the North East, the North West, West Midlands and Yorkshire and the Humber).

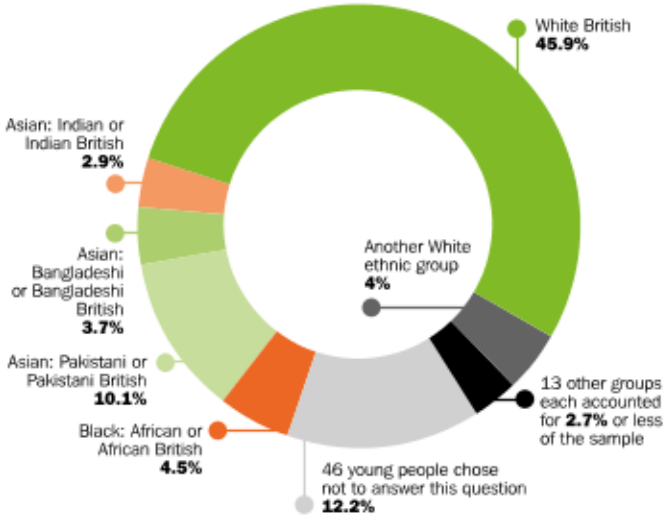
In total, 377 young people who trained as peer guides in these schools provided consent for evaluation data to be used in this report and completed the pre-programme survey; 208 of these young people completed some or all of the surveys at both time points (pre and post programme).

The demographic data about the young people are as follows. The sample sizes are too small for impact to be analysed by ethnicity or religion. The Trust aims to address this in future: see Part Six.

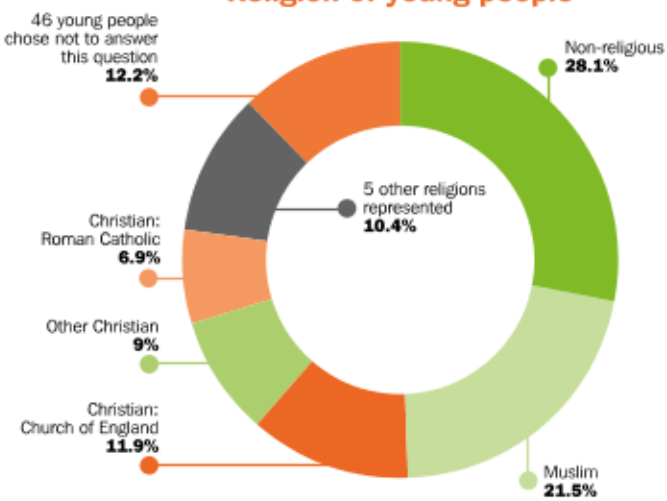
Gender of young people



Ethnicity of young people



Religion of young people



The evaluation

All measures were evaluated using a paper-based survey at two time points (pre and post programme). The aim was to assess whether the programme improved the following outcomes: attitudes and feelings of commonality.

The difference between these two phenomena can be defined as follows:

- **"Attitudes"** are judgements people make about objects, events or other people. They are conscious or unconscious beliefs that guide behaviours such as distancing or willingness to be in contact with other groups. They are a fundamental factor underlying prejudice.
- **"Feelings of commonality"** are a psychological mechanism and one of the factors that underpin attitudes to others. Feelings of commonality are psychological connections with a group and not simply group membership. People who describe themselves as German, for example, may have varying views on how much they have in common with other people who describe themselves as German.

In the research, **attitudes** were measured using the **Contact Star** (see appendix B). This evaluation tool was developed jointly by the Anne Frank Trust and the University of Kent in 2015. It asks young people to consider how much they would be willing to spend every lunchtime for a whole week with individuals they have never met before and who are from 13 different social groups. Each point of the Contact Star is labelled with one of these groups:

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

The young people indicate 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.

The Contact Star: Please see full size in Appendix



Feelings of commonality were measured using a paper questionnaire about the same 13 social groups. The questionnaire asked participants to use a four-point scale (1= Nothing in common, 2 = A little in common, 3 = Quite a lot in common, 4 = Very much in common. See Appendix C).

The groups 'British' and 'Teachers' were included partly as filler/baseline measures and were not focal for the impact of the programme[1].11 groups in total were included in the analyses reported here.

The survey asked for the young people's own ethnicity, religion, age and gender, and this information was used to calculate their attitudes to social groups other than their own. The numbers of young people in several groups were too small for the data to be analysed further by these groups. Despite the mix of ethnic and religious backgrounds of the young people, a relatively large majority identified as British.

Several qualitative questions were also included in the peer guide survey. These are discussed in Part Four.

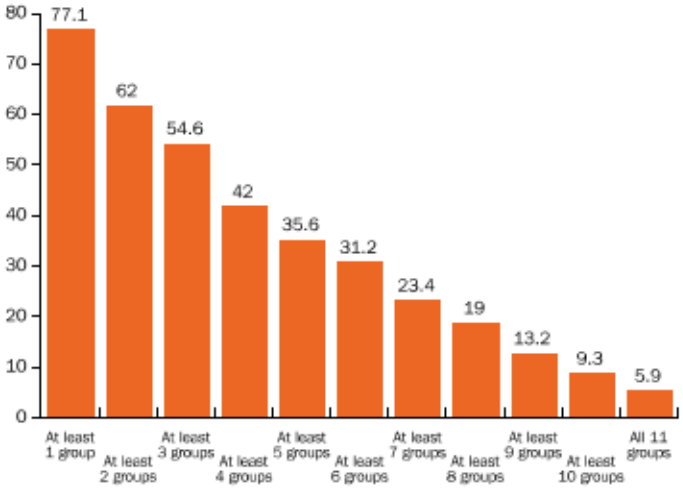
[1] The goal of the programme is to improve attitudes towards minority social groups so we excluded the data measuring attitudes towards British from further analyses. Attitudes to Teachers were interesting and showed an increase in positivity but as teachers do not represent a 'social group' in the same way as the other groups on the Contact Star, the data on teachers was also excluded from further analyses. The Trust also reviewed and is currently updating the labels and categories for future use of the Contact Star, and the need to increase the sample size to ensure that the attitudes of minority groups of young people can be measured.

PART THREE:
Peer Education – Outcome Data

Impact on attitudes

After participation in the peer education programme, **77.1% of the young people progressed in their attitude to at least one other social group**, 62% progressed in their attitudes to two or more groups, and over half the young people (54.6%) progressed in their attitudes to three or more social groups. The results are outlined in the following graph.

% young people who progressed in their attitudes towards one or more social groups

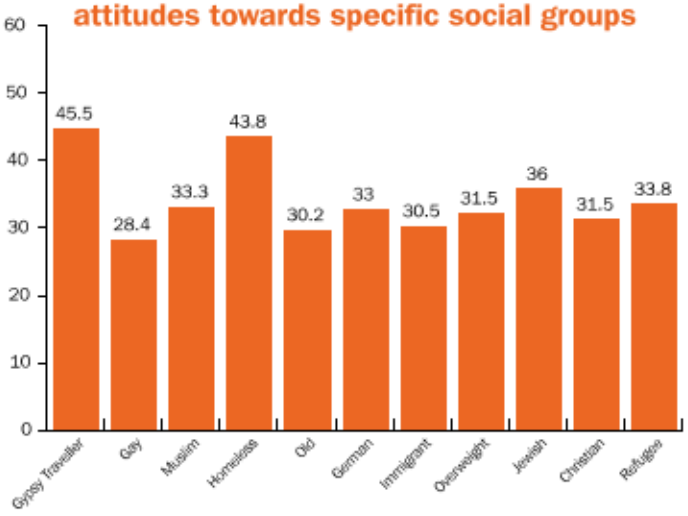


Young people expressed an increased overall willingness to spend time with people from multiple social groups. This increase was statistically significant.

More detailed analysis reveals that there were statistically significant increases in young people's average willingness to spend time with 10 out of the 11 groups on the Contact Star. Given the focus of the programme on Anne Frank and the Holocaust, an increase in positive attitudes towards Jewish people is not unexpected. Importantly, as these graphs demonstrate, attitudes towards other groups also became more positive. 5.9% of the young people improved their attitudes to all 11 groups.

The next graph shows the percentage of young people who progressed in their attitude to each of the groups on the Contact Star. This data shows that the dominant, or primary, shift in attitudes is not restricted to Jewish people, but rather the impact is much wider and particularly positive for highly stigmatised groups such as Gypsy Travellers and homeless people.

% of young people who progressed in attitudes towards specific social groups



Further analysis of the data at a group level reveals that attitudes towards Gypsy Travellers, in particular, became significantly more positive following the programme. Attitudes towards Muslims, older people, homeless people and overweight people also improved to a highly significant degree. This progress in attitude to multiple groups shows that **young people are able to use the lessons they have learnt about Anne Frank and the Holocaust and apply them to wider issues of prejudice in today's society.** It also suggests that there may be underlying common factors or mechanisms that drive negative (or positive) attitudes towards other groups in society.

Degree of progress in attitudes towards specific social groups



The Contact Star scale ranged from 1-7 (1 = not at all willing to spend lunchtime 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.

The only group towards whom the young people did not significantly improve their attitudes was immigrants. One reason may be that the scores on the Contact Star for immigrants were relatively high to start with (5.11) and even for this group there was a small increase (0.15 points on the Contact Star, to 5.26) following the programme.

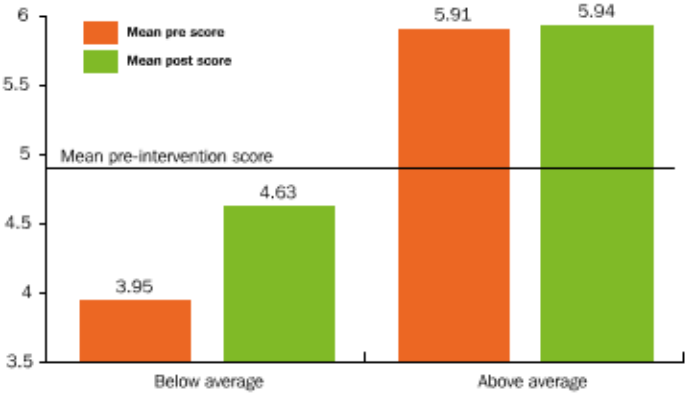
Impact on young people with particularly negative attitudes

It is crucial that anti-prejudice education programmes make a difference to participants who have the least positive attitudes towards other groups in society.

We calculated individuals' average score across the different groups on the Contact Star to identify those who scored below or above that average. This enabled us to compare the impact of the programme on those who initially had relatively negative attitudes with those who initially had relatively positive attitudes.

Anyone who had an average score of 7 (i.e. the maximum positivity to all groups) pre-programme was not included in the analysis because they had no measurable potential to improve. For all other participants, the mean overall pre-programme score was 4.86 (on a 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 members of other groups).

Impact on young people with attitudes below and above average



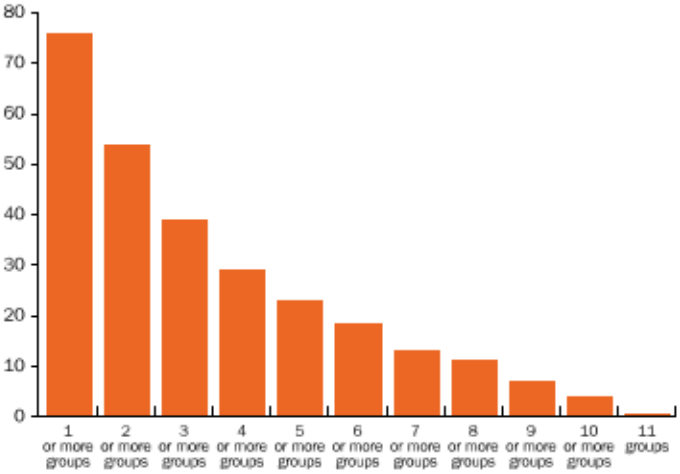
The Contact Star scale ranged from 1-7 (1 = Not at all willing to spend time with the members of other groups, 7 = very much willing to spend time the members of other groups). Given the mean scores, only the mid-range is included in the graph above.

The graph shows that both groups of young people – those with above and below average attitudes – make progress towards more positive attitudes after participation in the programme. However, the analysis confirms that the **average gain in willingness to spend time with all groups is much larger amongst those who previously held more negative attitudes**.

Impact on feelings of commonality

Following the peer education programme, **76.1% of young people reported feeling greater commonality with at least one other social group**, 53.8% experienced greater commonality with two or more groups and 39.1% with three or more.

% young people who progressed in feelings of commonality with one or more social groups

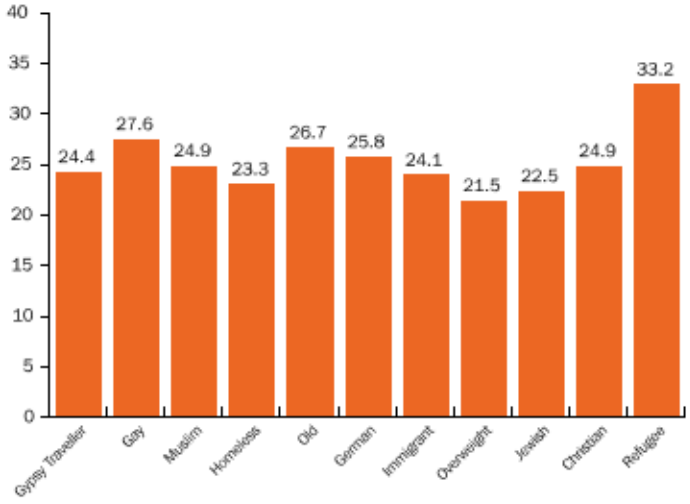


On average, young people experienced increased overall feelings of commonality with multiple social groups. This increase was statistically significant.

PART THREE:
Peer Education – Outcome Data

The graph below highlights the proportion of young people who reported increased feelings of commonality with each of the groups on the Contact Star. The percentage of young people who reported increased feelings of commonality is fairly consistent across all categories. This is important as it suggests that young people are regarding themselves as having more in common with other people of all types, not just with those from particular categories or groups.

% of young people who progressed in feelings of commonality with specific social groups



More detailed analysis reveals significantly greater commonality with 7 of the 11 groups after participating in the programme. Results for two of the groups are noteworthy: there was no statistically significant increase in feelings of commonality with Jewish people, whereas the largest increase was in feelings of commonality with refugees.

Having things in common (or not having things in common) with other people was often cited in the qualitative data as important for willingness for contact, and influenced which group the young people scored highest on the Contact Star. See Part Four.

The measures of commonality and attitudes clearly tap related but distinct effects of the programme. For instance, the positive increases in attitudes towards Jewish people and overweight people were not accompanied by increases in feelings of commonality with those groups. Overall, however, the evidence shows significant positive increases in both attitude and feelings of commonality towards seven different groups. Taken together, and in combination with insights from the qualitative data, these results suggest that whilst there may be a relationship between feelings of commonality and willingness to spend time with people from other groups, they constitute distinct components of prejudice reduction. Why and how each is affected differently by the programme warrants further exploration in future.

PART FOUR:
Peer Education – Young People's Views

Please note that this section of the report quotes some stereotypes and prejudicial comments as examples of evaluated attitudes. These comments should not be re-quoted, as they could cause offence if taken out of a research context.

As well as completing the Contact Star before and after their peer guide training, the young people were asked to answer open ended free-response questions, especially to explain why they chose the groups of people they most and least wanted to spend time with:

- Why would you want to spend your lunchtimes for a week with a person from this group?
- Why would you not want to spend your lunchtimes for a week with a person from this group?

These qualitative data about the young people's highest and lowest choices on the Contact Star provide a fuller source of evidence than the quantitative measures. Expressed in the young people's own voices, they offer a nuanced understanding of the attitudes towards particular groups in society and the factors that may influence these attitudes. Some overarching themes emerge from these findings, which provide additional insight and suggest possible directions for future programme development.

All groups equally

When completing the Contact Star both before and after the Anne Frank Trust programme, some young people gave every group the same score – i.e., they expressed equal willingness to spend their lunchtimes with a person from any of the different groups.

Before the start of the programme, a small number of young people gave every group the same low score and based this decision on negative feelings, for example:

"I don't want to spend time with any of them."

At the same time a larger number of young people gave high scores equally to all the groups, and their reasons often reflected their values:

"Because I believe everyone is equal."

"I wouldn't care who or what they are, it's just about personality."

"We are all equal. You aren't defined by your religion, ethnicity or nationality."

After the programme, there was a significant increase in the number of young people who gave the same high score to all the groups. The reasons given fell into four themes:

- All people are equal.
- Everyone is unique or human and should be defined by their individual personality, not by their social group.
- Everybody has something in common with everybody else.
- Everyone is interesting and it would be good to get to know people from every group.

Typical post-programme comments from these young people included:

"Everyone's equal, no preference. Everybody has something in common, some more than others."

"Because everyone is equal and shouldn't be treated differently because of their religion, nationality or something else."

"I chose everyone because in my opinion race, sexuality and religion don't matter. I think their personality defines them."

"Because everybody's unique in their own way."

"Because I may have something in common with any of those people."

"I might have something in common with them."

"So I can get to know them."

"I want to get to know them."

This rise in the number of equally high scores supports the statistical evidence that, after being trained as peer educators, the young people become more positive in their attitudes to an increased number of social groups. It suggests that participants are taking on board the anti-prejudice learning from the Anne Frank Trust and applying it to their lives.

PART FOUR:
Peer Education – Young People's Views

British people

In explaining their scores for British people, the peer guides almost invariably referred to a sense of commonality. This is not surprising given that the research was carried out in British schools.

The sense of commonality in fact led some young people to give British people their lowest score – for the positive reason that they would prefer to meet and learn from people with whom they are less familiar:

"Because I already have a lot of interactions with British people and I feel like I would want to interact with other, different people in a sense that they could teach me a lot of things."

However, as one would expect, many more young people gave the British group their highest score, and this was overwhelmingly because they could relate to British people, had the most in common with them, spoke the same language, and would be most comfortable with them.

"I would have the most in common with these people and I think I would get on the best with them."

"Because you can relate with them and speak the same language."

Citing language as a reason reveals a notable assumption by the young people, as there is nothing to suggest that people in most of the groups on the Star (except German and possibly refugees and immigrants) would not speak English.

"Because I am British and I would understand them more. I feel comfortable because they are like me."

The belief that British people would be "like" the young people is another assumption. It suggests that the young people's understanding of groups revolves around homogeneity – that there is more similarity within a group than between groups, and conversely, that there are more differences between groups than within them.

Christian and Muslim people

The young people's attitudes to these two groups followed a similar pattern. The numbers of young people who gave their highest scores to either Christians or Muslims fell slightly between the pre and post-programme questionnaires, but at both test points the reasons given were consistently – without exception – about a sense of commonality:

"Because I am also Christian." (Christian)

"Because I will have lots in common so it will not be awkward." (Christian)

"We would have a lot in common as we are from the same religion." (Muslim)

"I have a lot in common because we are both Muslims and we read the Quran, we pray and follow the five pillars." (Muslim).

A small number of young people gave their lowest scores to Christians or Muslims, and their reasons were the converse – a sense of difference rather than commonality:

"Different religion, not really interested." (Christian)

"Don't have the same beliefs." (Muslim)

Gay people

(The Anne Frank Trust is reviewing the use of the term "Gay" for this group on the Contact Star questionnaire. To be more inclusive while remaining accessible to respondents from the age of 10 we are planning to change it to "LGBTQ, e.g. gay". See Part Six: Conclusions and Future Work.)

The number of young people who gave their lowest score to gay people declined between the pre and post programme surveys. At both points, the young people gave two main reasons for these low scores. Firstly, they cited religion or family values:

"Because it was Adam and Eve, not Adam and Steve."

"I don't really like gay people as much because it is not practised in my religion."

"I come from a traditional family and I don't like gay people."

Secondly, some young people expressed negative feelings or stereotypes about gay people:

"I think gay people are sort of weird so I wouldn't want to spend a lunch time with them."

"Because they could act a bit odd and have a different type of voice"

Stereotypes also influenced many young people to give gay people the highest scores – but these were relatively benign stereotypes of gay people being perceived as interesting to talk to, sociable and fun. This again suggests a conception

of a social group as being homogenous rather than made up of individuals. Other young people gave their highest scores to gay people because they were themselves gay or exploring issues of sexuality, or expressed a need to talk with other LGBTQ people:

"Chatty."

"Because they might be fun to talk to."

"As I am currently finding out my sexuality and I would like to hear their stories."

"I just feel like I can relate to them more and all my friends are straight and it gets awkward. It's weird not having a friend that I can really relate to."

Gypsy Travellers

Before the start of the Anne Frank Trust programme, Gypsy Travellers received more lowest scores than any other group on the Contact Star. Most young people explained that they felt little in common with Gypsy Travellers. They expressed a high level of negative emotions and stereotypes:

"Because you don't have that much in common and they're always on the make."

"Because they normally steal."

"Because they fight the police, park their caravans, wreck land and get drunk."

Many respondents acknowledged that they had never met a Gypsy Traveller. Others felt that their attitudes were explained by the media:

"Due to the image that the media has given me (violent etc)."

"Because I have watched documentaries about gypsies stealing stuff so I would not want my lunch stolen."

After the programme, the severity of the negative feelings towards Gypsy Travellers was lower, although many young people continued to feel little sense of commonality:

"As they live a very different lifestyle to me and share different views. Also, gypsies are stereotypically outstanding from the rest of society."

However, some young people did give their highest scores to Gypsy Travellers at the outset, and there was a significant increase in this number after completing the Anne Frank Trust programme. The comments became noticeably more positive:

"To get to know their personality better. Also because people don't like gypsies even though they are just people."

"It would be extremely interesting to find out more about what it would be like to live like a gypsy."

"It would be interesting to spend some time with someone who has mostly travelled."

There is clearly an element of friendly curiosity or anthropological interest in these responses. The perception that Gypsy Travellers are widely travelled is either a benign stereotype or a misunderstanding of the term "traveller".

Homeless people

When young people gave their lowest scores to homeless people, their reasons conveyed a high level of uncertainty. In the pre-programme comments, questions were asked such as why the people were homeless, whether they used drugs, and if they might be unpredictable in terms of their behaviour. Many comments were double edged – including an element of negative stereotyping, with frequent references to poor hygiene and a feeling that they would have nothing in common, but also some recognition that a homeless person wasn't to blame or that the student didn't have anything against them.

"A lot of homeless people cannot shower, which isn't their fault, but I feel uncomfortable eating around an unclean person."

"I have nothing against them, I'd just feel awkward speaking with them because I couldn't relate."

After the programme, young people who gave the lowest score to homeless people continued to be influenced by uncertainty, anxiety, stereotypes, and an apparent conflation of homeless people with people who drink or ask for money on the streets:

"I would be very cautious of this person even though they might be just like me."

"Because homeless people aren't the nicest and use you to buy food."

PART FOUR:
Peer Education – Young People's Views

"I feel uncomfortable and unsafe around them since they could be a drug addict or alcoholic."

However, other young people made positive comments about homeless people, and these were often motivated by an altruistic urge to understand and help:

"Because I would want to know why and how they are in the situation and how they feel about it."

"To make sure they have proper food and clean water and try to see what's up and talk to make them happy."

"I would be able to understand homelessness more and probably appreciate the things I take for granted."

"To learn about their background and how they ended up homeless. Also how we as a society can help and prevent this."

After the programme, the number of young people who gave homeless people their highest score increased slightly, and the number who gave their lowest score decreased significantly. This represents one of the biggest changes in view from before to after the programme.

Immigrant and refugee people

(The Anne Frank Trust is reviewing the use of the term "Immigrant" on the Contact Star questionnaire, recognising that "migrant" is now generally preferred. See Part Six: Conclusions and Future Work.)

The young people's comments on two groups from the Contact Star – immigrants and refugees – followed a similar pattern, and this may reflect a conflation of these groups in the young people's minds. Relatively few young people gave these groups the lowest score, but those who did, both before and after the programme, based their decisions on a lack of commonality and on strongly negative stereotypes including language difference and criminality:

"Because I don't know their language and I don't speak like them." (Refugee).

"They could be dangerous or want to steal because they are desperate to live." (Refugee)

"They might be dangerous because of what you hear on the news." (Immigrant)

"They could be sketchy or want to steal." (Immigrant)

However, the post-programme questionnaires were more positive, and at both test points many young people gave the highest scores to immigrants and/or refugees. Their reasons came from a place of compassion and wanting to learn:

"Because I would think that they need friendship in a new place and I would want to know their story to sympathise with them and make them feel at home." (Refugee)

"I'm interested to know what they think about where they are living now, the difference between the two places and what they miss most etc. Mostly their story and past. Also maybe find a way I can relate to them and seeing their view of that country." (Immigrant)

Jewish people

Given that the programme includes a major focus on Anne Frank's experience of anti-semitism and the Holocaust, it is unsurprising that, between the pre and post questionnaires, there was a relatively large increase in the number of peer guides who gave the highest score to Jewish people.

Many of the reasons for these high scores were similar to those for giving equal scores to every group – a recognition that all people are individual and equal. This suggests that the programme is successful in encouraging young people to appreciate their shared humanity with Jewish people:

"I don't know, they are just like everyone else."

However, many of the comments did not convey a more personal sense of commonality. Instead, the programme seems to have given many young people an interest in Jewish people as a source of historical or perhaps anthropological learning:

"I would like to hear their opinion on the Holocaust and ask if any of their past relatives were involved in WW2/ Holocaust."

"Because I would like to see their views on the Holocaust."

"Because I have learned more about them through this exhibition and I would like to talk to some who actually is."

"I don't have any friend who is Jewish so I would like to meet a new type of person and get to know about them. I also don't really know anything about Jewish people."

It is notable that this last young person refers to a Jewish person as a "type", and would like to get to know "about" them, rather than to get to know them. Nevertheless, the post-programme attitude is free from stereotypes, friendly, and a sound basis for potential future contact.

Older people

A handful of the young people gave their lowest score on the Contact Star to older people. They did so on the basis that the age gap would give them little in common.

However, a larger number of the peer guides gave high scores to older people, and this proportion grew after the programme. Almost without exception the reasons given revolved around older people having interesting stories and life experiences to share. This increased interest in stories may have been inspired by the biographical and historical content of the Anne Frank Trust exhibition. Of all the groups on the Star, older people are probably the one group that most students will have come into contact with, perhaps even on a regular basis via grandparents. It may be that this group is more familiar to the students and the possibility of spending time with an older person may be less daunting or threatening than spending time with someone from an unfamiliar group.

"Because I feel like they would have a lot of experience and they could give me a lot of advice for the future. They would also have a lot of historical information and I would feel like would enjoy listening to it."

"Because old people are interesting and I can talk to them about anything."

"I enjoy talking to old people and I like hearing their weird stories."

As well as story-telling, young people gave high contact scores to older people on the basis of homogeneity and benevolent stereotypes – for example, seeing older people as kind, funny and loveable. The young people also saw themselves in a caring role of relieving older people's loneliness or introducing them to modern ideas:

"They're just fun and have stories to tell."

"They could tell me stories of their life and it would be interesting to explain modern things to them."

"Because they're cute and have lots of stories to tell."

"Because when you're old you really don't have many people to talk to and because I like all old fashions and that I have things in common with them."

Overarching themes from the young people's comments

- **Negative stereotypes.** The most negative comments in the survey were made against groups of people who are widely stereotyped in British society. The young people explained these comments primarily by repeating the stereotypes, which appear to be pervasive and to influence young people's opinions of groups of people they have never met.
- **Having nothing in common.** The other main reason given for the lowest scores on the Contact Star was having nothing in common. This makes an interesting comparison with the statistical data, where an increase in the commonality score did not always correlate with a more positive attitudes score on the Contact Star.
- **Increased values of equality.** The increase in the number of young people giving an equal contact score to all the different groups is a strong indicator that the programme instilled the values intended by the Anne Frank Trust.
- **Familiarity.** The young people tended to give their highest contact scores to groups with whom they felt most familiar or comfortable, and with whom they had most in common.
- **Homogeneity.** There was a sense that many of the young people saw other groups of people as homogenous (i.e. everyone in the group is the same), or at least that members of the group are similar to each other and different from those in other groups. This view shifted in the post-programme questionnaire, with more young people commenting that everyone is equal not matter what group they belong to.
- **Crossing group boundaries.** Many of the young people became more willing to learn about groups of people other than their own, but there remained a sense that definite boundaries still exist between groups.
- **Benign stereotypes.** In making decisions about contact with other social groups, young people were influenced not only by negative stereotypes, but also by benevolent ones (such as older people being kind/warm and gay people being "chatty").

PART FIVE:
Anti-Extremism Workshops

The workshops

In some schools where pupils are trained as peer guides to the Anne Frank exhibition, Anne Frank Trust staff deliver additional workshops to whole class groups aimed at preventing extremism. These workshops were funded in 2019-20 by the Home Office as part of the *Building a Stronger Britain Together* (BSBT) initiative.

The workshops usually take place in one lesson of about an hour. The story of Anne Frank provides a relatable example of the human impact of unchecked prejudice, and an exploration of Nazi propaganda demonstrates the methods used by the Nazis to dehumanise Jewish people. This leads into a discussion of images and ideologies that attempt to divide society today, including Far Right narratives.

Learning objectives include knowledge and understanding about prejudice, an ability to identify and think critically about extremism, and a commitment to shared values of tolerance and respect.

The young people

The survey was completed in 12 schools during the academic year 2019-2020. The schools were situated in 5 regions in England (London, the North East, the North West, the West Midlands and Yorkshire and the Humber). In total 257 young people completed the evaluation at both pre and post workshop time points.

As the workshops were usually only 1 hour, there was not felt to be enough time to obtain full demographic data on the participants. This makes it impossible to assess the equitability of the workshops across different ethnic and other groups of young people, an issue which the Anne Frank Trust aims to address in the future: see Part Six.

The evaluation

All measures were evaluated using a paper-based survey at two time points (pre and post workshop). The aim was to assess to what extent the workshop has a positive effect on the following:

- Knowledge about prejudice and the problems it can cause in school and the community.
- Awareness of the potential dangers of extremism.
- Valuing respect for others whatever their identity.

Both pre and post the workshop, young people indicated their level of agreement with each of 5 statements (on a scale from 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

The five statements were as follows (also see Appendix D):

- I know what prejudice is.
- I understand prejudice can cause problems in my community/school.
- I believe prejudice can lead to extremism, which can be dangerous.
- I think each of us should play a part in challenging prejudice.
- Everyone should be respectful of others whatever their identity (e.g. race, religion, sexuality).

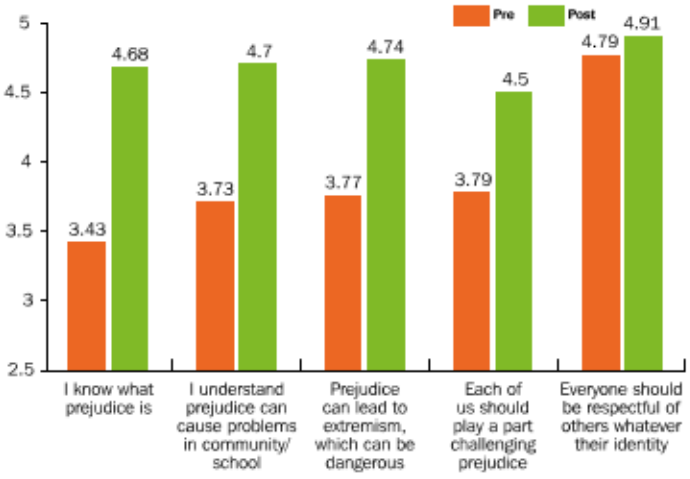
Overall impact

Following the workshops, there was a statistically significant increase in agreement with all five statements.

It is notable that the increases for the first four statements all had large effect sizes: this is encouraging evidence that the young people made substantial progress in their knowledge of prejudice and awareness of the dangers of extremism.

Even on the final statement, which had a high pre-workshop score and little room for progress, the increased agreement had a small to medium effect size. Many scores reached nearly ceiling levels on this measure (a score of 5). This indicates that the workshops boosted the young people's existing values of respect for others. The mean scores for each of the statements at both time points are shown below:

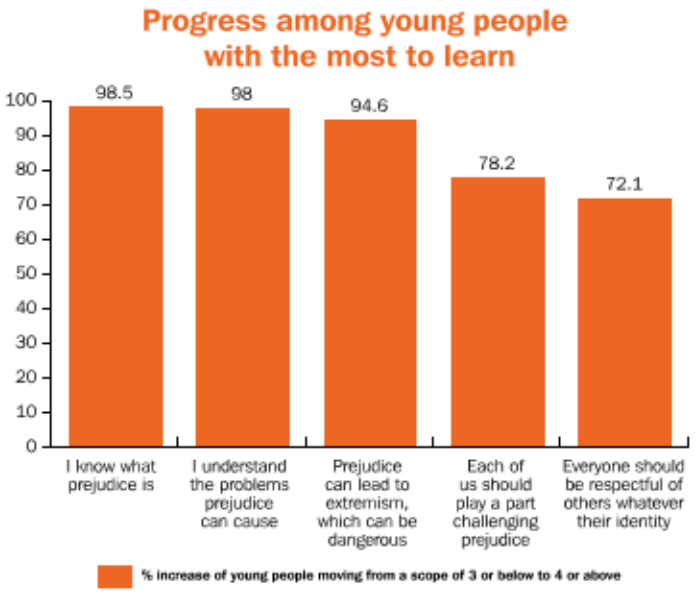
Progress in knowledge, understanding and values



The scale ranged from 1 – 5 (1 = Strongly disagree, 5 = Strongly agree). Given the mean scores, only the mid-top range is included in the graph above.

Impact on young people with the most to learn

To assess the workshops' impact on the young people who needed it most, we examined the progress made by students who scored 3 or below in the pre-workshop questionnaires. These were pupils who started out in a position of uncertainty or disagreement with the statements. The following shows the percentage increase of these young people who had scored 3 or below on the pre questionnaire and went on to score 4 or above in the post questionnaire.



On the first four statements – the measures of knowledge and awareness about prejudice and extremism – almost all the young people with a pre-workshops scores of 3 or below progressed after the workshops to a score of 4 or above.

On the fifth statement – "Everyone should be respectful of other whatever their identity" – the outcome appears relatively lower at 72.1%, but it is worth noting that 95.7% of the young people agreed with this statement before the workshops, leaving little room for improvement. The figure rose to 98.8% post workshop, with most (92.2%) of the young people scored a 5.

These data provide strong evidence of the workshops' impact on those young people who have the greatest need to learn.

Home Office evaluation

The Anne Frank Trust's anti-extremism workshops in 2019 were also included in a wider evaluation of the BSBT programme carried out by Ipsos Mori on behalf of the Home Office. This research notes that the Trust achieved or exceeded in all its programme targets, and concludes:

"The evaluation provides positive indication that the project has contributed towards two of the BSBT macro outcomes 'fewer people holding attitudes, beliefs and feelings that oppose shared values' and to a lesser extent 'increased sense of belonging and civic participation at the local level'."

The full report of this research can be found on the Anne Frank Trust's website.

PART SIX: Conclusions and Future Work

Conclusions

This report enhances and extends the already compelling case for the Anne Frank Trust's anti-prejudice programme in schools. It provides new and fuller evidence that the young people in the programme make significant progress in:

- Knowledge, understanding and awareness about prejudice, bullying and extremism
- Attitudes towards different groups of people
- A sense of commonality with different groups of people
- Commitment to values of respect and equality
- Readiness to take positive action.

The research confirms two key tenets of the Trust's educational approach:

- The life and work of Anne Frank are highly effective as a resource for learning not only about anti-semitism but about prejudice and discrimination generally.
- Peer education – in which pupils become the educators – is a powerful means of deepening young people's anti-prejudice learning and commitment.

There is also clear evidence that the Trust achieves educational impact through its workshops, whether stand-alone or linked to peer education, even when these workshops are only 1 hour in length.

Future education developments

Responses from the Anne Frank Trust's education team:

- Noting the findings about persistent negative stereotypes of particular social groups (especially in Part Four of the report), we are reviewing the educational potential of Anne Frank's experiences as a homeless person, migrant and refugee, and her attitudes towards older people.
- During 2021, we will seek funding to develop three new workshops – addressing prejudice against (a) Black people, (b) refugees and (c) Gypsy, Roma and Traveller people.
- We will reflect on our curriculum and pedagogy in response to the issues of group boundaries and benevolent stereotypes raised the qualitative data. We want young people to become more aware of their sense of "in" and "out" groups, and of homogeneity versus individuality.

Future evaluation developments

Responses from the Anne Frank Trust and the University of Kent:

- We have reviewed the Contact Star and will introduce a new version with some new groups – including Black people and disabled people – and with more inclusive and accessible labels (e.g. "migrant" instead of "immigrant", "LGBTQ" instead of "gay").
- We will actively explore means to measure the equitability of our impact, e.g. through more comprehensive collection of demographic data and larger sample sizes to enable measurement of impact on minority groups.
- We will ensure consistency of data collection across the charity, especially so that next year's report includes data from Scotland.
- We will develop a research framework by 2022 to evaluate our impact on our wider audiences – e.g. the people who are brought round our exhibitions by the peer guides.

Appendix A
Free to Be Questionnaire

Free to Be Workshop
Pre Questionnaire

Gender: _____

Age: _____

School: _____

Date: _____



The Anne Frank Trust UK
annefrank.org.uk

Your answers are completely private, confidential and anonymous. This means you can be completely honest and not worry about being judged or having your answers shared!

Please read the following sentences that could be used to describe you. Decide how much you agree with each sentence by selecting one answer only for each row.

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
a) I know a lot about Anne Frank's life and the Holocaust					
b) I know a lot about the harm that prejudice-based bullying can cause					
c) I feel confident to report prejudice-based bullying					
d) It is not OK with me to use stereotypes about people from other ethnic groups					
e) I often feel moved or have concerned feelings when I see something happen to other people					
f) I find it easy to empathise with people experiencing discrimination					

Appendix B
The Contact Star





The Anne Frank Trust UK
annefrank.org.uk

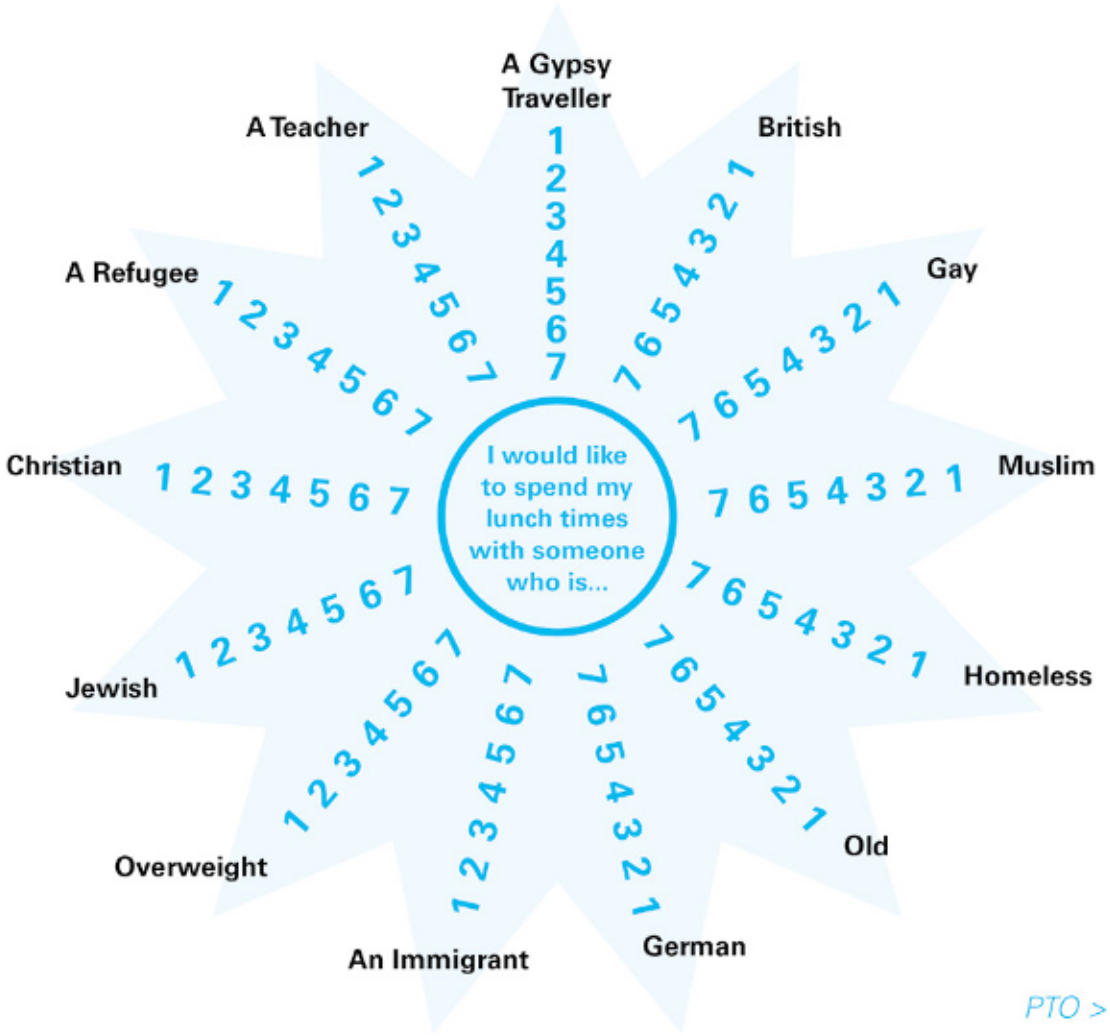
Your answers are completely private, confidential and anonymous. We won't share your name with anyone else. This means you can be completely honest and not worry about being judged or having your answers shared!

Imagine that you have to spend lunch time for a week with **one person you had never met before.**

How much would you like it if this person was...

(Use the star to mark your answers, **1 =** Not at all like to, **4 =** Neither like or dislike, **7 =** very much like to.

Please make sure you choose **one number for each person.**)



PTO >

Appendix C
Commonality Scale



annefrank.org.uk

Using the grid below, please think about how much you may or may not have in common with the person who is…

Please tick only **ONE** box per row

	1 Nothing in common	2 A little in common	3 Quite a lot in common	4 Very much in common
An Immigrant				
British				
Christian				
A refugee				
Gay				
German				
Homeless				
Jewish				
Muslim				
Old				
Overweight				
A Teacher				
A Gypsy Traveller				

Appendix D
BSBT Workshop Questionnaire

The Anne Frank Trust UK

Workshop Pre Questionnaire

BUILDING A STRONGER BRITAIN TOGETHER

Today's Date: _____

Name: _____

School: _____

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I know what prejudice is					
I understand prejudice can cause problems in my community/school					
I believe prejudice can lead to extremism, which can be dangerous					
I think each of us should play a part in challenging prejudice					
Everyone should be respectful of others whatever their identity (eg race, religion, sexuality)					



Image of Anne Frank courtesy of The Anne Frank Fonds, Switzerland.



Please help the Anne Frank Trust build commonality among more young people by making a donation at **www.annefrank.org.uk**

To comment on this report or ask for more copies, please contact:

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#BuildingCommonality