



Effective Against Prejudice

The Impact of the Anne Frank Trust's Education Programme
2021-2022

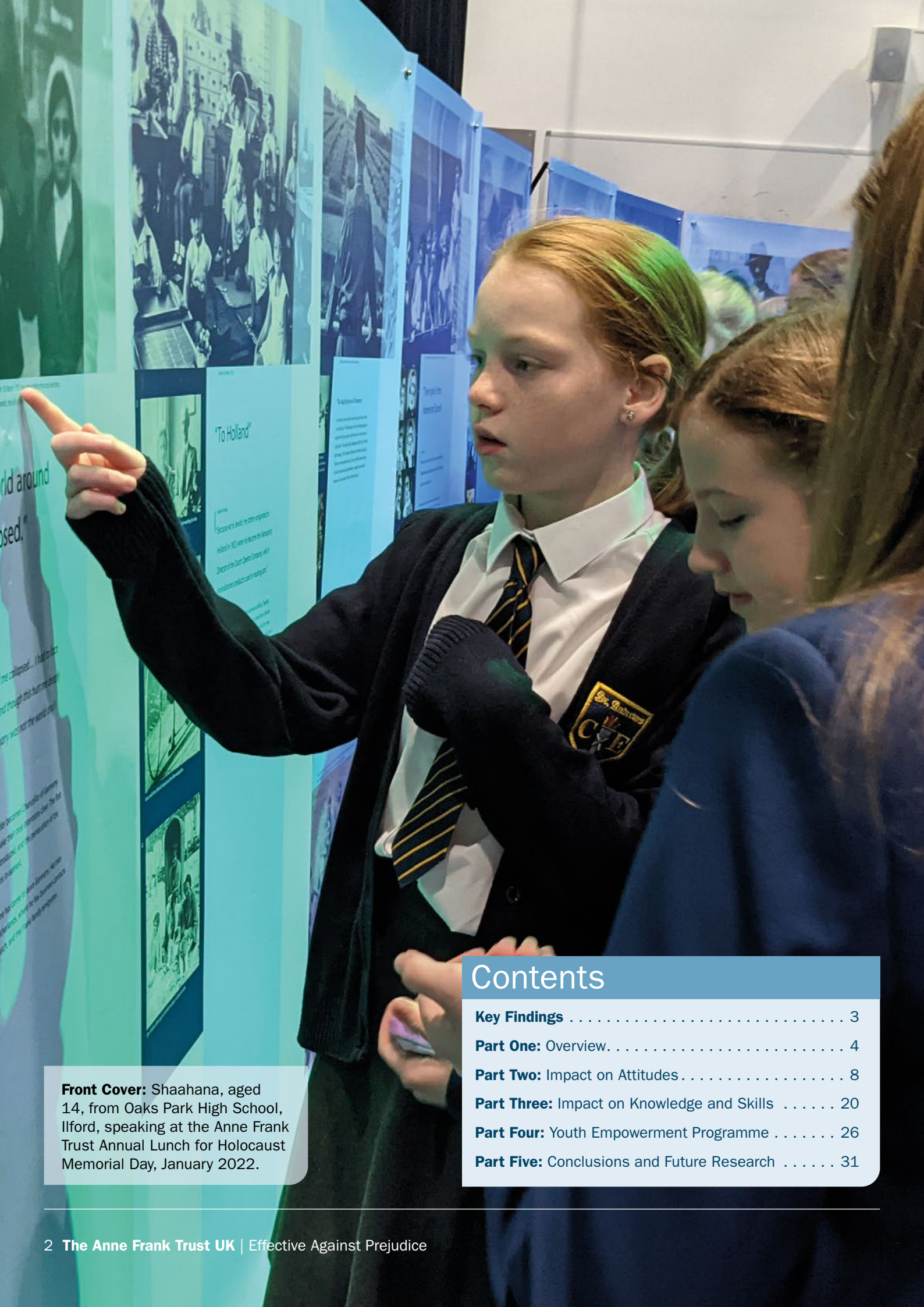
by Katie Goodbun
University of Kent

#EffectiveAgainstPrejudice

Anne Frank.

The Anne Frank Trust UK

University of
Kent



Front Cover: Shaahana, aged 14, from Oaks Park High School, Ilford, speaking at the Anne Frank Trust Annual Lunch for Holocaust Memorial Day, January 2022.

Contents

| | |
|---|----|
| Key Findings | 3 |
| Part One: Overview | 4 |
| Part Two: Impact on Attitudes | 8 |
| Part Three: Impact on Knowledge and Skills | 20 |
| Part Four: Youth Empowerment Programme | 26 |
| Part Five: Conclusions and Future Research | 31 |

Key Findings

Evaluation of the Anne Frank Trust's schools programme in 2021-22 shows:

Impact on social attitudes

from a sample of 1,428 young people trained as peer educators

- A significant proportion progress in their attitudes towards every social group tested in the evaluation: Black, Christian, disabled, female, Gypsy, Jewish, LGBTQ, male, Muslim, old, refugee, and white.
- 84.4% progress in their attitudes towards at least one social group.
- This rises to 91.2% for young people in primary schools.
- 43.7% progress in their attitudes towards at least half of these groups.
- The greatest progress is towards Jewish people, with 52.3% of young people becoming more positive.
- Young people of different ethnic groups, genders and religions all make significant progress.
- Christian, Muslim and Non-Religious young people all make significant progress in their attitudes towards each other, but the progress in their attitudes towards Jewish people is even greater.
- Young people with the most negative attitudes make the greatest progress.
- There is initial evidence that the Trust's new *Voices for Equality* programme has an even greater impact than the long-established exhibition programme.

Impact on knowledge and understanding

from a sample of 646 young people who took part in workshops

- Nearly three-quarters (73.1%) make significant progress in their knowledge about prejudice.
- This rises to 89.2% among young people who start out with lower levels of knowledge.
- More than two thirds (67.6%) become better able to recognise prejudice.
- Over half (53.2%) develop greater empathy towards victims of prejudice.

Empowerment

Anne Frank Ambassadors tell us:

- They are increasingly passionate and confident to challenge prejudice in all its forms.
- Being called an Anne Frank Ambassador gives them a strong sense of responsibility to make a difference.
- The Anne Frank Trust is enhancing their sense of agency by:
 - providing a safe space and peer group for talking about prejudice,
 - introducing them to anti-prejudice strategies such as public speaking and creative writing.
- They see prejudice being normalised in the banter among many young people.
- They are concerned about misinformation about prejudice, especially on social media.

PART ONE: Overview



Introduction

by **Tim Robertson,**
Chief Executive

Our dynamic, long-term partnership with the University of Kent is an outstanding example of the difference that world-class academic research can make to a critical social problem. The expert input of Professor

Dominic Abrams and researcher Katie Goodbun ensures not only that the Anne Frank Trust is head-and-shoulders above most charities in being able to prove our impact, but also that we are constantly honing and enhancing that impact as we respond to the research findings.

Prejudice is on the rise – hate crime in England and Wales has risen by 26% in the last year, antisemitic hate crime by 49% – but so is the effectiveness of the education we deliver to prevent prejudice. Now that we have 4 years of University of Kent data, we can see, for example, that over those 4 years our impact on young people’s attitudes towards Jewish people has risen by 21.9% (see page 13).

We have asked our colleagues at Kent to pay particular attention to antisemitism in the present report, so that it can help inform an educational review we are commissioning in the year ahead, to look at our programme specifically in relation to Jewish experience and antisemitism. Perhaps the most pertinent finding here is that, while we have a demonstrable impact on young people’s attitudes towards all the personal characteristics protected by the Equality Act 2010, our biggest impact of all is on attitudes towards Jews (page 13). This indicates that our education staff are successful in teaching both the specific Jewish experience of Anne Frank and the lessons that can be drawn about all forms of prejudice today.

The present report, *Effective Against Prejudice*, not only includes comparative data from three previous years, but also has our biggest sample yet. This makes the findings more convincing than ever. It also means that our Kent colleagues are able to analyse the equitability of our impact on young people of different ages, ethnicities and religions. Some fascinating results emerge – for example, that Christian and Muslim young people become significantly more positive towards Jewish people and towards LGBTQ people – and it is heartening to see the consistency of our impact across Asian, Black and White ethnic groups (page 13). However, disabled young people are under-represented in the sample, and are a clear priority for future outreach.

There is encouraging initial evidence around recent innovations in our educational offer. We are increasingly targeting and adapting our programmes for primary schools, which outnumber secondaries for the first time in this year’s sample. The findings show that our impact in primaries is even greater than for secondaries, and that our greatest impact by age is on 9-year-olds, the youngest pupils we work with (page 16). Similarly, our new *Voices for Equality* programme, which centres on Anne Frank’s diary and youth voice, has a stronger impact than our long-established exhibition programme, which focuses more on Holocaust history (page 19).

In Part Four (page 26), some of our young ambassadors give their own view about the impact of our new Youth Empowerment Programme. As this programme was launched only this year, it is our top priority for evaluation in the future, and Kent have recruited a new PhD student specially to undertake this work. We also need to measure the outcomes of our online learning events and our peer education, as well as further iterative development of schools programme. We can be proud of the exceptional effectiveness of our work precisely because we always need to keep improving. As Anne Frank wrote in her diary on 11 May 1944:

“Oh, there’s still so much to find out and learn.”

Tim Robertson, Chief Executive
The Anne Frank Trust UK

Overview of the Anne Frank Trust education programme

The Anne Frank Trust is an education charity that empowers 9–15-year-olds to challenge all forms of prejudice, inspired by the life and work of Anne Frank.

Founded in 1991, the Trust is the UK partner of the Anne Frank House in Amsterdam and is supported by the Anne Frank Fonds in Switzerland, which holds the copyright for the Diary. The Trust's base is in London and its education programmes are delivered by Anne Frank Workers, who live and work in Scotland and five regions of England (London, North East, North West, West Midlands and Yorkshire).

The Trust's focus on **9- to 15-year-olds** is because this age group can relate to Anne Frank, who was aged 13-15 when writing her diary, and because of research evidence that these years are crucial to the formation of individuals' beliefs and values for life.

Anne Frank and the Holocaust form both the starting point and a constant point of reference in the Trust's education programmes. Young people gain powerful insight into antisemitism through Anne Frank's individual story in its unique historical context, then apply and extend their understanding to all forms of prejudice today. Their training as peer educators and ambassadors deepens their own learning as well as disseminating it to others.

The Trust runs three strands of education:

- **Online learning programme** of live events and web-based resources open to all schools.
- **Schools programme** in specific regions consisting of a core programme with peer education (evaluated in Part Two of this report) and workshops (evaluated in Part Three).
- **Youth empowerment** programme of mentoring, creative projects and residentials for young people who have completed the peer education, wish to continue in an ongoing anti-prejudice role as Anne Frank Ambassadors, and have lived experience of prejudice or disadvantage. This is the subject of Part Four.

In the 2021-2022 academic year, the **total reach** of the Trust's schools programme was **46,133 young people**. The Trust worked with 184 year groups across 160 different schools, and trained 3,421 young people as peer educators, whose education reached 34,240 peers. 8,472 young people took part in workshops.

At the time of this report, the Trust had recruited 72 young people as Anne Frank Ambassadors. The focus groups discussed in Part Four of the report are the first evaluation of this new programme.

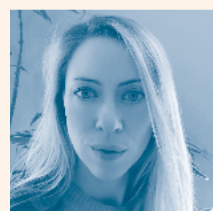
Sample size, research process and researchers

Improved data collection practice within the Anne Frank Trust has produced a significantly larger sample for this year's impact report, which makes the findings more reliable than ever. The 2021-22 school programme sample of **2,074 young people** compares with 525 young people in 2020-21 (the main year of school closures for coronavirus) and 880 in 2019-20.

The schools programme has been evaluated through questionnaires administered by school or Anne Frank Trust staff at the start and end of each programme. Care is taken to explain that the questionnaires do not have right or wrong answers, and to ensure that young people complete them honestly and independently.

A further 12 young people from the Youth Empowerment Programme took part in the focus groups for Part Four of the report. These focus groups were facilitated by Anne Frank staff and audio recorded.

The Anne Frank Trust passes all data to the **University of Kent** for analysis. The university researchers have no contact with the programme participants. The content and format of the evaluation assessments have been scrutinised in detail and approved by the university's Ethics Panel.



Katie Goodbun, PhD researcher and lecturer in Social and Developmental Psychology, advises the Anne Frank Trust on the structure and content of the evaluation tools, carries out all the data analysis, and is the primary author of this report. Katie's work has been supported by an Economic and Social Research Council SeNSS CASE (1+3) studentship.

Katie is supervised by **Professor Dominic Abrams**. Both Katie and Dominic are part of the Centre for the Study of Group Processes in the School of Psychology at the University of Kent. Dominic is also a trustee of the Anne Frank Trust. Any potential conflict of interest is managed by the Trust's board so that Prof. Abrams' evaluation of the Trust's programmes is impartial and his findings are reported comprehensively.

PART ONE: Overview

Prof. Abrams' body of research provided the foundations for the introduction of the Anne Frank Trust's evaluation methodology in 2013, and since then has played a **leading role in enhancing the charity's evaluation and educational strategies**, notably drawing on:

- Evidence that arts-based interventions can mobilise pro-social intergroup attitudes (Van de Vyver & Abrams, 2017)
- Evidence that children's learning about Anne Frank can address antisemitism at the same time as leading to generalised improvement in attitudes to other social groups (Abrams, Houston, Van de Vyver & Vasiljevic, 2015)
- Development of the Contact Star as a measurement approach that can be applied to multiple social groups, drawing on work led by Prof. Abrams with the Equality and Human Rights Commission (Abrams, D., Swift, H.J., & Mahmood, L., 2016)
- A focus on improving children's ability to empathise with victims of discrimination, by strengthening their understanding of how group and intergroup dynamics create social pressures that reinforce prejudice (Abrams, 2011, Abrams, Palmer, Rutland, Cameron & Van de Vyver, 2014)
- A conceptual basis from research involving ESRC CASE students, which shows how marginalisation works within as well as between groups (Abrams, D., Palmer, S.B., Van de Vyver, J., Hayes, D.P., Delaney, K., Guarella, S., & Purewal, K., 2016).

Acknowledgements

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

Key programme funders:

- 29th May 1961 Charitable Trust
- Aimwell Charitable Trust
- All Aboard
- Alma & Leslie Wolfson Charitable Trust
- Andor Charitable Trust
- Anne Frank Fonds, Switzerland
- Arnold Clark Community Fund
- Belron Ronnie Lubner Charitable Foundation
- Benesco Charity
- Bloom Foundation
- Brown Rudnick LLP
- Chance to Flourish
- Charles Wolfson Charitable Trust
- Chesterhill Charitable Trust
- County Durham Community Foundation
- David and Ruth Lewis Family Charitable Trust
- Department for Education
- Dulverton Trust Dundee City Council
- DWF Foundation
- The Gannochy Trust
- Glasgow City Council
- Humanitarian Trust
- Ian Karten Charitable Trust
- J E & AV Posnansky Charitable Trust
- Ken and Edna Morrison Charitable Trust
- Kobler Trust
- Masonic Charitable Foundation
- Mayor Of London Shared Endeavour Fund
- Michael and Anna Wix Charitable Trust
- Milton Damerel Trust
- Old Possum's Practical Trust
- Paul Hamlyn Foundation
- Perth and Kinross Council
- pladis
- Philip King Charitable Trust
- Ploughshares
- Reed Foundation
- Robertson Trust
- Shoresh Charitable Trust
- Souter Charitable Trust
- The Sandhu Foundation
- Vandervell Foundation
- W A Cargill Fund

We also gratefully acknowledge those funders who wish to remain anonymous.

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- Individual donors who generously support our education programmes through their donations
- Teachers and other colleagues in partner schools
- The Centre for the Study of Group Processes in the School of Psychology at the University of Kent
- David Holmes, Salesforce and Data Manager at the Anne Frank Trust
- Grace Nelson, Assistant Director of Education at the Anne Frank Trust
- The Anne Frank Workers who deliver the programmes evaluated in this report
- Above all, the 2,074 young people who took part in the research at the following schools:
 - Abbey Grange Church of England Academy, Leeds
 - Baines Endowed Primary School, Thornton Cleveleys, Blackpool
 - Bill Quay Primary School, Gateshead
 - Bingley Grammar School, Bingley
 - Birtley East Community Primary School, Gateshead
 - Bishop Stopford's School, Enfield
 - Bower Park Academy, Romford
 - Brinsworth Academy, Rotherham
 - Carlton Bolling School, Bradford
 - Corpus Christi Catholic Primary School, Gateshead
 - Cumberland Community School, Newham
 - De La Salle School, St Helens
 - Dixons Trinity Chapeltown, Leeds
 - Dundale Primary School, Tring
 - Emmaus Church of England and Catholic Primary School, Liverpool
 - Ernesford Grange Community Academy, Coventry
 - Framwellgate School, Durham

- George Mitchell School, Leyton
- Gilbert Inglefield Academy, Leighton Buzzard
- Gomersal St Mary's Primary School, Cleckheaton
- Great Barford Primary Academy, Bedford
- Greengates Primary School, Redcar
- Hall Mead School, Upminster
- Hanson School, Bradford
- Harris City Academy Crystal Palace, Croydon
- Hebburn Comprehensive School, Hebburn
- Highfield Leadship Academy, Blackpool
- Hillhead High School, Glasgow
- Horton Mill Community Primary School, Oldham
- Hunsley Primary School, Hull
- Intake Farm Primary School, Mansfield
- John Stainer Community Primary School, Lewisham
- Kells Lane Primary School, Gateshead
- Kibblesworth Academy, Gateshead
- King Edward VI High School, Stafford
- Kings Langley Secondary School, Kings Langley
- Kiveton Park Meadows Primary School, Sheffield
- Longsight Community Primary School, Manchester
- Maghull High School, Liverpool
- Meadowdale Primary Academy, Bedlington
- Mercia School, Sheffield
- Nishkam School West London, Hounslow
- Onthank Primary School, Kilmarnock
- Prince Henry's Grammar School, Otley
- Ponteland Primary School, Newcastle
- Ridgewood High School, Stourbridge

- Sacred Heart Catholic Primary School, Sowerby Bridge
- Sacred Heart High School, Newcastle
- Sanders School, Hornchurch
- Shaftoe Trust Academy, Hexham
- Sir Phillip Howard Catholic Voluntary Academy, Glossop
- South Failsworth Community Primary School, Manchester
- St Benedict's Primary School, Glasgow
- St Columba's High School, Gourrock
- St Ignatius Catholic Primary School, Wakefield
- St Hilda's CE Primary School, Prestwich
- St Mary's and St John's School, London
- St Mary's Catholic Secondary School, Newcastle
- St Michael's Catholic Secondary School, Barnet
- St Mungo's Academy, Glasgow
- St Robert of Newminster Secondary School, Washington
- St Thomas the Apostle Secondary School, Nunhead
- St John's Roman Catholic Academy, Dundee
- Starbank School, Birmingham
- Swanlea Secondary School, Tower Hamlets
- The Brittons Academy, Rainham
- The Frances Bardsley Academy for Girls, Hornchurch
- The Halifax Academy, Halifax
- The Khalsa Academy, Wolverhampton
- The Lammas School, Waltham Forest
- The Warren Secondary School, Chadwell Heath
- Thomas Ashton School, Hyde
- Urmston Primary School, Manchester
- Warden Hill Junior School, Luton
- Wath Academy, Rotherham
- West Calder High School, West Calder

PART TWO: Impact on Attitudes

The programme

The young people included in this part of the evaluation have been trained as peer educators through the Anne Frank Trust's core schools programme.

They are pupils aged 9 to 15 who complete a full day of learning about Anne Frank, the Holocaust and prejudice today, followed by a day of training as peer educators. They carry out their peer education over two weeks in school, before a follow-up session to reflect on learning. All the sessions are led by one of the Trust's ten education delivery staff, who are called Anne Frank Workers.

There are two different versions of the core programme. In *Anne Frank: A History for Today*, young people learn from the Trust's long-established pop-up exhibition and then lead tours of the exhibition for their peers. Introduced in 2020, *Voices for Equality* has the same learning outcomes, but is based around Anne Frank's Diary, with young people using their creativity to develop their peer education, e.g. through an online quiz or a presentation in assembly.



The evaluation

Each participant completed a questionnaire at the beginning and end of the programme to assess impact on their attitudes towards others.

We define '**attitudes**' as:

Judgements people make about objects, events or other people. They are conscious or unconscious beliefs that guide behaviour such as distancing or willingness to be in contact with other groups. They are a fundamental factor in underlying prejudice.

Attitudes are measured using the Contact Star (p.9). This evaluation tool was developed jointly by the Anne Frank Trust and University of Kent in 2015. It asks young people to consider how much they would like to spend every lunchtime for a whole week with individuals they have never met before and who are from different social groups.

The Contact Star has undergone several revisions. Many of the groups have remained the same, enabling trends to be measured over years. This year, three new groups were added – Male, Female and White, and some of the wording has been adjusted to make it accessible to pupils as young as 9. For example, the term “traveller” proved in the past to be confusing to many young people, so “gypsy” is used instead, and “e.g. gay” has been added to clarify LGBTQ.


The total range of 12 groups aims to reflect many of the protected characteristics in the Equality Act 2010.

- Black
- Christian
- Disabled
- Female
- Gypsy
- Jewish
- LGBTQ e.g., gay
- Male
- Muslim
- Old
- Refugee
- White

Young people mark their responses on a scale from 1 to 7, with 1 indicating that they are 'not at all willing' to spend time with an individual from this group, and 7 indicating that they are 'very much willing'.


The Contact Star is given to the young people either by school or Anne Frank Trust staff. In the past, this was always in paper form. In 2021-22, the Trust introduced an online version, which was used by some schools.

The Contact Star



The Anne Frank Trust UK

Evaluation Form



Your initials

(up to four letters)

When is your birthday?

(Example, 16th October)

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

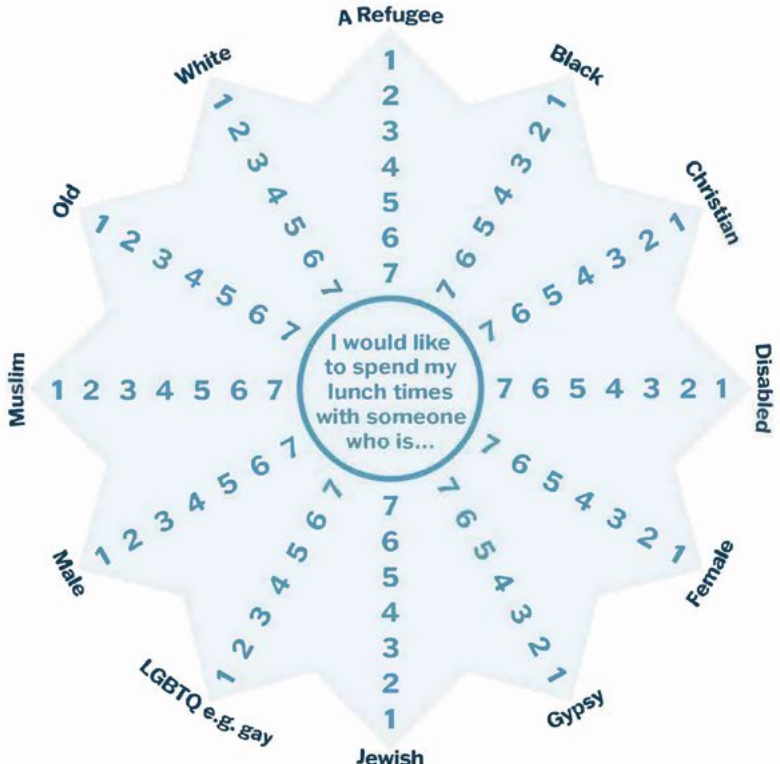
How much would you like it if this person was...

Use the star to mark you 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.

A Refugee



I would like to spend my lunch times with someone who is...

White

Black

Christian

Disabled

Female

Gypsy

Jewish

LGBTQ e.g. gay

Male

Muslim

Old

Equalities Monitoring Form

About You

Please tell us more about you:

Your gender

Female Male Non-Binary Other: _____

Religion

Buddhist Christian Hindu Jewish Muslim
 Non-religious Sikh Prefer not to say
 Other: _____

Are you disabled?

Yes No Prefer not to say

Age

What is your age? _____

What is your ethnicity?

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you feel you belong.

Please tick one only.

Asian/Asian British/Asian Scottish

Indian Pakistani Bangladeshi Chinese Prefer not to say

Any other Asian background, please write in: _____

Black/ African/ Caribbean/ Black British/Black Scottish

African Caribbean Prefer not to say

Any other Black/African/Caribbean background, please write in: _____

Mixed/multiple ethnic groups

White and Black Caribbean White and Black African
 White and Asian Prefer not to say

Any other mixed background, please write in: _____

White

English Welsh Scottish Northern Irish Irish
 British Gypsy or Irish Traveller Prefer not to say

Any other white background, please write in: _____

Other ethnic group

Arab Other: _____

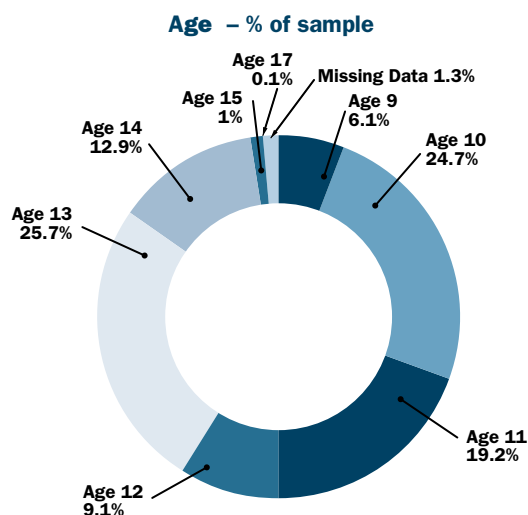
I prefer not to say my ethnicity altogether

The sample of young people

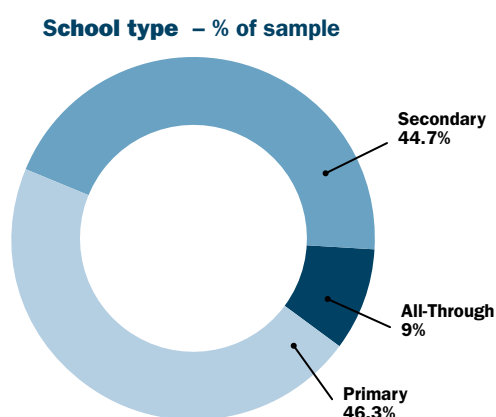
In total 1,428 young people completed the evaluation before and after being trained by the Anne Frank Trust as peer educators. This is a significantly larger sample than in previous years (2020-21: 139 peer educators; 2019-20: 377 peer educators).

The young people come from 69 schools, located in Scotland and five regions of England (London, North East, North West, Yorkshire and West Midlands). 21 of these schools took part in the *A History for Today* version of the programme, and 48 in *Voices for Equality*.

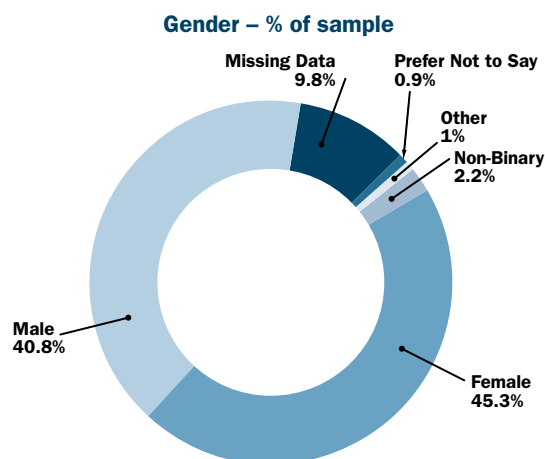
The **age** of the peer educators ranged from 9 to 17 years with the mean (average) participant being 11.67 years old.



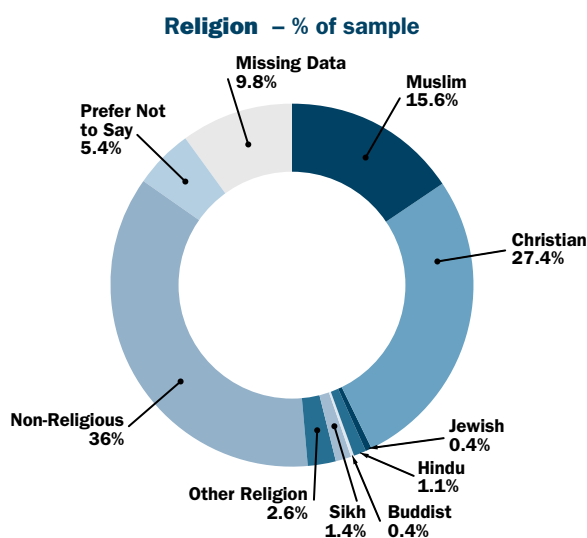
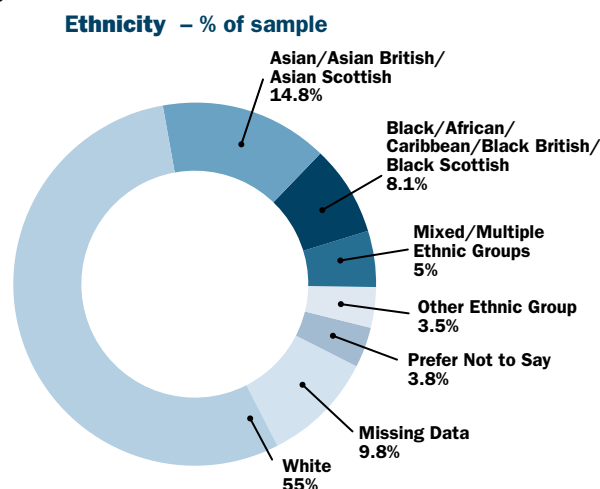
This was the first year that peer educators from primary schools took part in the evaluation. The breakdown of peer educators by **school type** is as follows:



In previous years the sample included twice as many females as males. The Trust has responded to this imbalance with strategies to engage more boys in schools, and this year the **gender** mix has been much more balanced:



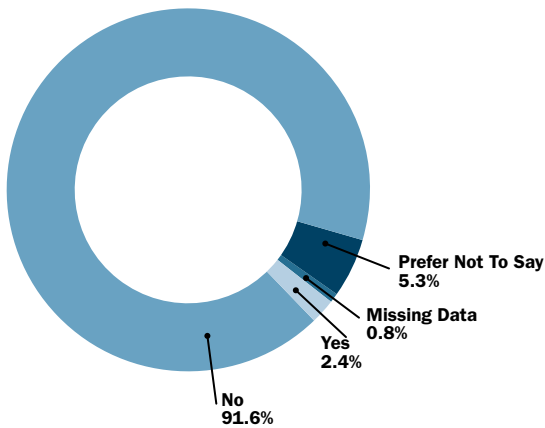
This year's larger sample is also more diverse in ethnicity and religion:



PART TWO: Impact on Attitudes

The number of young people identifying as disabled (2.4%) is too small to be analysed, and Anne Frank Trust education staff report that this does not reflect the number of disabled students they reach. It seems likely that many young people with invisible disabilities do not identify with the term “disabled”. This element of the form will be revised in future years.

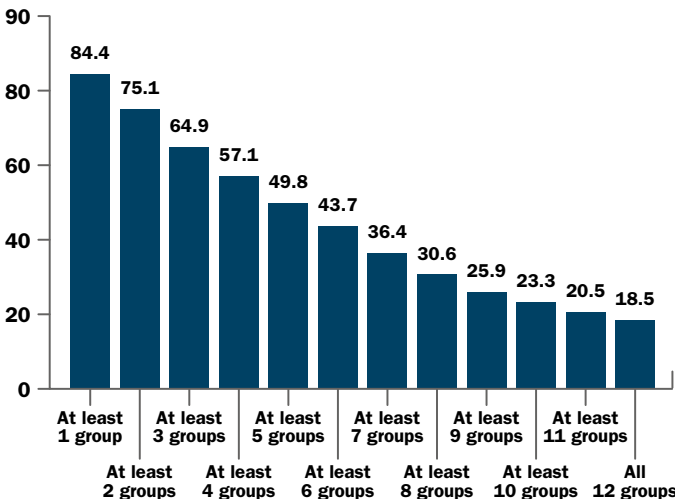
Identifying as disabled – % of sample



Impact on Attitudes

84.4% of the young people progressed in their attitude to at least one social group. Three-quarters progressed in their attitude to two or more groups (75.1%), and 64.9 % progressed in their attitude to three or more social groups. Of the small proportion who initially held negative attitudes to all 12 groups, **18.5% improved their attitudes to every group on the Contact Star.**

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



To determine the proportion of young people whose attitudes progressed it was necessary to use, as a baseline, those who were not already maximally positive towards each group. For example, a young person whose attitudes already scored 7 (the maximum possible) toward 4 of the groups can only make progress on their attitudes to the remaining 8 groups.

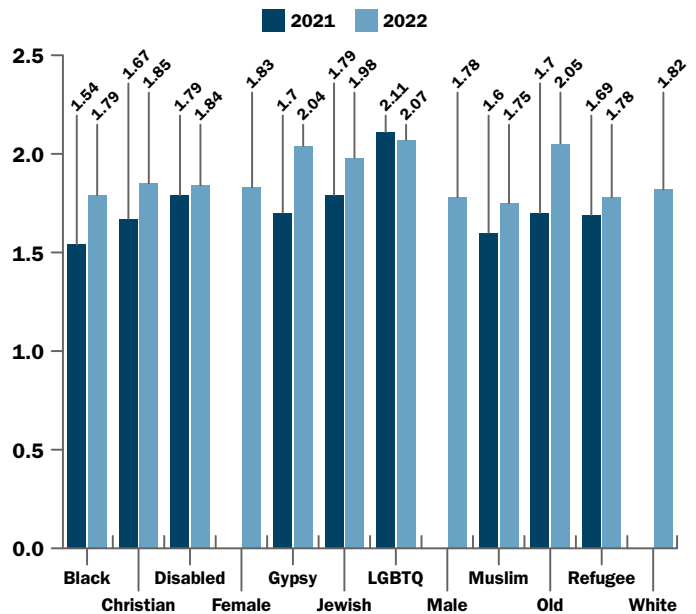
Degree of progress in attitudes

Analysis of the mean point of increase in the attitude scores shows that there was a statistically significant increase in positivity towards all the social groups on the Contact Star.

A comparison with the previous year’s data shows that this degree of progress has increased for 8 of the 12 social groups. The comparison could not be made for Female, Male or White groups, because these have been introduced only this year. There has been a very slight decline in progress towards LGBTQ people, but in both years this progress is already greater than for any other group. Progress is also particularly significant towards Gypsy people, Jewish people and Old people.

This evidence is strongly indicative that **over the last year the Anne Frank Trust has become increasingly effective in building young people’s pro-social attitudes.**

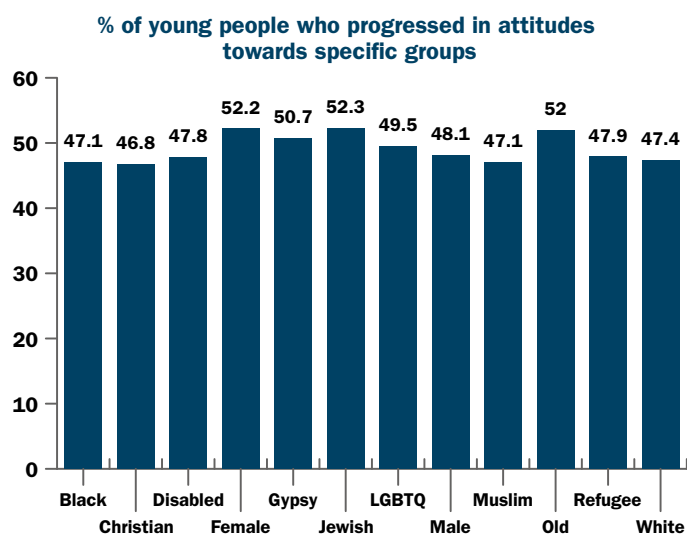
Average progress in attitudes in 2021 and 2022



Only the young people who made an improvement on the contact star pre to post for each group are included in the above analyses; mean point increase to each group is based on those who reported improved attitudes.

Proportion of young people progressing in attitudes

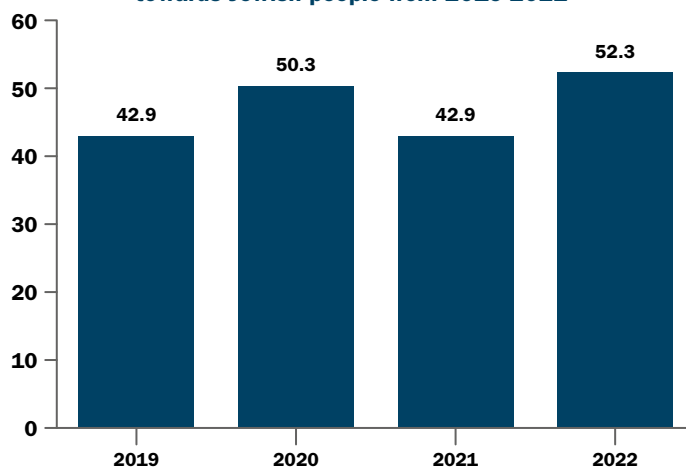
Significant proportions of young people progressed in their attitudes towards all twelve social groups on the Contact Star. The impact is relatively consistent across the groups, including towards highly stigmatised groups such as Gypsy and disabled people.



Only the young people who had the potential to improve their attitude (i.e., score 6 or less on the contact star in the pre programme evaluation) are included in the analysis. Anyone scoring a 7 is considered as having no measurable room to improve.

The social group towards whom the biggest proportion of young people make progress is Jewish people at 52.3%. Having tracked this data since 2019, it is clear that **the Anne Frank Trust has achieved a consistently high level of positive impact on attitudes towards Jewish people over a 4-year period.** In fact, there is some indication that the impact on pro-Jewish attitudes is increasing over time, as the 2021-22 figure (progress by 52.3% of young people) represents an increase of 21.9% since 2019 (when progress was by 42.9% of young people). Certainly, the present year's finding is particularly reliable, as the sample is nearly 5 times larger than in previous years.

% of young people who progressed in their attitudes towards Jewish people from 2019-2022



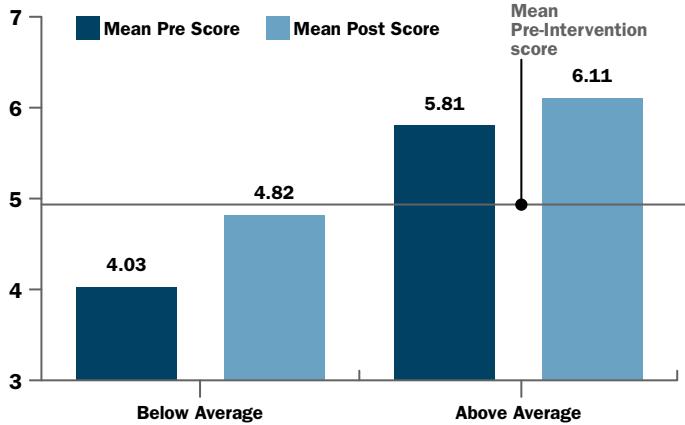
Only the young people who had the potential to improve their attitude (i.e., score 6 or less on the contact star in the pre programme evaluation) are included in the analysis. Anyone scoring a 7 is considered as having no measurable room to improve.

Impact on young people with particularly negative attitudes

To assess the impact of the programme on young people who start with different levels of attitude, a mean (average) score across all 12 groups was calculated for each participant, and a comparison made between those with below and above this average. The results show that there is progress in attitude among both those young people who start out with the most negative attitudes and those with the most positive attitudes. But the degree of progress for those with the most negative starting-point (a change of 0.79 points) is significantly greater for those with the most positive starting-point (0.3 points). This shows that **the programme has its strongest impact where it is needed most.**

PART TWO: Impact on Attitudes

Impact on young people who start with below and above average attitudes



The contact star ranges 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-top end of the scale is included in the graph above.

Impact by gender

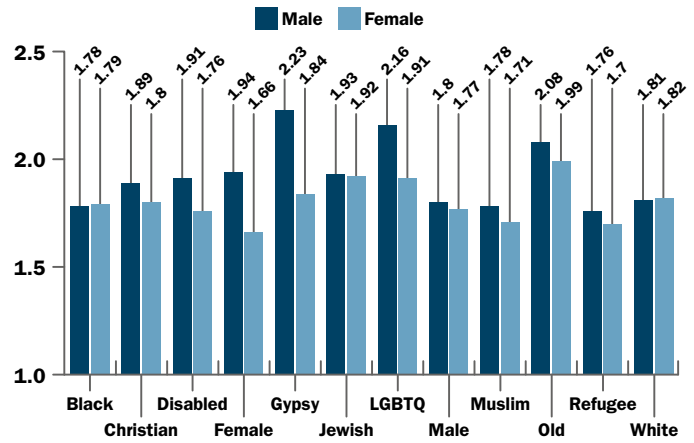
The finding that the programme is most effective where it is most needed is reinforced by an analysis of gender. This shows that **boys start out with more negative attitudes than girls and go through a greater degree of progress than girls during the programme.**

The average pre-programme Contact Star score for males is 4.86, compared with 5.30 for females. Boys' most negative pre-programme attitude is towards LGBTQ people, and they make significant progress to a post-programme score of 4.89, though this is still the lowest post-programme score for any social group. Boys also make notable progress in their attitudes towards Gypsy people, Old people and Females.

Girls make their greatest progress in their attitudes towards Old, Jewish and Gypsy people.

The number of young people identifying as non-binary was too small for analysis to be reliable.

Degree of progress by gender



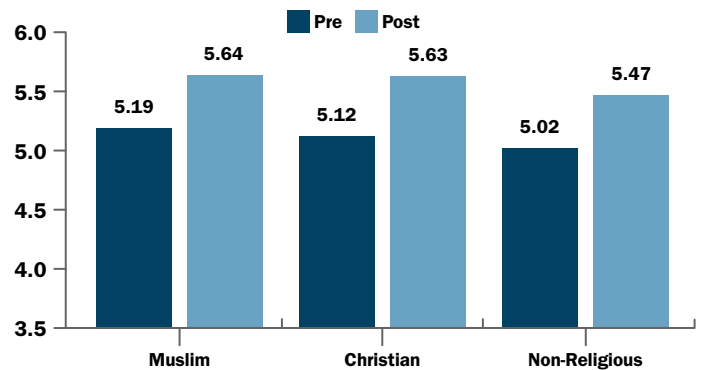
Only the young people who made an improvement on the contact star pre to post for each group are included in the above analyses; mean point increase to each group is based on those who reported improved attitudes.

Impact by religion

This year's large sample means we can for the first time analyse differences in impact for young people who identify as Christian, Muslim and Non-Religious. The full breakdown of the sample by religion is on page 11: the numbers for other religions are too small to be analysed reliably. During 2022, the Trust's education team is introducing a strategy for engaging more Jewish schools, which should make it possible to analyse by Jewish religion in next year's data.

Christian, Muslim and Non-Religious young people are relatively consistent in their average degree of progress in attitudes towards all the social groups on the Contact Star:

Impact on attitudes towards all groups – by religion



The contact star ranges 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-top end of the scale is included in the graph above.

Impact on inter-faith attitudes

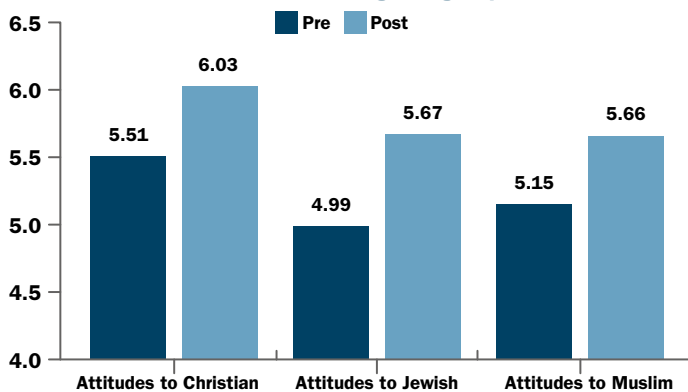
Further analyses have been conducted to assess impact on the attitudes of the main religious groups towards each other, and between religious and non-religious groups.

As a result of the programme, Christian young people become significantly more positive towards Jewish and Muslim people, and Muslim young people become significantly more positive towards Christian and Jewish people.

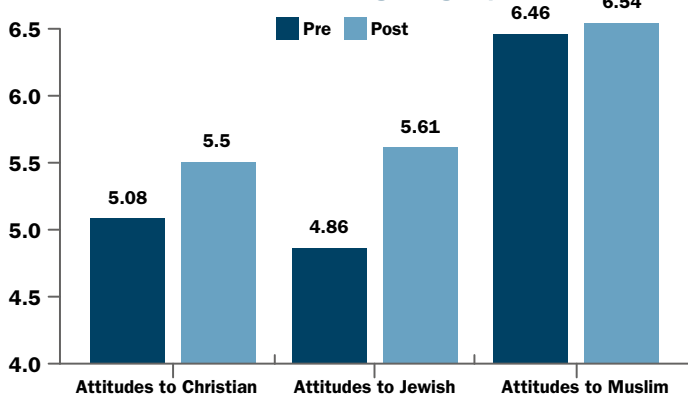
The most negative inter-faith attitudes at the start of the programme are those of non-religious young people towards all three religious groups, but these non-religious young people make significant progress in these attitudes by the end of the programme.

However, for all three groups of young people – Christian, Muslim and Non-Religious – **the greatest degree of progress in inter-faith attitudes is towards Jewish people.**

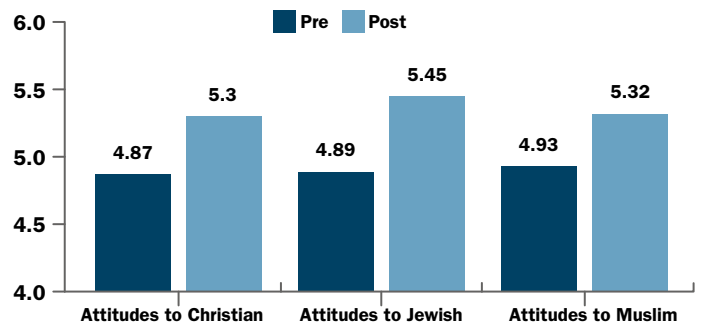
Impact on attitudes of Christian young people towards other religious groups



Impact on attitudes of Muslim young people towards other religious groups



Impact on attitudes of non-religious young people towards religious groups

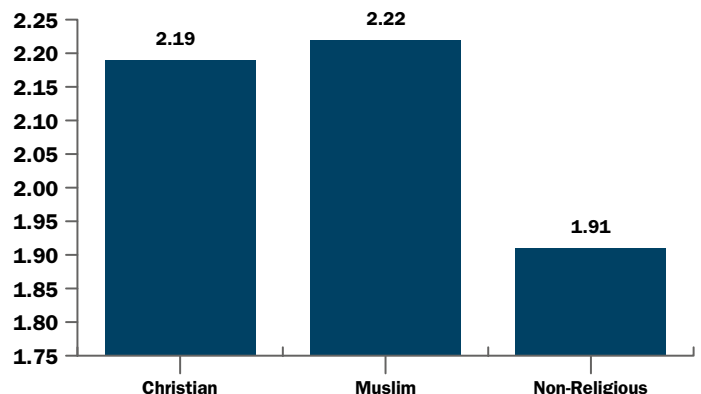


Impact on religious attitudes towards LGBTQ people

Looking at average scores for the whole sample of young people at the start of the programme, the two groups that attract the most negative attitudes are firstly Gypsy people and secondly LGBTQ people. Christian, Male and Muslim young people are especially likely to be negative towards LGBTQ people at this initial stage, but all these groups of young people make significantly higher than average progress in these attitudes by the end of the programme. Non-Religious young people tend to start out more positive towards LGBTQ young people, but also make significant progress.

This shows once again that the programme has its largest effect where it is needed most.

Degree of change in attitudes towards LGBTQ by religion



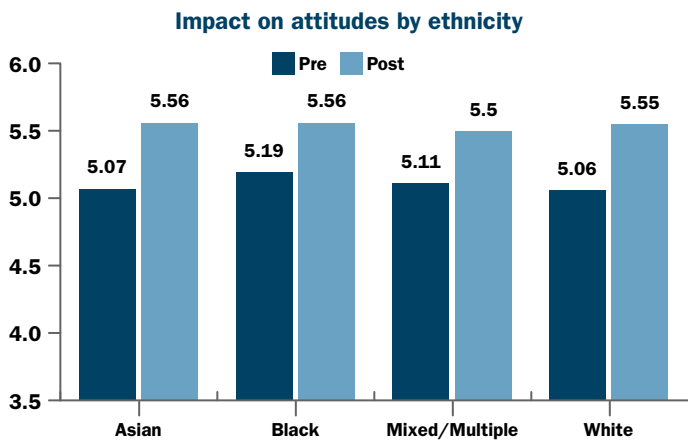
Only the young people who made an improvement on the contact star pre to post for each group were included in the above analyses; Mean point increase to each group is based on those who reported improved attitudes.

PART TWO: Impact on Attitudes

Impact by ethnicity

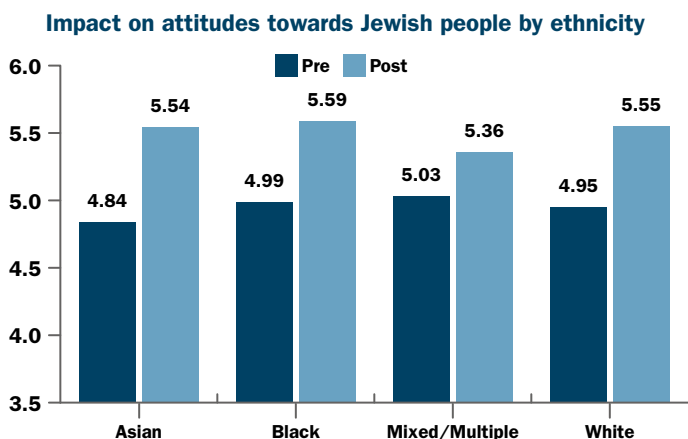
This year's large sample has allowed analysis for the first time by the larger ethnic groups of young people: Asian, Black, Mixed/Multiple and White

It should be noted that there were roughly three and a half times more White young people represented than Asian young people, and five times as many White young people as Black young people, so there may be variances in the reliability of the data. Still the graph below, plus further analysis of the data, indicate **a high degree of consistency in impact across different ethnic groups.**



The contact star ranges 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-top end of the scale is included in the graph above.

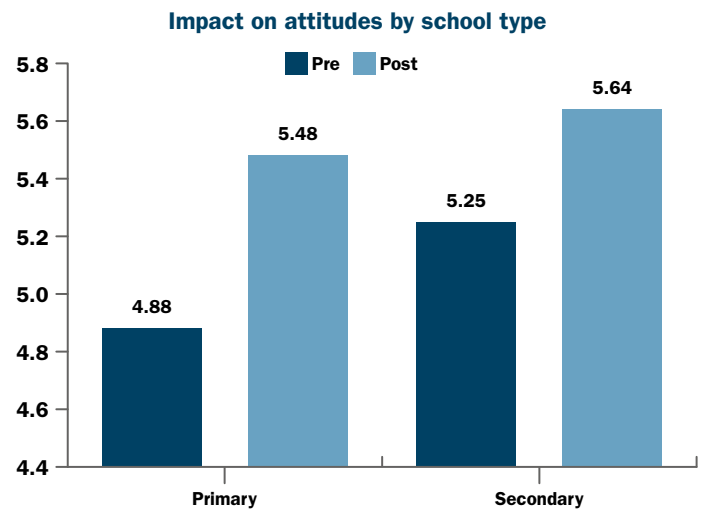
Further analysis has been carried out to assess impact on attitudes towards Jewish people by ethnicity. **All ethnic groups make significant progress in their attitudes towards Jewish people**, and, again, there is a strong consistency of impact:



The contact star ranges 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-top end of the scale is included in the graph above.

Impact by school type

The growing number of primary schools engaged by the Anne Frank Trust makes it possible for the first time this year to analyse the attitudes data by school type. The key findings are that young people in both types of school make significant progress, and that the **impact in primaries is generally even greater than in secondaries.**

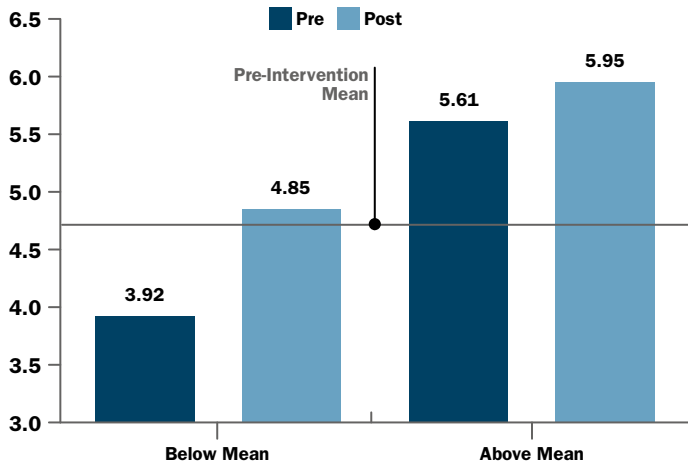


The contact star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-top end of the scale is included in the graph above.

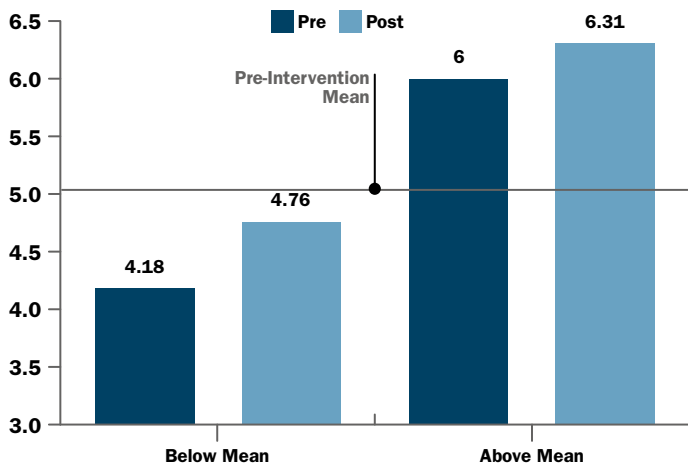
This is partly because primary school pupils start out with more negative attitudes: their average pre-programme attitudes score is 4.85, compared with 5.05 among secondary students.

This again shows that the programme achieves its deepest impact with those young people who are most in need of change – a finding which is reinforced when comparison is made between primary and secondary school pupils who come from below and above average starting points.

Impact on primary school students with below and above average attitudes

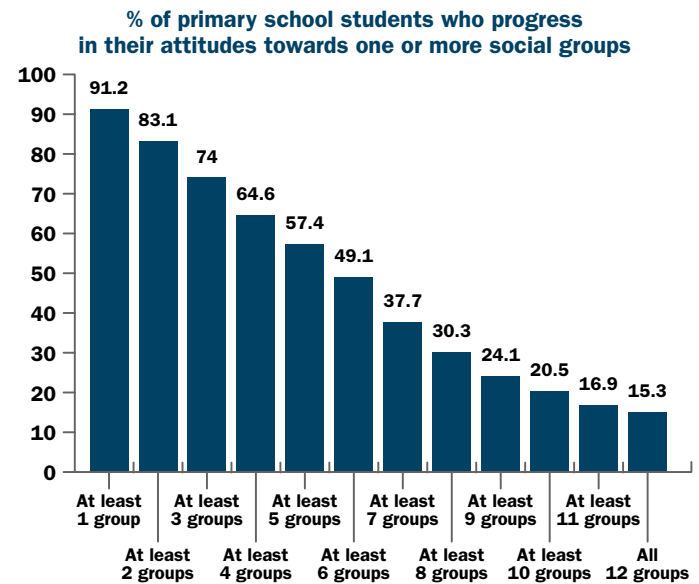


Impact on secondary school students with below and above average attitudes

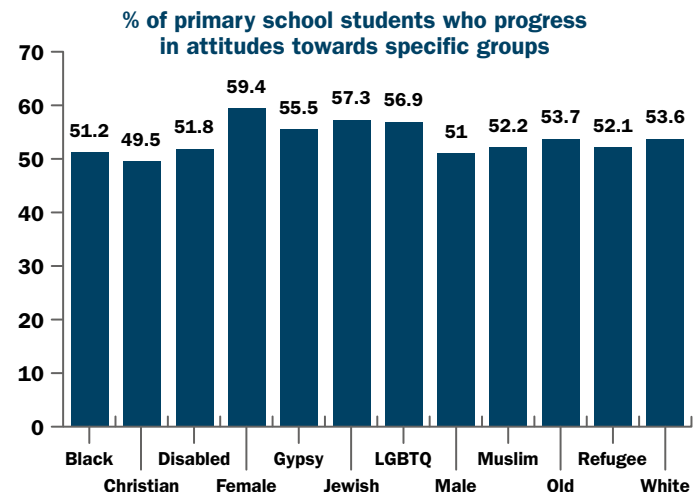


Impact on primary school students

Looking specifically at peer educators in primary schools, we find that **91.2% progress in their attitude to at least one social group**. Just under a half of students (49.1%) improve their attitudes to 6 or more groups, and 15.3% improved their attitudes to all 12.



Looking at primary school pupils' attitudes towards specific social groups, the biggest progress is seen towards Females and Jewish people, but perhaps the most noticeable finding is the consistency across groups, with more than half of young people progressing in their attitudes towards nearly every group.



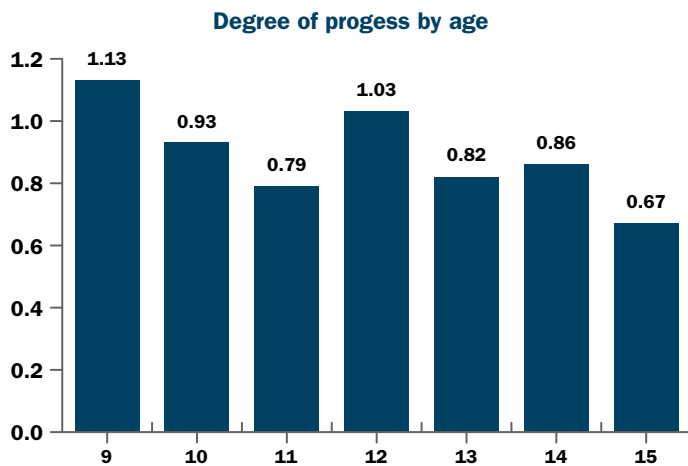
PART TWO: Impact on Attitudes

Impact by age

The Trust’s work in primary school Year 5 has brought 9-year-olds into the peer education programme for the first time, so the Trust asked for analysis by age specifically to check that these younger children are benefitting from the experience.

The outcome is that – while all age groups make significant progress in attitudes – **9-year-olds achieve the greatest progress of all.**

Comparative data in future years will be needed to assess whether there is any significance in the other variations of impact by age.



Only the young people who made an improvement in their mean contact star score pre to post are included in the above analyses.

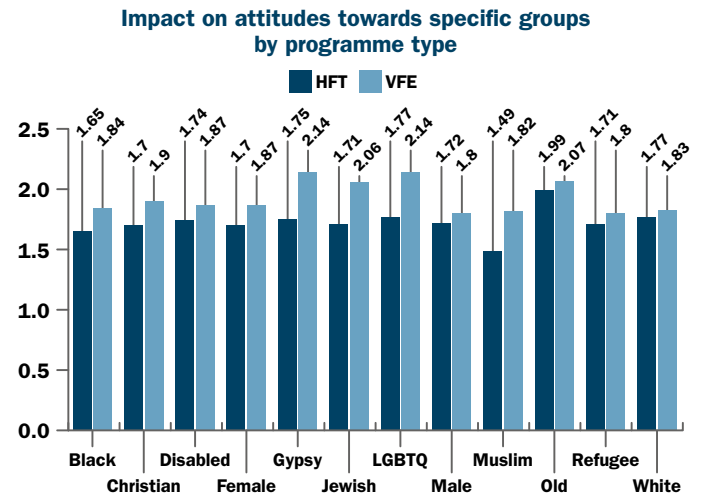
Impact by programme type

In our impact reports for 2018-2019 and 2019-20, all data was for peer educators who had completed what was then the Trust’s sole core programme *History for Today* (HfT), focused around a pop-up exhibition about Anne Frank. During the coronavirus pandemic, it became impossible to take the exhibition into schools, so the Trust created the *Voices for Equality* (VfE) programme, aiming to achieve the same outcomes by using extracts from Anne Frank’s Diary – so the data for 2020-21 was all from VfE.

During the 2021-22 school year, the Trust has offered schools the choice of either programme, so the present report represents the first opportunity to compare the impact of the two programmes. 1,049 young people

from the sample completed *Voices for Equality*, while 379 completed *History for Today*.

The comparative data shows that in both programmes peer educators make significant progress in their attitudes towards all the social groups on the Contact Star.

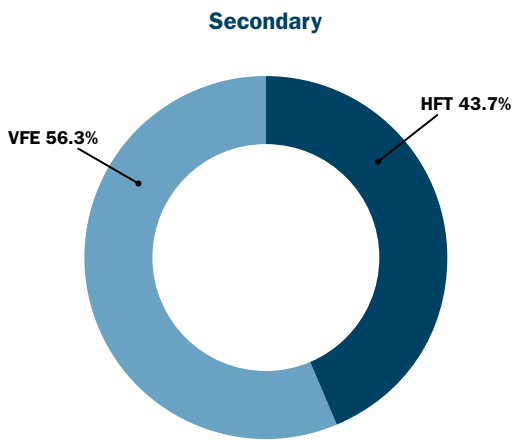
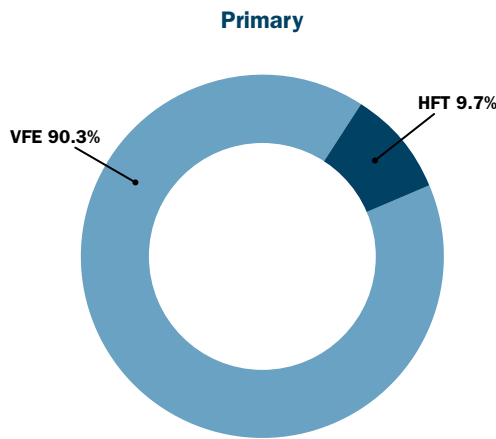


Only the young people who made an improvement on the contact star pre to post for each group are included in the above analyses; mean point increase to each group is based on those who reported improved attitudes.

This initial year of data suggests that **the *Voices for Equality* programme has marginally but consistently more impact than *History for Today*** on attitudes towards all the social groups. However, the impact of the programme is also affected by the type of school in which it is delivered.

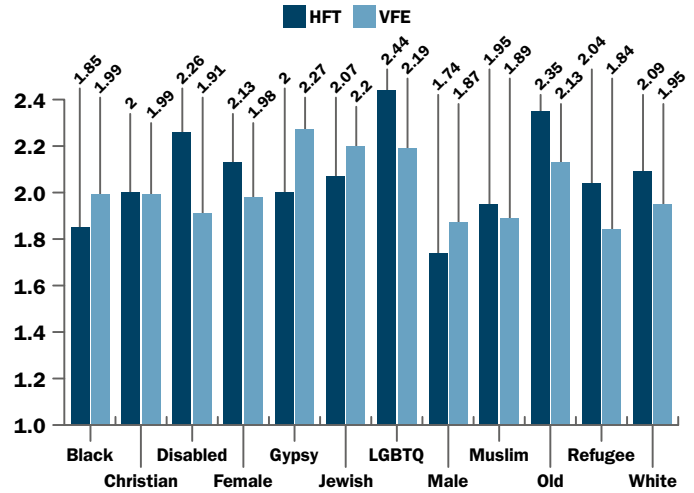
Interaction of school and programme type

In primary schools, just over 90% of students took part in *Voices for Equality*, compared with 56.3% of secondary aged students.



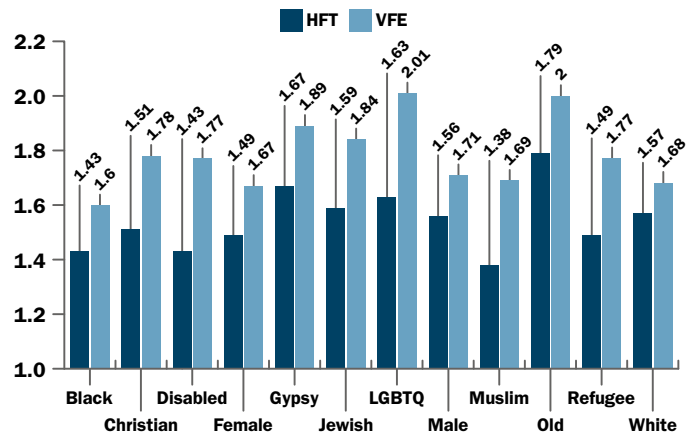
Analyses confirm that both primary and secondary students make statistically significant increases in attitudes no matter which programme they take part in. Comparison of the two programmes by school type shows that *History for Today* is generally more impactful in primaries than in secondaries, although the small number of primaries taking part in *History for Today* make this a very tentative conclusion.

Progress of primary school pupils towards specific groups by programme type



The results for secondary school students show a far clearer pattern of *Voices for Equality* having greater impact:

Progress of secondary school students towards specific groups by programme type



Differences between the two programmes may account for these variations in impact. The more factual and historical content of *History for Today* may offer exciting new knowledge for many primary school students, taking them further in their learning. The more interactive, discussion-based format of *Voices for Equality*, which includes an exploration of Anne Frank as a role model of youth creativity, may be more appealing to teenagers, especially if the historical facts are already familiar to them.

Data from future years and further analysis are needed before any firm conclusions can be drawn.

PART THREE: Impact on Knowledge and Skills

The workshops

The young people included in this part of the evaluation have completed one of the Anne Frank Trust's workshops. These are whole-class teaching sessions of 1 to 2 hours that provide more in-depth learning on particular forms of prejudice. They are delivered usually as a follow-on from the core programme, occasionally as stand-alone sessions.

In 2021-22 each workshop focused on one of the following topics:

- Anti-Black Racism
- Antisemitism
- Gender Equality
- Homophobia
- Islamophobia

Anne Frank is the starting point and a continual point of reference through all the workshops, which also involve interactive exercises and modern-day examples – e.g. a video of a young Jewish person speaking about their experience of antisemitism. Learning objectives include increased knowledge and understanding, ability to recognise prejudice, and the confidence and willingness to speak out.

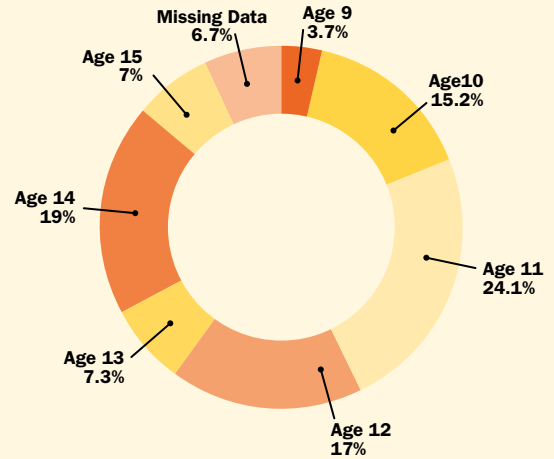
The young people

The evaluation has been completed by 646 young people pre and post programme. This is a significantly bigger sample than in previous years (2019-20: 246 young people; 2020-21: 328 young people).

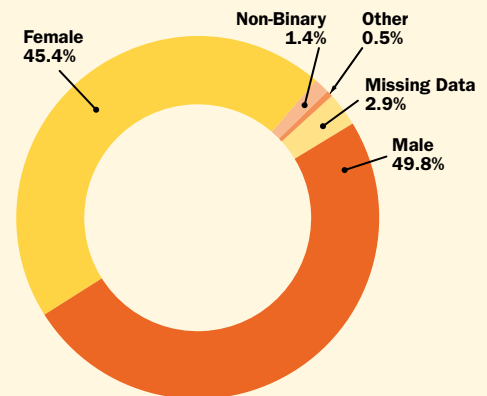
The ethnicity section of the questionnaire, using the categories and sub-categories of the national Census, proved to be confusing especially for primary school students. They often ticked more than one category, so the ethnicity data is not usable. The form is being revised for the coming year.

The age range is 9 to 15 years, with a mean age of 12.01 years. The sample includes young people from a wide range of religions and for the first time more boys than girls.

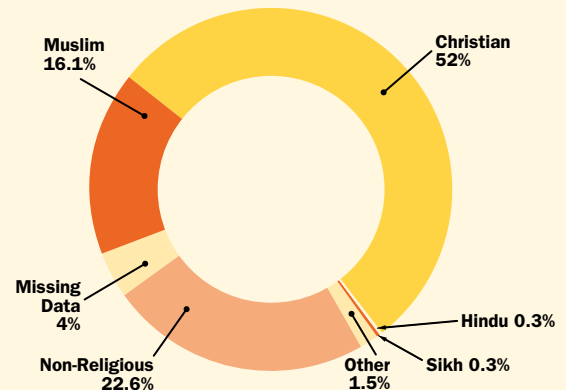
Age of young people in the workshops – % of sample



Gender of young people in the workshops – % of sample



Religion of young people in the workshops – % of sample





The evaluation

For this year's evaluation a new questionnaire was developed by the University of Kent for the Anne Frank Trust workshops. The robust development process included validation of the wording and scale points through trials with participants outside the Trust.

The questionnaire includes seven statements, with young people asked to indicate their level of agreement on a 5-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree.

Each statement is designed to test a particular learning outcome. The learning outcomes are shown in brackets:

- **I know what prejudice means**
(Knowledge about prejudice)
- **I can see when someone is being prejudiced**
(Critical thinking – ability to recognise prejudice)
- **I can understand how it feels to be a victim of prejudice**
(Empathy with those affected by prejudice)
- **Challenging all types of prejudice is important to me**
(Values – a personal commitment to challenging prejudice)
- **I understand how prejudice can cause harm**
(Understanding of the hurt and damage that prejudice can cause)
- **I feel confident about how I can challenge prejudice**
(Agency – confidence to act and make a difference on prejudice)
- **It's ok to call someone names because of their appearance, disability, gender, race, religion, or sexuality, as long as you're only joking.**
(Recognition that banter intended to be humorous can in fact be prejudiced).

Statement 7 was a pilot to assess critical thinking about “banter”, as this was identified as an important issue by young people surveyed for last year's impact report. However, perhaps because of its complex wording, the measure has not proved sensitive enough to produce reliable data and will not be used in the future

The second section asked young people to indicate their responses to three scenarios of prejudice-based bullying. Again, though, this has not proved to be an effective measure, as the young people's pre and post workshop responses are nearly identical.

PART THREE: Impact on Knowledge and Skills

PRE WORKSHOP QUESTIONNAIRE



Your initials

Up to four letters

What is your birthday

Example. 26 July



How much do you agree?

| Tick one answer for each statement | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| I know what prejudice means | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can see when someone is being prejudiced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand how it feels to be a victim of prejudice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging all types of prejudice is important to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how prejudice can cause harm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident about how I can challenge prejudice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It's ok to call someone names because of their appearance, disability, gender, race, religion, or sexuality, as long as you're only joking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What would you do?

One lunchtime at school, you hear a pupil in your class saying prejudiced things about a particular group of people because of their appearance, disability, gender, race, religion or sexuality. Please tick all the things you would definitely do.

- Ask them to stop
- Record or film them on a phone
- Use violence against them
- Tell a teacher or other adult
- Report to the police
- Ignore them or do nothing
- Other - please specify

One day after school, you see someone about your age being bullied because of their appearance, disability, gender, race, religion or sexuality. Please tick all the things you would definitely do.

- Ask them to stop
- Record or film them on a phone
- Use violence against the bully
- Tell a teacher next time you're in school
- Ask the victim if they're ok
- Report to the police
- Tell a parent or other adult
- Ignore or do nothing
- Other - please specify

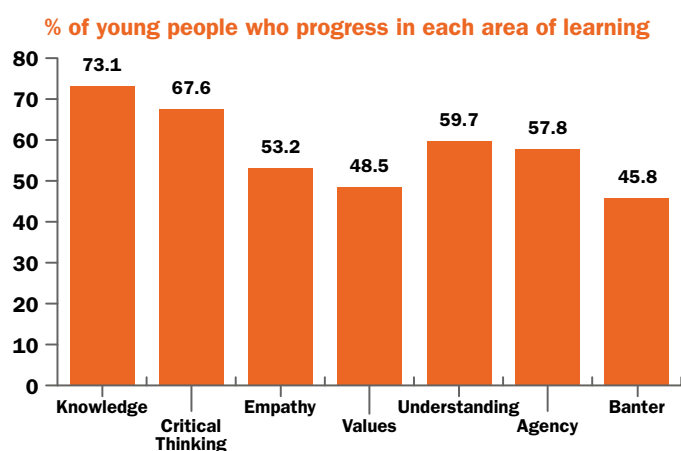
One day on social media, you find a video/post that makes fun of someone because of their appearance, disability, gender, race, religion or sexuality. Please tick all the things you would definitely do.

- Tell a parent or teacher
- Share the video/post with friends
- Share the video/post with everyone
- Report it to the social media provider
- Report to the police
- Ignore or do nothing
- Other - please specify

Young people's progress in learning

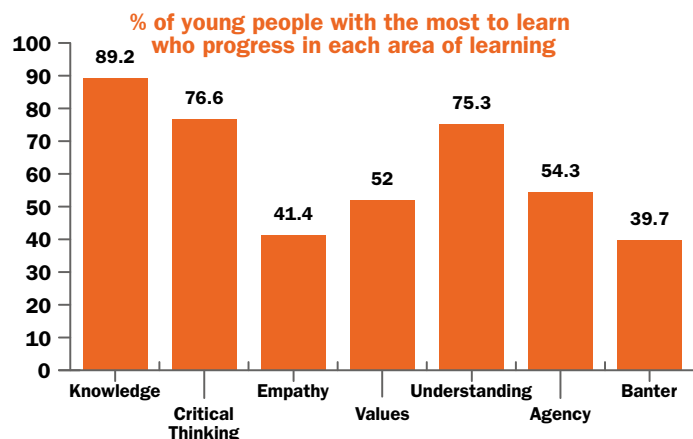
The responses to the questionnaire show young people making significant progress in all areas of learning, except on the pilot question about responding to banter.

Progress is particularly strong in knowledge and critical thinking, with 73.1% and 67.6% of young people making progress respectively.



Impact on young people with the most to learn

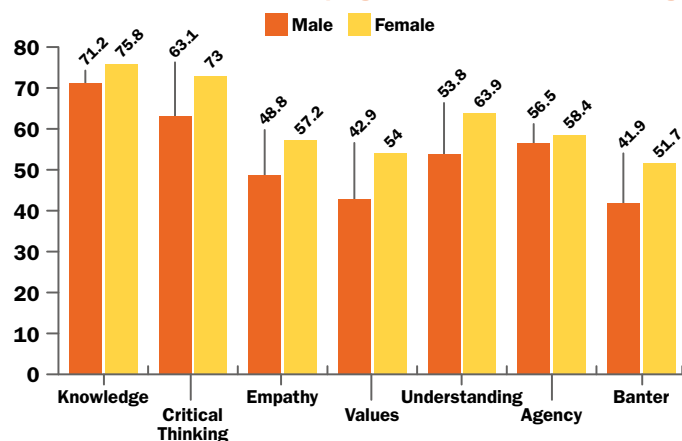
To assess impact on those most in need of learning, an analysis has been made specifically of young people who started from a position of uncertainty or disagreement with statements 1-6, and uncertainty or agreement with statement 7. The results show that the workshops have an impact on even greater proportions of these young people – with 89.2% progressing in knowledge, 76% in critical thinking and 75.3% in understanding the harm that prejudice can cause.



Impact by gender

The large sample size means that the data can for the first time be examined by gender, although the numbers of young people identifying as Non-Binary or Other are too small to be reliably analysed. The results show that the workshops are relatively consistent in their impact on female and male young people.

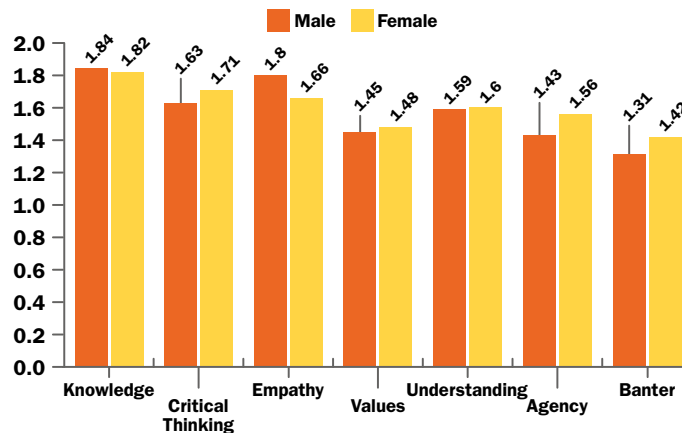
% of males and females who progress in each area of learning



Data includes only those young people who make an improvement on the items pre to post in the workshops.

The graph above shows that **a higher proportion of girls than boys make progress in all areas of learning.** However, when the data is analysed by the *degree* of progress, a more complex picture emerges. Both boys and girls make statistically significant progress in every area of learning except for the statement around banter. Boys make more progress than girls in Knowledge and Empathy, but girls make more progress than boys in Critical Thinking, Values, Understanding and Agency.

Degree of progress in learning for males and females



The mean point increase in score for each statement is based on those respondents who had capacity to improve (ie those who started out in full agreement with the statement have been excluded).

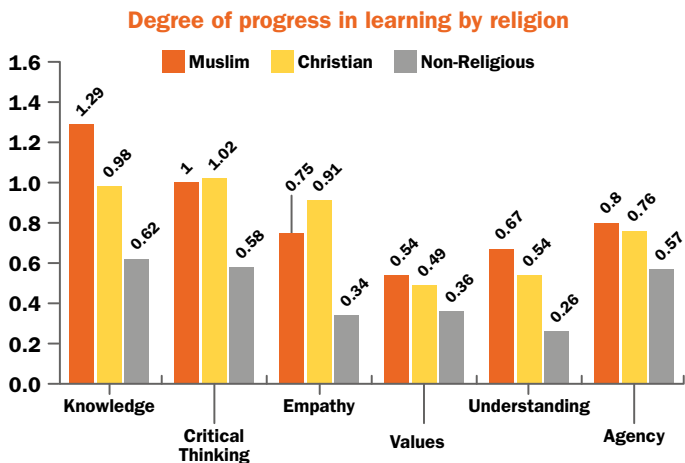
PART THREE: Impact on Knowledge and Skills

At the start of the workshops, there is a noticeable gender difference in the scores given to the statements, with boys indicating a higher level of agreement to 6 statements, apart from Values. By the end of the workshops, the scores are strikingly similar. This may indicate that males start by over-estimating their knowledge and skills, and/or that females start by under-estimating their knowledge and skills. Alternatively, it may again show that the workshops are having the biggest impact where they are needed most, which in this case is on female young people.

Impact by religion

The large number of young people makes analysis possible by the three biggest religious groups in the sample – Christian, Muslim, and Non-Religious. The findings confirm that **all three groups make statistically significant progress in all the areas of learning** (apart from the pilot question about banter, which has therefore been excluded from the graph).

The degree of progress in values and agency is relatively consistent across the groups. However, in progress around knowledge, critical thinking, empathy and understanding, Christians and Muslims make significantly more progress than non-religious young people.

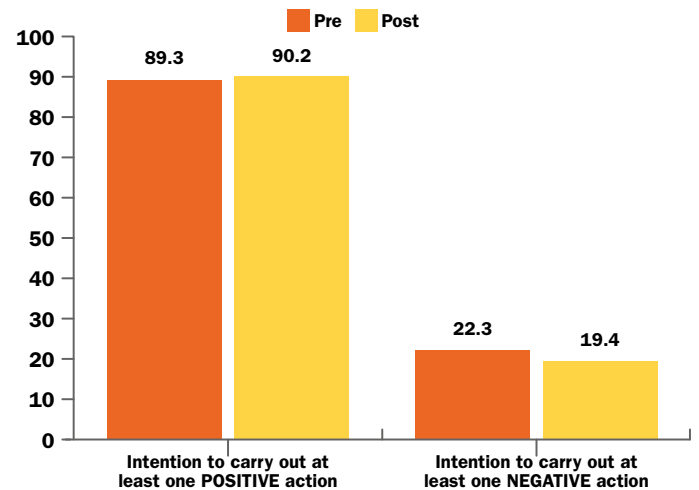


Anti-bullying scenarios

The second section of the workshop questionnaire was designed to evaluate how young people would react if they witnessed prejudice-based bullying. It asked them to choose one of more options from a list of potential responses to three scenarios – one in school, one in the community, one online. Some of the responses are positive and helpful (such as informing an adult) while some are negative and harmful (such as ignoring or using violence).

The results show a large majority of young people opting for positive actions, a minority opting for negative actions, and only marginal improvement between before and after the workshop. This is unlikely to mean that the workshops do not have an impact on young people's responses to bullying, especially given the impact shown above on knowledge and skills. It is more likely that the evaluation is not sensitive enough to detect the learning. The wording or content of the scenarios seems to have led most of the young people to choose helpful, well-behaved options from the outset. These scenarios will not be used again in the future.

% of young people responding to prejudice-based bullying scenarios



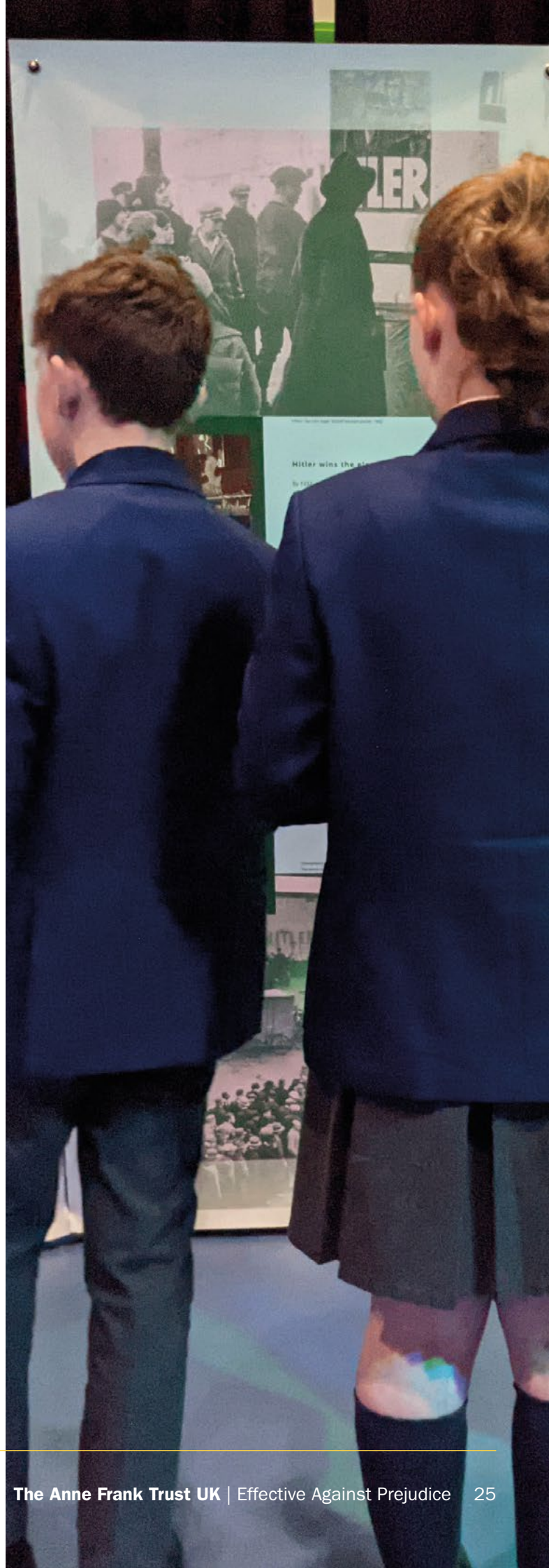
Correlational analysis: putting values into action

Correlational analysis has been conducted to explore potential relationships between the findings of the two parts of the workshop questionnaire – the statements and the scenarios.

A clear correlation emerges between sense of agency and likelihood to ignore prejudice-based bullying. At the start of the workshops, there is no statistical connection between young people's agency ('I feel confident about how I can challenge prejudice') and the likelihood that they will ignore an incident of bullying. By the end of the workshops, young people who have become more confident in their sense of agency have also become significantly less likely to ignore the bullying: the greater the gain in agency, the less likelihood of ignoring bullying. This relationship can be summarised in a simplified diagram:



A similar correlation is found between values ('Challenging all types of prejudice is important to me') and likelihood of ignoring bullying. This statistical connection is present at both time-points, but becomes significantly stronger after the workshops. This suggests that **the more confident a young person is in their personal values, the less likely they are to be a bystander when confronted with prejudice**, and that this positive correlation is strengthened by participation in the programme.



PART FOUR: Youth Empowerment Programme

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



The programme

Developed in 2021 and launched at the start of 2022, the Anne Frank Trust's **youth empowerment programme** provides sustained support and intensive input for young people most in need of empowerment. Young people who have completed the Trust's peer education programme (evaluated in Part Two of this report) apply to the youth empowerment programme by submitting a creative response to Anne Frank and committing to becoming anti-prejudice ambassadors in their schools, communities or online. Each young ambassador is mentored by an Anne Frank Worker and offered a range of empowerment opportunities including online skills workshops, speaking engagements, and residential study trips.

The ambassadors who took part in this evaluation have had one or two mentoring sessions, attended one or two online skills workshops, and participated in a 4-night residential study trip in Windermere in August 2022. Delivered in partnership with the Lake District Holocaust Project and the Wordsworth Trust, the study trip brought together 17 ambassadors from around the country to explore creative writing and natural beauty as tools or inspiration for standing up to prejudice.

The evaluation and the young people

The University of Kent has recruited a new PhD student to develop and implement a full evaluation of the Youth Empowerment Programme from 2023 to 2025. At present, the programme is too early in its development to generate reliable quantitative data, but three focus groups have been conducted with ambassadors to provide initial qualitative data around two areas of interest:

- The impact of being an ambassador/the programme on the young people so far.
- The most salient issues around prejudice and discrimination facing young people in today's society.

The focus groups were held online in August and September 2022, facilitated by Anne Frank Workers and recorded for analysis by the University of Kent. Twelve young people took part in all – 9 female, 3 male, all of whom had attended the summer residential. Their age ranged from 12 to 15 and they came from a variety of ethnic and religious backgrounds.

The facilitators were provided with a list of questions and prompts, but discussion was allowed to develop as the young people wished. The questions were as follows:

- Why did you apply to become an Ambassador?
- Is there a specific type of prejudice you wanted to challenge through becoming an ambassador?
- What did you enjoy most about becoming an ambassador?
- Would you recommend it to others? Why/Why not?
- What difference has taking part in the Ambassador programme made to you?
- What skills have you developed or learnt through being an ambassador?
- In what ways do you think the Ambassador programme has given you confidence to recognise prejudice or bullying based on people's group membership?

- What did you learn on the residential which you will take away with you and find useful in challenging prejudice and discrimination?
- Can you give some examples of ways you will put into practice what you have learnt?
- Has the residential helped you to develop skills for your personal project? (The project discussed in mentoring with your Anne Frank Worker Mentor)
- What types of prejudice do you feel are impacting young people the most today?
- Are there prejudices that you are more likely to challenge, or one's that you would feel worried about discussing/challenging?
- What do you feel are the most important issues around prejudice and discrimination right now?

Six broad, inter-related themes have emerged from the young people's responses, and these are used to structure this summary of the findings.

Impact on values – aspirations to make a difference

Many of the young people speak about their **urge to create positive change**, and their frustration at the passivity of others in response to prejudice. For many the desire to make a difference comes from witnessing prejudice-based bullying or from their own experience of prejudice:

"I joined [the youth empowerment programme] because like I've experienced certain forms of prejudice myself, and I've seen it happen around me, so I just wanted to be able to make a difference."

"A girl who was wearing a headscarf was told by a supply teacher to take it off 'cos she looked stupid. So personally, I don't, I wouldn't let that slide and I just want to like kind of combat that, to like you know freedom and equality."

"I've seen a lot of things happen in my life with school especially where like racism and antisemitism happens. And I wanted to do something about that because it just wasn't right."

The young people's anti-prejudice values also come from empathising with the experience of others, especially in school:

"Slurs or like, are used at school, and I feel like that's something I'd want to change. Because it doesn't really matter if you're not the person those are targeted at but it's like you're a kid coming in, if you're like a gay kid just coming into high school and suddenly, you're hearing someone yell the f slur just in the corridors, that's not gonna feel like a safe environment and I just don't think that's fair."

Being an ambassador is bringing an **increased sense of agency to challenge prejudice**:

"I've seen it quite a bit in school, like prejudice and stuff, but I've never really been able to do anything about it, because you can say something to a teacher and the most they'd do is get you to fill out an incident form, give the student detention or something. But with the Trust I have finally gotten the opportunity to DO something about it instead of sitting quiet acting as if nothing's going on."

The young people have often felt marginalised by adults, e.g. as being too young to make a difference, but the youth empowerment programme is giving them a sense of having a voice and being heard:

"I'm glad I've had the opportunity to join the Anne Frank Trust, because it enables me to voice my opinion without anyone saying 'Well, you're a kid, why are you speaking about it?'.... And it also gives me a chance to educate myself and research certain things which I can then tell people that 'No, I have looked into it'."

PART FOUR: Youth Empowerment Programme

Providing a safe space and peer group

Being able to talk about challenging prejudice is very important to the young people, especially as their usual peer groups and schools seem to offer little opportunity to do so. A clear finding of the focus groups is that the ambassador programme is providing young people with a **non-judgemental context where they can discuss sensitive issues that matter to them.**

“I was able to go into a space where you know you wouldn’t be judged. So, I was able to listen and talk about things maybe that I wouldn’t have normally done at school.”

“It’s felt like a safe space, because at school the majority of the boys in my form are not very nice when it comes to things like the LGBTQIA+ community... And it felt like somewhere I could really be myself and they were very, very nice about who I like projected myself as.”

The ambassador group is also a safe space because it brings together peers with similar values and goals:

“I feel like I’m surrounded by likeminded people, people who also want to tackle prejudice. Whereas when I’m in school, there are some people who are very inappropriate with what they say or they do, and so it doesn’t feel like I’m surrounded with many of the same people.”

This safe space and peer group have a knock-on effect on the young people’s confidence:

“It made me feel a lot more confident because, being surrounded with people who are a lot more empathetic and understanding...it’s made me feel a lot more confident to speak out, and it’s just made me feel like I have a sort of a community with people that I feel safe to talk about certain things with.”

Reflecting on their learning from the Lake District Holocaust Project, the ambassadors also recognise the hurt that prejudice can cause, and how the natural world can provide a safe space for recovery:

“It made me realise that even though, like, people can get really hurt, like emotionally or like physically, you can go to a safe place and kind of realise that it’s all good because like the Windermere Boys, they went from concentration camps and stuff from the War, and then they found Nature as their kind of healing place and safe area.”

Impact on confidence and sense of responsibility

Increased confidence is a common theme running throughout the focus groups and takes several forms. For several young people the impact is felt in their public speaking:

“It’s really helped me step out of my comfort zone in some cases. For example, at the 75th Anniversary event we had to do public speaking, and I don’t really get the chance to do that, so it’s helped in that way.”

“I have learnt some skills, like I hated public speaking and am not really good at talking to new people, but the Anne Frank Trust has helped me to build up confidence to talk out more to people I just met.”

Being listened to by the Trust’s Anne Frank Workers has made a palpable difference to young people’s sense of self-worth.

“I was known as the girl who talked too much... And when someone like XXX [Anne Frank Worker] just listening to me talk for a good, I don’t know, half an hour, it just made me feel like I was appreciated and that gave me more confidence to speak out in the future.”

Crucially, the young people are learning to apply their increased confidence to the goal of the programme – challenging prejudice:

“It’s definitely giving me a lot more confidence to speak out, and like I was hanging around with certain people that didn’t really have much empathy, and they would make certain jokes and things, but it’s definitely giving me the confidence to try and talk to them about it, and like help them realise that certain things I see as just not OK.”

The title of being an Anne Frank Ambassador is powerful in itself – giving the young people a sense of empowerment and responsibility to put their values into action:

“In a way it makes me feel like I have a certain responsibility, and how can I learn about things if I’m not putting them into practice?”

Impact on awareness

Many of the young people feel they have grown **much more aware of the prevalence and various forms of prejudice**:

“I think the programme, I knew there were loads of types of prejudice, but I didn’t notice how big a lot of them were and how much of an issue they actually were. And the programmes helped me realise how big they actual are and how much of an issue they are.”

On a more micro level, young people are more able to recognise prejudice in everyday social banter with their peers:

“I used to hang out with people that were like very racist and homophobic and everyone just thought it was like the Ok thing, like a joke and everything. But then I’d definitely say since I started, I started to like realise that it’s not Ok and it wasn’t just a joke.”

Many are also growing more aware of their own capacity to hurt people through prejudice, and the importance of learning appropriate consideration for others:

“It’s made me like more careful about what I say. Just not to offend anyone because I stop and think about what I am going to say. Like someone could accidentally like joke about something, but like someone could take it the wrong way. So, it’s made me more...notice that I have to be like careful.”

The young people express greater awareness of their own abilities and how they are growing through the programme – linking together the themes of safe space, confidence and awareness:

“I learned a lot about myself in a way. Like I learned that I shouldn’t be scared to speak my mind because I did a lot of that in the residential and only positive things came out of it, like nothing negative.”

The programme is also opening the young people up to new tools and strategies for challenging prejudice:

“We got shown different things like spoken word, the Zine things and so there was spoken and non-verbal ways to do it [challenge prejudice] and I didn’t realise that.”

“I think it’s given me new opportunities and approaches to challenge prejudice.”

Learning about the written word

For many young people a significant area of learning has been around the **effectiveness of writing as a tool for challenging prejudice**. As well as the inspiration they draw from Anne Frank, they refer to workshops on the summer residential with author Tom Palmer and a poetry workshop at the Wordsworth Trust, as well as their own reading, for example, about women working for NASA and of George Orwell’s 1984.

“I learned like... when we did like the writing things, I didn’t really see how much writing can really affect the world that we are in... And I do really enjoy writing and it just led me to believe that if I try hard enough, I can like bring in real life problems into books such as those.”

PART FOUR: Youth Empowerment Programme

“It’s a really powerful way of attacking... prejudice because you’re not saying it straight to someone’s face and ...I just feel like writing is a lot easier sometimes.”

Views on prejudice in society

Asked what kinds of prejudice are impacting most on young people today, the ambassadors commonly refer to “the big issues, like racism and homophobia and sexism”, as one of them put it. One of their greatest concerns is around the **normalisation of prejudice**. Nearly every young person gives an example of prejudiced language in schools just being brushed off and left unchallenged:

“I think the biggest issue is how normalised it is. Because people will hear it and just think ‘oh yeah, it’s normal’. But they’re not doing anything about it. And just leaving people to discriminate against others who are a bit different.”

“They tell you that they’ll do something in school about prejudice and discrimination but like most of the time they don’t do anything about it. And if someone is homophobic or sexist or racist, they’ll say ‘oh my parents are like that and that’s how they were raised.’ And they think it’s ok when it’s not.”

This seems to be particularly true for **homophobia** and **ableism**:

“What’s become incredibly normalised is using gay as an insult, and I just think that’s creating a stigma against LGBT people. It’s unfair to kids who are hearing that.”

“I’d say one I see a lot, like online, or maybe one that’s almost like normalised, would probably be ableism. I think that’s something that people are always like, oh, it’s a joke.”

“Like people call people dumb, but it’s like that’s ableism.”

The ambassadors are seriously concerned that there is **not enough education around prejudice**:

“Like today I had to argue with a kid who had watched XXXXX video about why women shouldn’t be in all the jobs men should be. He was honestly trying to convince me that women couldn’t be in the police force, be lawyers or doctors, because we were too underqualified and that those were men’s jobs. And I just feel like that it’s such a stupid idea, and that a lot of the problem is coming from being educated wrongly... not even educated, but misinformed in such a way that it’s affecting how you think of the opposite gender.”

The young people are particularly worried about **misinformation on social media**:

“TikTok is the worst for it. It’s one piece of information that could even just be someone, like having, making a joke or something, even though it isn’t a joke. And then people take that so-called joke seriously and it gets spread all over it and everyone knows it and everyone believes it.”

Summary

This is initial qualitative data from a small sample of young people who, because they have been on the residential trip, are further on their ambassador journey than many of their peers in the programme (there are currently 72 ambassadors in total).

Still, the focus groups offer clear indications that the **ambassadors are becoming more empowered to speak out against prejudice**. This can be seen in their ability to recognise prejudice in their own lives, their passion for wanting to challenge it, their increased confidence in how to do so, their sense of responsibility, and their very perceptive understanding of the prevalence of prejudice in the lives of young people today.

PART FIVE: Conclusions and Future Research

Conclusions

- The Anne Frank Trust's education programme continues to be **highly effective in addressing prejudice**. Its impact is evident in the demonstrable progress that young people make in their attitudes towards different social groups, as well as in knowledge, critical thinking and the confidence to take action.
- This year's sample size and the 4-year track record of data make these conclusions **more convincing than ever**.
- The results provide continuing validation of the Trust's educational approach – that learning about Anne Frank and the Holocaust impacts **not only on antisemitism but on prejudice generally**.
- The Trust's greatest impact is on those young people who start out with the most negative attitudes and lowest levels of knowledge – i.e., **it benefits most those who need it most**.
- Young people of different ages, ethnicities, genders and religions all make significant progress, and the impact is notably **consistent** across Asian, Black and White ethnic groups.
- There is very encouraging early evidence of the effectiveness of three **key innovations in the Trust's educational provision** – the increased focus on primary schools, the Voices for Equality programme, and the newly launched youth empowerment programme for Anne Frank Ambassadors.

Research Plans for 2023 and beyond

- The University of Kent will make the data sets available on an online portal for use by other academics, and will explore possibilities for **peer review** of future research.
- The Trust's peer educators will be evaluated against both the contact star and the 6 statements of the workshop questionnaire, enabling analysis of **correlations between changes in attitude and progress in learning**.
- A new monitoring format will ensure **ethnicity data** for the workshops.
- Full evaluation of the **youth empowerment programme** will get under way as a new PhD researcher starts work from October 2022, supported jointly by the Anne Frank Trust and a Vice Chancellor's Scholarship award from the University of Kent.
- New questionnaires will be trialed to assess the impact (i) of the **peer educators** on the peers they educate, and (ii) of the Trust's live **online learning events**.
- To improve representation of **minority groups**, the Trust is implementing a strategy to engage more Jewish young people, and the monitoring form will be revised to capture better data about disability and special needs.



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