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A photograph of three young women standing in front of a blue, textured backdrop. On the left, a woman wears a brown hijab and a teal top. In the center, a woman with long, wavy blonde hair wears a red top with a dark blue collar. On the right, an older woman with short blonde hair, wearing a blue top, has her hand on the shoulder of the woman in the center. They are all smiling and appear to be in conversation. The word 'to' is partially visible in the top right corner of the image.

# Reasons for Hope:

## The Impact of the Anne Frank Trust 2023-2024

Produced by the Anne Frank Trust and in collaboration with the University of Kent

*Anne Frank.*

The Anne Frank Trust UK

University of  
**Kent**



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# Key Findings

## Impact on social attitudes

Our **impact on young people's attitudes has improved** from last year, with 88.7% of young people from this year's programme reporting more positive attitudes to at least one social group.

Almost 4 out of 5 young people (79.6%) **progress in their attitudes to two or more groups**, and 70.2% progress in their attitude to three or more social groups.

The largest improvement continues to be in **attitudes towards Jewish people**, achieved in 58.5% of peer educators.

We gathered an **even larger sample size than previously**, reinforcing the continuity and reliability of our evidence.

Comparing to our 2021 data (the last period prior to October 7th 2023, noted by the Community Security Trust for highest levels of antisemitism in the UK) we have **improved attitudes to Jewish people by 15.6% within the context of unprecedented levels of antisemitism.**

**We also had a larger positive impact on Muslim young people's attitudes towards Jewish people than in previous years.** This indicates we are having a more meaningful, deeper impact on those young people.

Once again, the data continues to show us that the programme **has the most impact on those who are starting out with the most negative attitudes**; in other words, those that need it the most.

## Impact on Knowledge and skills

53% of Ambassadors surveyed said **their confidence had improved** as a direct result of being in the programme.

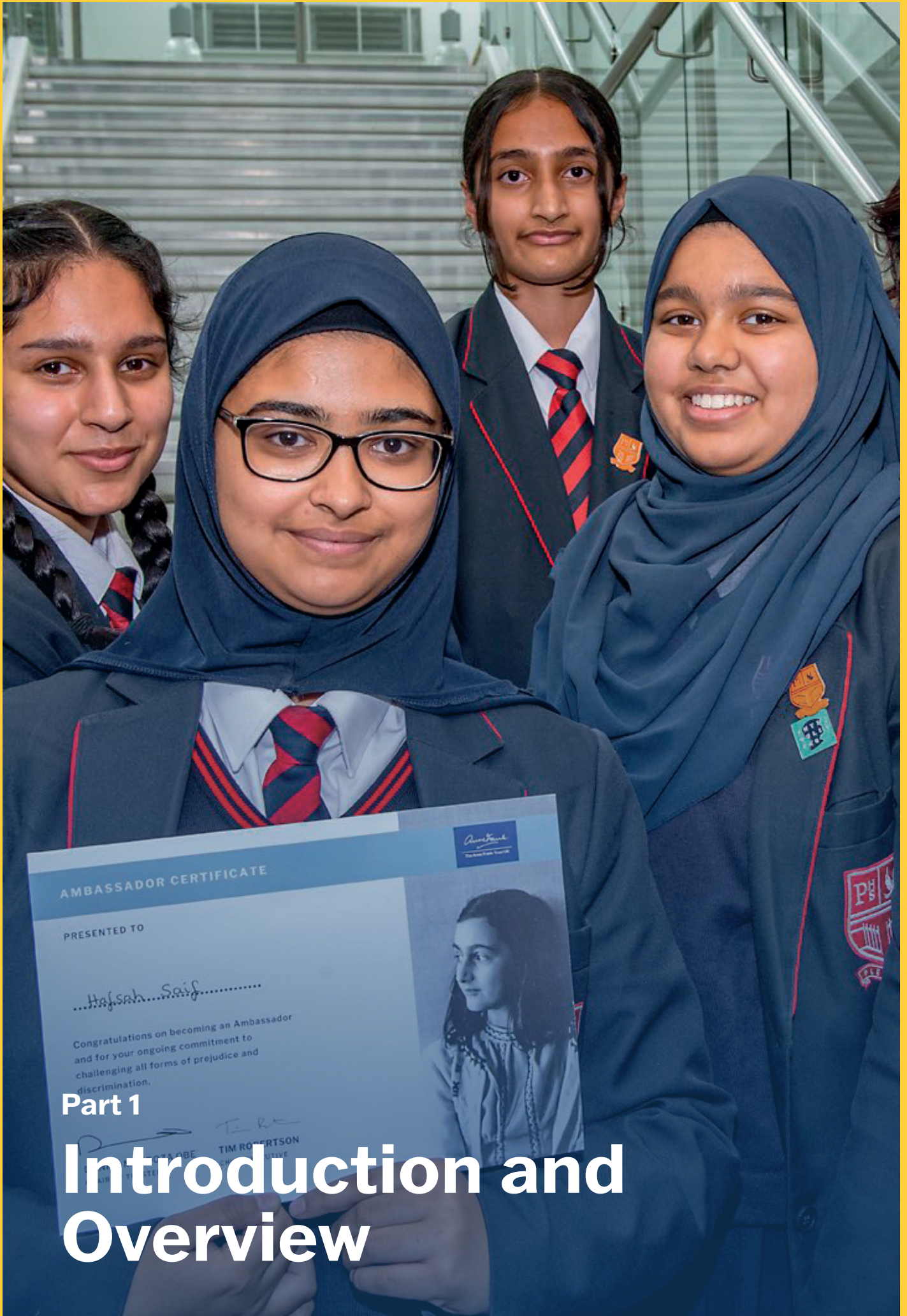
81.9% of workshop participants **improved in their knowledge of what prejudice means.**

91% of surveyed schools said that our online events were **extremely useful** and that 91% of **their students had improved their knowledge to good or excellent** by the end of the event.

Nearly 71% of workshop participants felt that their **knowledge of Anne Frank had improved** through the workshop.

Peer Educators made **significant progress across all six areas of learning** in 2024, and this was higher than the previous year.

With Peer Educators who had the most room for improvement, **95.8% progressed** in their knowledge, 91.3% in critical thinking and over 80% in both values and agency.



Part 1

# Introduction and Overview

**Welcome to the Anne Frank Trust's latest Impact Report, 'Reasons For Hope'. I am delighted to be able to share our latest findings with you. Once again, we have partnered with the University of Kent, who designed our evaluation measures and analysed parts 2, 3 and 4 of this report but were not involved in data collection. This is our sixth collaboration with the University, and in a time of growing uncertainty and division, we truly believe that our findings really do provide reasons for hope for us all.**

This is the first impact data we have collected since the events of October 7th 2023. Since that date, levels of both antisemitism and Islamophobia have reached unprecedented heights across the UK and beyond. Last summer's race-fuelled violence is yet further proof that our work is needed now more than ever before. And as the findings of this report show, we have solutions that have a lasting impact.

Given the climate we now find ourselves in, we are so proud to share that our impact has increased. We are living in a time where social cohesion has never been more important, and tackling antisemitism and all other forms of prejudice is paramount. This deeply worrying context makes it more necessary than ever to know **what works to address antisemitism, Islamophobia and other forms of prejudice.**

Yet we have demonstrated that our programmes work, with 88.7% of participants improving in their attitudes toward at least one other social group. This represents an increase from the previous year.

The breadth of social groups included in the evaluation confirms that, while our programmes are all based around Anne Frank and the Holocaust, **our impact extends beyond antisemitism to 11 other kinds of prejudice.**

The size of the sample – almost 3,616, significantly up on the previous year – means we can confirm **the consistency of impact across differences** of age, ethnicity, geographical location, religion, type of programme and type of school.

I am particularly pleased that, for the first time ever, this report reflects the impact across all three strands of our education offer. As well as data on our well-established schools programme, there is further research on our Ambassadors programme and for the first time, an analysis of our online learning events programme. This can be found in Parts 5 and 6 of this report, and these sections have been produced by The Anne Frank Trust.

All of us at the Trust are grateful to researchers Professor Dominic Abrams and Dr Katie Goodburn from the University of Kent and to everyone who has made this evaluation possible – especially our partner schools and their students. I would like to express **heartfelt thanks** to our funders and donors; it is your generosity that creates the impact detailed in these pages.

The current upturn in hatred across Britain should not dent our pride in these achievements, but it does remind us of the gravity of the task. It is imperative that we keep learning, improving and growing to maximise the impact of this vital work, and that we cling to these reasons for hope.



**Sarah Nuzum**  
*Acting Co-Chief Executive*

# About us

The Anne Frank Trust is an education charity that, through learning about Anne Frank and the Holocaust, empowers young people aged 9-15 to recognise and challenge all forms of prejudice.

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 of the diary.

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

Anne Frank and the Holocaust form a constant point of reference in the Trust's education programmes. Young people gain insight into antisemitism in its historical and contemporary context, then extend and apply their understanding to all forms of prejudice today. Training our young people 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. (Evaluated in Part 6 of this report).
- Schools Programme in specific regions consisting of a core programme with peer education and workshops. (Evaluated in Parts 2, 3 and 4 of this report).
- Anne Frank Ambassadors Programme for young people who have completed the peer education, who wish to continue in an anti-prejudice role in their schools or communities. This programme is the subject of Part 5.

In the 2023-2024 academic year, the total reach of the Trust's Programmes was 107,586 young people. The Trust worked in 225 different schools, and trained 4586 young people as Peer Educators, whose education reached 50,030 peers. 13,927 young people took part in workshops. In 2023-24 the Trust worked with 190 Anne Frank Ambassadors.

## Sample size, research process & researchers

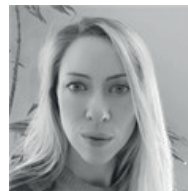
This is the sixth annual report into the impact of the Anne Frank Trust's education programme,

as evaluated by social psychologists at the Centre for the Study of Group Processes (CSGP), at the University of Kent.

Improved data collection means that the sample size is increasing every year, making the findings increasingly reliable. The core programme sample of 3,613 young people is a significant increase from last year. (2022-23: 2,814 young people).

Evaluation of the Schools Programme is through a two-part questionnaire at the start and end of each programme. The first part of the questionnaire, called the Contact Star, measures attitudes (see Part 3 of this report), while the second part measures knowledge and skills (see Part 4).

The data is securely passed to the University of Kent for analysis. The university researchers have no contact with the participants. The procedures for data collection, and the content and format of the evaluation assessments, have been scrutinised in detail and approved by the university's Ethics Panel.



Parts 2, 3 and 4 of the report are produced by **Dr Katie Goodbun**, Lecturer in Social and Developmental Psychology. For the last 6 years, she has advised the Anne Frank Trust on the structure and content of the evaluation, carried out data analysis, and authored this annual Impact Report



Katie collaborates with **Professor Dominic Abrams OBE**, Director of the CSGP. Dominic is also a former Trustee of the Anne Frank Trust. Any potential conflict of interest is managed by the Board so that CSGP's evaluation of the Trust's programmes is impartial, and the findings are reported comprehensively.

Details of CSGP's body of research that has underpinned the introduction of the Anne Frank Trust's evaluation methodology since 2013 can be found in Appendix 1.

# Thanks & Acknowledgments

The Anne Frank Trust is grateful to everyone who has made this impact possible:

## Key donors and funders:

29th May 1961 Charitable Trust	Bernard Howard	Pladis
The Alan Matthey Charitable Trust	The JP Jacobs Charitable Trust	Portal Trust
Joan and Robin Alvarez	Judith and Geoffrey Jayson	Postcode Community Trust
Amipak	The Lord Leonard and Lady Estelle Wolfson Foundation	Reed Foundation
The Annabel Arbib Foundation	The Michael Josephson MBE Charity Ball	Regent Exhibitions Ltd
The Anne Frank Fonds, Switzerland	Leslie and Helen Kaye	The Robertson Trust
The Anne Frank House	Manny Cohen Foundation	Christian and Myrto Rochat
The Baker Family Trust	Masonic Charitable Foundation	RSM
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Ray and Claudine Bloom	The Milton Damerel Trust	The Science of P/CVE
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## Additional thanks to:

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Grace Nelson and Naomi Griffiths Littlechild, Assistant Directors of Education at The Anne Frank Trust

The Trust's Education Delivery Specialists who deliver the programmes evaluated in this report

# Above all, to all the young people who took part in the research at the following schools:

Abbey Grange Church of England Academy, Leeds

All Saints' CofE Nursery and Primary School N20, Whetstone

All Saints Junior School, Reading

Allerton High School, Leeds,

Alma Primary School, Enfield

Archbishop Holgate's School- a Church of England Academy, York

Archibald Primary School, Middlesborough

Ashleigh Primary School, Darwen

Aston Lodge Primary School, Sheffield

Austrey CofE Primary School, Atherstone

Baldragon Academy, Dundee

Bannerman High School, Glasgow

Belle Vue Girls' Academy, Bradford

Benton Park School2, Leeds

Bertha Park High School, Perth

Bill Quay Primary School, Gateshead

Bingley Grammar School, Bradford

Blue Coat Church of England Academy, Walsall

Blue Gate Fields Junior School, Tower Hamlets

Bradford Girls' Grammar School, Bradford

Brindishe Green School, Lewisham

Brindishe Lee School, Lewisham

Brinsworth Academy, Rotherham

Brinsworth Howarth Primary School, Rotherham

Broadfield Academy, Hemel Hempstead

Bronte Girls' Academy, Bradford

Brownhills Ormiston Academy, Walsall

Calthwaite CofE School, Penrith

Campsmount Academy, Doncaster

Cardinal Langley Roman Catholic High School, Rochdale

Carlton Bolling, Bradford

Chalkwell Hall Junior School, Leigh on Sea

Chetwynde School, Barrow in Furness

Chiswick School, Chiswick

Christ Church School, Camden

Clore Shalom School, Radlett

Coal Clough Academy, Burnley

Corpus Christi Catholic Primary School, Gateshead

Crieff High School, Crieff

Cumwhinton School, Carlisle

Dame Dorothy Primary School, Sunderland

Dixons Unity Academy, Leeds

Dowdales School, Dalton in Furness

East Morton CofE Primary School, Keighley

Eastborough Junior Infant and Nursery School, Dewsbury

Eastwood Community School, Keighley

Eden Boys' Leadership Academy, Bradford

Eden Boys' School, Bolton

Edmonton County School, Enfield

Edmonton County School - Cambridge Campus, Enfield

Elsecar Holy Trinity CofE Primary Academy, Barnsley

Eltham Hill School, Greenwich

Emmaus Church of England and Catholic Primary School, Liverpool

Frizington Community Primary School, Frizington

Frodsham Manor House Primary School, Frodsham

Gillas Lane Primary Academy, Tyne and Wear

Glenbrook Primary School, Lambeth

Gomersal St Mary's Church of England Voluntary Controlled Primary School, West Yorkshire

Great Preston VC CofE Primary School, Preston

Greengate Junior School, Barrow in Furness

Grove Academy, Dundee

Gumley House RC Convent School, Hounslow

Haberdashers' Knights Primary, Lewisham

Hady Primary School, Chesterfield

Harris Church of England Academy, Rugby

Hart Primary School, Hartlepool

Harvills Hawthorn Primary School, West Bromwich

Hebburn Comprehensive School, Tyne and Wear

Holy Trinity Academy, Telford



Holy Trinity Catholic and Church of England School, Barnsley

Holybrook Primary School, Bradford

Horizon Community College, Barnsley

Hunsley Primary, Brough

Hylton Castle Primary School, Sunderland

Ian Ramsey Church of England Academy, Stockton on Tees

Intake Farm Primary School, Mansfield

Jo Richardson Community School, Dagenham

Joseph Leckie Academy, Walsall

Kenmont Primary School, Brent

Kibblesworth Academy, Gateshead

Kirkham St Michael's Church of England Primary School, Preston

Lanercost CofE Primary School, Brampton

Lees Primary School, Keighley

Leith Academy, Leith

Lilian Baylis Technology School, Kennington

Maltby Academy, Rotherham

Marden Bridge Middle School, Whitley Bay

Maria Fidelis Catholic School, Camden

Mearns Castle High School, East Renfrewshire

Monkwick Junior School, Colchester

Newton Regis CofE Primary School, Tamworth

Oakworth Primary School, Keighley

Oasis Academy Don Valley, Sheffield

Old Swinford Hospital, Stourbridge

Ormsgill Nursery and Primary School, Barrow in Furness

Park Hall Academy, Birmingham

Penwortham Priory Academy, Penwortham

Pitlochry High School, Pitlochry

Platanos College, Lambeth

Pleckgate High School, Blackburn

Plumcroft Primary School, Plumstead

Primrose Lane Primary School, Wetherby

Queen Elizabeth School, Kirkby Lonsdale

Queens' School, Bushey

Ridgewood High School, Stourbridge

Roose School, Barrow in Furness

Sacred Heart Catholic Primary School, Barrow in Furness

Samuel King's School, Alston

Scawsby Junior Academy, Doncaster

Sherburn Primary School, Durham

ShIPLEY CofE Primary School, ShIPLEY

Sir John Barrow School, Ulverston

Snowfields Academy, Cranbrook

South Chingford Foundation School, Chingford

South Street Community Primary School, Gateshead

St Aidan's Church of England High School. Harrogate

St Anne's Catholic Primary School, Streetly

St Bede's Catholic Primary School, Washington

St Bernadette's Catholic Primary School, Birmingham

St Chad's Catholic Primary School, Birmingham

St Edward's Catholic Primary School, Newham

St Helen's Catholic Primary School, Barnsley

St John and St James CofE Primary School, Westminster

St John's RC Academy, Perth

St Joseph's Catholic Primary School, Lichfield

St Joseph's Roman Catholic Voluntary Academy, Pocklington

St Luke's Halsall Church of England Primary School, Liverpool

St Margaret Clitherows RC Primary School, Middlesbrough

St Margaret's At Hasbury CofE Primary School, Halesowen

St Mary & St Joseph Catholic Primary School - a Catholic voluntary academy,

St Mary and St Pancras Church of England Primary School, Camden

St Mary's Catholic High School- a Catholic Voluntary Academy, Chesterfield

St Mary's Church of England Primary School, Stoke Newington

St Mary's RC Primary School, Manchester

St Matthias School, Wolverhampton

St Michael with St Thomas CE Primary School, Widnes

St Michael's Catholic College, Southwark

St Michael's Catholic Grammar School, Barnet

St Mungo's Academy, Glasgow

St Paul's CofE Primary School, Bradford

St Paul's CofE Primary School, Astley Bridge

St Paul's High School, Glasgow

St Peter's Elwick Church of England Primary School, Hartlepool

St Philip Howard Catholic Voluntary Academy, Glossop

St Robert of Newminster Catholic School and Sixth Form College, Washington

St Stephen's Church of England Primary School, Lewisham

St Ursula's Convent School, Greenwich

St Veronica's Roman Catholic Primary School, Helmshore

Starbank School - Bierton Road, Birmingham

Starbank School - Hob Moor Road, Birmingham

Starbank School - Starbank Road, Birmingham

Sunnyfields Primary School, Hendon

Swanlea School, Whitechapel

Temple Moor High School, Leeds

The Charter School, East Dulwich

The Community School of Auchterarder, Perth and Kinross

The Divine Mercy Roman Catholic Primary School, Manchester

The Frances Bardsley Academy for Girls, Romford

The Lakes School, Windermere

The Oaks Academy, Crewe

The Sacred Heart Catholic Primary School, Ilkley

The Totteridge Academy, Whetstone

Thomas Tallis School, Greenwich

Thorns Collegiate Academy, Dudley

Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School, Thornton-Cleveleys

Tong Leadership Academy, Bradford

Trinity Academy, Doncaster

Trinity Academy St. Edwards, Barnsley

Trinity Church of England School, Lewisham

Ulverston Victoria High School, Ulverston

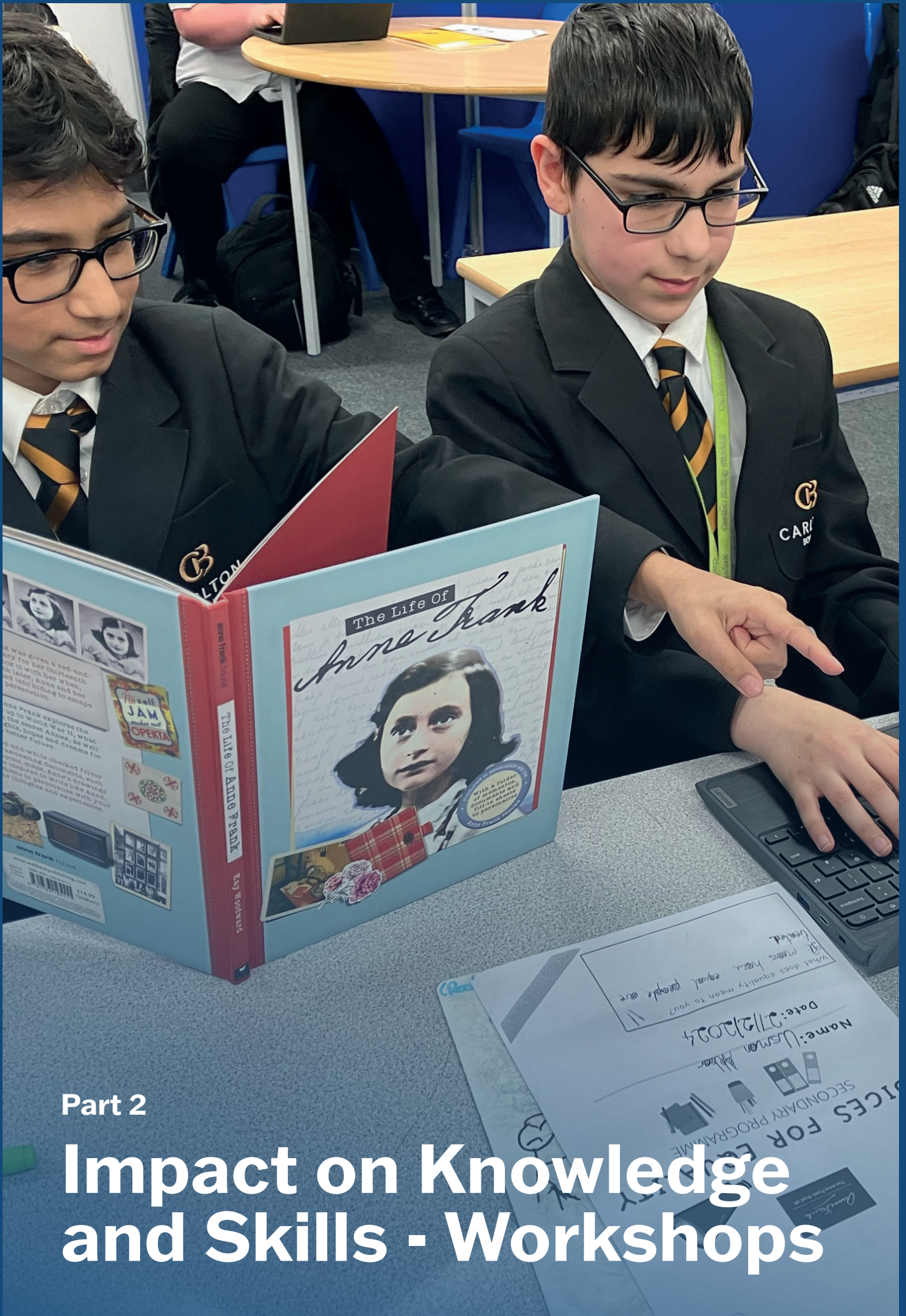
Venerable Bede Church of England Academy, Sunderland

Whitburn Academy, Sunderland

White Laith Primary School, Leeds

Whitings Hill Primary School, Barnet

Willenhall E-ACT Academy, Willenhall



Part 2

# Impact on Knowledge and Skills - Workshops

# 1. The workshop programme

**This section of the report has been independently analysed by the University of Kent.**

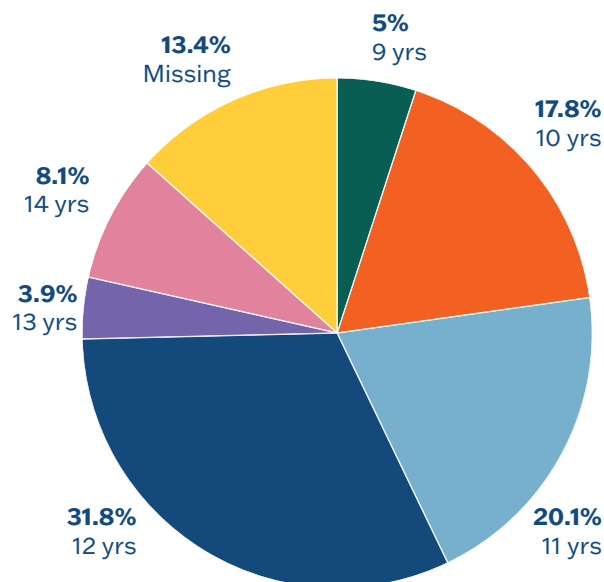
The evaluated workshops are delivered across both primary and secondary schools. Led by the Trust's Education Delivery Specialists, these workshops are designed to be interactive for whole class groups looking at different forms of prejudice. Typically, these workshops range from one - two hours in length. Five different workshops were offered to schools during the 2023-2024 academic year. These were:

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

## The sample of young people

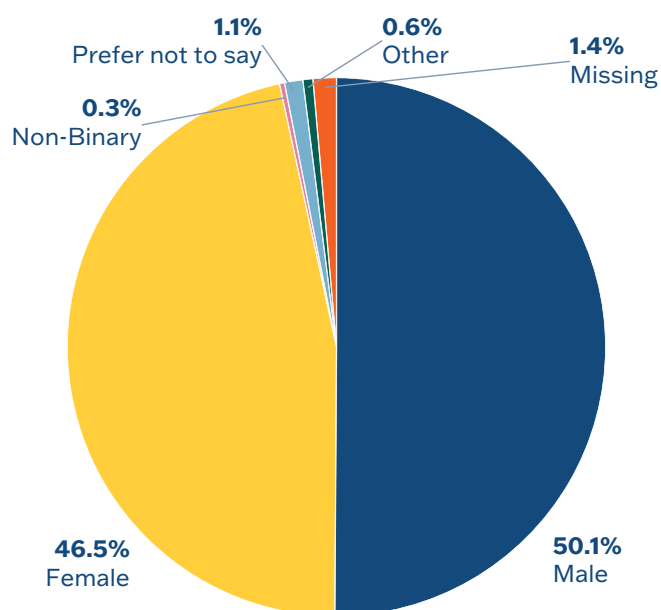
Approximately 13,927 young people took part in one of these workshops during the 2023-2024 academic year across 459 sessions. 378 participants completed some or all of the evaluation form. A total of 359 who completed both pre- and post- evaluation forms were included in the data analysis outlined here. A breakdown of participants by workshop type is shown below:

Workshop type	N	%
Gender Equality	59	16.4
Homophobia	50	13.9
Islamophobia	52	14.5
Antisemitism	71	19.8
Anti-Black Racism	127	35.4



### Age: % of sample

The age of the young people included ranged from 9 to 14 years with the mean (average) participant age being 11.41 years of age.



### Gender: % of sample

The proportion of young people who took part in the workshop evaluation was roughly even for males and females (Males = 50.1%, Females = 46.5%)

Other demographic variables, such as ethnicity, religion and disability, were generally representative of the UK population. However, given the overall sample size, numbers of participants in some minority groups were too small to reliably analyse on a group-by-group basis and therefore these analyses are not reported in this section.

## The evaluation

Each participant completes a questionnaire at the beginning and the end of a workshop, to assess impact on a range of factors.

The evaluation asks the young people to report their degree of agreement with several items on a 5-point scale (1 = strongly disagree, 3 = neither agree nor disagree, and 5 = strongly agree). Some of the items were common to all five types of workshop. These included:

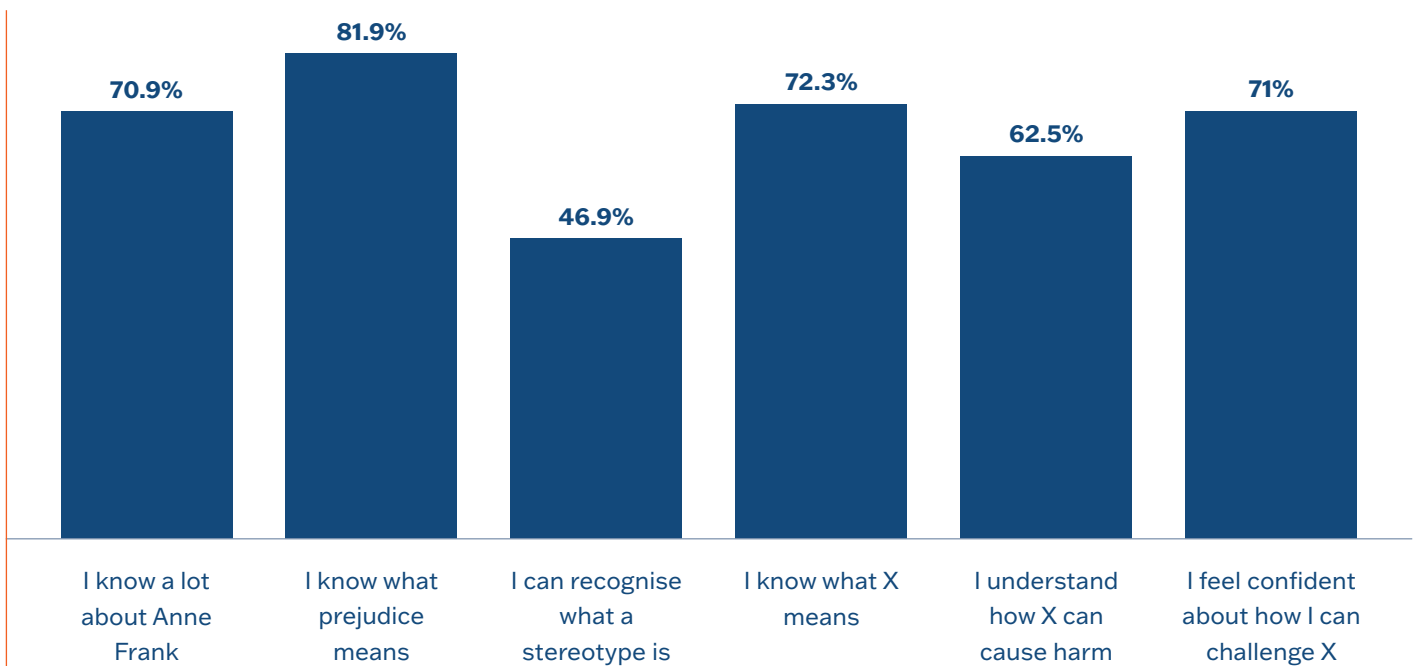
- I know a lot about Anne Frank
- I know what prejudice means
- I can recognise what a stereotype is
- It is ok to use stereotypes

In addition, some items referred to the specific prejudice being discussed in the workshop (sexism, homophobia, Islamophobia, antisemitism or anti-Black racism); again, these items were common across workshop types. The specific prejudice is represented by X in the items below:

- I know what X means
- I understand how X can cause harm
- I feel confident about how I can challenge X

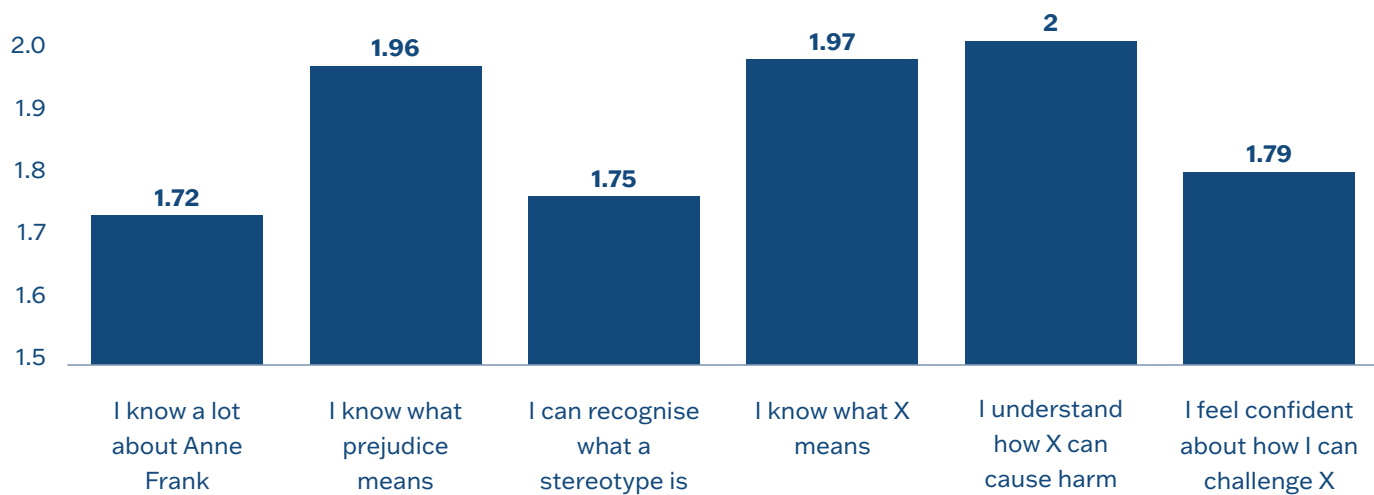
To maximise statistical power, the data from the five workshops was combined and the analysis focused on impact common to the workshops. Overall, a statistically significant improvement was seen for all items from pre- to post- evaluation, except in the case of 'it is ok to use stereotypes'. Following some further analyses, the phrase 'it is ok to use stereotypes' appears to be confusing to young people, depending on which workshop they attended. Therefore, work is being conducted on clarifying the wording of this item, and it is not included in the analyses here.

For all other items the percentage of young people who improved, and the degree of change, can be seen in the graphs below.



### % of young people who improved by item

Only the young people who had the potential to improve (i.e., scored 4 or less on each item in the pre-programme evaluation) are included in the analysis. Anyone scoring a 5 on an item is considered as having no measurable room for improvement.



### Degree of change (improvement) by item

Only the young people who made an improvement on each item pre to post are included in the above analysis; mean point increase by item is based on those who reported improved scores.

### Impact by workshop type

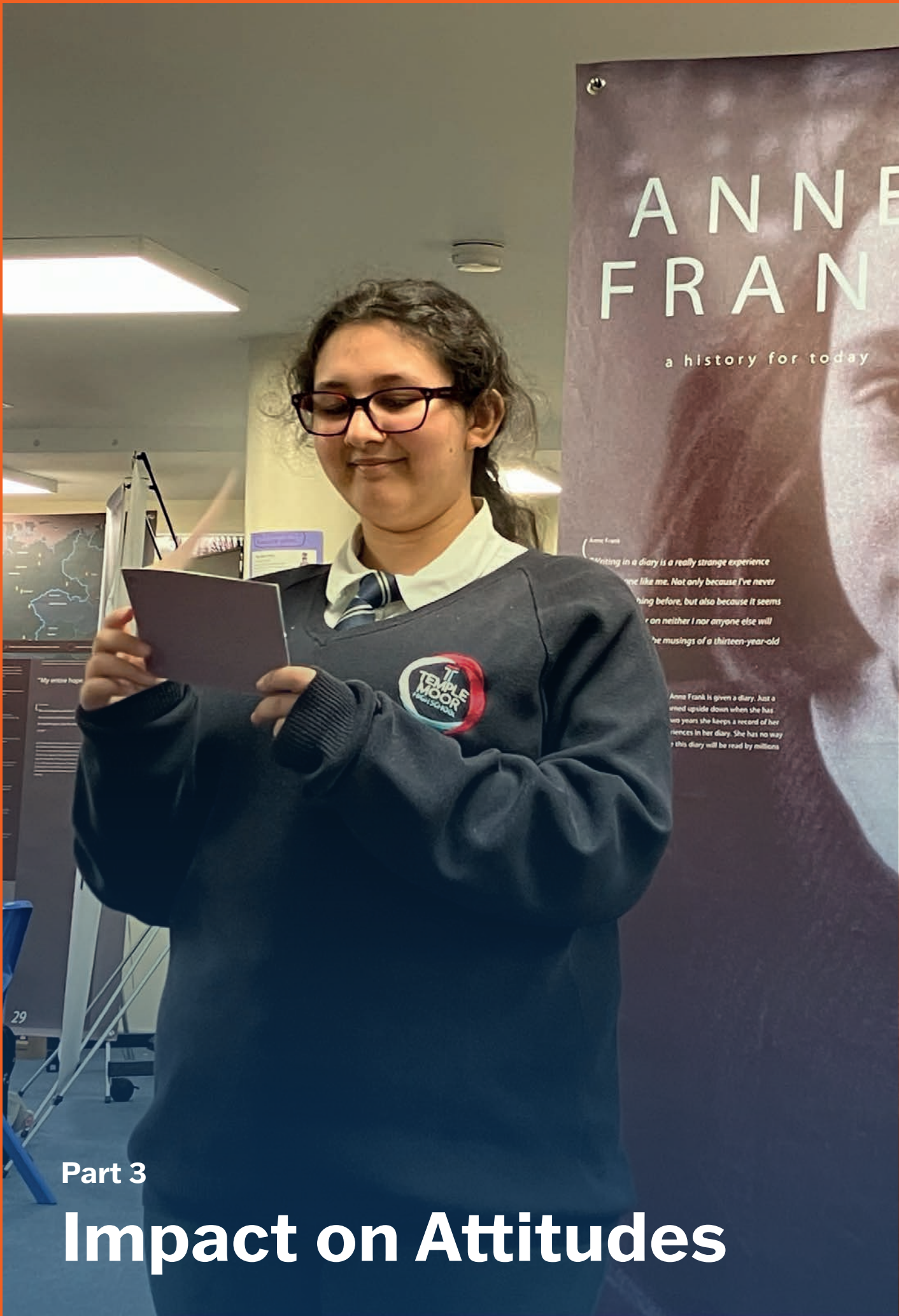
Using knowledge, understanding and confidence to challenge items, a comparison of workshop type on impact was explored in more detail.

Overall, all workshop types are having a positive impact on the proportion of young people improving their knowledge, understanding and confidence to challenge prejudice.

Whilst more young people make progress in the gender equality and antisemitism workshops compared with other workshop types, in the case of antisemitism this may be partly driven by low baseline levels of knowledge. Increased knowledge of antisemitism may have a knock-on effect on increased knowledge of the harm it can cause, as well as the confidence to challenge it. The impact in these two workshops may also be linked to the source material – Anne Frank’s Diary. Anne was female and Jewish and therefore greater understanding of these characteristics may help to improve outcomes in these two workshops.

Conversely, a lower proportion of young people making progress is seen in the anti-Black Racism, Islamophobia and Homophobia workshops. Pre-workshop knowledge of these three specific prejudices was higher than that seen for gender equality and antisemitism, and therefore the proportion of young people who progress may be impacted by higher baseline skills in knowledge and understanding.





Part 3

# Impact on Attitudes

## 2. Schools Programme (Contact Star)

### The programme

The young people 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 9-15 who complete a full day 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 approximately two weeks in school, before a follow-up session to reflect on their learning. All the sessions are led by one of the Trust's Education Delivery Specialists.

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. In 'Voices for Equality', Anne Frank's diary is the main learning resource, and the students use their creativity to develop their peer education, e.g through online quizzes, a class presentation or delivering an assembly.

### The evaluation

Each participant completes a questionnaire at the beginning and end of the programme to assess impact on their attitudes towards others, and six key areas of learning (see Part 4).

#### Attitudes

We define 'attitudes' as:

Evaluative judgements people make about objects, events or other people. They involve conscious or unconscious beliefs that guide behaviour such as distancing or willingness to be in contact with other groups. They are a fundamental aspect of prejudice.

Attitudes are measured using the Contact Star. This evaluation tool was developed jointly by the Anne Frank Trust and University of Kent in 2015 and has since been revised in the light of experience. 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 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 evaluation survey is given to the young people in paper-form either by school or Anne Frank Trust staff or is completed online. The young people are also asked to complete an equalities monitoring form designed to capture demographic information. The results are then inputted or transferred by Anne Frank Trust staff into the Trust's Salesforce database.

Copies of the evaluation and our Equalities Monitoring form can be found in Appendix 2 and 3.

### The sample of young people

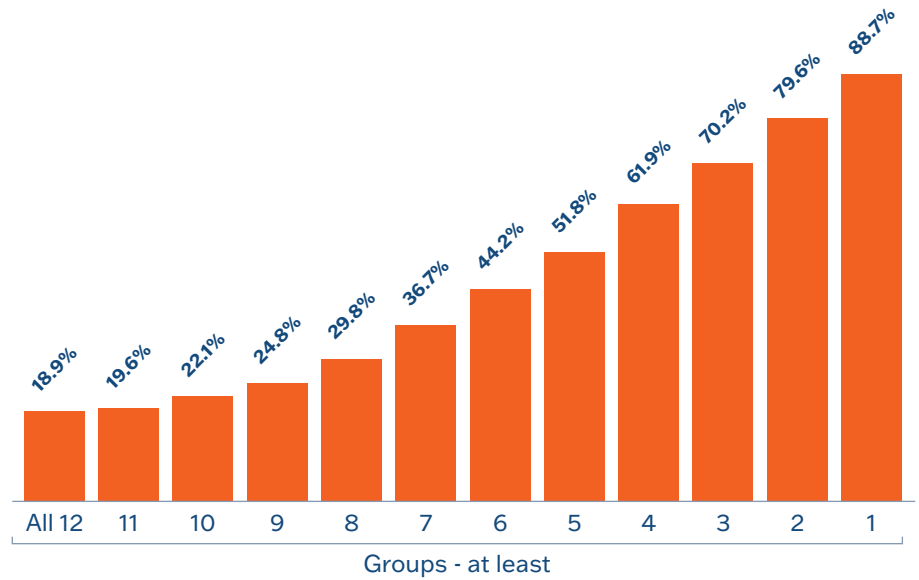
3,888 Peer Educators took part in the evaluation, with 3,613 completing the survey at both pre- and post- timepoints. These are our highest numbers of completed evaluations to date (up from 2,814 in 2022-2023 and 1,428 in 2021-2022).

The age of the Peer Educators ranges from 9 to 15 years with the mean (average) age being 11.35 years. The Peer Educators came from 170 schools located in Scotland and eight regions of England.

Similar to previous years, the data sample has been analysed by age, school type, geographical location, gender, ethnicity, religion and disability. Details of this can be found in Appendix 4.

## Impact on Attitudes

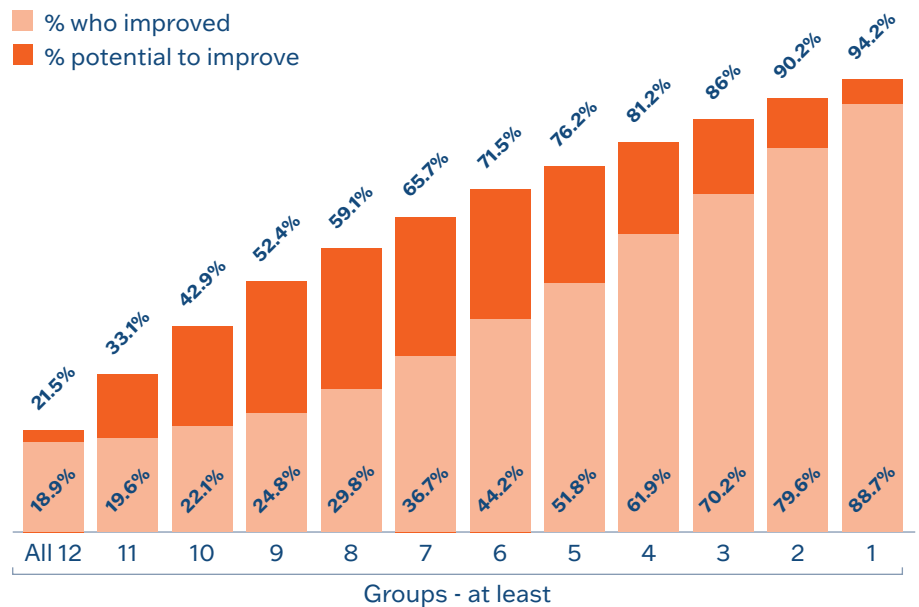
Immediately after completing the programme **88.7% of the young people have progressed in their attitude to at least one social group**. This is an increase in impact from the previous two years (2022-23: 87.6% and 2021-2022: 84.4%). Almost 4 out of 5 young people (79.6%) progress in their attitudes to two or more groups, and 70.2% progress in their attitude to three or more social groups.



### % of young people who progress in attitudes towards one or more social groups

To determine the proportion of young people whose attitudes progress it has been necessary to use, as a baseline, those who are not already maximally positive towards each group. For example, a young person who at the outset scores their attitudes at 7 (the maximum possible) towards 4 of the groups can progress only in their attitudes towards the remaining 8 groups

This graph shows shows this percentage improvement plotted against the percentage of young people who had the potential to improve in each case.



### % improvement against % of young people who had the potential to progress in attitudes towards one or more social groups

To determine the proportion of young people whose attitudes progress it has been necessary to use, as a baseline, those who are not already maximally positive towards each group. For example, a young person who at the outset scores their attitudes at 7 (the maximum possible) towards 4 of the groups can progress only in their attitudes towards the remaining 8 groups

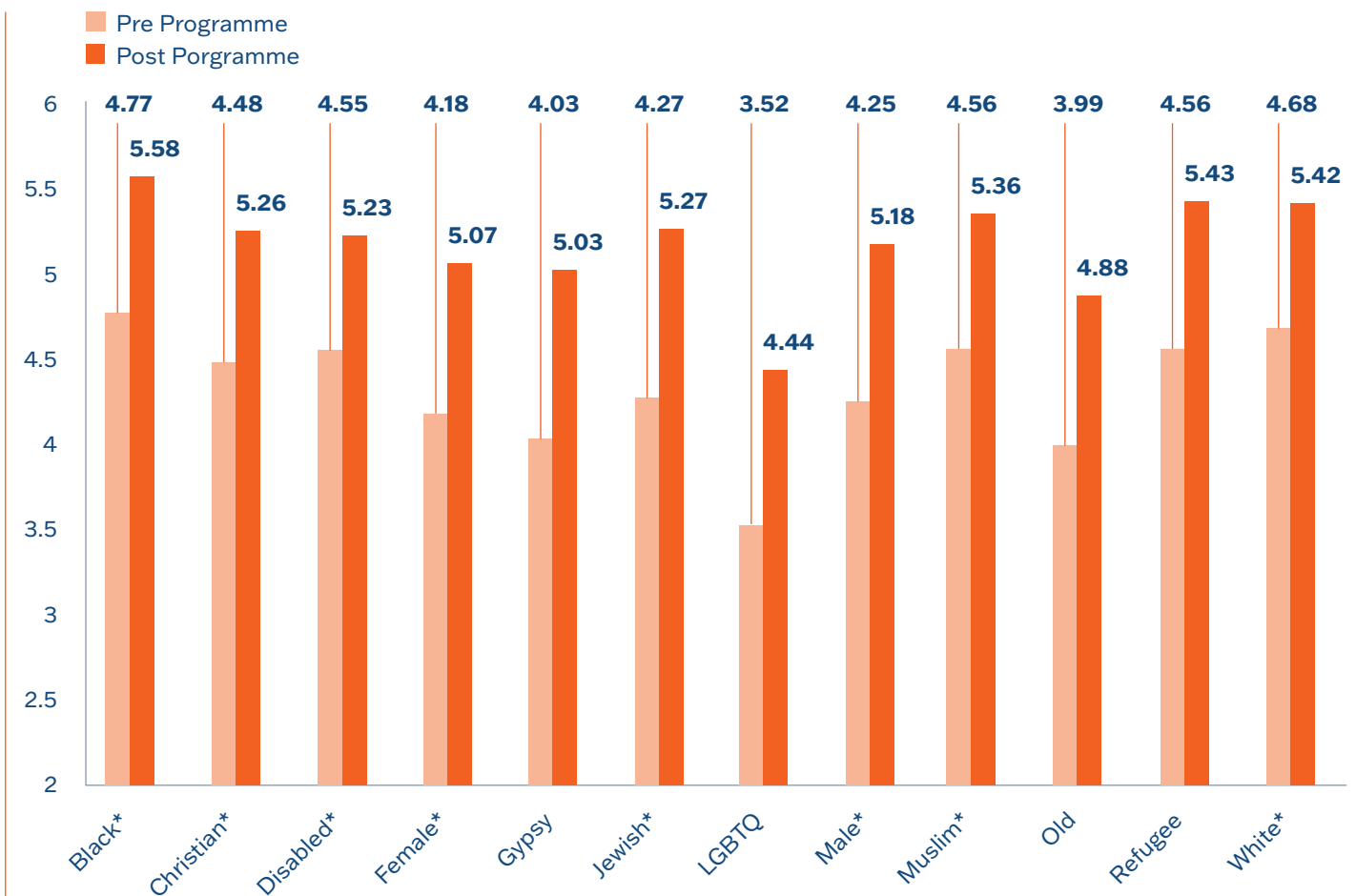
## Proportion of young people progressing in attitudes

In this section, and for the first time, we have calculated the proportion young people progressing in their attitude to other groups, whilst controlling for a young person's own self-reported identity.. For example, if a young person has self-identified as female, we have excluded them from the analysis focusing on attitudes to other females. By looking at the data in this way, we are ensuring that we evaluate the impact on a young person's attitudes to 'other' groups (those that the young person may not identify with). This type of analysis was only possible for certain identities (Black, Christian, Disabled, Female, Jewish, Male, Muslim and White – identified by an \* in the next two graphs). The equalities monitoring form does not ask questions about LGBTQ, Gypsy or refugee status, and all of the participants are 15 years or younger and therefore

unlikely to identify as 'old'. The data for these four groups were analysed without controlling for identity.

Given the focus of the schools programme on Anne Frank and her story, together with evidence from previous reports, it was expected that attitudes towards Jewish people should become more positive. However, a key objective for the Anne Frank Trust is that young people should be able to generalise their learning, and if this is happening then we should observe an improvement in attitudes to many or all of the groups on the Contact Star.

The graph below presents the pre and post mean contact star scores for each of the 12 groups and clearly shows a significant improvement in attitude to all 12 groups on the Contact Star.



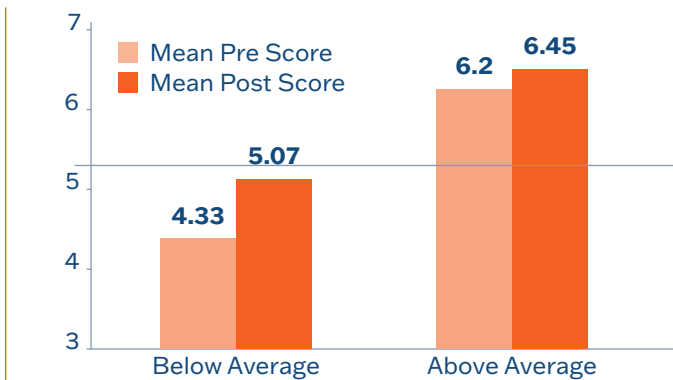
### Mean contact star scores pre and post programme

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 for improvement. \*indicates controlling for identity characteristics. Given the mean scores range between 3.52 and 5.58 only the mid-range of the scale is shown (2-6).

## Impact on young people who begin with particularly negative attitudes

To assess impact on young people who start with different levels of attitude, a mean (average) score across all 12 groups is calculated for each participant, and a comparison is made between those with below and above average scores.

A significant proportion (48.3%) of young people start out with a below average score and their degree of progress is 0.74 points on the Contact Star, which is almost three times higher than the 0.25 points of progress made by those with above average scores. The difference in impact on the two groups is statistically significant. This shows that the programme has its greatest impact on those young people who need it most.



### Attitude scores of young people who start below and above average attitudes

Mean pre intervention score (5.30)

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.

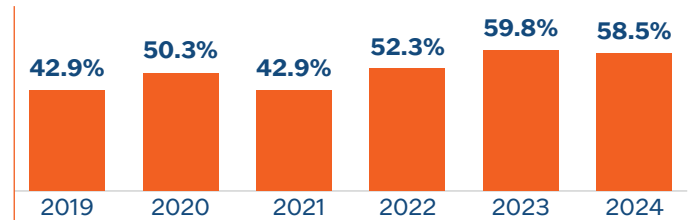
## Attitudes towards Jewish & Muslim people

Since October 7th 2023 and the subsequent ongoing conflict, the UK has witnessed unprecedented rises in both antisemitism and Islamophobia. It is paramount for the Trust to understand what impact this may have had on attitudes towards both Muslim and Jewish people. This will now be analysed in the following section.

## Attitudes towards Jewish people

The data presented so far shows that the impact is relatively consistent across social groups, but the group towards whom the highest proportion of young people make progress (58.5%) is Jewish people.

Looking at the data since 2019, the Anne Frank Trust has achieved a consistently positive impact on attitudes to Jewish people over a six-year period. Whilst this year's figure is slightly below that seen last year (59.8%), it remains higher in terms of positive impact than in other previous years.

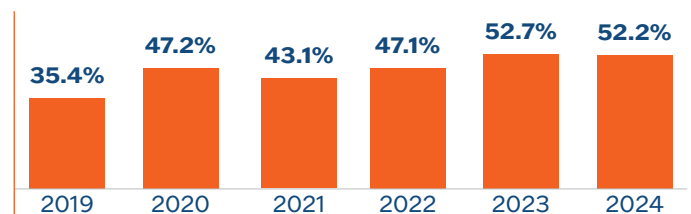


### % of young people who progress in attitudes towards Jewish people 2019-2024

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 for improvement.

## Attitudes towards Muslims

Looking at a comparable set of data (2019 -2024), the Anne Frank Trust is continuing to sustain its positive impact on attitudes towards a range of social groups. The graph below demonstrates the impact on attitudes of young people to Muslims. The impact is relatively consistent between this year and last year, however both years present an improvement on the data from 2022.



### % of young people who progress in attitudes towards Muslim people 2019-2024

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 for improvement.

## Attitudes of Muslim young people towards Jewish people

This analysis included Muslim young people and excluded those who scored 7 towards Jewish people on the Contact Star in the pre-evaluation. This left a sample size of 441.

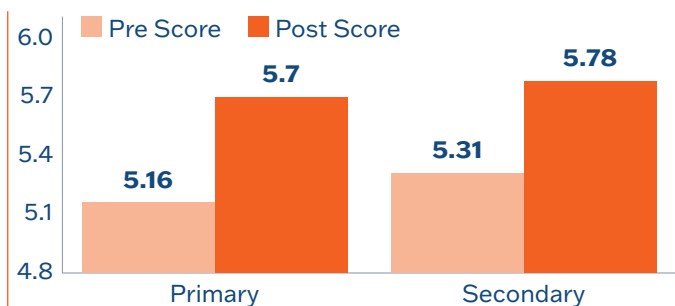
55.6% of Muslim young people become more positive towards Jewish people post programme. This is lower than seen in 2022-23 (65.7%), however it is still roughly in line with overall improvement in attitudes towards Jewish people regardless of religious background (58.5%).

When looking further into the degree of progress, results indicate that whilst the average degree of progress towards Jewish people, regardless of identity, is 1.92 points on the Contact Star, this rises to 2.05 when looking solely at Muslim young people.

It is not possible to report the attitudes of Jewish young people towards Muslims, because the sample size of Jewish young people was too small.

### Impact by school type

As in previous years, a more nuanced analysis by school type (Primary/Secondary) was conducted. Overall, the analyses tell us that the programme is having a consistently significant impact irrespective of school type. As a visual example the impact by school type can be seen below.



#### Impact by school type (primary / secondary)

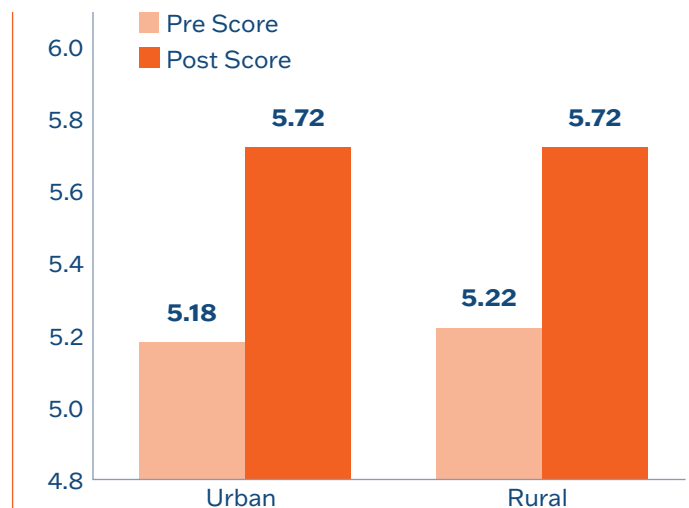
The Contact Star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid to top end of the scale is included in the graph. Only the young people who had the potential to improve their attitude (i.e., scored less than a score of 7 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 for improvement.

## Impact by urban / rural status

For the first time, we were able to categorise the young people's locations by their urban/rural status. No data was available for the urban/rural classification for young people in Scotland, and they are therefore not included in the following analysis.

The number of young people categorised into the urban and rural groups varies considerably, with the majority being classified as attending a school in an urban area (2894), and far fewer attending schools in rural areas (371).

A statistically significant increase in attitude scores was observed in both urban and rural areas. The graph below highlights this result further and tells us that the programme is having a significant and consistent impact irrespective of where it is delivered.



#### Improvement in attitude scores by urban / rural classification

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. Only the young people who had the potential to improve their attitude (i.e., scored less than a score of 7 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 for improvement.

## Impact by school pupil premium levels

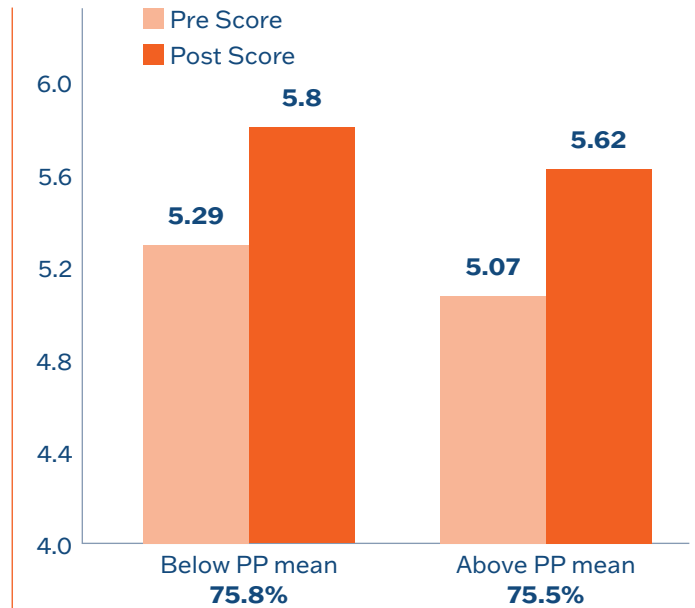
For the first time the percentage of pupil premium children in schools was included in the data analysis. Pupil premium refers to funding provided from the government to improve educational outcomes for disadvantaged pupils in state-funded schools in England. Therefore, Scottish schools have not been included in this analysis. To be eligible for pupil premium, pupils must be:

- Currently eligible for free school meals (FSM) or have been eligible for FSM at any point in the last six years
- Looked after by the local authority
- Previously looked after by the local authority or other state care

In social research, pupil premium or FSM rates are often used as an indicator of Social Economic Status (SES) (see Taylor 2017, for a review) and research suggests this simple binary measure is a good indicator of a child's socio-economic circumstances. It does, however, have limitations. Pupil premium funding requires parents/carers to 'sign up' for help, and therefore some children who are entitled to funding do not receive it; this impacts the recorded rates of pupil premium pupils within schools and therefore may not be a 100% true reflection of the social economic status of a school's student population.

Schools are required to provide their pupil premium data on their websites. This information can also be obtained here ([Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK](#)). We used this information to capture pupil premium rates for all schools based in England in our sample. We then calculated mean pupil premium rate for all schools in our sample (Mean PP rate = 28.02%).

Schools were categorised as either below or above mean pupil premium rate, and this variable was used as an indicator of general social economic status of the school for analysis purposes. Statistically significant improvement in overall attitudes was seen for students in all schools irrespective of whether they were above or below the mean pupil premium rate. Furthermore, the proportion of students who made progress in their overall attitudes was almost identical in schools categorised as either below or above mean pupil premium levels. These results are outlined in the graph below



### Impact on attitudes by school pupil premium level

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. Only the young people who had the potential to improve their attitude (i.e., scored less than a score of 7 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 for improvement.



Part 4

# Impact on Knowledge and Skills - Core Programme

# Impact on knowledge and skills - The evaluation

In addition to collecting data on attitudes, the Contact Star survey also asks young people to rate their agreement on a number of items designed to evaluate impact on six key areas of learning.

This section of the questionnaire includes six 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 of the six statements in this section is designed to test a particular learning outcome. The statements are listed below, and the accompanying learning outcome shown in brackets:

1.

I know what prejudice means  
(**Knowledge** about prejudice)

2.

I can see when someone  
is being prejudiced  
(**Critical thinking** – ability  
to recognise prejudice)

3.

I can understand how  
it feels to be a victim of  
prejudice (**Empathy** –  
empathic insight with those  
affected by prejudice)

4.

Challenging all types of  
prejudice is important  
to me (**Values** – a  
personal commitment to  
challenging prejudice)

5.

I can understand how  
prejudice can cause  
harm (**Understanding**  
of the hurt and damage  
that prejudice causes)

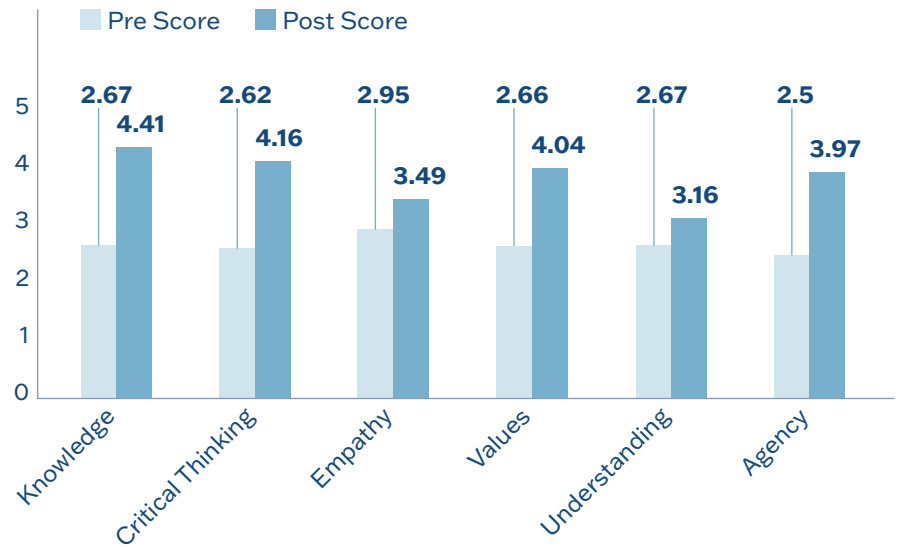
6.

I feel confident about how  
I can challenge prejudice  
(**Agency** – confidence  
to act and make a  
difference on prejudice)



## Impact on key areas of learning

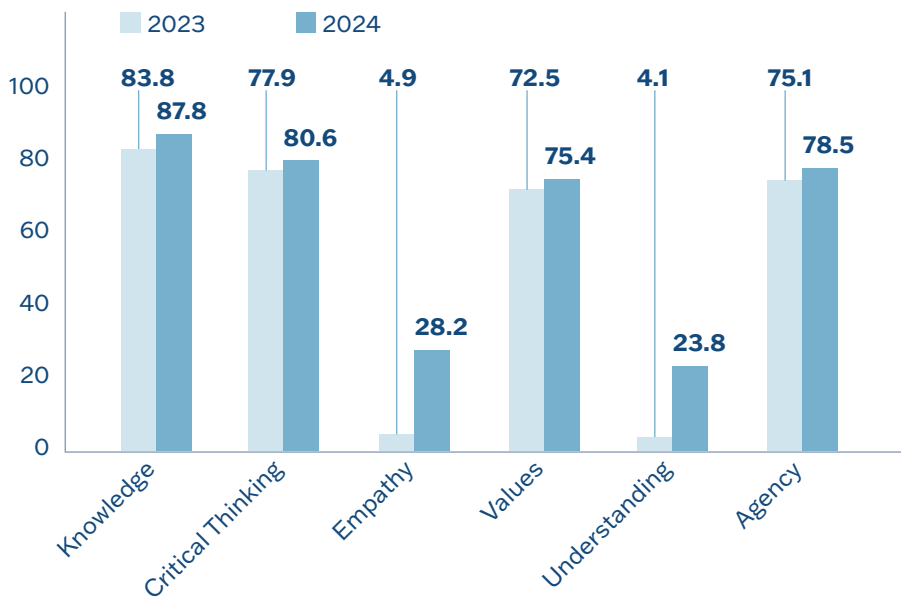
The graph below shows that, on completing the Anne Frank Trust core programme, young people make significant progress in all six areas of learning; this impact is particularly clear in the areas of knowledge, critical thinking, values and agency.



### Impact on key areas of learning - pre and post mean scores by item

Only the young people who had the potential to improve their knowledge or skill (i.e., score 4 or less on the corresponding statement in the pre programme evaluation) are included in the analysis. Anyone scoring a 5 is considered as having no measurable room for improvement.

A greater proportion of the young people were also shown to have made progress on several of the items when compared to last year's data.



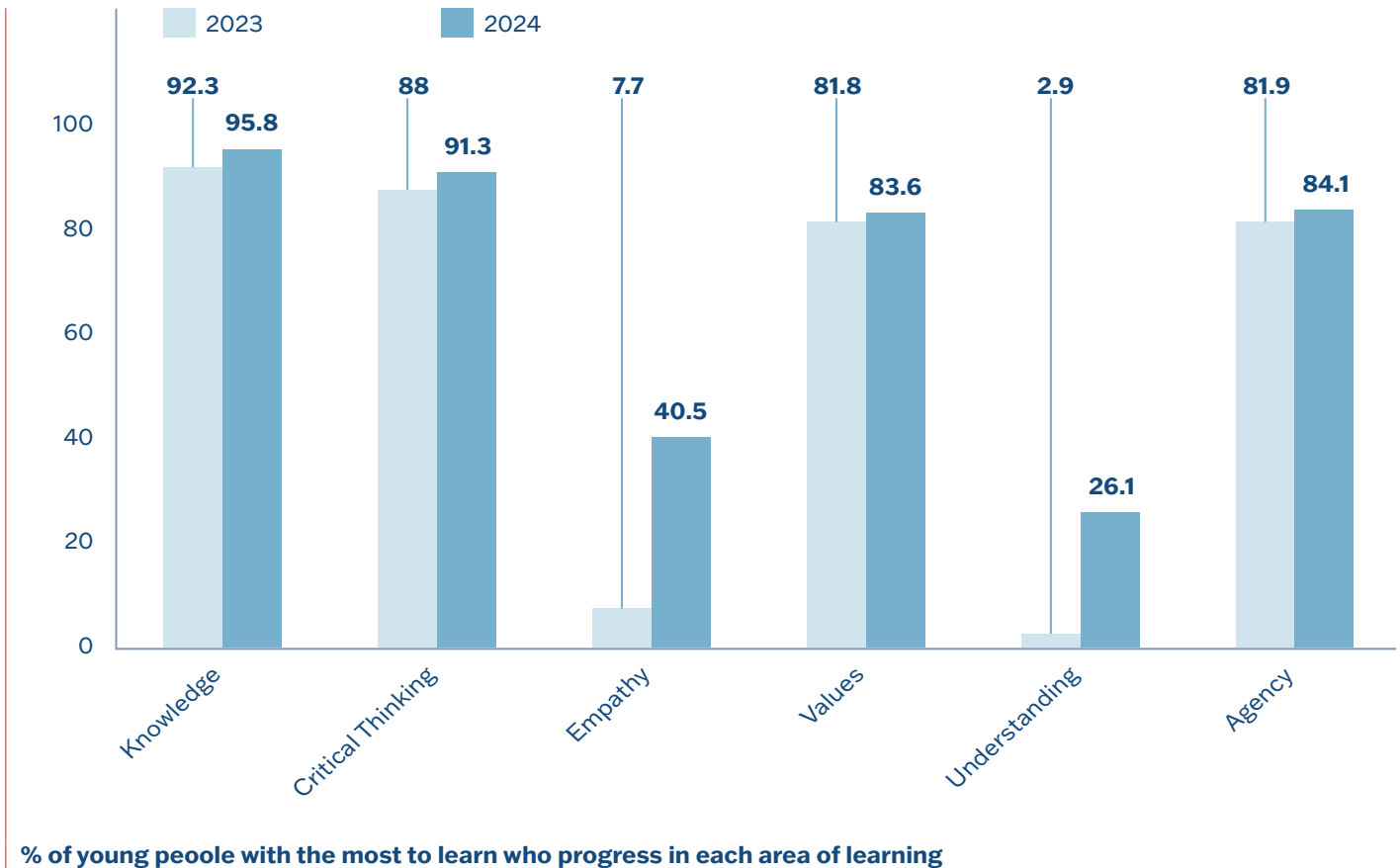
### % of young people who progress in each area of learning (2023–2024)

Only the young people who had the potential to improve their knowledge or skill (i.e., score 4 or less on the corresponding statement in the pre programme evaluation) are included in the analysis. Anyone scoring a 5 is considered as having no measurable room for improvement.

## 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 those young people who started from a position of uncertainty or disagreement. The results show that the programme has had an impact on even greater proportions of these young people – with 95.8% progressing in knowledge, 91.3% in critical thinking and over 80% in both values and agency.

Once again, this impact is greater than that seen in 2022-2023 for all areas of learning, and significantly greater in items related to empathy and understanding.





Part 5

# Impact of The Ambassador Programme

# The Ambassador Programme

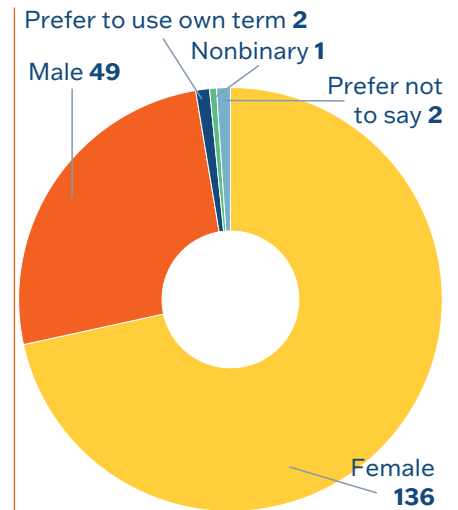
Launched in 2022, the Anne Frank Trust's Ambassadors Programme provides sustained, individual support for young people most in need of empowerment. It aims to be a transformational learning experience, so that the young people become lifelong voices against prejudice and have a real impact on attitudes in wider society.

Young people who have completed the Trust's core programme apply to become Anne Frank Ambassadors and commit to an anti-prejudice role in their schools, communities or online up to the age of 16. Each Ambassador is offered a range of learning and empowerment opportunities, including:

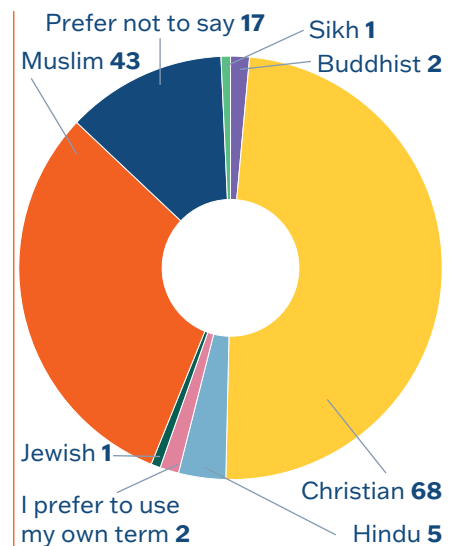
- mentoring until they reach 16 by an Education Delivery Specialist – to follow an individual journey of learning and empowerment
- online skills and knowledge workshops
- public speaking engagements at Anne Frank Trust events and with partner organisations
- meetings and day study trips with other ambassadors in their local area
- residential study trips, including visiting the Lake District Holocaust Project to explore the story of the Windermere Children and a day at the Anne Frank House in Amsterdam
- a youth forum to contribute ideas to the development of the Anne Frank Trust

Many Ambassadors also attend the Trust's annual national youth conference alongside Anne Frank Peer Educators

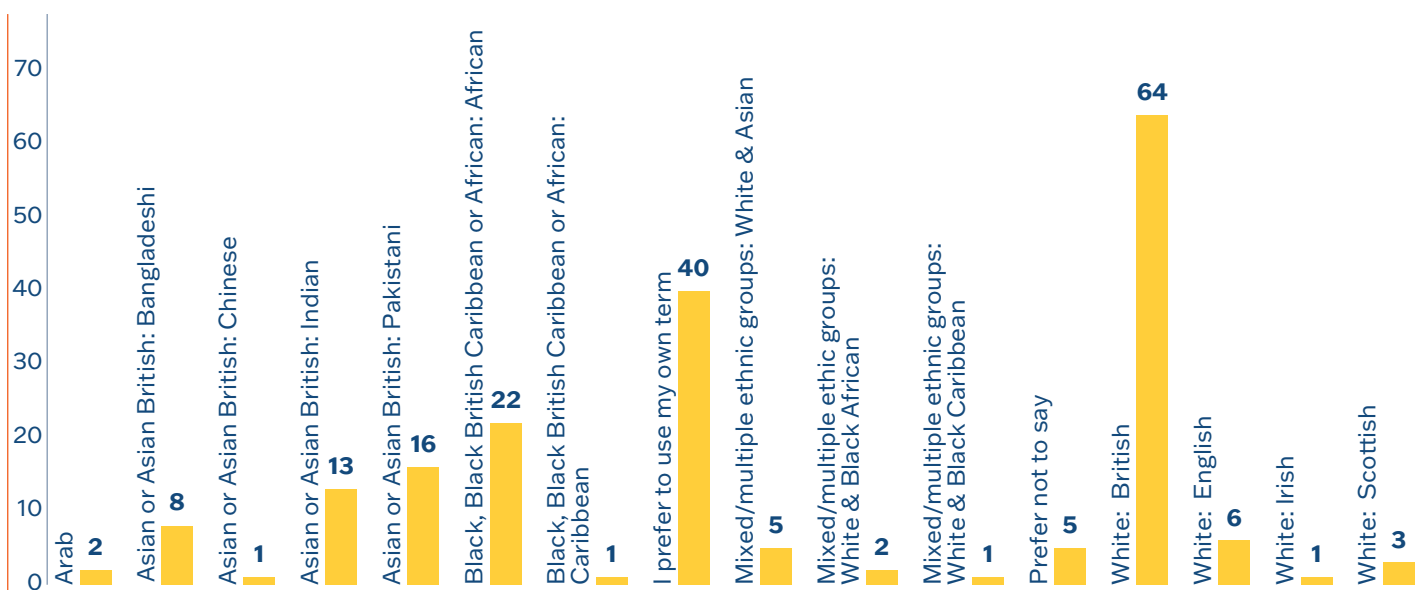
As of July 2024, The Anne Frank Trust had 190 Ambassadors with 52 of those graduating from the programme at the end of the academic year.



**Gender of the 190 Ambassadors**



**Religion of the 190 Ambassadors**



**Ethnicity of the 190 Ambassadors**

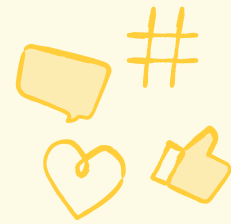
## During 2023 - 24 we delivered:



### **570 Mentoring Sessions**

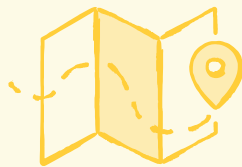


### **3 Diary Reading Group Sessions**



### **3 Skills Sessions**

social media, public speaking and spoken word.



### **4 One-day Study Trips Across the UK**

including The Holocaust Centre North, Westminster Synagogue, Newcastle Synagogue, and The Jewish Museum



### **4 Knowledge Sessions**

Antisemitic hate crime during Hate Crime Awareness Week, Q&A with a Holocaust survivor, Islamophobia awareness, and prejudice-related-bullying for anti-bullying week



### **4 Youth Forums**

where Ambassadors contribute and feedback on shaping the programme



### **3 Residential Study Trips**

to the Anne Frank House, to Krakow, and to the Lake District



### **Additional Discussion Forums**

in the aftermath of October 7th with external Jewish and Muslim interfaith representation

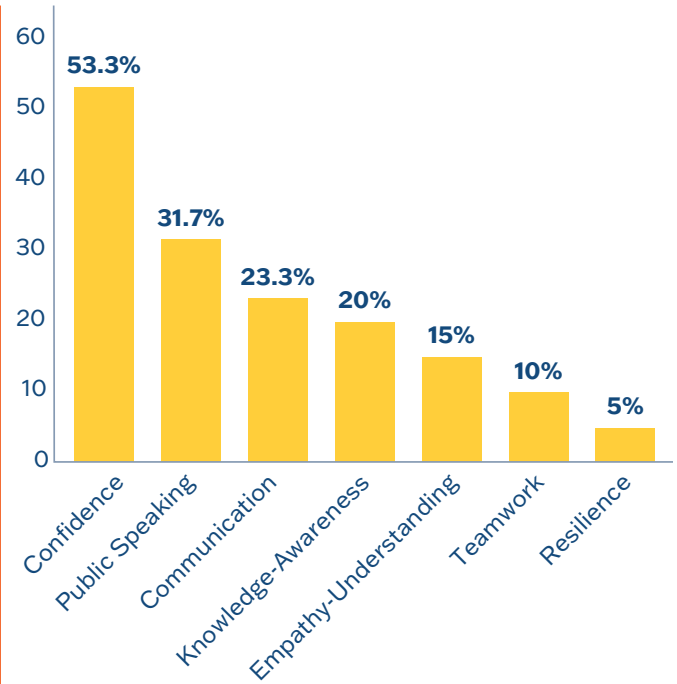
# Our impact

Through being part of the programme, Ambassadors felt they developed a number of key skills shown in the chart below (it is important to note here that the items below used a stand-alone measure and are not part of the regular evaluation of the programme that is currently being redesigned).

The area where the biggest difference was recorded was to Ambassadors' confidence, with 53.3% reporting this had improved.

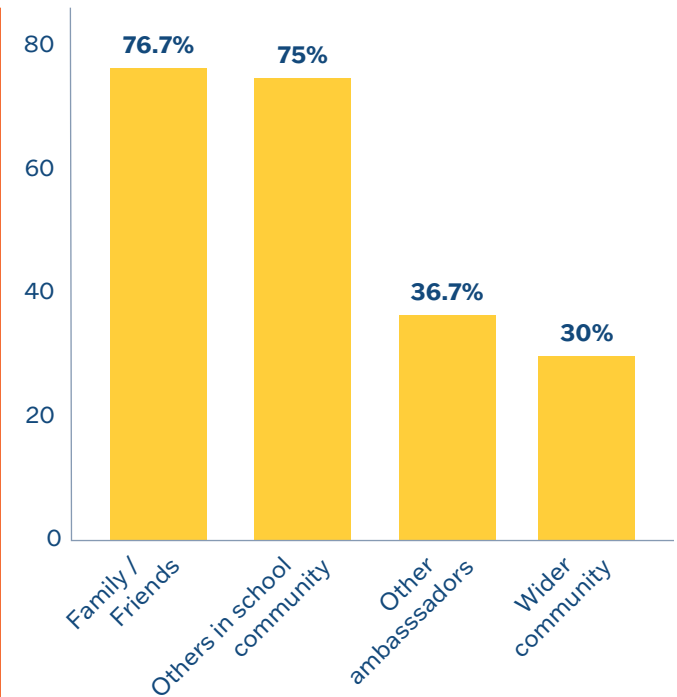
**Being an Anne Frank Ambassador has given me confidence I never imagined. From delivering assemblies to seeing Auschwitz firsthand, I've learned that standing up to prejudice is essential. It's not just about challenging discrimination when it happens, but about teaching others why it's wrong and inspiring them to make a change too.**

**Olivia, Shire Oak Academy, West Midlands**



**% of Ambassadors who reported self perceived skill development**

All Ambassadors who completed the survey had shared their learning with at least one other source as shown in the table below, with over 75% of surveyed Ambassadors reaching out across their own school community.



**% of Ambassadors who shared knowledge and learning with other groups**



# Meet the Anne Frank Trust Ambassadors

## Jana

Jana lives in West Lothian. She has experienced prejudice herself but initially struggled to speak up about it. With support from the Anne

Frank Trust, Jana has gained the confidence to challenge discrimination and inspire others to do the same.

### Why did you become an Ambassador?

I wanted to become an Ambassador as I had personally experienced discrimination. By sharing my story and experiences I wanted to inspire others to stand up against any form of discrimination they see.

### What have you learnt being an Ambassador?

- To be more confident. If only one person stands up for something it encourages others to do the same. It is empowering to see how that confidence can have a ripple effect.
- Recognise the importance of looking back at the past to move forward. By understanding terrible and tragic pasts, we can ensure that we do not forget, and become inspired to make a safe and inclusive future, where people are appreciated for their differences rather than facing hatred.

### How have you applied what you have learnt?

I read a poem I wrote whilst on a residential and delivered it to my whole school. I have presented a speech at the Scottish Parliament for Holocaust Memorial Day 2024. I have also worked with and helped to inspire younger students wanting to become Ambassadors helping them to create Holocaust Memorial Day presentations. Without The Anne Frank Trust I would not have had the confidence to do these things.

### How has being an Ambassador deepened your knowledge of Anne Frank, antisemitism and the Holocaust?

It has allowed me to learn more about the Holocaust and how it impacted Anne's life but also recognise as a whole how antisemitism and other forms of discrimination can be impactful and how important it is to educate others.

### How do you feel about the rising levels of antisemitism and Islamophobia?

I've felt extremely worried. Being a Muslim myself it was extremely upsetting to see so many people are facing attacks and hate speech. I keep in contact with lots of different Ambassadors and this has really helped me being part of a like-minded community of young people and has really helped me stay motivated. As an Ambassador, there is more work to be done in spreading awareness about the impact of prejudice and discrimination and to really make people know that free speech comes with responsibilities.

### What has been your personal highlight?

For me, meeting the other Ambassadors and being part of a community of like-minded people. Getting to know them and work with them has been a huge highlight. It has really helped me to understand different peoples viewpoints and how we can challenge all forms of prejudice and discrimination.



## Bhavya

Bhavya, who attends Swanlea School in London, became an Ambassador in 2023. She was keen to learn skills to develop her confidence

to become a powerful voice for equality and to make a difference both in her own community and wider world.

### Why did you become an Ambassador?

I became an Ambassador because I believe in the power of education to challenge prejudice and inspire change. The Anne Frank Trust's mission resonates deeply with me, as it not only teaches young people about Anne Frank's story but also empowers them to stand up against discrimination in all forms. The opportunity to use my voice to make a difference felt like a responsibility I couldn't ignore.

### What are the top three things you have learnt being part of the Ambassador programme?

- The importance of personal storytelling in challenging prejudice and fostering empathy.
- How history connects to the present, and the responsibility we have to learn from the past to build a better future.
- Confidence in using my voice to advocate for social justice and inclusion.

### How have you shared your learning with others?

I have shared my learning by delivering presentations, taking part in panel discussions, and using social media to raise awareness about historical and contemporary issues of discrimination. I've also encouraged conversations within my school and local community to ensure that these important lessons reach as many people as possible.

### How has being an Ambassador deepened your knowledge of Anne Frank, the Holocaust, and antisemitism?

Being an Ambassador has allowed me to explore Anne Frank's story in greater depth, beyond what is typically taught in schools. I've learned more about the historical context of the Holocaust, the experiences of different victims, and how antisemitism has evolved over time. This has strengthened my understanding of the dangers of intolerance and the importance of remembrance.

### With the rising levels of both antisemitism and Islamophobia over the past years, how do you feel about this and how has it impacted you as an Ambassador?

The rise in antisemitism and Islamophobia is deeply concerning, and it reinforces the urgency of the work we do as Ambassadors. It has made me more determined to challenge harmful narratives, educate others, and advocate for unity. While it can be disheartening to see prejudice persist, I find hope in the conversations we're having and the positive change we're striving for.

### What has been a personal highlight of being part of the programme?

One of my biggest highlights was speaking at last year's Annual Lunch and having the opportunity to share my experiences with such an inspiring audience. Additionally, being featured in the short film was an incredible experience -it allowed me to contribute to an important conversation about challenging prejudice and promoting equality. Connecting with other Ambassadors and seeing the impact of our collective voices has been truly empowering.



The Ambassador programme gives students the confidence to speak out about what they are passionate about and what they believe in whether it be about their own cultural beliefs or hopes and dreams for the future. The use of Anne's story allows previous unheard voices to be heard.

**Jonathan Kennedy, Belle Vue Girls School Bradford**

The impact of the programme is clear in how students treat one another. Those involved are more likely to challenge prejudicial language and actions, actively fostering a more inclusive school environment. The relatable nature of Anne Frank's story is key to this transformation- students connect with her as someone their own age, grappling with her identity and the world around her. They take comfort in knowing they are not alone in wanting to make things better.

**Gerry Cohen, Queens School Bushey**

With the rising levels of antisemitism and Islamophobia over the last few years, the Trust has very sensitively helped students to reflect and understand the lived experiences of those who have experienced this form of prejudice and discrimination.

The biggest highlight is seeing my students have the confidence to speak out and use their voice to make a difference. As a 45-year-old teacher, I still remember the day I was spat at - racial abuse directed at me when I was 11-years-old on my way to school. I did not tell anyone. I did not use my voice to speak out to reach out to anyone because I did not know how to. We did not have any programme like the Anne Frank Trust when I was at school. I am really thankful to the Trust for giving the Ambassadors such enriching experiences that are helping to create a generation who I hope will continue to use their voice for the greater good.

**Sajeela Shah Bingley Grammar School Bingley**

The programme has empowered our Ambassadors to be united and to stand against antisemitism and all forms of prejudice. It has given them confidence and knowledge on how to recognise and understand the impact. It has also given them the skills and confidence to present to big audiences, speak to the community and work with external groups independently, paving their way into society to be positive, caring role models that our school are so very proud of.

**Lianne Middleton, Horizon Community College Barnsley**

The Anne Frank Trust has inspired me to believe in change. Whether it is passing important laws or telling someone their comment hurt someone, every action matters. Being an Ambassador has taught me how to speak up, build confidence and make a difference - not just for now, but for future generations to come.

**Olanike, Blue Coat Church of England Academy, West Midlands**





Part 6

# Impact of the Online Learning Programme

# What are our online learning events?

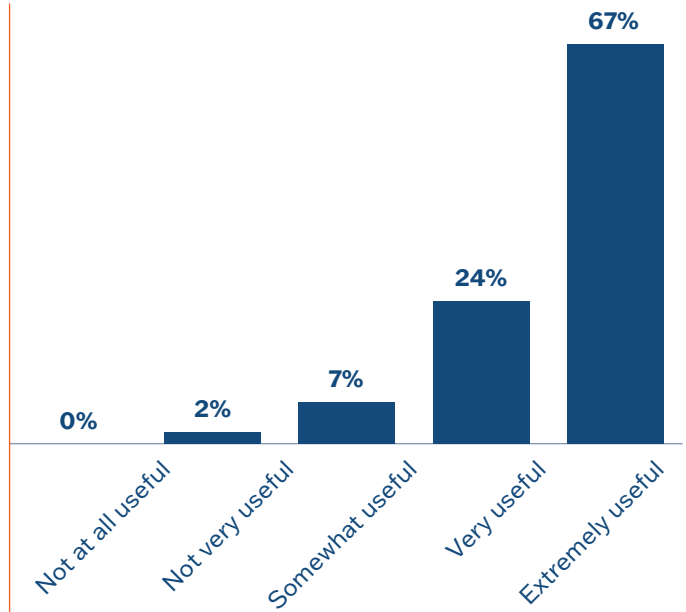
Online events are free, live, interactive learning opportunities for all schools and home educators to attend. Our online events provide an opportunity for young people to reflect on current issues and all forms of prejudice and discrimination; they also help to empower young people be agents of change and stand up against it. The events often have a guest with lived experience, skills or expertise in the area. These have included Holocaust survivors, authors, educators, academics and other specialist charitable organisations.

During 2023-2024 we delivered 12 online learning events.

We had 481 schools and education settings join us with a total audience of 43,439 young people.

The enthusiasm the guest brought - the shared screen was great and his discussion of his book as it encouraged students to seek it out to borrow - it was an immersive experience. Thoughtful questions and links to Anne Frank.

Park Hall School



## Teacher Feedback

Post-event, teachers are asked to feedback on the online learning events and to measure the impact they have had on their students. 91% of schools who joined online learning events in the last academic year said they were very or extremely useful.

86% of voting participants **could recognise what a hate crime was** following our event for National Hate Crime Awareness Week



71% (compared to 17% pre-event) **knew what ableism was and felt confident to challenge it**, following our event for International Day of the Disabled Person.

It was great to hear from someone who knew someone that lived through the experience. My children felt that made the learning more real.

Home Educator



86% of voting participants either agreed or strongly agreed that they **felt more confident in recognising and challenging LGBTQ+ prejudice** following our Pride Event. (This is up from 37% pre-event).

During our Holocaust Memorial Day event for secondary aged pupils, 68% of voting participants felt that **Holocaust Memorial Day was important in order to educate themselves and others about the Holocaust**.

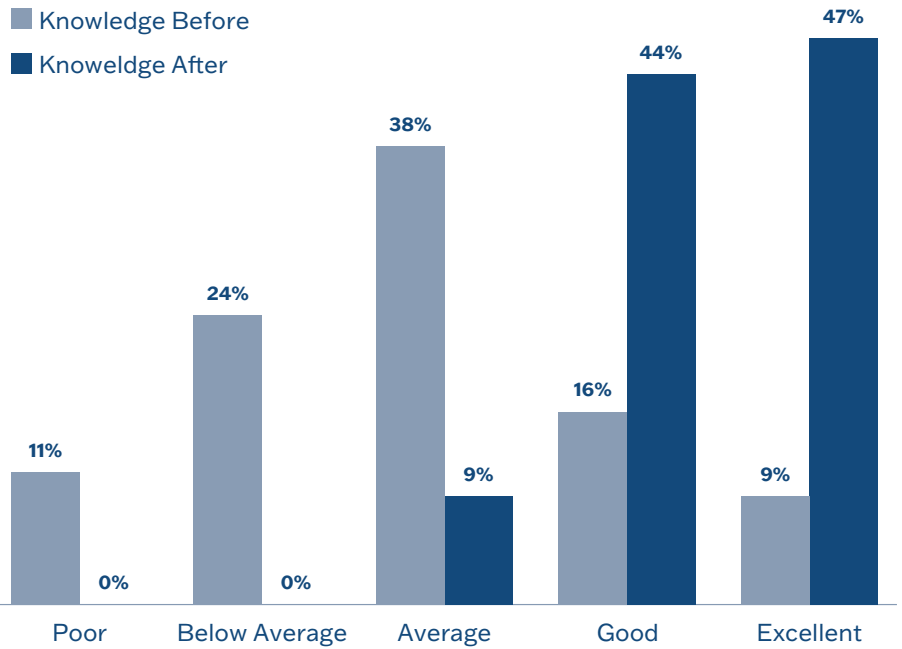
The event was very professional and very well presented introducing some difficult concepts and topics safely in an age-appropriate way.

Merritts Brook Primary School

For our online event marking Anne Frank Day in 2024, we explored the theme of **Jewish resistance during the Holocaust**. Prior to the event, only 15% of voting participants strongly agreed that they understood what resistance was; following the event, this rose significantly to 73%.

The children really enjoyed the opportunity to be involved and have the opportunity to participate, to share work and submit ideas rather than just been spoken at. They really felt part of the event.

Yardley Hastings Primary School

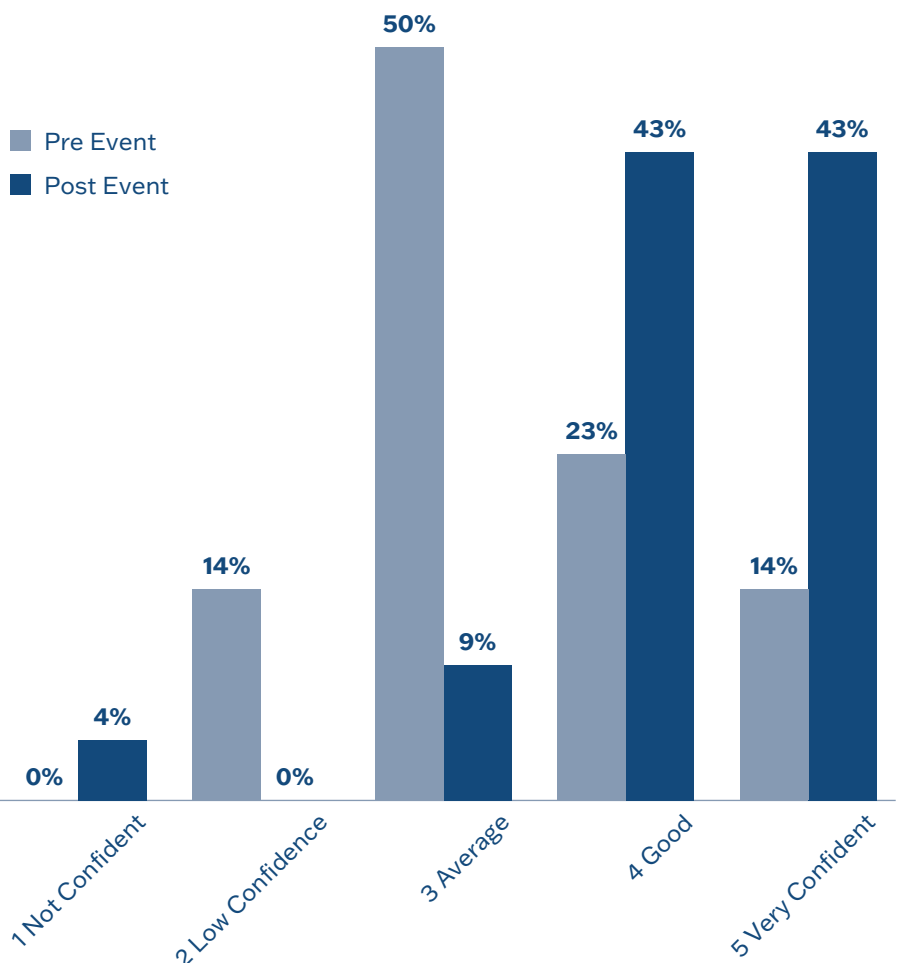


### Student knowledge before & after

When measuring the impact on student knowledge of online events, results showed that the majority of students (75%) started off with poor to average knowledge. This went up to good and excellent knowledge for 91% of students by the end of the event.

The opportunity for students to ask questions to those directly affected by the Holocaust provides a fantastic opportunity and is something that I am sure will stay with them.

Dame Elizabeth Cadbury School



### Confidence in recognising & challenging prejudice

Feedback from participants showed that confidence in recognising and challenging prejudice and discrimination improved having taken part in an online event.



# Conclusions & Further Research

# Conclusions and further research

- The Anne Frank Trust's Schools Programme is highly effective in educating against prejudice among young people. It has a significant and positive impact on pro-social attitudes, as well as knowledge about prejudice, critical thinking, values, and a sense of agency to make a difference.
- The size of the sample and the 6-year track record of data mean these conclusions are more convincing than ever.
- For the first time, over 50% of evaluated workshop participants were boys.
- The results provide continuing validation of the Trust's educational approach – that learning about Anne Frank and the Holocaust impacts both on antisemitism and 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, regardless of their geographical location, whether in primary or secondary school or pupil premium status.
- The Trust's Ambassadors Programme is enhancing young people's knowledge, confidence to make a difference, desire to improve their understanding, and sense of belonging. All these factors are important for preventing prejudice and fostering social cohesion.

# Future research & recommendations

- We recognise the need to make our processes more streamlined and environmentally-friendly
- We will aim to increase the size of the data sample for online learning events.
- We will aim to increase the sample size of our quantitative data for the Ambassadors Programme
- We will endeavour to share our impact findings more effectively with other organisations within the Anne Frank network and learn from their best practice.
- Next year, we need to demonstrate more of what our Ambassadors contribute to their wider communities
- We will develop an amended evaluation framework to be used in Alternative Education settings
- We aim to improve the sample size of specific demographic groups in order that these groups can be better represented in future reports.



# Appendices

## Appendix 1 - Underpinning Research used by the Centre for the Study of Group Processes at the University of Kent

A research team at CSGP led by Professor Abrams underpinned 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) <sup>1</sup>
- 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) <sup>2</sup>
- Development of the Contact Star as a measurement approach that can be applied to multiple social groups, drawing on work led by Professor Abrams with the Equality and Human Rights Commission (Abrams, D., Swift, H.J., & Mahmood, L., 2016) <sup>3</sup>
- 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) <sup>4,5</sup>
- 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) <sup>6</sup>
- A peer reviewed analysis of the impact of the AFT's work has also now been published in the Journal of Community and Applied Psychology (Goodbun & Abrams, 2025) <sup>7</sup>

<sup>1</sup> Van de Vyver, J., & Abrams, D. (2017). The arts as a catalyst for human prosociality and cooperation. *Social and Personality Psychological Science*, 9, 664-674. <https://doi.org/10.1177/1948550617720275>

<sup>2</sup> Abrams, D., Houston, D. M., Van de Vyver, J., & Vasiljevic, M. (2015). Equality hypocrisy: Equality is a universal human right that we apply unequally. *Peace and Conflict: Journal of Peace Psychology, Special Issue: Psychologies of Human Rights*, 21, 28-46. . <https://doi.org/10.1037/pac0000084>

<sup>3</sup> Abrams, D., Swift, H.J., & Mahmood, L. (2016). *Prejudice and unlawful behaviour: Exploring levers for change* (214 pp). Research report 101. London:. ISBN 978-1-84206-677-5. <https://www.equalityhumanrights.com/sites/default/files/research-report-101-prejudice-and-unlawful-behaviour.pdf>

<sup>4</sup> Abrams, D. (2011). Wherein lies children's intergroup bias? Egocentrism, social understanding and social projection. *Child Development*, 82,(5) 1579-1593. <https://doi.org/10.1111/j.1467-8624.2011.01617.x>

<sup>5</sup> Abrams, D., Palmer, S.B., Rutland, A., Cameron, L., & Van de Vyver, J. (2014). Evaluations of and reasoning about normative and deviant ingroup and outgroup members: Development of the black sheep effect. *Developmental Psychology*, 50, 258-270. <https://doi.org/10.1037/a0032461>

<sup>6</sup> Abrams, D., Palmer, S.B., Van de Vyver, J., Hayes, D.P., Delaney, K., Guarella, S., & Purewal, K. (2016). Adolescents' social judgments of doubly deviant peers: Implications of intergroup and intragroup dynamics for disloyal and overweight group members. *Social Development*, 26, 310-328. <https://doi.org/10.1111/sode.12187>

<sup>7</sup> Goodbun, K.J. & Abrams, D. (2025). The power of biography: Using the Diary of Anne Frank to stimulate generalisation and secondary transfer of willingness for intergroup contact. *Journal of Community and Applied Social Psychology*, <http://dx.doi.org/10.1002/casp.70054>



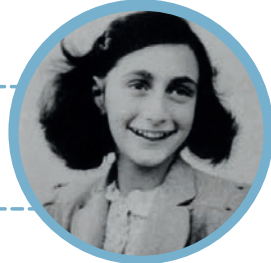
# Pre-Evaluation Form

**Your initials**

(Up to four letters)

**When is your birthday?**

Example: 16th October

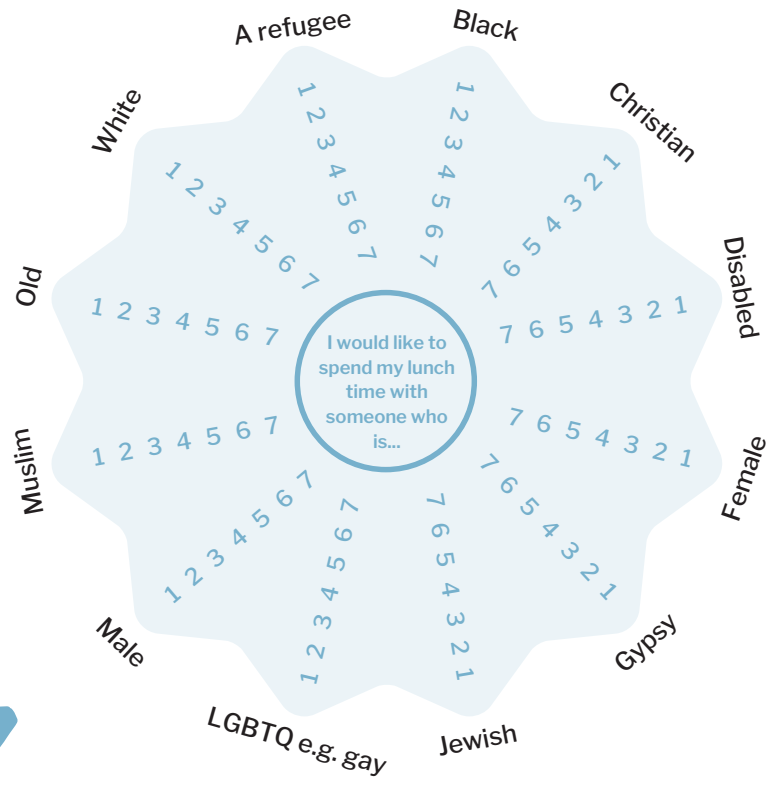


## How much do you agree?

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"/>

Imagine that you have to spend lunchtime for a week with one person you have never met before. How much would you like it if the person was...

Use the star to mark your answers.  
 1 = Not like it at all.  
 4 = Neither like nor dislike.  
 7 = Very much like it.  
 Please make sure you choose one number for each person



## Appendix 3 - 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

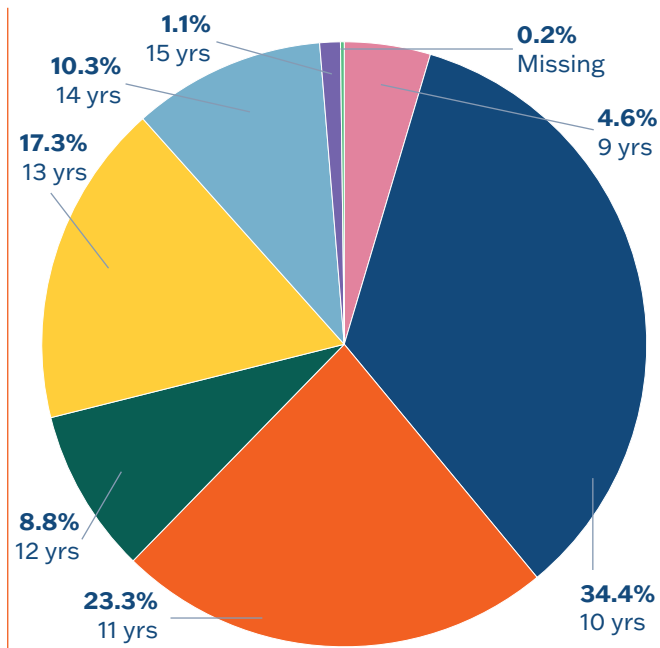
Any other white background, please write in: \_\_\_\_\_

##### Other ethnic group

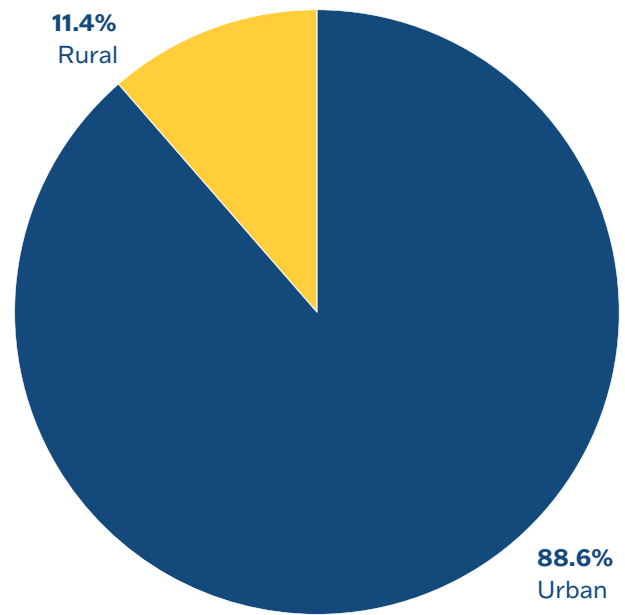
Arab  Other: \_\_\_\_\_

I prefer not to say my ethnicity altogether

## Appendix 4 - Schools Sample Demographic Data

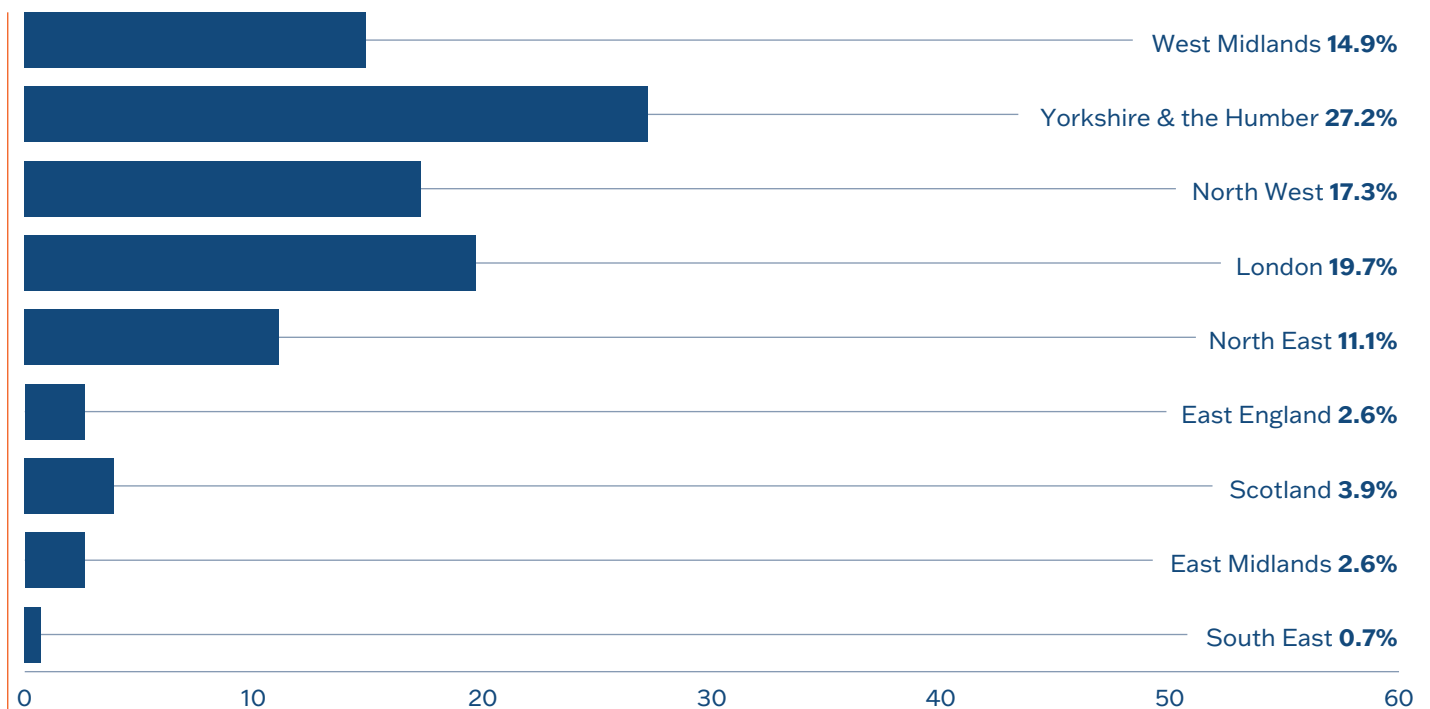


**Age: % of sample**



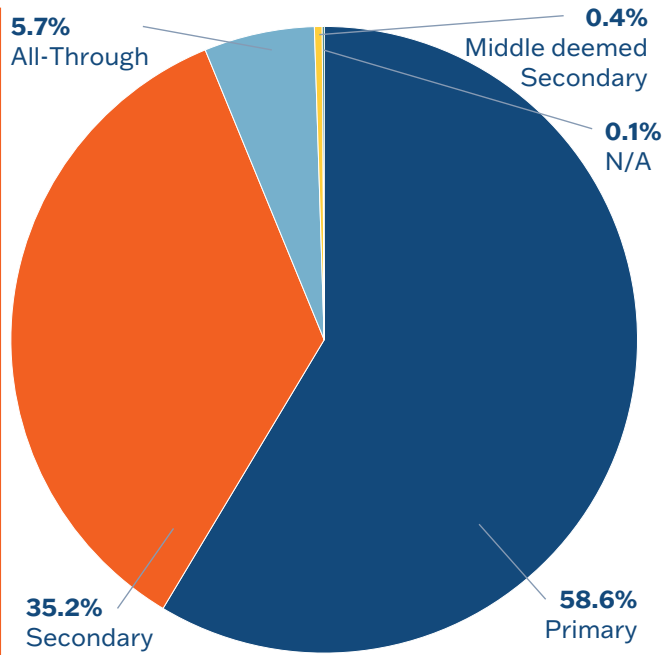
**Urban/rural location: % of sample**

For the first time school location was grouped by its urban or rural categorisation. This data was not available for Scotland; the data in the chart below represents schools in England only. Almost 9 out of 10 schools involved in peer education evaluation are situated in urban locations.

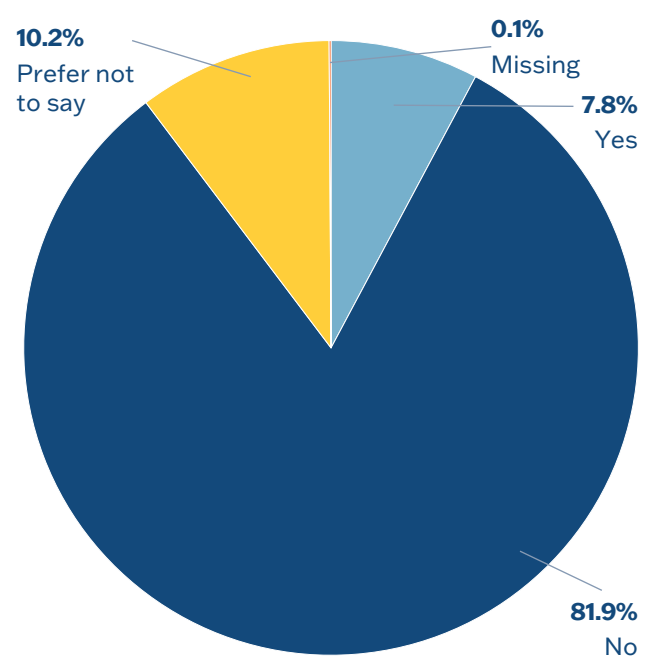


**Geographical area: % of sample**

The Peer Educators came from 170 schools located in Scotland and eight regions of England.

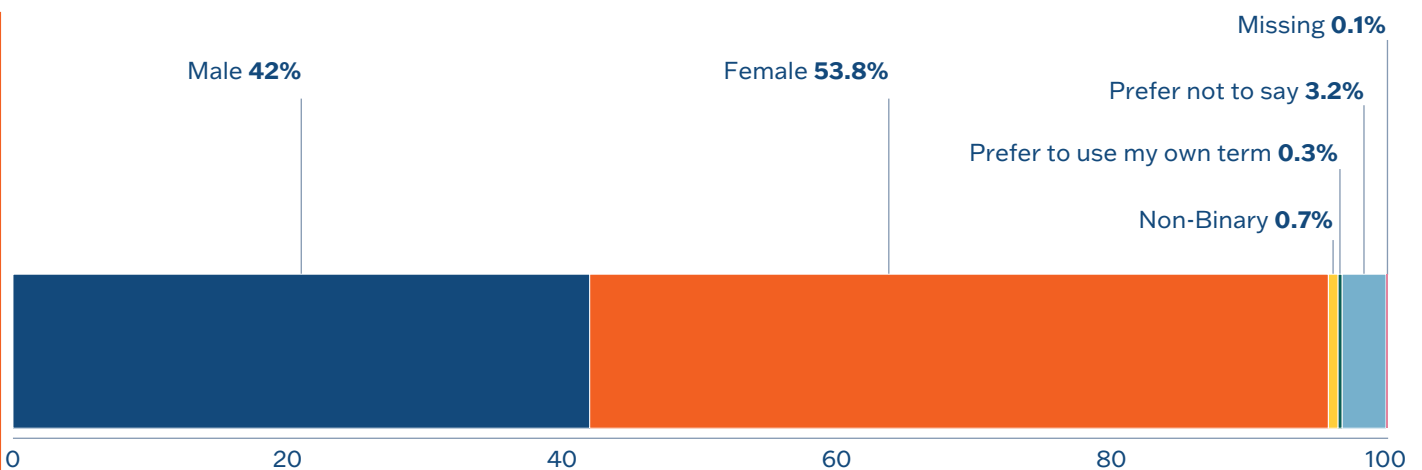


**School type: % of sample**



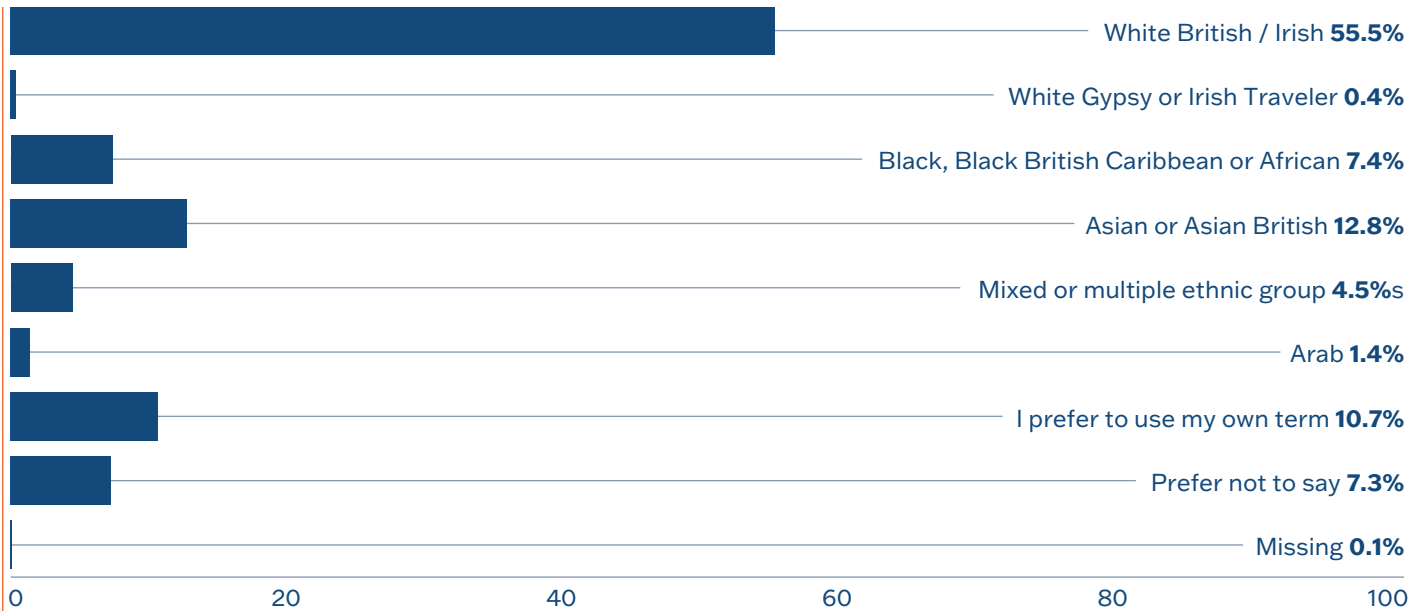
**Identifying as disabled: % of sample**

The proportion of young people identifying as disabled (7.8%) is higher than in previous years (2023-22: 6.3%; 2021-22: 2.4%), but almost certainly remains an under-representation of true figures. The under-representation is probably due to the fact that young people with invisible disabilities do not identify as “disabled”, and Anne Frank Trust staff are continuing to address this by giving a fuller explanation.



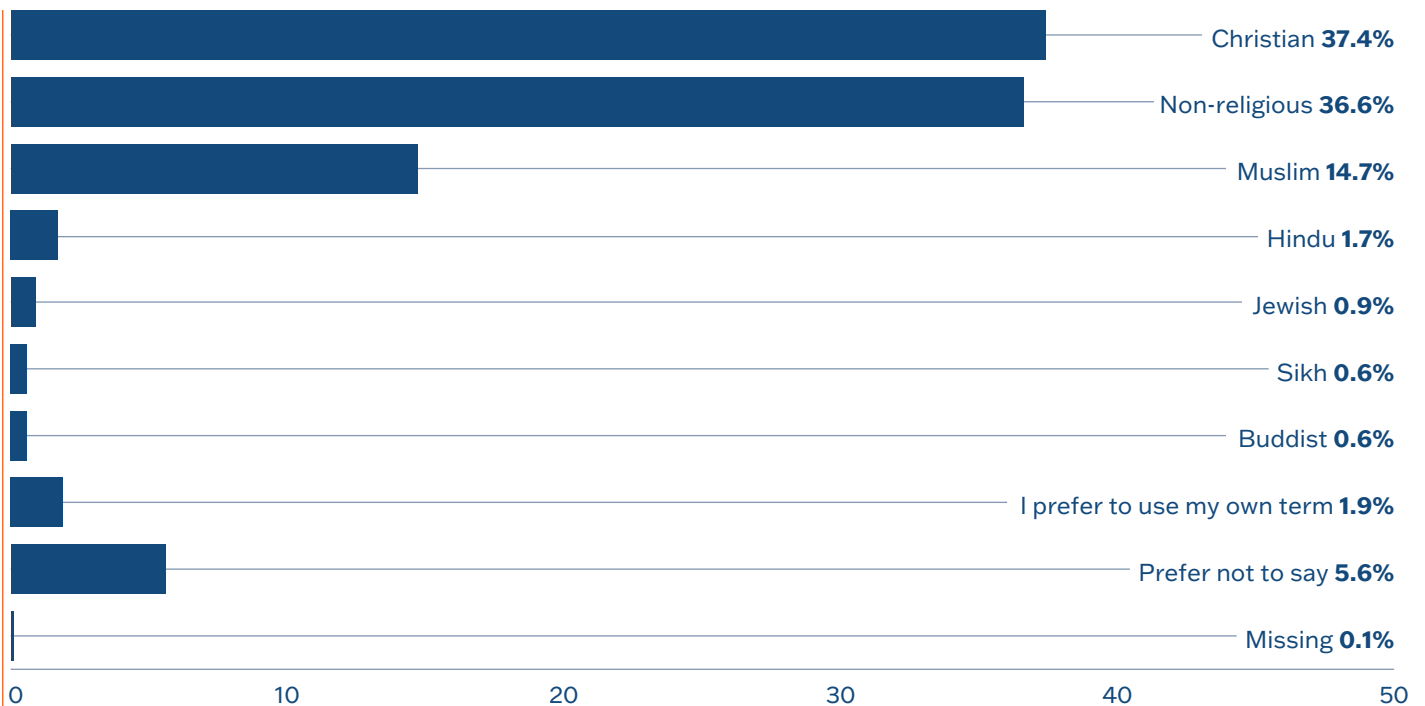
**Gender: % of sample**

Unlike in the workshops, but in line with previous years of the schools programme, the sample of Peer Educators includes more girls than boys. The Anne Frank Trust is continually working on developing strategies to attract more boys into its peer education programme.

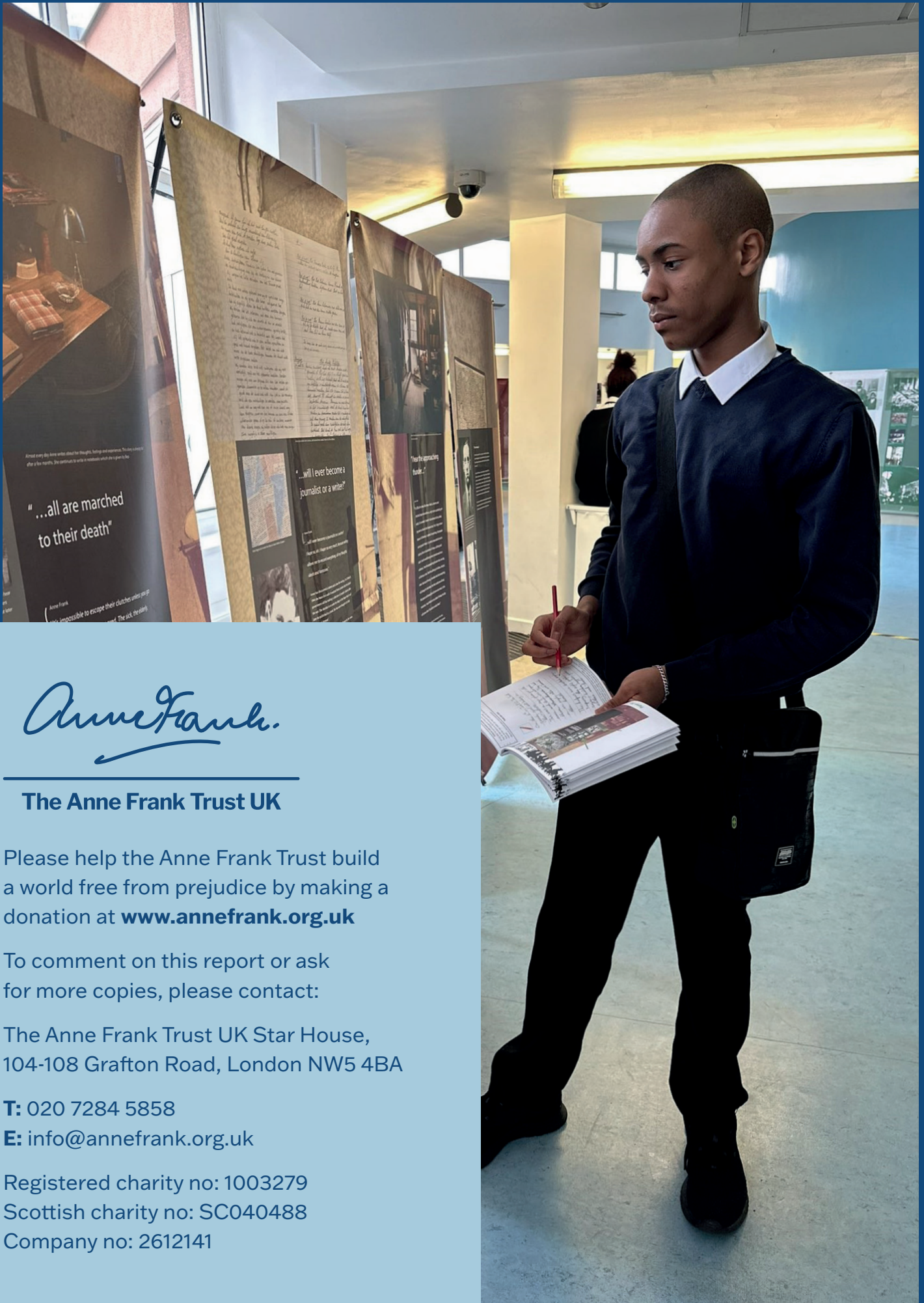


### Ethnicity: % of sample

The Trust continues to reach an ethnically and religiously diverse range of young people, and the figures are broadly reflective of the UK population. Once again, however, the number of Jewish, Sikh and Buddhist young people remain low.



### Religion: % of sample



*Anne Frank.*

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## The Anne Frank Trust UK

Please help the Anne Frank Trust build a world free from prejudice by making a donation at [www.annefrank.org.uk](http://www.annefrank.org.uk)

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

The Anne Frank Trust UK Star House,  
104-108 Grafton Road, London NW5 4BA

**T:** 020 7284 5858

**E:** [info@annefrank.org.uk](mailto:info@annefrank.org.uk)

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