



# Educating Against Prejudice

The Impact of the Anne Frank Trust UK

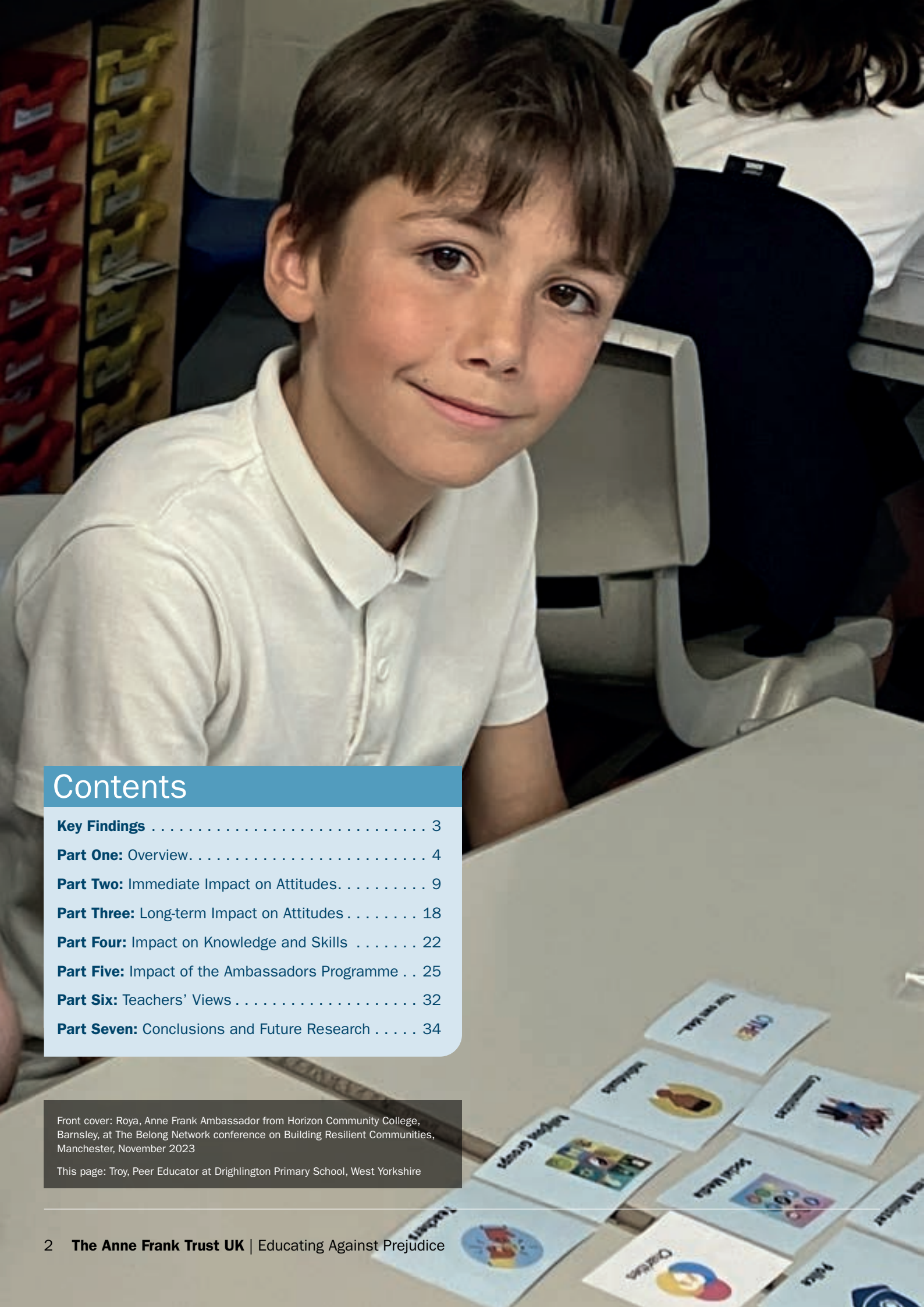
By Prof Dominic Abrams, Dr Katie Goodbun and Sarah Walton  
University of Kent

#EducatingAgainstPrejudice

*Anne Frank.*

The Anne Frank Trust UK

University of  
**Kent**



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Front cover: Roya, Anne Frank Ambassador from Horizon Community College, Barnsley, at The Belong Network conference on Building Resilient Communities, Manchester, November 2023  
This page: Troy, Peer Educator at Drighlington Primary School, West Yorkshire

# Key Findings

Evaluation of the Anne Frank Trust's Education Programme in 2022-23 shows:

## Impact on social attitudes

- A significant proportion of young people make significant progress in their attitudes towards every social group tested in the evaluation: Black, Christian, disabled, female, Gypsy Roma Traveller, Jewish, LGBTQ, male, Muslim, old, refugee and white.
- 87.6% of young people become more positive towards at least one of these groups (up from 84.4% last year).
- Overall, the greatest progress is towards Jewish people, with 59.8% becoming more positive (up from 52.3% last year).
- Among Muslim young people, this progress rises to 65.7%.
- 52.4% of non-Muslim young people become more positive towards Muslims.
- Young people who start out with below-average attitudes make nearly three times the progress of those who start out with above-average attitudes – i.e. the programme has its strongest impact on those young people who need it most.
- 58% of young people retain their improved attitudes 12 to 18 months after completing the programme.
- The impact after 12 to 18 months is greatest in geographical areas with the highest levels of antisemitism.
- Larger sample sizes mean these are the Trust's most reliable findings to date.

## Impact on knowledge and skills

- 83.8% of young people make significant progress in their knowledge of prejudice.
- 77.9% make significant progress in critical thinking.
- 77.5% make significant progress in their personal commitment to challenging prejudice.
- 75.1% make significant progress in their confidence to challenge prejudice.

## Empowerment

Anne Frank Young Ambassadors tell us:

- Learning about Anne Frank and the Holocaust motivates them to speak out against antisemitism and other forms of hatred today.
- They feel honoured to speak in Anne Frank's name and a strong sense of duty to share their knowledge about the Holocaust.
- The Ambassadors Programme boosts their confidence to challenge prejudice, especially by creating a sense of community and belonging.
- They are enthusiastic to continue developing their understanding of themselves and others.

# PART ONE: Overview

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## Introduction

Since Hamas' brutal attack on Israeli civilians on 7 October 2023 and the subsequent war in Gaza, there has been an unprecedented surge in anti-Jewish hatred across the UK. By 13 December anti-Jewish hate acts were up by 534%

on the same period in the previous year [www.cst.org.uk]. At the same time, there was a seven-fold rise in anti-Muslim cases [www.tellmamauk.org].

This deeply worrying context makes it more necessary than ever to identify **what works to address antisemitism, Islamophobia and other forms of prejudice**. For the long term, it is especially important to have clear evidence of lasting impact on young people's attitudes towards groups of people different from themselves.

This is exactly what the University of Kent provides with this fifth annual report on the impact of the Anne Frank Trust's education programme. **Both the findings and their reliability are our strongest yet:**

- The 5-year track-record of data shows that our positive impact on young people's attitudes towards Jews has increased by 59% since 2019 (see page 14).
- The breadth of social groups covered in the evaluation confirms that, while all our programmes are built around Anne Frank and the Holocaust, our impact extends beyond antisemitism to 11 other kinds of prejudice (pages 13 to 14).
- A 1-year follow-up survey demonstrates that the learning is maintained over time (page 19).
- Our longer term impact is particularly strong in areas of the country with high levels of anti-Jewish hatred (page 20).
- The size of the sample – almost double the previous year – means we can confirm the consistency of our impact across differences of age, ethnicity, geographical location, religion, type of programme and type of school (pages 15 to 17).

The research took place before the current war between Israel and Hamas. We are now working hard at programme enhancements and staff training to ensure we rise to the challenge of this new context. We have asked the researchers at Kent to conduct further analysis of the most pertinent elements of the data, and it is clear that we are already **in a strong position to address the critical educational needs around antisemitism and Islamophobia**. Not only is the proportion of our young people who become more positive towards Jews (59.8%) higher than towards any other group, but, specifically among our Muslim young people, that

proportion is even higher (65.7%, page 14). At the same time, we are having a significant impact on the attitudes of non-Muslim young people towards Muslims (page 16).

There are two conclusions I find particularly heartening:

- While it can sometimes be appropriate to teach specific types of prejudice in isolation, our evidence demonstrates that (even when starting with the experience of a single individual like Anne Frank) learning about prejudice as a whole is highly effective across the board. Our multi-prejudice approach generates a positive intersectionality: an improved attitude towards one social group quickly extends to others, generalising and reinforcing the learning for all. It makes clear that **one of the best ways to educate against prejudice is to make links between prejudice's many forms**. Not surprisingly, the key to bridging social divisions turns out to be commonality.
- The University of Kent's evaluation is perhaps as close as it's possible to get to **proof of a genuine change of heart**. When young people reach the end of our schools programme and score their attitudes towards different groups of people in society, they cannot see the scores they gave when they filled out the same survey before starting the programme (at least 2 days earlier). So, the comparison of pre- and post-programme scores reveals a shift in attitudes that lies beyond conscious choice. The progress made by young people through our core programme is truly profound.

All of us at the Trust are grateful to researchers Dominic Abrams, Katie Goodbun and Sarah Walton, and to everyone who has made this evaluation possible – especially our partner schools and their students. I would like to express **particular heartfelt thanks to our funders and donors**: it is your generosity that enables the impact spelt out in these pages.

Of course, the research also identifies **areas for us to improve**. Notably:

- We need to reach more boys and more Jewish young people.
- We have only anecdotal evidence of the impact of our online learning programme.
- Next year we should have quantitative data to back up the promising findings from focus groups with our ambassadors (page 25).

This report confirms that **the Anne Frank Trust is increasingly outstanding both in impact on prejudice and in evidence of that impact**. The current surge in hatred across Britain should not dent our pride in these achievements, but it does remind us of the gravity of the task – how imperative it is that we keep learning, improving and growing, to maximise the effectiveness of this absolutely vital work.

**Tim Robertson, Chief Executive**  
The Anne Frank Trust UK

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## Overview of the Anne Frank Trust education programme

**The Anne Frank Trust is an education charity that, through learning about Anne Frank and the Holocaust, empowers young people aged 9 to 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's base is in London and its education programmes are delivered by Anne Frank Workers (youth education officers), who live and work in Scotland and five regions of England (London, North East, North West, West Midlands and Yorkshire).

The Trust's focus is on **9- to 15-year-olds** because this age group can relate to Anne Frank, who was aged 13-15 when writing her diary, and because of research evidence that this age is 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 insight into antisemitism through Anne Frank's individual experience in its historical context, then extend and apply their understanding to all forms of prejudice today. Training the young people 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 Parts Two, Three and Four of this report) and workshops.
- **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, and who have lived experience of prejudice or disadvantage. Learning activities include mentoring, skills workshops, residential study trips, creative projects and speaking opportunities. This programme is the subject of Part Five.

In the 2022-2023 academic year, the **total reach** of the Trust's Schools Programme was **58,727 young people**. The Trust worked in 248 different schools, and trained 4,873 young people as peer educators, whose education

reached 38,585 peers. 15,269 young people took part in workshops.

In 2022-23 the Trust worked with 131 Anne Frank Ambassadors.

## Sample size, research process and researchers

This is the fifth annual report into the impact of the Anne Frank Trust's education programme, as evaluated by social psychologists at the University of Kent. (The previous four reports can be found on the Trust's website.)

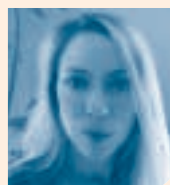
Improved data collection by the Trust means that the **sample size** is increasing every year, making the findings more and more reliable. The core programme sample of **2,814 young people** is nearly double the previous year (2021-22: 1,428 young people).

Evaluation of the Schools Programme is through a two-part questionnaire administered by the school or Anne Frank Trust staff at the start and end of each programme. The first part of the questionnaire, called the Contact Star, measures attitudes (see Part Two of this report), while the second part measures knowledge and skills (see Part Four).

This year the Contact Star has also been administered to 205 young people who had completed the core programme in the previous academic year – measuring long-term impact on attitudes (see Part Three).

A further 18 young people from the Ambassadors Programme, and seven teachers, took part in the focus groups for Parts Five and Six 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 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 Two and Four of the report are by **Dr Katie Goodbun**, Lecturer in Social and Developmental Psychology. Katie has for the last 5 years advised the Anne Frank Trust on the structure and content of the evaluation tools, carried out data analysis, and authored this annual impact report.

## PART ONE: Overview



Parts Three, Five and Six of the report are by **Sarah Walton**, PhD researcher in Social and Developmental Psychology. Sarah's research is supported by the Anne Frank Trust and a Vice Chancellor's Scholarship from the University of Kent.



Katie and Sarah are supervised by **Professor Dominic Abrams OBE**. All three are members 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 board so that Prof. Abrams' evaluation of the Trust's programmes is impartial and his findings are reported comprehensively.

Prof. Abrams' body of research 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)
- 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 is grateful to everyone who has made this impact possible.

### Key donors and funders:

- 29th May 1961 Charitable Trust
- The Alan Matthey Charitable Trust
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- The Anne Frank Fonds, Switzerland
- Beaverbrooks Charitable Trust
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- The Gannochy Trust
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- The Harold Hyam Wingate Foundation
- HM Government Department for Education
- The Hirschel Foundation
- Bernard Howard
- The JP Jacobs Charitable Trust
- Judith and Geoffrey Jayson
- The Lord Leonard and Lady Estelle Wolfson Foundation
- The Michael Josephson MBE Charity Ball
- The Milton Damarel Trust
- Perth and Kinross Council
- Portal Trust
- Christian and Myrto Rochat
- Manny Cohen Foundation
- Masonic Charitable Foundation
- Daniel and Michelle Mendoza
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- Paul Hamlyn Foundation
- Penguin Random House
- Philip King Charitable Trust
- pladis
- Portal Trust
- Reed Foundation
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**Additional thanks to:**

- 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, all the 2,814 young people who took part in the research at the following schools:
  - Abbey Grange Church of England Academy, Leeds
  - All Saints' Catholic Primary School, Sale, Greater Manchester
  - All Saints' Church of England Primary School N20, Whetstone
  - All Saints Junior School, Reading
  - Allendale Primary School, Hexham
  - Archbishop Holgate's School, York
  - Archibald Primary School, Middlesbrough
  - Belle Vue Girls' Academy, Bradford
  - Benton Park School, Leeds
  - Bill Quay Primary School, Gateshead

- Bingley Grammar School, West Yorkshire
- Birkenhead High School, Prenton
- Braeview Academy, Dundee
- Bridstow Church of England Primary School, Ross-on-Wye
- Brinsworth Academy, Rotherham
- Broadfield Academy, Hemel Hempstead
- Broadoak Primary School, Manchester
- Broadway Junior School, Sunderland
- Bronte Girls' Academy, Bradford
- Burley Oaks Primary School, Ilkley
- Campsmount Academy, Doncaster
- Carlton Bolling, Bradford
- Christ's College, Sunderland
- Corpus Christi Catholic Primary School, Gateshead



Voices for Equality programme at Drighlington Primary School, West Yorkshire

# Acknowledgements

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- Crieff High School, Perthshire
- Crow Orchard Primary School, Skelmersdale, Lancashire
- Crownfield Junior School, Romford
- Dalton St Mary's Church of England Primary School, Cumbria
- Drighlington Primary School, Bradford
- East Morton Church of England Primary School, Keighley
- Feversham Academy, Bradford
- Fountains Earth Primary School, Harrogate
- Frodsham Manor House Primary School, Cheshire
- Gearies Primary School, Ilford
- George Dixon Academy, Birmingham
- George Salter Academy, West Bromwich
- Girington Primary School, Bradford
- Glasshouses Community Primary School, Harrogate
- Glebefields Primary School, West Midlands
- Gomersal St Mary's Church of England Primary School, West Yorkshire
- Gumley House Convent School, Isleworth
- Hady Primary School, Chesterfield
- Hargrave Park Primary School, Islington
- Harvills Hawthorn Primary School, West Bromwich
- Hatfield Woodhouse Primary Academy, Doncaster
- Hebburn Comprehensive School, South Tyneside
- Hewens College, London Borough of Hillingdon
- High Storrs School, Sheffield
- Hillborough Junior School, Luton
- Holybrook Primary School, Bradford
- Horizon Community College, Barnsley
- Hunslet Carr Primary School, Leeds
- Hunsley Primary School, East Yorkshire
- Jo Richardson Community School, Dagenham
- Kells Lane Primary School, Gateshead
- Kibblesworth Academy, Gateshead
- Kinross High School, Kinross
- Kirkham St Michael's Church of England Primary School, Preston
- Lealands High School, Luton
- Lees Primary School, Keighley
- Mary Swanwick Community Primary School, Chesterfield
- Meadowcroft School, Wakefield
- Mercia School, Sheffield
- Moss Bury Primary School, Stevenage
- Norfolk Community Primary School, Sheffield
- Oaks Park High School, Ilford
- Oakworth Primary School, Keighley
- Oasis Academy Don Valley, Sheffield
- Oasis Academy Media City, Manchester
- Otley Prince Henry's Grammar School, West Yorkshire
- Oulton Academy, Leeds
- Perth Academy, Perth
- Pleckgate High School, Blackburn
- Ponteland High School, Newcastle upon Tyne
- Ponteland Primary School, Newcastle upon Tyne
- Queens' School, Bushey, Hertfordshire
- Rainford High Technology College, St Helens
- Ridgewood High School, Stourbridge
- Rhyddings Business and Enterprise School, Accrington
- Shipley Church of England Primary School, Shipley
- Shire Oak Academy, Walsall
- South Chingford Foundation School, Chingford
- South Failsworth Community Primary School, Manchester
- St Chad's Catholic Primary School, Dudley
- St Columba's High School, Gourrock
- St Cuthbert's Primary School, Harrogate
- St John's Church of England Primary School, Liverpool
- St John's Roman Catholic Academy, Dundee
- St Joseph's Roman Catholic Primary School, Lichfield
- St Margaret's At Hasbury Church of England Primary School, Dudley
- St Mary's Catholic School, Newcastle upon Tyne
- St Michael's Catholic College, London
- St Paul's Church of England Primary School, Bolton
- St Paul's Church of England Primary School, Bradford
- St Paul's Roman Catholic Academy, Dundee
- St Philip's Church of England Primary School, Southport
- St Robert of Newminster Catholic School and Sixth Form College, Washington
- St Veronica's Roman Catholic Primary School, Rossendale
- Summerswood Primary School, Borehamwood
- The Academy at St. James, Bradford
- The Basildon Upper Academy, Basildon
- The Deans Primary School, Manchester
- The Khalsa Academy, Wolverhampton
- The Sacred Heart Catholic Primary School, Ilkley
- The Totteridge Academy, Barnet
- The Valley Leadership Academy, Bacup, Lancashire
- Thornton Cleveleys Baines Endowed Primary School, Thornton-Cleveleys
- Trinity Academy, Doncaster
- Urmston Primary School, Manchester
- West Calder High School, West Lothian
- Whittings Hill Primary School, Barnet
- Wingfield Academy, Rotherham
- Woodlands Primary School, Sheffield
- Woodseats Primary School, Sheffield



# PART TWO: Immediate Impact on Attitudes

## 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 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 approximately two weeks in school, before a follow-up session to reflect on learning. All the sessions are led by one of the Trust's 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. 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 an online quiz or a presentation in assembly.



Georgia, Mason and Tamara, Anne Frank Ambassadors from Ormsgill Primary School, Barrow-in-Furness, at the launch of the Anne Frank Trust in Cumbria, December 2022

## The evaluation

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

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

The wording of the groups has been developed through experience to be as accessible as possible for young people from the age of 9. For example, "e.g. gay" was added to clarify LGBTQ. "Gypsy" is used instead of "Gypsy Roma Traveller" because in the past many young people found the terms "Roma" and "Traveller" confusing, and this led to unusable data.

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 in paper form either by school or Anne Frank Trust staff. The results are then inputted by Anne Frank Trust staff into the Trust's Salesforce database.


# The Contact Star



## Pre-Evaluation Form

**Your initials**  
(Up to four letters)

**When is your birthday?**  
Example: 16th October

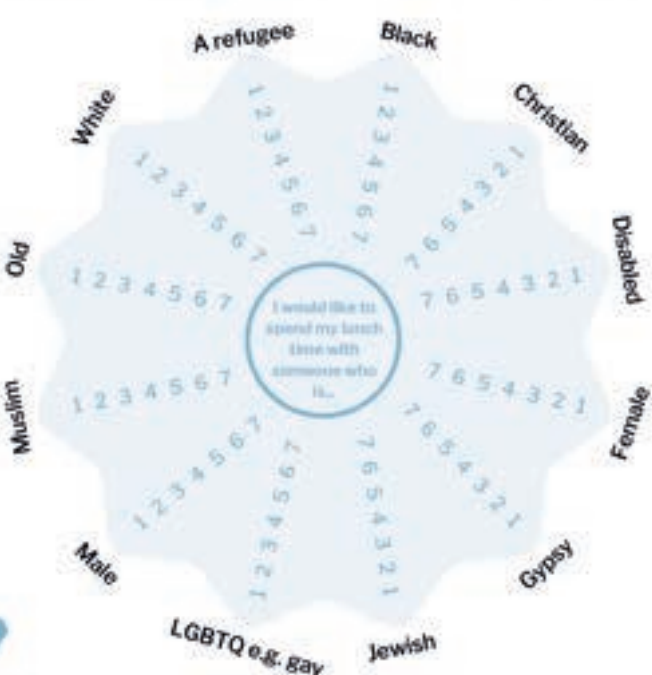


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### How much do you agree?

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

# 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

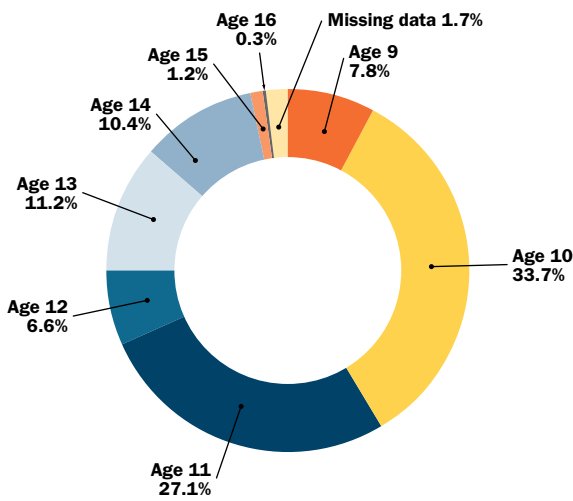
# PART TWO: Immediate Impact on Attitudes

## The sample of young people

2,814 young people have completed the evaluation before and after being trained by the Anne Frank Trust as peer educators. This is nearly double the previous year's sample (2021-22: 1,428 peer educators).

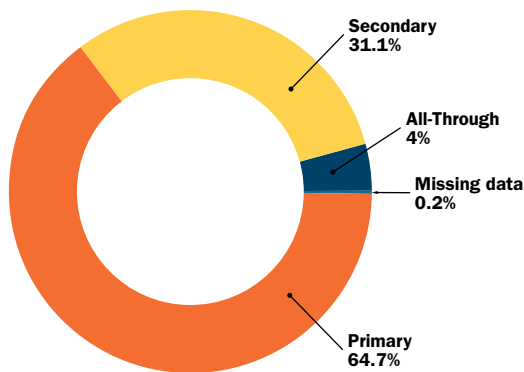
The **age** of the peer educators ranges from 9 to 16 years with the mean (average) participant being 11.18 years old.

Age: % of sample



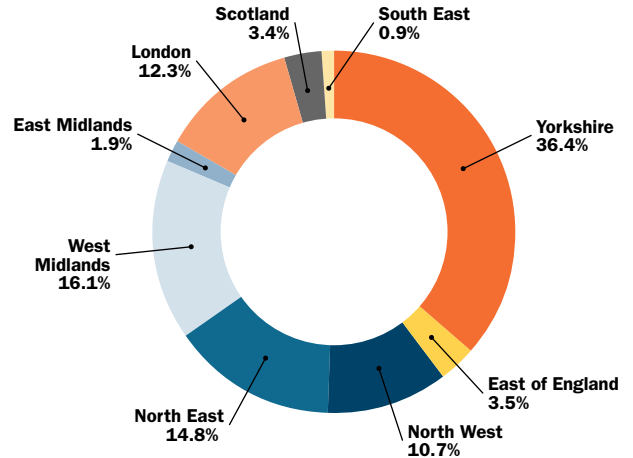
The young people come from **116 schools**, nearly two thirds of them primary schools. (A small number of schools are counted twice because the Trust ran its core programme twice in these schools – at different times of the year with different cohorts of pupils.) 38 of these schools took part in the *A History for Today* version of the Trust's core programme, and 84 in *Voices for Equality*.

School Type: % of sample



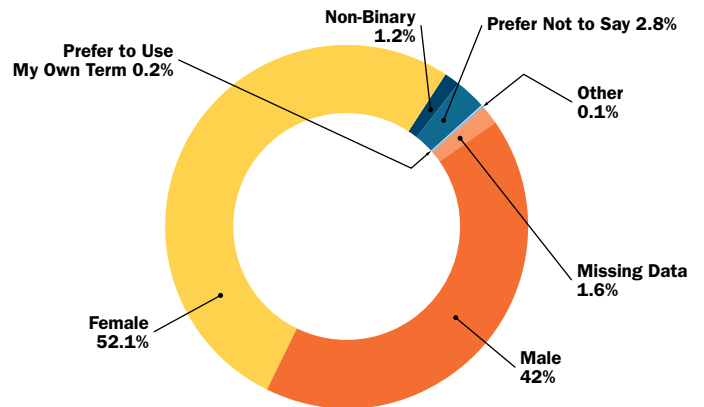
The schools are located in Scotland, and eight regions of England.

Geographical Area: % of sample



As in previous years, the sample includes more girls than boys. The Anne Frank Trust is developing strategies to attract more boys into its programmes.

Gender: % of sample

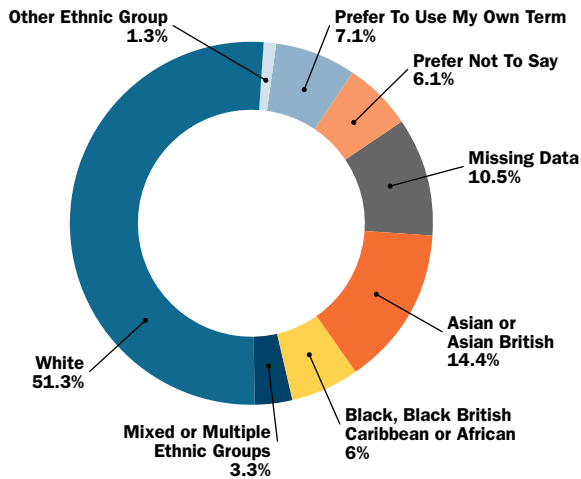


The Trust continues to reach an ethnically and religiously diverse range of young people.

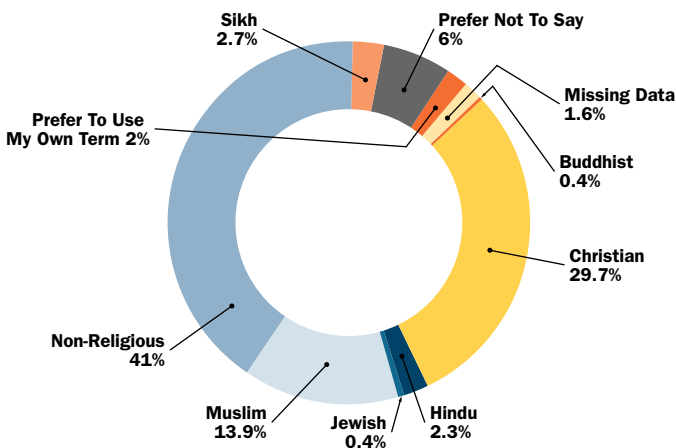
The number of Jewish young people is too small to be analysed, but this is likely to change next year, as the Trust is implementing a plan to engage more Jewish schools.

The proportion of young people identifying as disabled (6.3%) is higher than last year (2021-22: 2.4%) but almost certainly remains an under-representation and is too small a group for further analysis. The under-representation is probably because young people with invisible disabilities do not identify as "disabled", and Anne Frank Trust staff are addressing this by giving a fuller explanation.

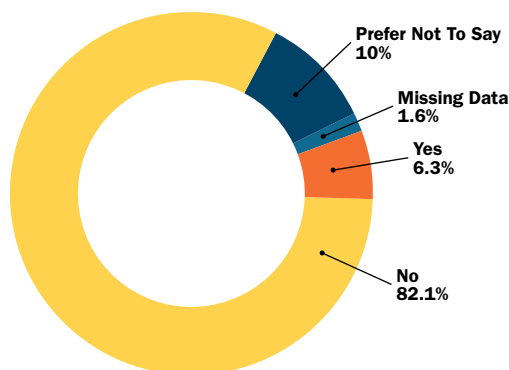
### Ethnicity: % of sample



### Religion: % of sample



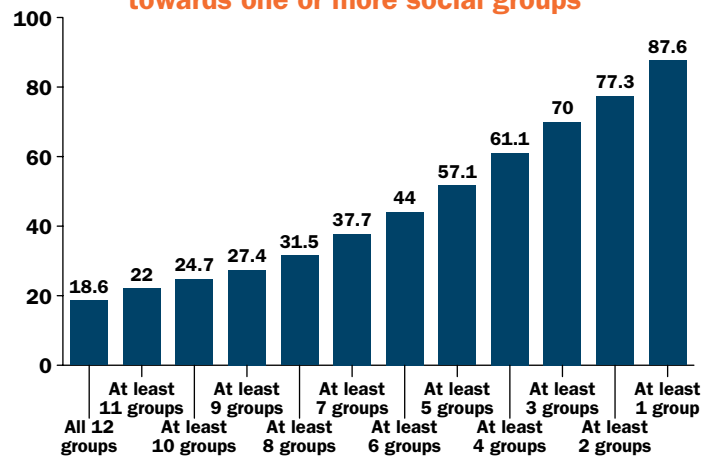
### Identifying as Disabled: % of sample



## Immediate impact on attitudes

Immediately after completing the programme, **87.6% of the young people have progressed in their attitude to at least one social group**. This is an increase in impact from the previous year (2021-22: 84.4%). Over three-quarters (77.3%) progress in their attitude to two or more groups, and 70% 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.

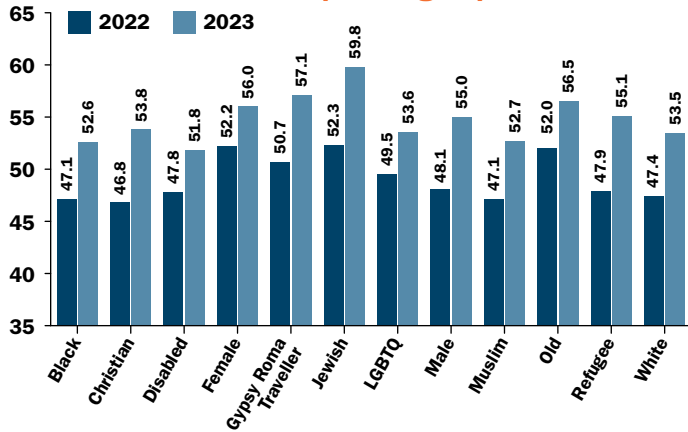
## Proportion of young people progressing in attitudes

Significant proportions of young people progress in their attitudes not only towards multiple social groups (see above), but towards every single group measured on the Contact Star.

Our evidence from 2021-2022 showed that our impact on improvement in attitudes toward most groups was larger than it had been the preceding years. Our new data (2022-23) shows that, for all groups, the proportion of young people progressing in their attitudes has strengthened even more. This evidence is strongly indicative that **the Anne Frank Trust is become increasingly effective in building young people's pro-social attitudes.**

# PART TWO: Immediate Impact on Attitudes

**% of young people who progress in attitudes towards specific groups**



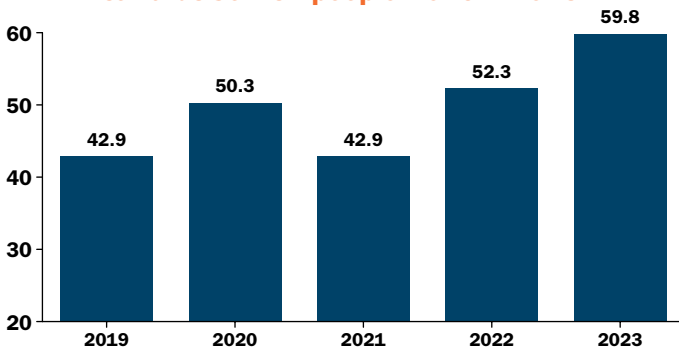
Only the young people who had the potential to improve their attitude (i.e., score 6 or less on the Contact Star in the pre-programme evaluation) are included in the analysis. Anyone scoring a 7 is considered as having no measurable room for improvement.

## Attitudes towards Jewish people

The graph above shows that the impact is relatively consistent across all social groups, but **the group towards whom the highest proportion of young people make progress (59.8%) is Jewish people.**

Looking at this data since 2019, it is clear that the Anne Frank Trust has achieved a **consistently high positive impact on attitudes to Jewish people over a 5-year period.** This year's figure is the highest yet, and there is some indication that the Trust's pro-Jewish impact is increasing over time. This year's finding is particularly reliable as it is based on such a large sample, roughly double last year's.

**% of young people who progress in attitudes towards Jewish people 2019 – 2023**



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.

Further analysis of the data on attitudes towards Jewish people confirms that this impact is relatively consistent across the gender, ethnicity and religion of the young people. When comparing by gender and ethnicity, the proportion of young people who improve in pro-Jewish attitudes does not vary by more than 5%; when comparing by religion, it does not vary by more than 8.5%.

## Attitudes of Muslim young people towards Jewish people

The programmes evaluated in this report happened before the recent escalation of violence in the Middle East, arising from Hamas' attack on Israel civilians on 7 October 2023. As the conflict has had such a marked effect on antisemitism and community relations here in the UK, the Anne Frank Trust asked the research team to look specifically at impact on the attitudes of Muslim young people towards Jewish people.

Analysis found that **65.7% of Muslim young people become more positive towards Jewish people.** This is significantly higher than the 59.8% of all young people who become more positive towards Jewish people (see the table to the left).

A similar pattern is found when looking at *degree* of progress. The average degree of progress that all young people make in their attitudes towards Jewish people is 1.96 points on the Contact Star scale. When looking solely at Muslim young people, this rises to 2.05 points. This is significantly higher than the average degree of progress made by all young people towards any social group (see the table opposite).

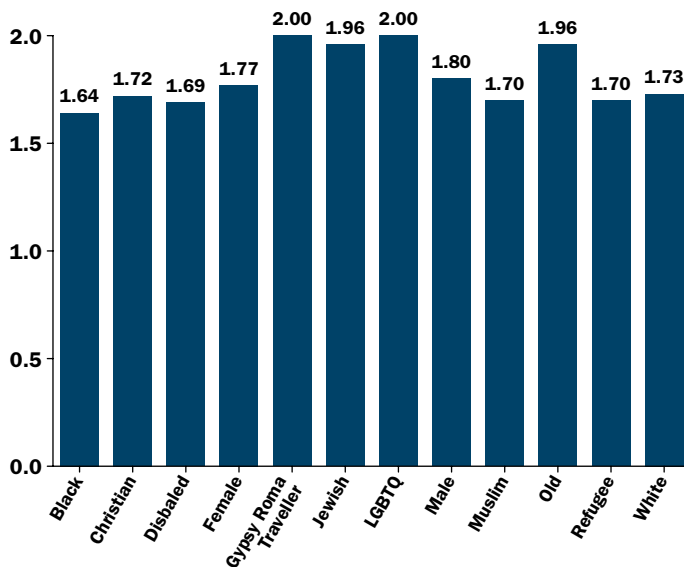
Both these findings exclude any young people who had no room for improvement – i.e. who scored the maximum positive attitude at the outset.

It is not possible to report the attitudes of Jewish young people towards Muslims, because the number of Jewish young people in the sample is too small to provide reliable data. The Anne Frank Trust aims to remedy this situation in the coming year by doing more outreach to Jewish schools.

## Degree of progress

The graph at the top of page 14 shows that the proportion of young people improving their attitudes is between 50% and 60% for all social groups. The graphs below demonstrate the degree of progress – i.e. how much the young people increase their scores on the 7-point Contact Star scale (where 0 = no change and a positive number shows a positive change) between just before the programme and immediately afterwards. The findings demonstrate a **statistically significant increase in positivity towards all the social groups** on the Contact Star.

### Degree of change (improvement) in attitude scores



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

The greatest degree of change is seen in attitudes towards the Gypsy Roma Traveller (GRT), Jewish, LGBTQ and Old people. GRT and LGBTQ people attract some of the most negative scores before the programme – with 63.5% of young people scoring 4 or more for GRT people and 60.6% scoring 4 or more for LGBTQ people.

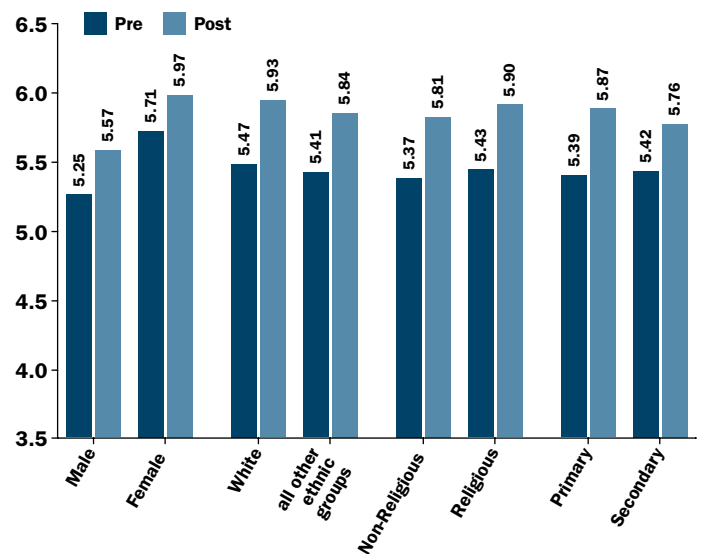
This compares with relatively high starting scores for other groups, such as Black people (where 89% of young people start at 4 or above) and White people (91.4% starting at 4 or above). These high-starting groups then attract a smaller degree of change.

In general, then, **the greatest degree of change is seen towards groups who are more negatively seen to start with.** This indicates that the programme has its greatest impact where it is needed most.

## Degree of progress by gender, ethnicity, religion and school

Analysis by four of the main demographic variables indicates that the Anne Frank Trust's impact is consistent irrespective of young people's gender, ethnicity, religion or type of school.

### Attitude scores by gender, ethnicity, religion and school



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.

The analysis by **gender** shows that boys begin with more negative attitudes than girls, and that both boys and girls achieve roughly the same degree of significant progress.

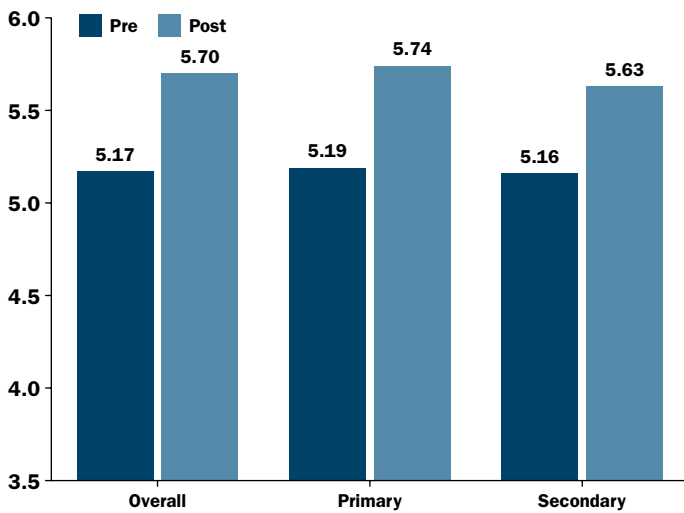
More detailed analysis of the largest **ethnic groups** of young people – Asian or Asian British, Black, Black British African or Caribbean, or White – indicates that all these groups make statistically significant progress in attitudes.

# PART TWO: Immediate Impact on Attitudes

## Attitudes of males towards females

During 2022-23 many schools reported concerns about misogyny, driven particularly by the social media influencer Andrew Tate (see teachers' comments in Part Six). The Anne Frank Trust has asked the University of Kent to look specifically at data in this area. The findings show that the Trust's programmes have a significant impact on boys' attitudes towards females, and that this impact is consistent across primary and secondary schools.

Attitude scores of males towards females



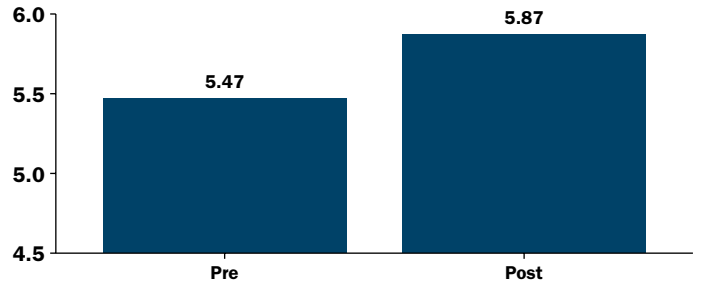
The Contact Star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-top end of the scale is included in the graph above.

## Attitudes towards Muslim people

Given that there has been a significant increase in Islamophobic incidents since the escalation of violence in the Middle East in the autumn of 2023, the Anne Frank Trust has asked the University of Kent to look specifically at impact on attitudes towards Muslims.

The analysis looks at the attitudes towards Muslims of all young people who do not identify their religion as Muslim. It found that **52.4 % of non-Muslims improve in their attitudes towards Muslims**, and of these young people who improve the average degree of progress is 1.7 points on the Contact Star.

Attitude scores of non-Muslims towards Muslims



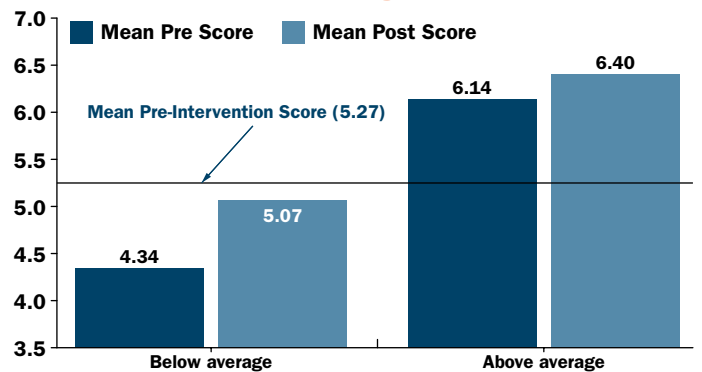
The Contact Star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-top end of the scale is included in the graph above.

## Impact on 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 (44.8%) of young people start out with a below average score and their degree of progress is 0.73 points on the Contact Star, which is almost three times higher than the 0.26 points of progress made by those with above average scores. 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



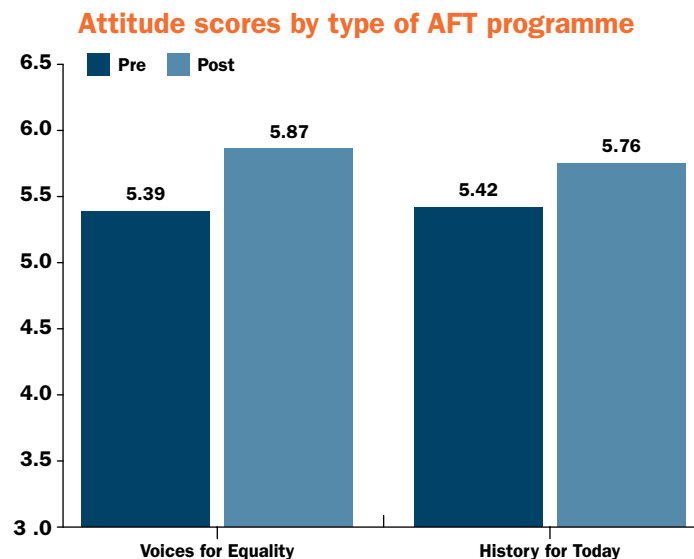
The Contact Star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-top end of the scale is included in the graph above.



## Impact by programme type

Roughly three times as many young people completed the Trust's *Voices for Equality* programme as completed *A History for Today* (2,129 young people compared with 654 young people).

The graph below demonstrates that **both programmes have a statistically significant impact on young people's social attitudes**, with *Voices for Equality's* impact being marginally greater. Further analysis shows that there are no statistically significant variations between the two programmes for boys or for girls, or for primary or secondary schools (although, as only 8% of primary school students completed *A History for Today*, this analysis may be unreliable).



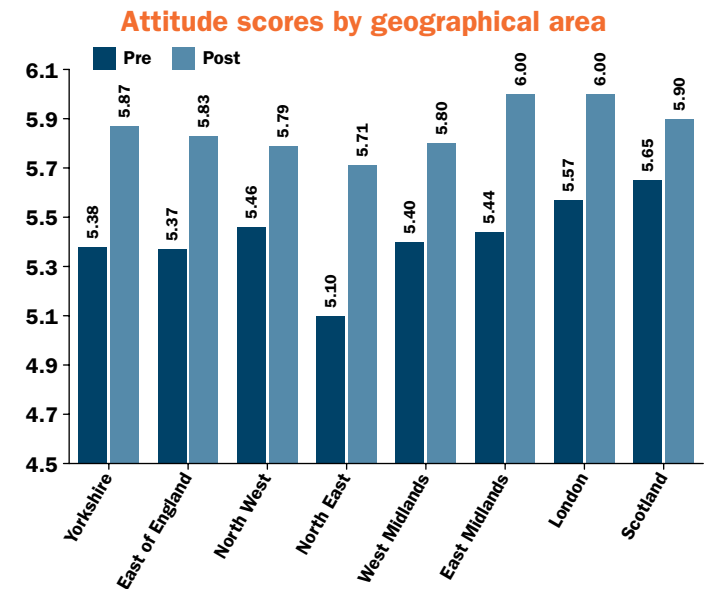
The Contact Star ranges from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). Given the mean scores, only the mid-top end of the scale is included in the graph above.

## Impact by geographical area

This year's sample is large enough for the data to be analysed for the first time by the geographical areas where the Anne Frank Trust runs its core programme – Scotland and 7 regions of England.

The following graph demonstrates that the programme has a statistically significant impact in all the geographical areas where it operates. The impact is relatively consistent across the different areas (although it should be noted that the number of young people per area varies considerably). The exception is the North East of England, where the

young people the Trust reaches start with more negative attitudes and make significantly greater progress. This again shows the programme having its biggest impact where it is needed most.



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.



Peer educators from Summerswood Primary School, Hertfordshire, at the Trust's Annual Lunch for Holocaust Memorial Day, London

# PART THREE: Long-term Impact on Attitudes

## The evaluation

The impact of all educational and social interventions generally declines over time. To assess how much of the Anne Frank Trust's impact is maintained, the Trust has contacted young people who participated in its core programme 12 to 18 months earlier (in the 2021-22 school year) and asked them to repeat the Contact Star survey. This has enabled analysis of data at three points of time for each young person:

- **Pre:** just before starting the Anne Frank Trust core programme in 2021-22
- **Post:** immediately after completing the programme in 2021-2022
- **Post2:** follow up survey in 2023.

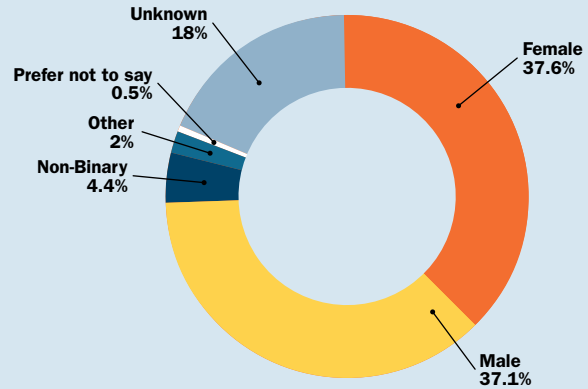
## The sample

205 young people have completed the follow-up survey in 2023. Their ages and other demographic data, gathered at the Pre stage in 2021-22, are relatively consistent with the larger sample measured in Part Two above – which suggests that this longitudinal sample is reasonably representative.

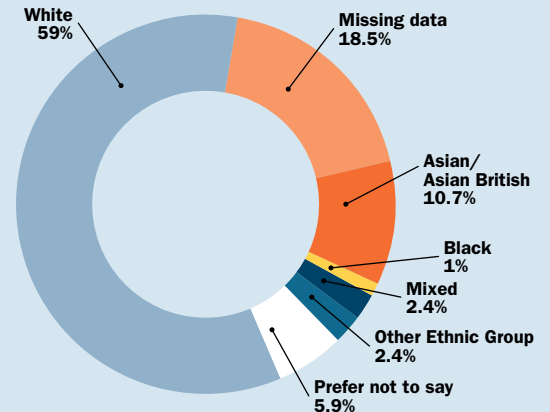
The 205 young people come from 15 schools, located in London, Yorkshire, Scotland, the West Midlands, North East and North West.

The age of the young people ranges from 10 to 15, with the average being 12.7 years old.

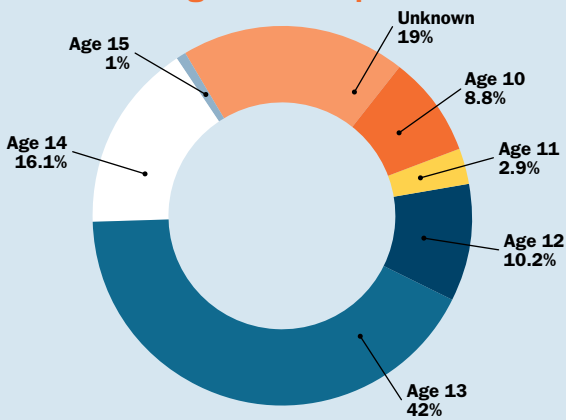
Gender: % of sample



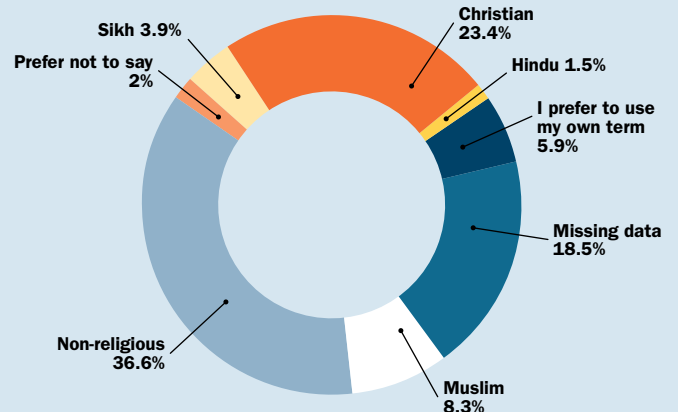
Ethnicity: % of sample



Age: % of sample



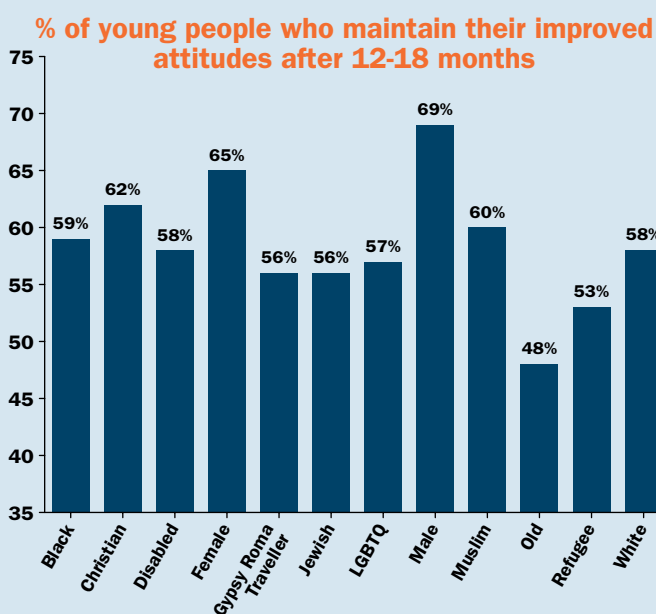
Religion: % of sample



## Proportion of young people who maintain their improved attitudes

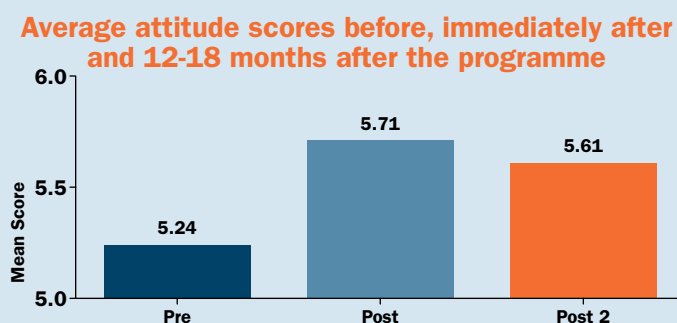
Of the young people whose attitudes improved when they originally participated in the programme (i.e. who made progress between Pre and Post in 2021-22), **58% maintain their improved attitudes 12 to 18 months later** (at Post2 in 2023).

The graph below shows the proportions of young people who maintain their improved attitudes towards specific groups. The greatest maintained impact is towards Males, Females and Christians.

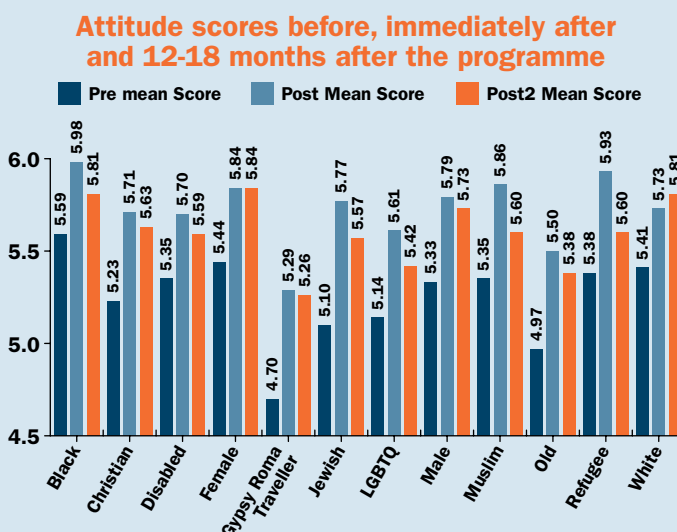


## Degree of change maintained after 12 to 18 months

Looking at the average attitude scores from the Contact Star, it is clear that, like nearly all educational and social interventions, the impact of the Anne Frank Trust programme declines over time – i.e. the scores in 2023 (Post2) are lower than the scores immediately after the programme in 2021-22 (Post). However, these 2023 scores (Post2) continue to be significantly higher than where the young people started out before participating in the programme (Pre). The graph below demonstrates that on average **the progress made by young people in the Anne Frank Trust programme is maintained 12 to 18 months later.**



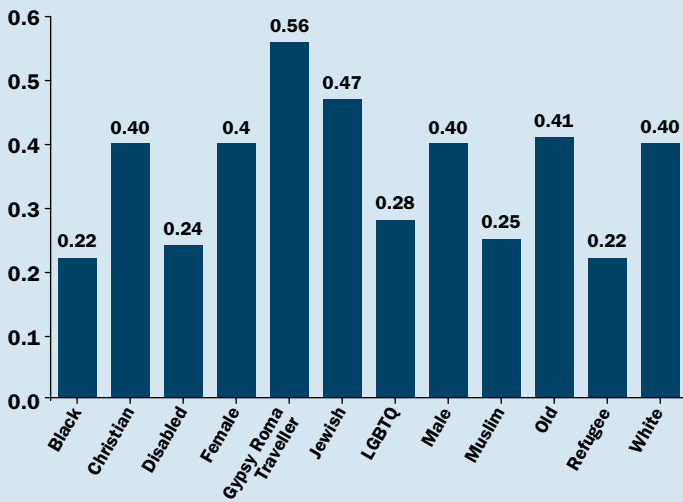
The more detailed graph below shows attitude scores towards each group separately. It shows that the young people's progress in attitudes towards Females is fully maintained 12 to 18 months after the programme, while their attitudes towards White people actually improve further. Attitudes towards all other groups decline somewhat, but remain consistently and significantly higher than those they held before they had entered the Anne Frank Trust programme.



# PART THREE: Long-term Impact on Attitudes

The graph below shows the overall degree of progress achieved by the programme towards each social group after 12 to 18 months – i.e. the difference between the Pre and Post2 attitude scores. It indicates that **the Anne Frank Trust’s greatest lasting impact is on young people’s attitudes towards Gypsy Roma Traveller people**, while the second greatest lasting impact is on attitudes towards Jewish people.

**Overall progress after 12 to 18 months (change in attitude scores from Pre to Post 2)**

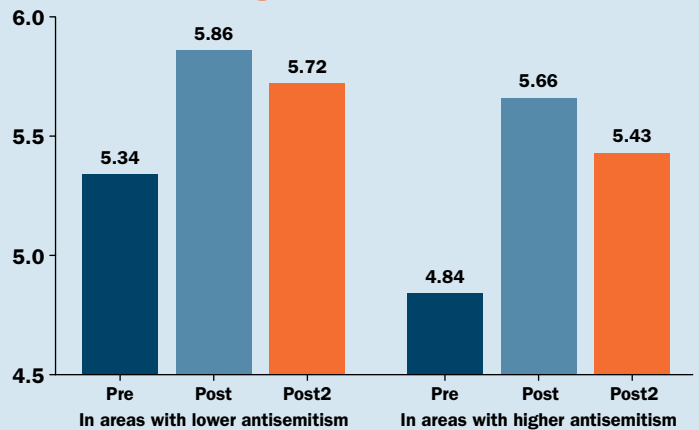


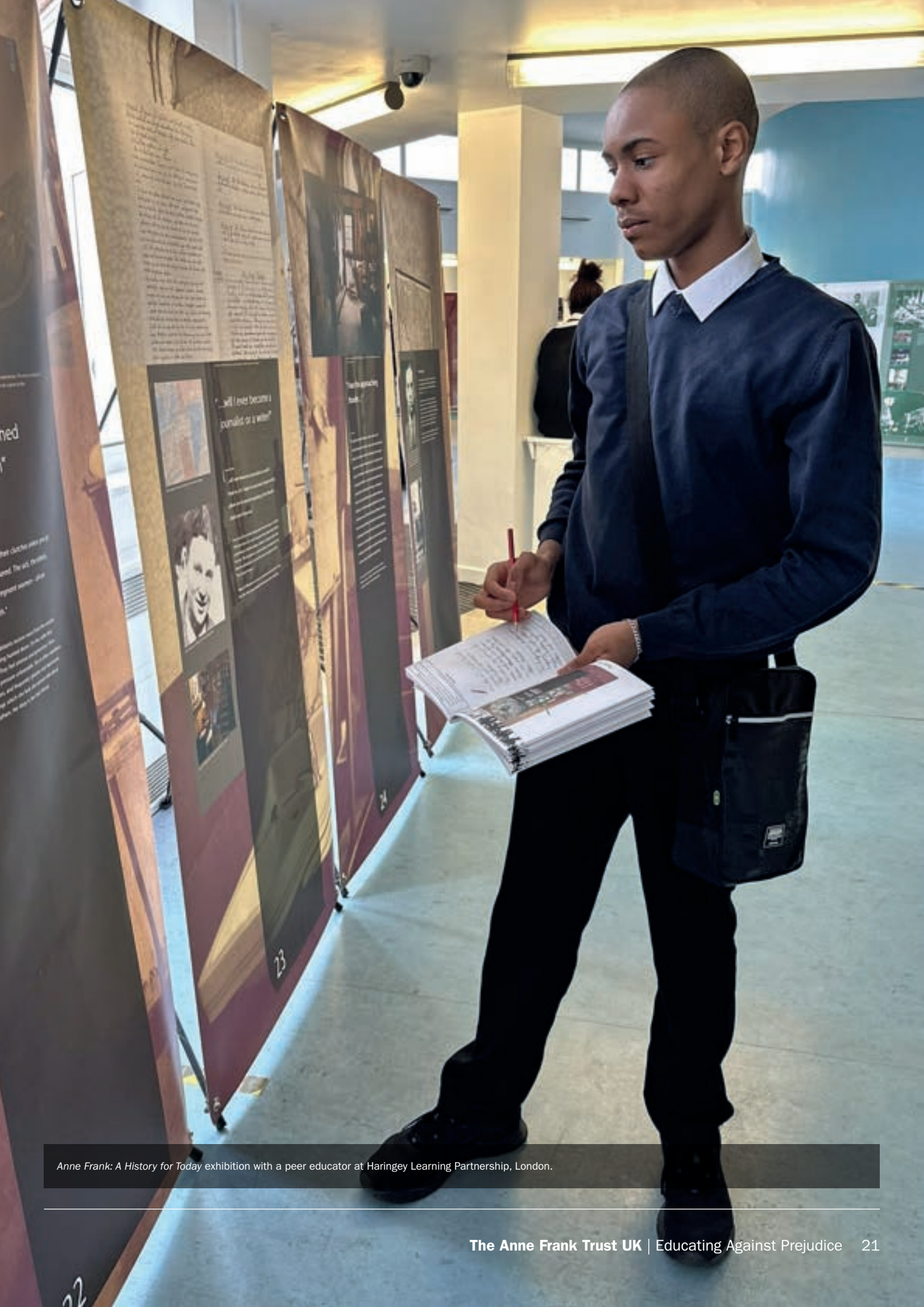
## Long term impact on attitudes towards Jewish people by geographical area

The Anne Frank Trust’s programme has a significant and lasting positive impact on young people’s attitudes towards Jewish people. The long-term data has also been analysed by geographical area. This analysis uses location-based information published by the **Community Security Trust (CST)**, a national charity that monitors antisemitism and provides security for the Jewish community. CST data about reports of antisemitic incidents in 2022 is used to categorise the geographical locations of the Anne Frank Trust young people (using the same Government regions as on page 17). Locations where fewer than 48 incidents have been reported are categorised as “lower risk”, while locations with more than 48 reported incidents are categorised as “higher risk”. This divides the sample into roughly equal halves, with 103 young people in lower risk areas, and 102 young people in higher risk areas.

The analysis shows that young people from areas at higher risk of antisemitism start out with attitudes towards Jews that are markedly more negative than those of young people in lower risk areas. Through the Anne Frank Trust programme, young people from these higher-risk locations achieve a significantly greater degree of progress, and, 12 to 18 months later, their positivity towards Jews almost matches that of their peers in lower risk locations. This is a very encouraging finding, as it indicates that **the Trust’s programme has its greatest long-term impact on pro-Jewish attitudes in areas where there is the greatest need to address antisemitism.**

**Attitude scores towards Jewish people over time in geographical areas with lower and higher levels of antisemitism**





Anne Frank: A History for Today exhibition with a peer educator at Haringey Learning Partnership, London.

# PART FOUR: Impact on Knowledge and Skills

## The evaluation and sample

In the past the Anne Frank Trust has used a questionnaire to assess the impact of its workshops (2-hour learning sessions) on young people’s knowledge and skills. In 2022-23 this questionnaire has been added to the Contact Star and completed by all young people completing the Trust’s core programme (2 full days of learning plus peer education). The sample for this questionnaire is therefore the same 2,814 young people as in Part Two of this report.

The questionnaire has six statements and asks young people to show 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 key area of learning. The statements are listed below with their corresponding areas of learning:

- **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 can 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*)

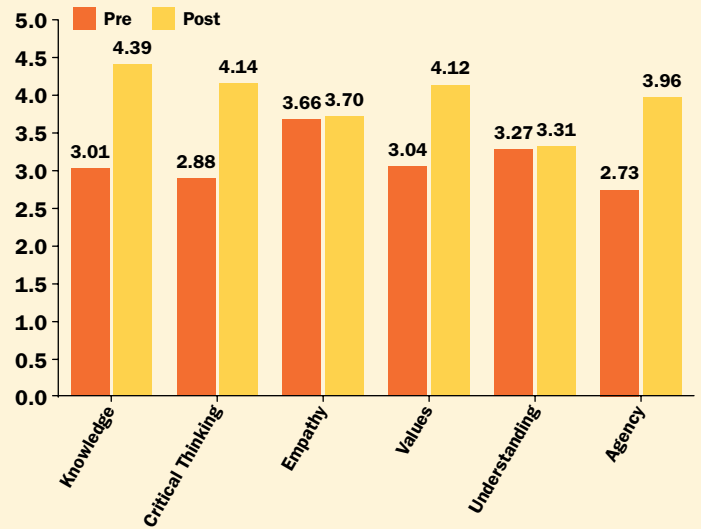
## Impact on key areas of learning

The table below shows that, on completing the Anne Frank Trust core programme, **young people make significant progress in their knowledge, critical thinking, values and sense of agency.**

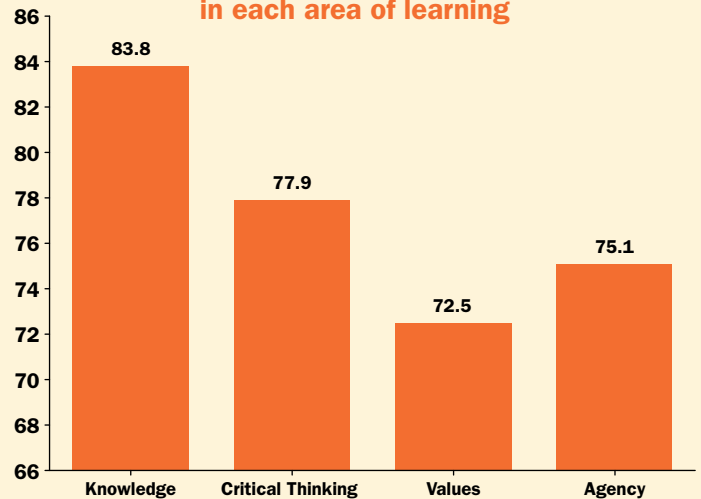
In the remaining two areas of learning – **empathy and understanding** – progress is only marginal. These are also the two areas where the young people have the highest scores before starting the programme. When in the past the Anne Frank Trust has used the same questionnaire with workshop (as opposed to core programme) participants, many young people started out with lower scores in these

areas and made greater progress. It seems likely that for the core programme, which is more intensive than the workshops, schools are selecting pupils who already have higher levels of empathy and understanding.

**Scores for knowledge and skills before and after the programme**



**% of young people who progress in each area of learning**



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.

## 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 prejudice	<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"/>



A peer educator leads a tour of the *History for Today* exhibition at Rainford High School, Merseyside

# PART FOUR: Impact on Knowledge and Skills

## Impact on young people with the most to learn

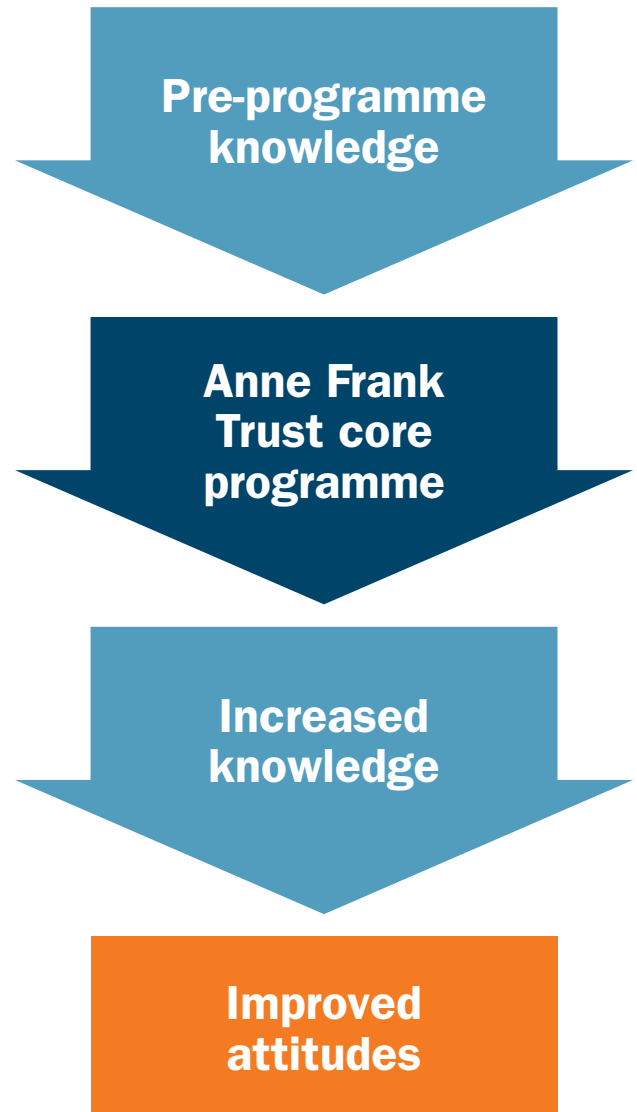
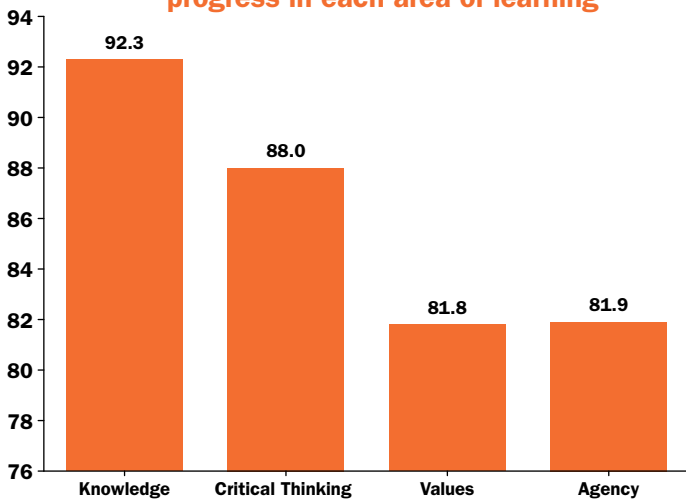
At least 70% of all participants make significant progress in knowledge, critical thinking, values and agency. Further analysis shows no significant variations by the gender, ethnicity or religion of the young people.

To assess impact on those most in need of learning, an analysis has been made of those young people who started from a position of uncertainty or disagreement with the 4 main areas of progress. The results show that **the programme has a significant impact on large majorities of young people who are most in need of learning.**

For example, a young person who starts with a pre programme overall attitude score of 4 and who then improves from 3 to 4 in their knowledge score, can be predicted to reach a post-programme attitude score of 4.8. Another young person who starts out with the same attitude score of 4, but who achieves greater improvement in knowledge, progressing from 3 to 5, is likely also to achieve greater progress in attitudes, progressing to a 5.

In summary, the analysis shows that progress in critical thinking, values and agency makes a significant contribution to progress in social attitudes, but **the strongest driver of attitudinal change is improvement in knowledge.** By teaching knowledge about prejudice, the Anne Frank Trust is making young people less prejudiced in their attitudes.

**% of young people with the most to learn who progress in each area of learning**



## Relationship between knowledge/skills and attitudes

A key research aim of including the knowledge and skills questionnaire with the Contact Star has been to investigate any relationship between acquiring knowledge/skills and changing attitudes. (As the responses on empathy and understanding show so little change, these areas of learning have been omitted from this analysis.)

Correlation tests show that there is a statistically significant correlation between young people's progress in knowledge, critical thinking, values and agency and their progress in attitudes. A further statistical mediation analysis confirms that the degree of change in knowledge and skills drives the degree of change in attitudes: the greater the progress in knowledge and skills, the greater the progress in attitudes.



# PART FIVE: Impact of the Ambassadors Programme

## The Anne Frank Ambassadors Programme

Launched in 2022, the Anne Frank Trust's Ambassadors Programme (formerly called the Youth Empowerment 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 (evaluated in Parts Two, Three and Four of this report) apply to become Anne Frank Ambassadors by submitting a creative response to Anne Frank and committing 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 Anne Frank Worker – to follow an individual journey of learning and empowerment,
- online skills 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 a creative writing retreat with the Arvon Foundation 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.

## The evaluation

PhD student Sarah Walton has been recruited jointly by the University of Kent and the Anne Frank Trust to evaluate the Trust's Ambassador Programme over the next 3 years. During 2023, a survey has been developed and implemented to collect baseline data on ambassadors, and the survey will be repeated in 2024 so that quantitative data can be analysed for the first time. This is ground-breaking research which includes new evaluation tools – a Knowledge Star and a Confidence to Challenge Star. It aims to look especially at the young people's level of empowerment.

This year, the data is qualitative and has been obtained through five focus groups held between June and August 2023. The focus groups, two in person and three online, have been facilitated by Anne Frank Workers and recorded for analysis by the University of Kent. The groups have aimed in particular to explore:

- the impact of Anne Frank's story on the young ambassadors and their motivation to challenge prejudice
- the development of skills, knowledge, and confidence.



Anne Frank Ambassadors, peer educators and staff at Pleckgate High School, Blackburn, with Holocaust Survivor and My Voice Storyteller Anne Super alongside colleagues from The Fed My Voice project

# PART FIVE: Impact of the Ambassadors Programme

The staff facilitating the focus groups were given the following list of questions and prompts to guide the conversation:

- Why did you want to become an ambassador/what inspired you to become an Ambassador?
  - How did Anne Frank's story inspire you to become an ambassador?
  - Since becoming an ambassador, how has Anne's story impacted you?
  - What parts of Anne's story have you connected with since joining the programme?
- What difference has being an ambassador made to you?
- Has the Ambassador Programme had an impact on your:
  - Independence. If so, how?
  - Confidence. If so, how?
  - Confidence to challenge prejudice? If so, how?
  - Knowledge of different types of prejudice? What are the topics you want us to focus on in the programme?
- How has being an ambassador allowed you to develop your knowledge of Anne Frank?
- What skills do you feel you have learnt or developed through being an ambassador?
- What skills would you like to develop more?
- Can you give any examples of how you feel you could put into practice what you have learnt?
- What opportunities have you had to put into practice what you have learnt since becoming an ambassador?
- What opportunities have you had since being an ambassador?
  - Are there enough opportunities to put what you have learnt into practice?
  - Anne's diary made an impact by sharing her voice and experiences with the world:
  - How can ambassadors use their own voices and experiences?
  - How can ambassadors use Anne's story?
  - How have you used Anne's story?
- What part of the Ambassadors Programme do you like best?
- What aspects of the Ambassadors Programme influence you the most? Has this opinion changed?
- How would you improve the Ambassadors Programme?

## The sample of young people

A total of 18 Anne Frank Ambassadors have taken part in the focus groups. Their diversity is broadly reflective of the 131 young people in the programme in summer 2023.

The **gender** breakdown of the sample is 14 female and 4 male. This imbalance is typical of many non-sport-based youth programmes, and the Anne Frank Trust is developing strategies to attract more boys.

The **age** range consists of 2 ambassadors aged 12, 8 aged 14 and 8 aged 15.

The **religious identities** represented in the group include Christian, Hindu, Muslim and non-religious. The biggest groups are Muslim (6 ambassadors) and Christian (5 ambassadors).

The **ethnic groups** includes young people identifying as Arab, Bangladeshi, Black African, Chinese, English, Indian, Pakistani and White British. The largest groups are White British (5 ambassadors) and Indian (3 ambassadors).

One ambassador is blind, the others have no disabilities.



Tagliaferri Creative Writing Residential, Yorkshire, summer 2023:  
Anne Frank Worker Billy Clout with ambassadors

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## Findings

The findings have emerged in four interrelated themes:

- (i) the impact of Anne Frank's story
- (ii) confidence to make a difference
- (iii) understanding self and others
- (iv) belonging.

### Young people's theme (i): the impact of Anne Frank's story

This area of discussion in the focus groups aims to assess the implementation of the Anne Frank Trust's stated mission, which is, through learning about Anne Frank and the Holocaust, to empower young people to challenge all forms of prejudice.

#### Learning about the Holocaust

Acquiring knowledge about Anne Frank is a key outcome for many of the young people and they see it as crucial to being an ambassador:

*"[Before becoming involved with the Anne Frank Trust] I knew a few things about Anne Frank and her discrimination, how she was trapped in the annex with her family. But as an Anne Frank Ambassador, I've learned a lot about her, from her diary entries and what she wrote about her experiences, watching videos with people that she was staying with. Yeah. I've definitely learnt a lot about her experience...it helps me with my journey as an Anne Frank Ambassador."*

The ambassadors emphasise how their learning about Frank's individual story has enhanced their understanding of her historical context. Many are able to recall significant dates, places and events related to the rise of Nazism and the Holocaust. They show an acute awareness of the impact of Nazi antisemitism on Jewish people, an awareness which has been deepened by meeting Holocaust survivors through the Anne Frank Trust.

*"Anne Frank's story is not the only story... It's really powerful when you speak to Holocaust survivors about what they went through. How they felt."*

*"Anne Frank's story is important because it doesn't just represent Anne Frank, it represents millions who were in hiding in the Holocaust and had to suffer...and we just need to make sure that this never happens again."*

Many of the young people make clear that, while they have learnt basic facts of Holocaust history at school, through the Anne Frank Trust they have experienced a journey of learning about the human reality. Crucially, this learning motivates them to tackle Holocaust denial and antisemitism today:

*"If we didn't know about Anne Frank, well, I didn't know about the things that Jewish people went through. I didn't know. I feel like there is a lot to learn. The Holocaust deniers. I think that's really scary. I think it's already prevalent unfortunately but [if we didn't learn about Anne Frank and the Holocaust] it could get even worse, because it wouldn't be as well-known as it is now."*

*"We look back at the antisemitism that was all throughout all the 1930s in Europe, and the racism and the homophobia, and even today we've still got that, and as ambassadors we just want people to know about the hardships that those people will face."*

# PART FIVE: Impact of the Ambassadors Programme

## Learning from Anne Frank's Diary

The Diary emerges from the focus groups as an accessible entry point and effective resource for learning about the Holocaust, as well as motivating ambassadors to make a difference today, especially around antisemitism. Many ambassadors highlight the similarity in age between themselves and Anne Frank as an important aspect of their commitment to the programme, and the diary format gives them vivid insight into first-hand experience of Nazi persecution.

*"When it's coming out of the person's mouth, it feels a lot more powerful and also since she was a young person my age it feels like you can relate to them a bit more."*

*"We are reading her actual thoughts. We learn about her not through a textbook for example or factual book, but it is her actual words in her diary."*

*"She was so honest and open in her writing. When you read her writing I think it is because of her honesty you can really picture what things were like for her and what was happening at the time."*



Khadija and Phoebe, Anne Frank Ambassadors on the Tagliaferri Creative Writing Residential

## Relating and recognising difference

Every young person speaks about Anne Frank as a fundamental source of inspiration for their anti-prejudice role. They cite her bravery in the face of extreme hardship, her honesty in writing about her experiences, and above all her ability to remain hopeful.

*"I think it's just her being a younger person that went through such a traumatic experience. And yet, she still has the power to continue writing in her diary. So she received the diary when she was 13 and she just kept going. She didn't give up. She kept writing and sometimes she would literally just write about everyday things, natural things... having a crush or whatever, she would also write about. Even though she was in hiding, she just kept going."*

*"Even with everything happening to her she writes that she still believes that people are truly good at heart."*

As well as admiring Anne Frank as a role model, many ambassadors feel a warm emotional relationship with her. But most are able to balance this sense of connection with a clear recognition of the contrast between their lives today and the uniquely oppressive context of the Holocaust:

*"As a Jewish girl living in the 1930s, she was not even allowed to go to the park, to ride her bike. Those are things that I do regularly. I go to the park regularly. I ride my bike. And I think knowing that she was not allowed to do that...that's like quite deep...and I think if you take that away and reflect on that. I think that's what's important."*



Ambassadors on study trip to Amsterdam with statue of Anne Frank

### Responsibility to make a difference

The ambassadors see it as an honour to speak in Anne Frank's name and they take very seriously their duty to keep her story alive, to share their learning about the Holocaust, and to challenge prejudice today. Several of them note that this responsibility is especially important, given the age and decreasing number of Holocaust survivors able to tell their own stories.

*"We need to keep on telling Anne's story because it is an impactful story...I know it's just one story but that story is really, really, impactful and I feel like it is good for future generations to also hear her story."*

*"The more people who are in the Anne Frank Ambassador Programme is a positive thing because it means more people will be spreading Frank's message and more people are educated on her story."*

*"Anne Frank's goal was restoring faith in humanity and that is not easy to do. It was even harder during what she was going through. If she was so motivated to do it during such awful times then why can't we? As ambassadors we are following in her footsteps."*

## Young people's theme (ii): confidence to make a difference

### Confidence as motivator and outcome

Without exception, every young person talks about developing confidence as a significant factor both in what motivated them to become an ambassador and in what they are gaining from the programme. They are eloquent about how much they have grown in self-awareness and self-esteem. They see this as a continuing process in which they still have room for change. They also see confidence as vital to the difference they can make to prejudice:

*"Confidence is key...it allows you to stick up for what is right in your own morals."*

*"I want to just come together and just bring awareness to these situations [of prejudice and discrimination] and just yeah, teach someone something new, because I have definitely learnt a lot of things, being an ambassador, and there's definitely room for improvement."*

### Stepping out of the comfort zone

There is a common theme of ambassadors overcoming previous anxieties, finding the confidence to try new experiences, and feeling proud of their achievements. The impact often extends to wider educational benefits:

*"I even tried new sports and things at school and I don't think I would have if I hadn't been an Ambassador."*

The ambassadors credit the Anne Frank Trust with giving them a robust sense of purpose, agency and clarity in their anti-prejudice role:

*"I think being an ambassador, we can really highlight prejudice and work to stop it."*

# PART FIVE: Impact of the Ambassadors Programme

*“...and that can be kind of scary, kind of confronting a situation. If you see something that’s wrong, calling that out can take quite a bit of confidence...but the Anne Frank Trust gives you the skills and courage to do that.”*

*“My job is to bring awareness to issues like Islamophobia, homophobia and antisemitism across the UK...issues that aren’t talked about enough... As an Anne Frank Ambassador it is our duty to bring awareness to those situations and kind of bring a stop to it.”*

## Making a real difference

The ambassadors put their confidence to use in a wide range of ways, from formal presentations in school assemblies to informal conversations challenging prejudice by their peers. Some refer to the impact they are achieving, and nearly all feel motivated to do more:

*“I think teachers listen to us more after seeing what we have done as Ambassadors in school.”*

*“I’m definitely trying to get a couple of workshops together [at my school] to really spread [Anne Frank’s] message.”*

One disabled young person describes how the skills and confidence she has gained from the Trust are making a difference both to others and to herself, especially by telling her own story:

*“I have the resources to talk more about how ableism impacts me to so many other people, because without the Anne Frank Trust, I wouldn’t have the resources or like, honestly, I wouldn’t be able to do so many things. I’ve been given so many opportunities.”*

## Young people’s theme (iii): understanding self and others

A consistent theme across the focus groups is the young people’s desire to be better understood and to gain better understanding of others.

### Self-expression

The Ambassadors Programme is intended especially for young people who have personal experience of prejudice, and many of the young people talk about feeling misunderstood, isolated or marginalised because of their ethnicity, disability or other kinds of difference:

*“I’m from South Asian heritage and I think that is definitely overlooked...people say we all look the same. We don’t. We have different types of culture...and it is overlooked.”*

*“Ableism is something I deal with in my day to day life so I think being able to talk to people about that and...educate people about stuff that I know disabled people go through is really important to me.”*

These young people then talk about the Ambassadors Programme as a space where they feel able to express their feelings, tell their stories and be heard. Many have gone on to assert their identities strongly and positively in their schools and communities – see theme (ii) on p29.

### Empathy

Several of the ambassadors describe as “life-changing” the way the programme has brought them into contact with young people of different backgrounds, cultures and religions. Many talk about becoming more empathic to others’ experiences and more open to others’ viewpoints. There is a delight in respectful and reciprocal learning: it is often through being better able to express themselves that the young people become better able to understand others.

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*"I really enjoy the online sessions...we were able to share ideas and talk about our views and listen to each other's opinions. I think this is really important as people don't always agree with each other but it is good to have the opportunity to hear from other people."*

*"I think meeting people has told me that, you know, everyone has different opinions about things, and it's okay."*

*"[Anne Frank's story] has made us a lot more empathetic towards other people's experiences. Because I think depending on what you've been through, I think it really affects your perception of the world and I think it's really important to understand that...it helps you be more aware. I think that's really important."*

## Young people's theme (iv): belonging

The Ambassador Programme brings young people together from different schools across Britain through online workshops, residential study trips and other events. Many of the ambassadors then go on to form their own friendships, as well as online chat groups.

All of the ambassadors in the focus groups speak highly of the Anne Frank Trust for generating a sense of community and belonging. This is much needed for many young people who feel isolated as voices against prejudice in their local communities and schools. Nearly every one of them refers to the ambassador programme as a group of like-minded individuals.

When asked how the programme could be improved, most of the ambassadors say they would like more opportunities to meet with ambassadors from other schools and parts of the country.

When ambassadors are brought together, their shared values mean that bond quickly as a group, and the bonding strengthens and motivates them in their anti-prejudice role.

*"I've just never met people that would like stand up and say 'that's wrong'. But going to the conference and seeing all those children there...it's kind of proving that it isn't just me."*

*"It's given us a community of very likeminded people who want to help educate people about prejudice and how it affects their life and other people's lives."*

*"Being here definitely feels we are part of something bigger...it makes me want to use my voice even more."*

*"We are all here for the same reason. We are all inspired by Anne and her passion and writing, and we all have that passion to challenge prejudice."*

*"We strive to show people, like teach people about discrimination and it's not just antisemitism, I mean it's the main one...but we do a lot of various things. So sexism, ableism, racism...learning about the discrimination that Anne faced and the discrimination that Jewish people still face today. As ambassadors we strive to show people why that's wrong and how we can make a change."*

# PART SIX: Teachers' Views

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## The evaluation and sample

This is the first time that teachers' views have been included in the Anne Frank Trust's annual impact report.

The findings come from a special focus group at the Trust's Annual National Youth Conference, held in London in March 2023. The group was attended by 7 teachers or other educators from the following secondary schools:

- **Belle Vue Girls' Academy**, Bradford, West Yorkshire
- **Bingley Grammar**, Bradford, West Yorkshire
- **Brinsworth Academy**, Rotherham, South Yorkshire
- **Grove Academy**, Dundee, Scotland.
- **Horizon Community College**, Barnsley, South Yorkshire
- **Pleckgate High School**, Blackburn, Lancashire
- **West Calder High School**, West Lothian, Scotland.

The discussion was facilitated by a member of staff from the Anne Frank Trust and transcribed for analysis by the University of Kent. The facilitator guided discussion with five questions:

- Why did you want the Anne Frank Trust in your school?
- What issues are your schools facing linked to the work of AFT?
- What aspect of the programme had the biggest impact, any particular young people examples?
- Why did you want to bring students to conference today?
- Anything we don't currently offer that would be beneficial?

## Findings

Two broad interconnected themes emerged from the discussion:

- (i) developing young people's confidence
- (ii) changing school culture

## Teachers' theme (i): developing young people's confidence

Chiming with the views expressed by the young ambassadors (see Part Five), teachers point to growth in confidence as fundamental to the Anne Frank Trust's impact. They see this as vital for many young people who can feel lost in a large secondary school, especially for Year 7, the youngest students in the school:

*"I feel like a lot of the time young people feel they are not heard or they are invisible, but the Anne Frank Trust really allows young people to feel they are valued and they are important and they have a voice."*

*"What we noticed was that when Year 7s come to us we treat them like babies because they become the babies of the school... [The History for Today programme] really brings out the leadership roles and gives them the confidence to step into that."*

Teachers give a range of examples of young people reaching out of their comfort zones and using their confidence for public speaking in school assemblies or at events for Holocaust Memorial Day, as well as speaking with their peers and in the classroom. It is clear that the impact extends beyond the Trust's anti-prejudice remit to wider benefits for the students' educational and personal development.



*“When they learn about Anne...they also start to talk about the dangers of prejudice and share that with others, which isn’t an easy thing to do, and to see them challenging all forms of discrimination and continuing that in day-to-day life, not just whilst the Anne Frank Trust is in school. If they see something happening, they know to report it. Last year one of my students who was really shy wrote a story about a girl and her hijab, following her experiences with the programme, and she put her hand up to read it in class, to speak up and speak out against discrimination. There is no way she would have done that before being involved in the programme. So powerful that peer-to-peer impact.”*



Bella from St Veronica's RC Primary School, Helmshore, Lancashire, reciting an anti-prejudice rap as her application to become an Anne Frank Ambassador

## Teachers' theme (ii): changing school culture

All the teachers express the importance of addressing whole-school culture. Many report problems in their schools with sexism, homophobia and other forms of hate:

*“Andrew Tate is a big problem in our school...we are really struggling with that as a school.”*

The teachers praise the adaptability of the Anne Frank Trust programme to the circumstances of different schools, responding to specific local needs. They see the Trust benefiting staff as well as students. Staff watch the programme being delivered, see its impact on the young people, and feel more confident to talk about sensitive topics, especially when challenging the sexist or homophobic language that many young people pick up from social media.

One teacher talks about how the impact of the ambassador programme has had a beneficial impact not only on the young people involved but much more widely across the school:

*“[The Anne Frank Trust] helps with a ripple effect so it is reaching all sorts of students and not just those who always volunteer or just that small group. It's had a really good ripple effect beyond the students who are just ambassadors as they have heard through assemblies, the exhibition, feedback from the Amsterdam visit etc. and this has helped both with confidence but also with that culture of equality, diversity, and inclusion and a culture of remembrance and taking a stand. That trickling down through the school shows much bigger impact than just those you work directly with.”*

# PART SEVEN: Conclusions and Future Research

## Conclusions

- The Anne Frank Trust's Schools Programme is **highly effective in educating against prejudice** among young people. It has a significant and lasting positive impact on pro-social attitudes, as well as knowledge about prejudice, critical thinking, values, and a sense of agency to make a difference.
- There is evidence that the Trust's **impact is increasing over time**.
- The size of the sample and the 5-year track record of data mean **these conclusions are more convincing than ever**.
- 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 or whether in primary or secondary school.
- 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.
- Many of these findings are **supported by the experience of a sample of teachers**.

## Future research

- In 2023-24, quantitative outcome data will be collected and analysed on the **Ambassadors Programme**.
- **New questionnaires will be piloted** to assess the impact (i) of the peer educators on the peers they educate, and (ii) of the Trust's live online learning events.
- Targeted outreach **will aim to address the under-representation of some groups** within the sample, especially boys and Jewish young people.
- The teacher focus group will be repeated with **the additional inclusion of teachers from primary schools**.
- The University of Kent will pursue options for **peer review and academic publication** of this research.



WE ALL HAVE A ROLE TO PLAY!

Think about what we have learnt about today.

What role will you play in making sure everyone is treated equally?

TO IGNORE STEREOTYPES. BE MYSELF!

TO HAVE DIRECT

On the palm write down one idea of how you can help your community be one where all genders treated equally.

Camp Strike

This page: Gender equality workshop at Alma Primary School, London Borough of Barnet, with Anne Frank Worker Bethany Trober  
Back cover: A History for Today exhibition and peer educators at The Khalsa Academy, Wolverhampton



*Anne Frank.*

**The Anne Frank Trust UK**

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

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