

Challenging Prejudice, Changing Attitudes

The Impact of the Anne Frank Trust 2024-2025

By Dr Katie Goodbun and Professor Dominic Abrams (University of Kent)
in collaboration with the Anne Frank Trust UK



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Key Findings

Impact of the Core Programme on Peer Educators

Our **impact on young people's attitudes** has improved from last year, with **90.2%** of young people participating in this year's programme reporting more positive attitudes to at least one social group.

Over **4 out of 5** young people (**82.5%**) became **more positive to two or more groups**, and **73.4%** reported more positive attitudes to three or more social groups.

The largest improvement continues to be in **attitudes towards Jewish people**, achieved in **64.6%** of Peer Educators.

We saw a **strong positive impact** on non-Muslim young people's attitudes towards Muslims, with **55.9%** reporting more positive views after the workshop. This suggests our work is helping to **build greater understanding and more meaningful connections** between young people.

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

Impact on Knowledge and Skills

Over **4 out of 5** Peer Educators (**82.8%**) surveyed said their **confidence to challenge prejudice** had improved as a direct result of them being in the programme.

89.3% of core programme participants and **78.8%** of workshop participants felt that their knowledge of **what prejudice means** had improved as a result of their participation.

The greatest impact was seen in the **antisemitism workshops** across all areas of learning. Prior to the workshop, young people reported lower knowledge of antisemitism and less confidence in recognising and challenging it than other forms of prejudice. After taking part, **89.9%** of young people had a better understanding of what antisemitism means, and **78.1%** felt more confident to challenge it, **highlighting the continued need for this work.**

As in previous years, the data continues to show us that the programme has **the most impact on those who are starting out with the lowest levels of key skills**; the programme has a significant and positive impact on even greater proportions of these young people.

100% of Ambassadors reported that they had learned more following Ambassador events, with typical areas of learning including **knowledge of the Holocaust**, Anne and her family, and **other aspects of Jewish life.**

Taking part in an Ambassador project helped young people to **deepen their understanding of Anne's life** but also **develop skills**, such as being able to talk about sensitive intergroup topics, and confidence in oral presentations.



PART 1

Introduction and Overview

Message from the Chief Executive

Welcome to the Anne Frank Trust's latest Impact Report, *Challenging Prejudice, Changing Attitudes*. I am delighted to be able to share our latest findings with you. Once again, we have partnered with the University of Kent, who established the theory-driven basis for and design of our evaluation measures, and who analysed Parts 2, 3 and 4 of this report but were not involved in data collection. This is our seventh collaboration with the University, and in a time of growing uncertainty and division, our findings highlight the positive role education can play in building understanding and strengthening communities.



Dan Green
Chief Executive

Over the past year, levels of antisemitism and anti-Muslim hate have remained alarmingly high across the UK and beyond. At the same time, we continue to see growing polarisation and hostility between communities, both online and offline. These trends **underline the urgent need for education that builds understanding and challenges prejudice**. As the findings of this report show, our programmes offer practical solutions that are making a real and lasting difference.

In this context, it is encouraging to see that the impact of our programmes continues to grow. **This year, 90.2% of participants reported more positive attitudes towards at least one other social group, representing an increase on the previous year.** These findings provide further evidence that education rooted in Anne Frank's story can help young people reflect on prejudice and develop more positive attitudes towards others.

The breadth of social groups included in the evaluation also shows that, while our programmes are grounded in Anne Frank's life and the history of the Holocaust, their impact extends far beyond antisemitism. **Young people demonstrate improved attitudes towards a wide range of groups**, reinforcing the role our work plays in helping to build understanding across communities.

4,530 Peer Educators took part in this year's evaluation, representing a **16.5% increase** on last year and our highest number of

completed evaluations to date. This sample size 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 pleased that this report continues to reflect the impact across all three strands of our educational programmes. Alongside data on our well-established schools programme, the report also includes further research on our Ambassadors programme and 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 OBE and Dr Katie Goodbun from the University of Kent, and to everyone who has made this evaluation possible - especially our partner schools and their students. I would also like to express heartfelt thanks to our funders and donors; it is your generosity that creates the impact detailed in these pages.

At a time when hatred and division continue to affect communities across Britain, we remain proud of what has been achieved. But these results also remind us that this work is far from finished. **We must continue to learn, adapt and grow so that we can strengthen our impact and support young people to build more understanding and connected communities.**

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 Anne Frank's diary. In 2024, Her Majesty the Queen became the Trust's Royal Patron.

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. Research also suggests that this is a crucial age for 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 both its historical and contemporary contexts and then extend and apply their understanding to other forms of prejudice today. Training young people as Peer Educators deepens their own learning while enabling them to share their knowledge with others.

The Trust delivers its work through three strands of education. The first is an online learning programme of live events and web-based resources open to schools across the UK (evaluated in Part 6 of this report). The second is the Schools Programme, delivered in specific regions and consisting of the core programme with peer education alongside workshops (evaluated in Parts 2, 3 and 4). The third strand is the Anne Frank Ambassadors Programme, for young people who have completed the peer education programme and wish to continue in an anti-prejudice role within their schools or communities (evaluated in Part 5).

In the 2024-2025 academic year, the total reach of the Trust's programmes was 137,349 young people. The Trust worked with 272 schools and trained 5,265 young people as Peer Educators, whose education activities reached a further 45,336 of their peers. A total of 19,189 young people took part in workshops, and the Trust worked with 242 Anne Frank Ambassadors.

Sample Size, Research Process and Researchers

This is the seventh annual report examining 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.

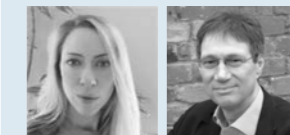
Improved data collection means that the sample size has increased each year, making the findings progressively more reliable. The core programme sample of 4,530 young people represents a significant increase from the previous year (2023-2024: 3,613 young people).

Evaluation of the Schools Programme is conducted using a two-part questionnaire completed both at the beginning 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).

All questionnaires are completed independently and anonymously by young people, who create a unique code so pre- and post-data can be

matched. Education Delivery Specialists enter the data into a secure database. No names or personal details are stored, and individuals cannot be identified. When the data is securely shared with the University of Kent for analysis, it remains fully anonymous, with no individuals identifiable.

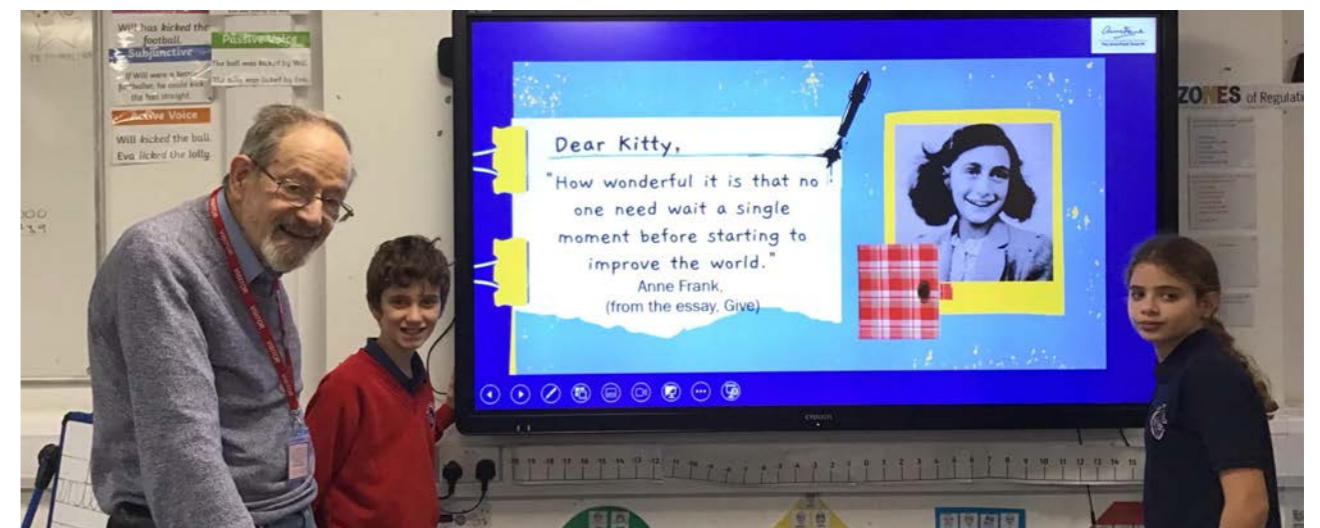
University researchers have no direct contact with participants. The procedures for data collection, as well as the content and format of the evaluation assessments, have been carefully scrutinised and approved by the University's Ethics Panel.



Parts 2, 3, 4 and 5 of this report are produced by our partners at the University of Kent,

Dr Katie Goodbun and **Professor Dominic Abrams OBE**, Director of the Centre for the Study of Group Processes. Professor Abrams is also a former Trustee of the Anne Frank Trust. Any potential conflict of interest is managed by the Trust's Board to ensure that CSGP's evaluation of the Trust's programmes remains impartial and that findings are reported comprehensively.

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



Thanks and acknowledgements

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

Key donors and funders

Amipak
The Annabel Arbib Foundation
The Anne Frank Fonds, Switzerland
The Anne Frank House
Lionel Assant
Catkin Pussywillow Trust
Baker Family Charitable Trust
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Brown Rudnick Charitable Foundation
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Humphrey and Nicola Cobbold
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Windermere Marina Village
88 Foundation
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Judy Silkoff, Director of Operations at the Anne Frank Trust UK
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
Acland Burghley School, London
Adelaide School, Crewe
All Saints Church of England Nursery and Primary School N20, Whetstone
All Saints Junior School, Reading
Alva Academy, Alva
Ancrum Road Primary School, Dundee
Anns Grove Primary School, Sheffield
Archbishop Holgate's School- a Church of England Academy, York
Arngask Primary School, Perth
Aston Lodge Primary School, Sheffield
Baines Endowed Church of England School, Blackpool
Barnburgh Primary Academy, Doncaster
Beacon Hill Community School, Wigton
Beckfoot Upper Heaton School, Bradford
Bill Quay Primary School, Gateshead
Bingley Grammar School, Bingley
Birdwell Primary School, Barnsley
Birkenhead High School, Birkenhead
Boldon School, Bolden Colliery
Bower Park Academy, Romford

Bradford Girls Grammar School, Bradford
Brannock High School, Motherwell
Bretherton Endowed Church of England School, Leyland
Brindishe Green School, Lewisham
Brinsworth Academy, Rotherham
Broadoak Primary School, Manchester
Burnley High School, Burnley
Bushey Meads School, Bushey
Caedmon Community Primary School, Gateshead
Calderwood Lodge Primary School, Newton Mearns
Calthwaite Church of England Primary School, Penrith
Campsmount Academy, Doncaster
Canongate Primary School, St Andrews
Carlton Bolling School, Bradford
Castlebrae Community, Edinburgh
Chalfont Valley E- ACT, Amersham
Chalkwell Hall Junior School, Leigh on Sea
Chetwynde School, Barrow in Furness
Church Langton Church of England Primary School, Market Hanborough
Clayton Village Primary School, Bradford
Clayton Le- Moors All Saints Church of England Primary School, Accrington
Coppull Parish Church of England School, Coppull
Crocketts Community School, Smethwick
Dens Road Primary School, Dundee
Dinnington High School, Sheffield
Dixons Unity Academy, Leeds
Dowderry Primary School, Bromley
Drighlington Primary School, Bradford
Dunning Primary School, Dunning
E- ACT North Birmingham, Birmingham
East Morton Church of England Primary School, Keighley

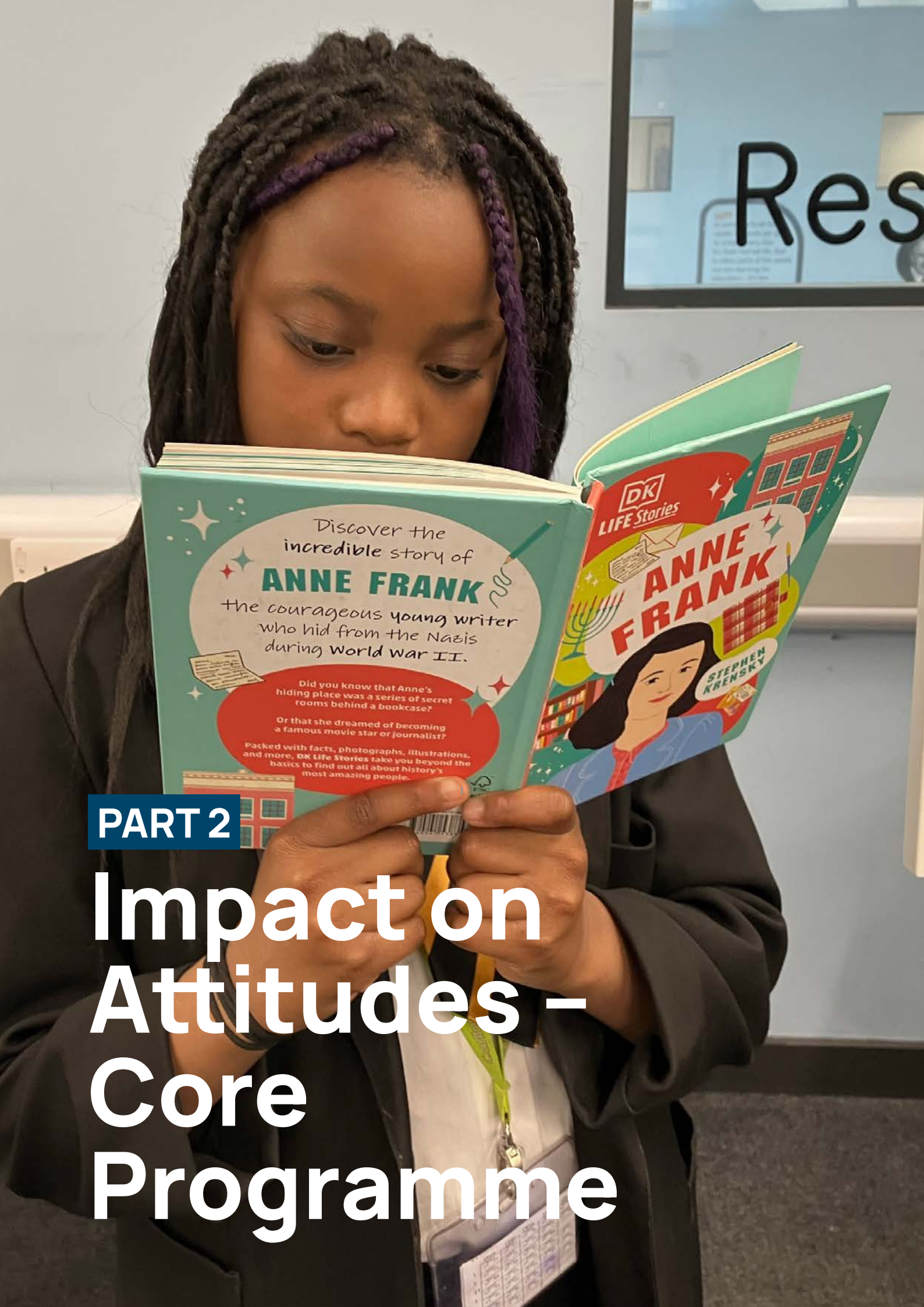
East Wemyss Primary School, Kirkcaldy
Eastborough Junior School, Dewsbury
Eastwood Community Primary School, Keighley
Eden Boys' Leadership Academy, Bradford
Edmonton County School, Edmonton
Elsecar Holy Trinity School, Barnsley
Emmanuel Holcombe Church of England Primary School, Bury
Emmaus Church of England School, Liverpool
Exhall Junior School, Coventry
Fitzjohn's Primary School, Camden
Fred Longworth High School, Manchester
Frizington Community School, Frizington
Frodsham Manor House, Frodsham
Gillas Lane Primary School, Houghton Le Spring
Glenbrook Primary School, Lambeth
Gomersal St Mary's Church of England Primary School, Cleckheaton
Great Park Academy, Newcastle upon Tyne
Great Preston School, Leeds
Greengate Junior School, Barrow in Furness
Greyfriars Roman Catholic Primary School, St Andrews
Gumley House Roman Catholic Covent School, Isleworth
Haberdashers' Knights School, Bromley
Harborne Academy, Birmingham
Harris Academy Rainham, Rainham
Hawkswood, Chingford
Hebburn Comprehensive School, Hebburn
Hewens College, Hayes
High Hesket Church of England School, Carlisle
Highfields School, Wolverhampton
Holybrook Primary School, Bradford

Horizon Community College, Barnsley
Horton Mill Community Primary School, Oldham
Hungerford School, Islington
Hunsley Primary School, Brough
Ian Ramsey Church of England School, Stockton on Tees
Immanuel College, Bradford
Inspire Free Special School, Chatham
Inverurie Academy, Inverurie
Jo Richardson Community, Dagenham
Kenmont Primary School, Kensal Green
Kibblesworth Academy, Gateshead
Kirkcaldy High School, Kirkcaldy
Kirkham St Michael's, Preston
La Sainte Union, Camden
Lady Royd Primary School, Bradford
Langlands Primary School, Forfar
Lawhead Primary School, St Andrews
Lea Hall Academy, Birmingham
Lees Primary School, Keighley
Lockerbie Academy, Lockerbie
Lordswood Boys School, Birmingham
Lumphinnans Primary School, Cowdenbeath
Madeley Academy, Telford
Maghull High School, Liverpool
Meanwood Church of England Primary School, Leeds
Mearns Castle High School, Glasgow
Millhouse Primary School, Sheffield
Milnthorpe Primary School, Milnthorpe
Moncreiffe Primary School, Perth
Monkwearmouth Academy, Sunderland
Morecombe and Heysham, Morecombe
Moreton School, Wolverhampton
Mountfleurie Primary School, Leven
Oasis Academy Don Valley, Sheffield
Old Hutton Church of England Primary School, Kendal

Old Swinford Hospital, Stourbridge
Olive AP Academy, Hornchurch
Ormsgill Nursery and Primary School, Barrow in Furness
Otley Prince Henry's Grammar School, Otley
Our Lady's Catholic College, Lancaster
Our Lady's High School, Cumbernauld
Outwood Academy, Middlesbrough
Pheonix Primary Academy, Ashford
Pitlochry High School, Pitlochry
Pleckgate High School, Blackburn
Ponteland High School, Ponteland
Royal School of Dunkeld, Dunkeld
Ruskin Community High School, Crewe
Sacred Heart Roman Catholic Primary School, Barrow in Furness
Saints Peter and Paul Catholic High School, Widnes
Samuel King's School, Alston
Selside Endowed Church of England Primary School, Kendal
Seven Kings School, Ilford
Sherburn Primary School, Durham
Shipley Church of England Primary School, Shipley
Shire Oak Academy, Walsall
Sir John Barrow School, Ulverston
Solway Community School, Wigton
South Chingford Foundation School, Chingford
South Street Community Primary School, Gateshead
St Aidan's Church of England High School, Harrogate
St Albans Church of England Primary School, Holborn
St Anne's Catholic Primary School, Sutton Coldfield
St Augustine's Catholic Primary School, Coventry
St Chad's Catholic Primary School, Dudley

St Clare's Catholic Primary School, Preston
St Gerard's Roman Catholic Junior School, Birmingham
St John and St James School, Hackney
St John Wall Catholic School, Birmingham
St John's Primary School, Newcastle
St Joseph's Roman Catholic Aided Primary School, Gateshead
St Joseph's Roman Catholic Primary School, Lichfield
St Luke's Halsall Church of England Primary School, Liverpool
St Machar Academy, Aberdeen
St Margaret's at Hasbury Church of England Primary School, Halesowen
St Mark's Church of England Primary School, Kendal
St Mary and St Pancras School, Camden
St Mary's and St John's Church of England School, Barnet
St Mary's Catholic School, Newcastle
St Mary's Church of England Primary School, Stoke Newington
St Mary's Church of England Primary School, Carnforth
St Michael's Catholic Grammar School, North Finchley
St Patrick's Catholic Primary School, Cleator Moor
St Paul's Church of England Primary School, Bolton
St Paul's High School, Glasgow
St Philip's Church of England Primary School, Southport
St Theresa's Catholic Primary School, Leeds
St Thomas's Church of England Primary School, Kendal
St Veronica's Roman Catholic Primary School, Rossendale
St William of York Catholic Primary School, Bolton

Stockland Green School, Birmingham
Stramongate Primary School, Kendal
Stratford School Academy, Stratford
Swanlea School, Whitechapel
Sydenham School, Sydenham
The Champion School, Hornchurch
The Charter School East Dulwich, East Dulwich
The Frances Bardsley Academy for Girls, Hornchurch
The Hayfield School, Doncaster
The Hill Primary Academy, Rotherham
The Home Education Hut, Cheshire
The Lakes School, Windermere
The Oaks Academy, Crewe
The Orchards Primary Academy, Birmingham
Thorns Collegiate Academy, Brierley Hill
Towers Junior School, Hornchurch
Trinity Academy St Edwards, Barnsley
Trinity Academy, Doncaster
Trinity Catholic School, Leamington Spa
Tulloch Primary School, Perth
Tytherington School, Macclesfield
Upton Cross Primary School, Newham
Ward Green Primary School, Barnsley
Wath Academy, Rotherham
Wellfield Academy, Leyland
West Calder High School, West Calder
White Laith Primary School, Leeds
Whitehill Secondary School, Glasgow
Whitings Hill Primary School, Barnet
Willenhall E- Act Academy, Willenhall
Wise Academies, Newcastle
Wishaw Primary Academy, Wishaw
Woodkirk Academy, Wakefield
Woodlesford Primary School, Leeds



PART 2

Impact on Attitudes - Core Programme

SCHOOLS PROGRAMME (CONTACT STAR)

The Programme

The young people in this part of the evaluation have been trained as Peer Educators through the Trust's core schools' programme.

They are pupils aged 9-15 who, over a two-day programme learn about Anne Frank, the Holocaust and prejudice today, together with being trained as Peer Educators. They carry out their peer education 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 versions of the core programme. In 'Anne Frank: A History for Today', young people use and 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 young people use their creativity to develop their own peer education, e.g. online quizzes, a class presentation, lessons for younger peers or delivering an assembly in their school community.

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 judgments people make about objects, events or other people. They involve conscious or unconscious beliefs that guide behaviour such as distancing or willingness for 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

4,530 Peer Educators took part in the evaluation. These are our highest numbers of completed evaluations to date (up from 2,814 in 2022-2023, and 3,888 in 2023-2024).

The age of the Peer Educators ranged from 9 to 15 years with the mean (average) age being 11.26 years. The Peer Educators came from 205

schools located in Scotland and eight regions of England.

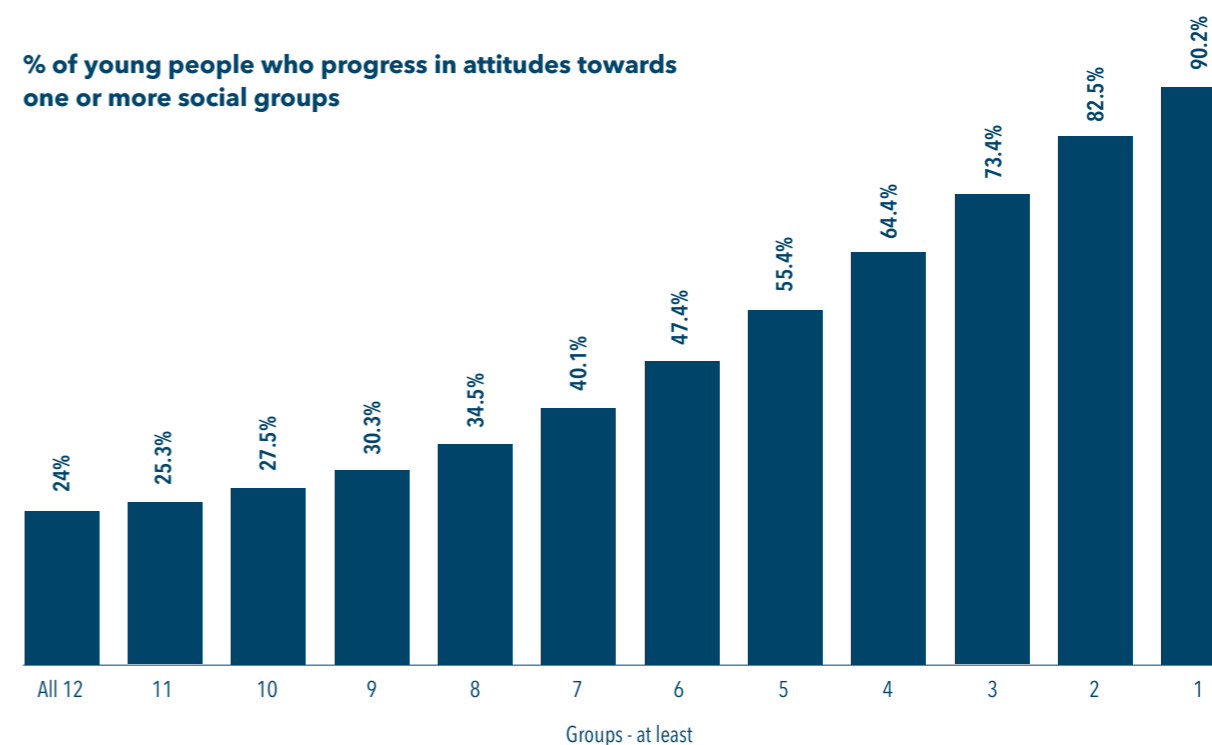
Similar to previous years, the data sample has been analysed by age, school type, geographical location, gender, ethnicity, religion and disability. Details of this can be found in Appendix 4.

The Impact on Attitudes

Immediately after completing the programme **90.2 % of the young people become more**

positive in their attitude to at least one social group. This is an increase from the previous three years (2023-24: 88.7%, 2022-23: 87.6%, and 2021-2022: 84.4%). Over 4 out of 5 young people (82.5%) progressed in their attitudes to two or more groups, and 73.4% 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 their attitudes to (other) social groups

In this section, we have calculated pre- and post-mean contact star scores, and the proportion of young people progressing in their attitude to other social groups. In this analysis we have controlled for pre-programme attitude (i.e. only the young people who had the potential to improve their attitude by scoring a 6 or below to a specific group in the pre-programme contact star were included) and self-reported identity where possible.

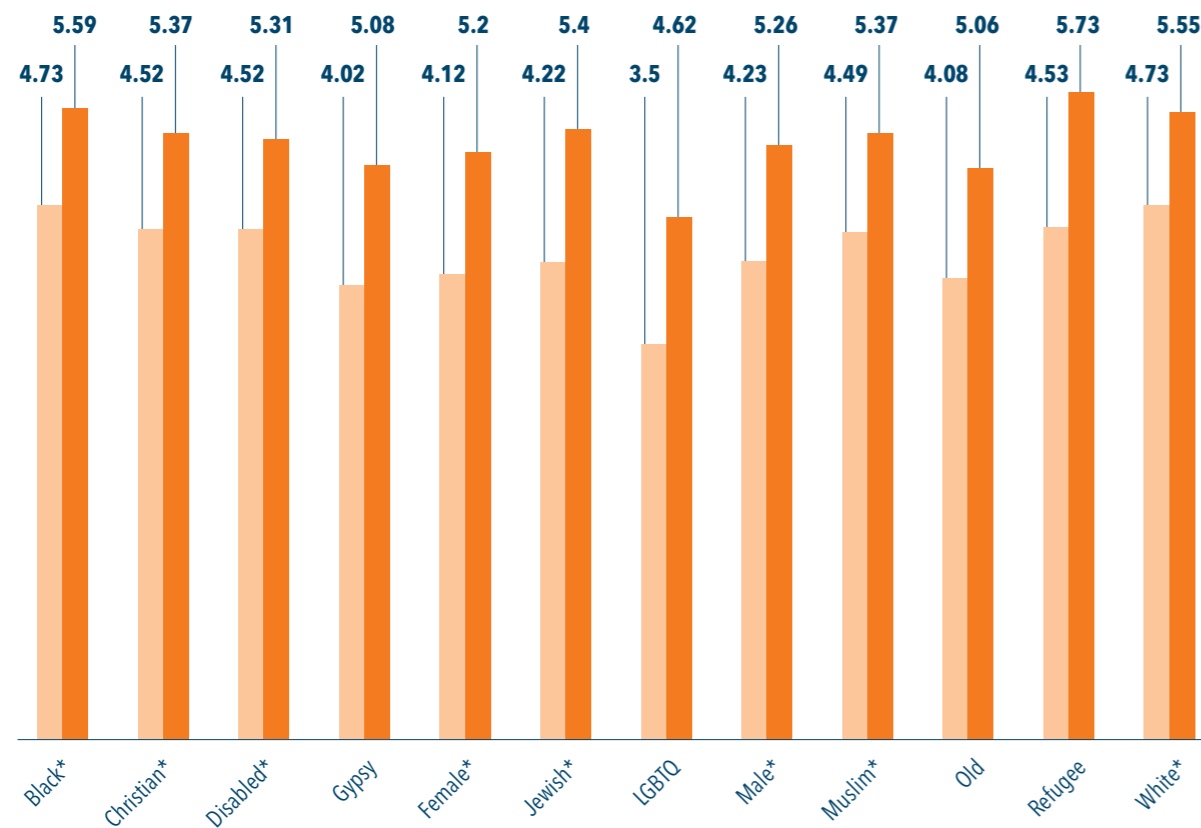
For example, if a young person has self-identified as female, we have excluded them from the analysis focusing on attitudes to other females. By looking at the data in this way we are ensuring that we evaluate the impact on a young person's attitudes to 'other' groups (those that the young person may not identify with). This type of analysis was only possible for some identities (Black, Christian, Disabled, Female, Jewish, Male, Muslim and White - identified by a * in the graph). The equalities monitoring form does not ask questions about LGBTQ, Gypsy or refugee status, and all 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 statistically 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.

Pre Programme
Post Programme

A statistical technique called Regression Analysis, used on data from previous academic years, also reveals that the improved attitudes to other groups is being significantly driven by the change in attitude towards Jewish people. These results give us even greater confidence that young people's engagement with Anne's diary is having a positive impact on attitudes towards both Jewish people and other groups in society.

Attitudes to Jewish & Muslim People

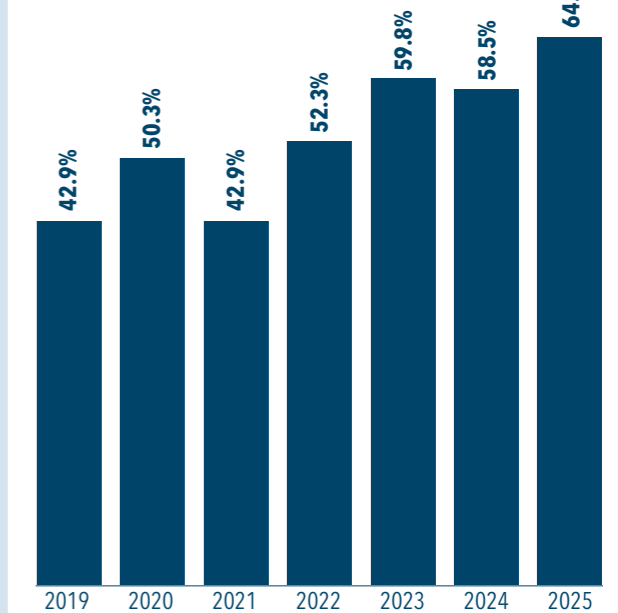
In the years since October 7th, 2023, the UK has witnessed unprecedented rises in both antisemitism and anti-Muslim hate. It is paramount for the Trust to understand what impact this may have had on attitudes towards both Muslim and Jewish people. This will now be analysed in the following section.

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 (64.6%) 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 seven-year period; with an increase in positive attitudes being seen during this last academic year (2024-2025).

% of young people who progress in attitudes towards Jewish people 2019-2025

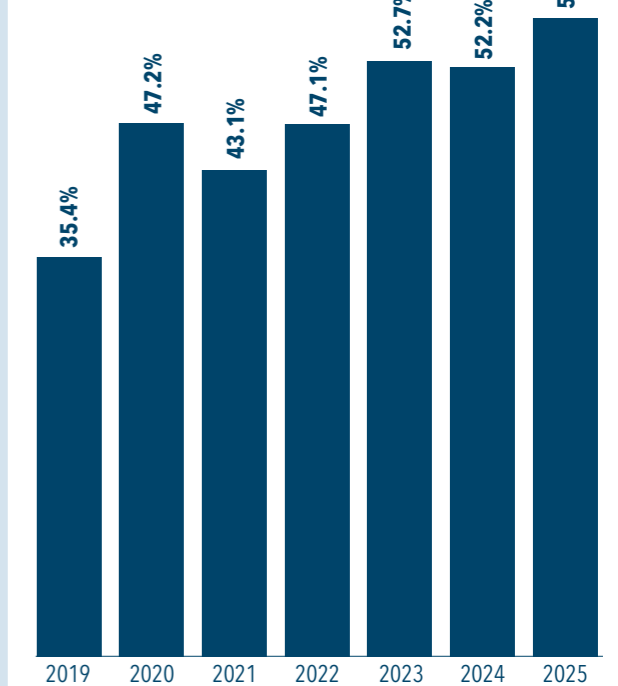


Only the young people who had the potential to improve their attitude (i.e., score 6 or less on the Contact Star in the pre-programme evaluation) are included in the analysis. Anyone scoring a 7 is considered as having no measurable room for improvement.

Attitudes towards Muslim people

Looking at a comparable set of data (2019-2025), the Anne Frank Trust is continuing to sustain its positive impact on attitudes towards a range of social groups. The graph demonstrates the impact on attitudes of young people to Muslims. The impact has been relatively consistent over recent years, however, as is the case for attitudes towards Jewish people, an increase in the levels of positivity being fostered by the programme are seen in this year's data.

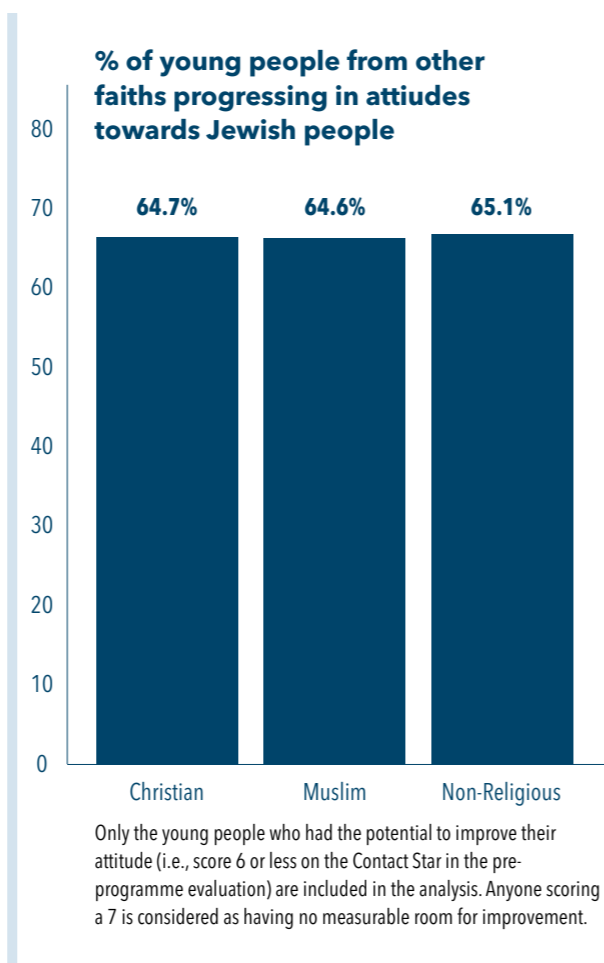
% of young people who progress in attitudes towards Muslim people 2019-2025



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 people from other faiths towards Jewish people

Following on from a focus on attitudes to Jewish and Muslim people, we also analysed the attitudes of young people from different faiths as well as non-faith backgrounds, towards Jewish people. The analysis revealed that the impact of the programme is consistent irrespective of young people's faith background. While this result supports findings from previous years' reports, the size of this year's sample means that the number of young people from Muslim, Christian and non-religious backgrounds included in the analysis is sufficiently large to provide statistical certainty in the results.



Impact on attitudes towards Jewish people by antisemitic incidents

Antisemitic hate incidents refer to acts of hostility, prejudice, abuse or violence directed at Jewish people, Jewish organisations or Jewish property because of actual or perceived Jewish identity. In the United Kingdom, the Community Security Trust (CST), a charity that monitors antisemitism and works to protect the Jewish community, records and analyses these incidents annually.

Recent CST reports establish that antisemitic incidents remained very high during 2024 and into 2025 (in 2024, the CST recorded 3,528 antisemitic incidents, the second-highest annual total on record). Overall, the data indicates that antisemitism continues to be a serious and ongoing concern in the UK.

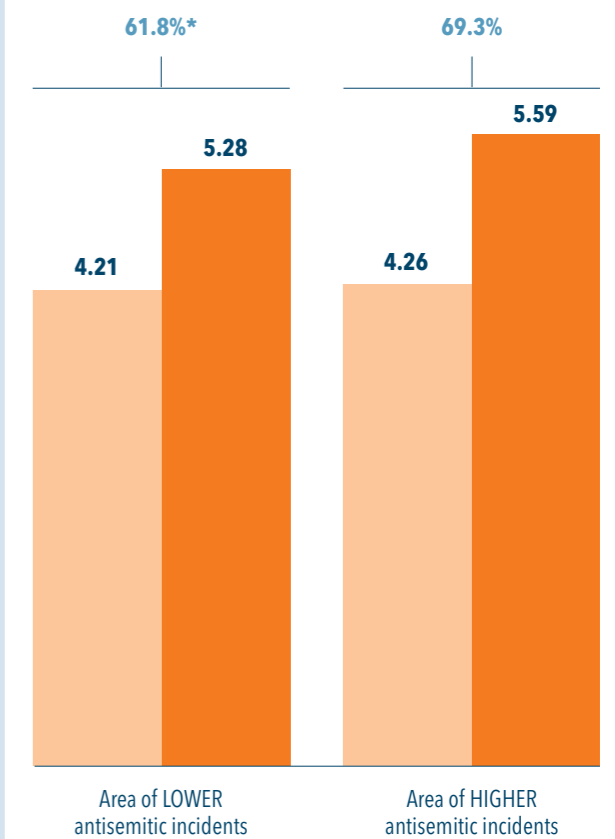
Using data publicly available from the CST, the following analysis explores the impact of the Anne Frank Trust core programme on young people who live in areas of lower and higher antisemitic incidence.

To help simplify the analysis, the number of antisemitic incidents by area was divided into two groups using a method called a median split. This involves identifying the median, which is the middle value of the data when all values are ranked from lowest to highest. Young people based in areas with CST antisemitic incident scores below the median were placed in a 'lower' category, and those in areas with scores at or above the median were placed in a 'higher' group. This approach allows for an easy-to-understand comparison between groups that differ in relative levels of antisemitic incidents, while still reflecting the overall distribution of the data.

According to the data, the median of antisemitic incidents was 251. Lower and higher antisemitic incidents were therefore categorised as follows:

- **Low** = 1-251 incidents (58.8% of sample live in these areas)
- **High** = 252-1847 incidents (41.2% live in these areas)

Impact on young people living in areas with lower and higher rates of antisemitic incidents



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. The Contact Star scores range from 1-7.

*Percentages indicate the proportion of young people who improved their attitudes.

Legend: Pre (light orange), Post (dark orange)

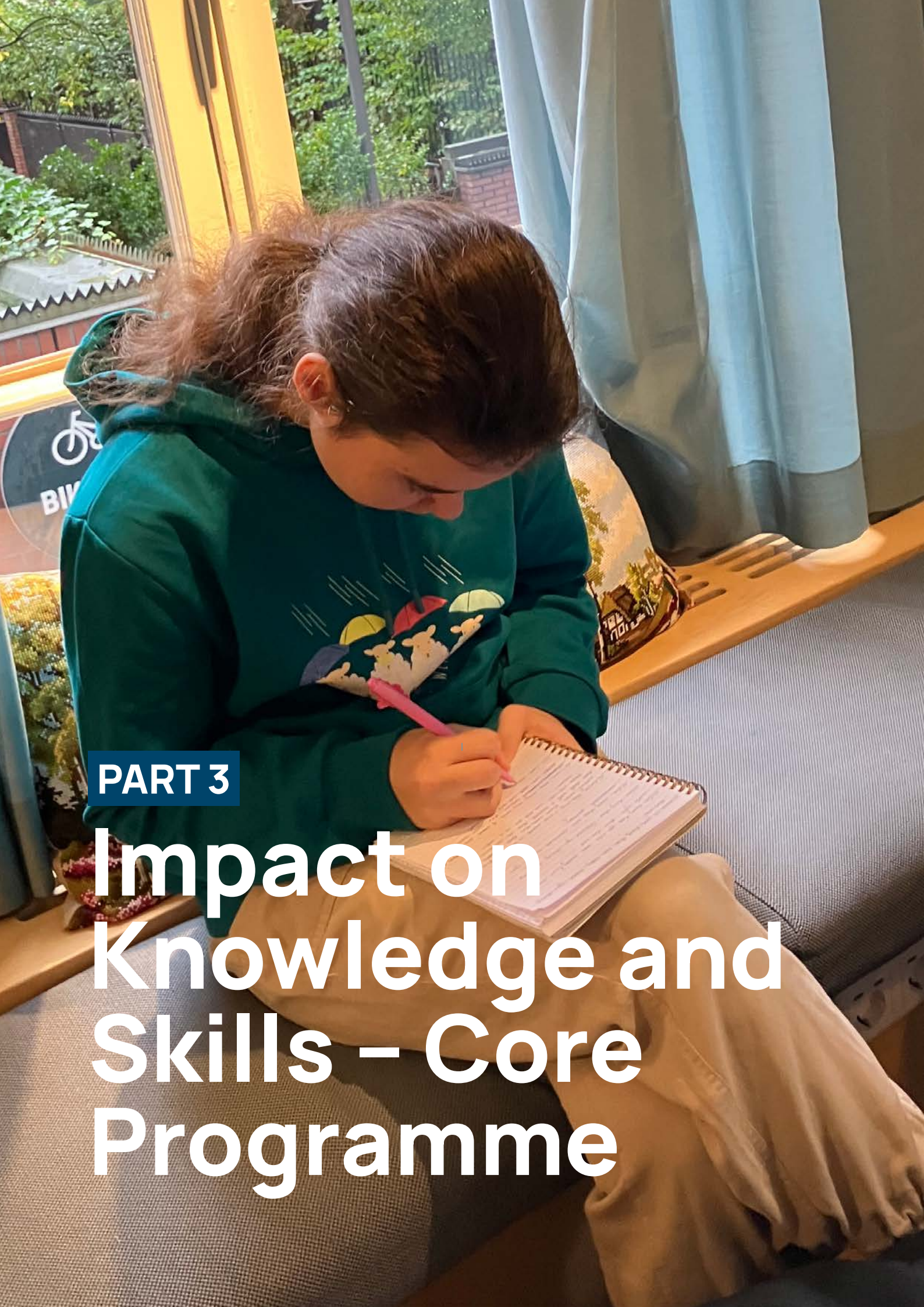
Whilst the average attitude score towards Jewish people (as measured by the Contact Star) is initially very similar across the two groups (4.21 and 4.26), the impact of the programme is greater in the areas with higher levels of antisemitic incidents. Without access to information on population density or the size of the Jewish population in each of these areas, we cannot be certain why antisemitic incidents are higher or lower in these areas, however the results of the data are indicative of greater positive impact of the Trust's programme in areas where it is most needed.

Impact on attitudes by grouping variables

As in previous reports, analyses of impact on attitude (measured by average pre- and post- contact star score), by gender, religion, ethnicity, school phase (e.g. secondary/primary), urban/rural status, geographical area and programme type, were performed.

Results from these analyses tell us that comparable impact is made across all participants, thereby confirming previous years' findings that significant positive progress is made by young people in their attitudes to other groups irrespective of identity characteristics.





PART 3

Impact on Knowledge and Skills – Core Programme

The Evaluation

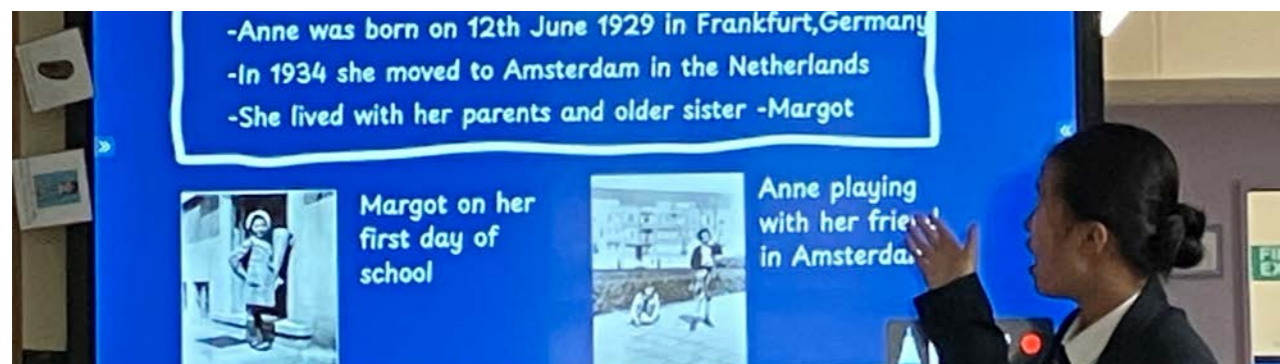
In addition to collecting data on attitudes, the Peer Educator Evaluation also asks young people to rate their agreement on items designed to evaluate impact on six key areas of learning.

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:

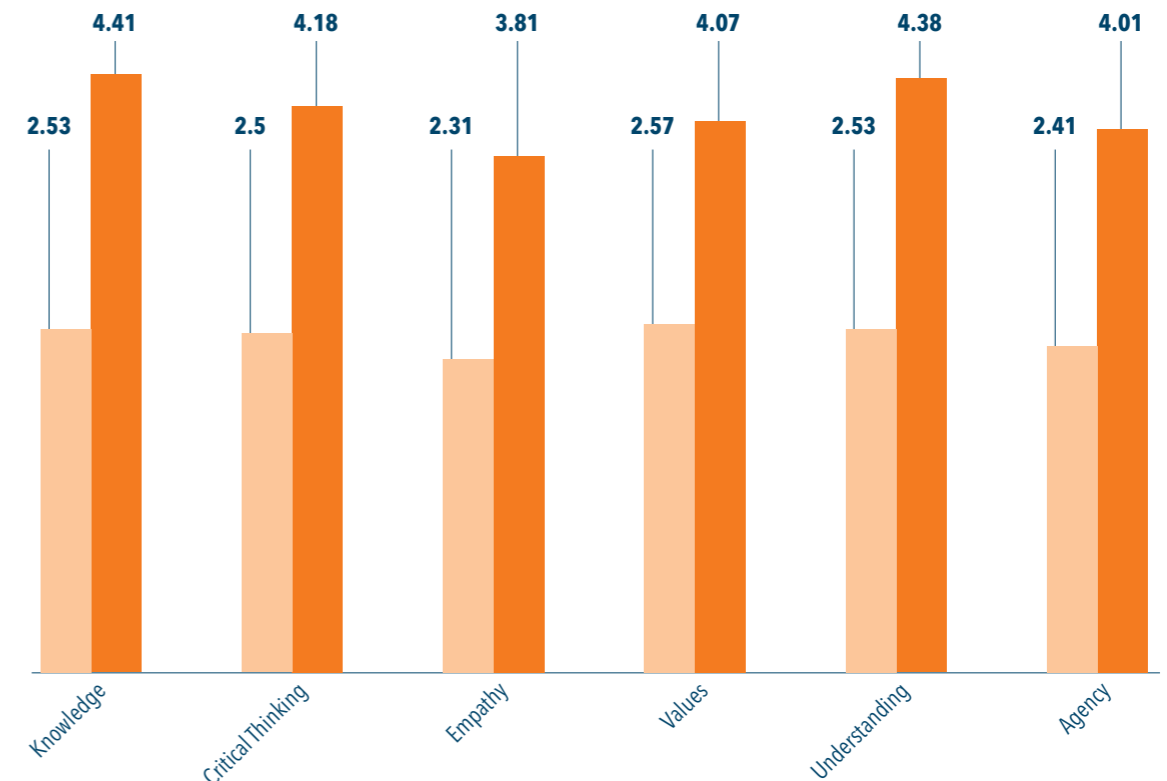
<p>1</p> <p>I know what prejudice means (Knowledge about prejudice)</p>	<p>2</p> <p>I can see when someone is being prejudiced (Critical thinking - ability to recognise prejudice)</p>
<p>3</p> <p>I can understand how it feels to be a victim of prejudice (Empathy - empathic insight with those affected by prejudice)</p>	<p>4</p> <p>Challenging all types of prejudice is important to me (Values - a personal commitment to challenging prejudice)</p>
<p>5</p> <p>I can understand how prejudice can cause harm (Understanding of the hurt and damage that prejudice can cause)</p>	<p>6</p> <p>I feel confident about how I can challenge prejudice (Agency - confidence to act and make a difference on prejudice)</p>



Impact on key areas of learning

The following graph shows that, on completing the Anne Frank Trust core programme, young people make statistically significant progress in all six areas of learning.

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

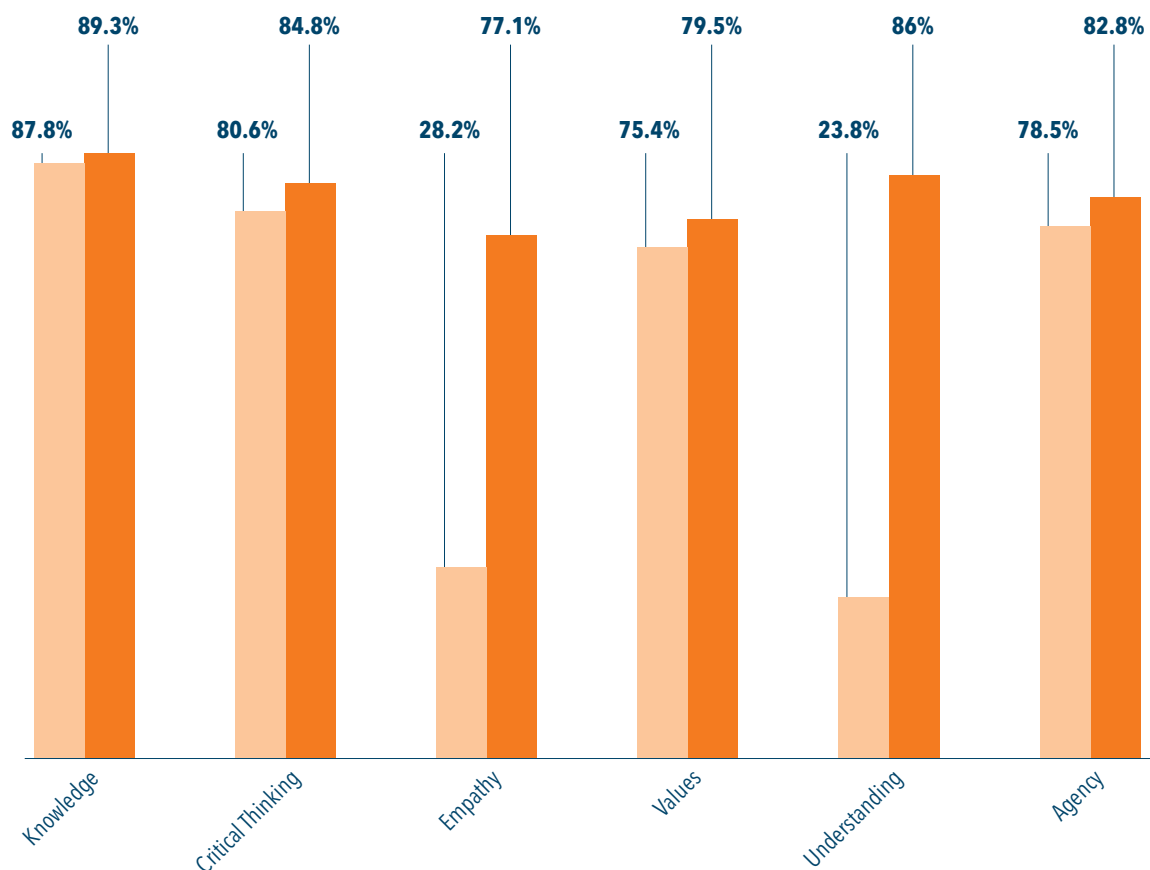


Only the young people who had the potential to improve their knowledge or skill (i.e., score 4 or less on the corresponding statement in the pre-programme evaluation) are included in the analysis. Anyone scoring a 5 is considered as having no measurable room for improvement.



As shown below, a greater proportion of the young people were also shown to have made progress on all items when compared to previous years' data.

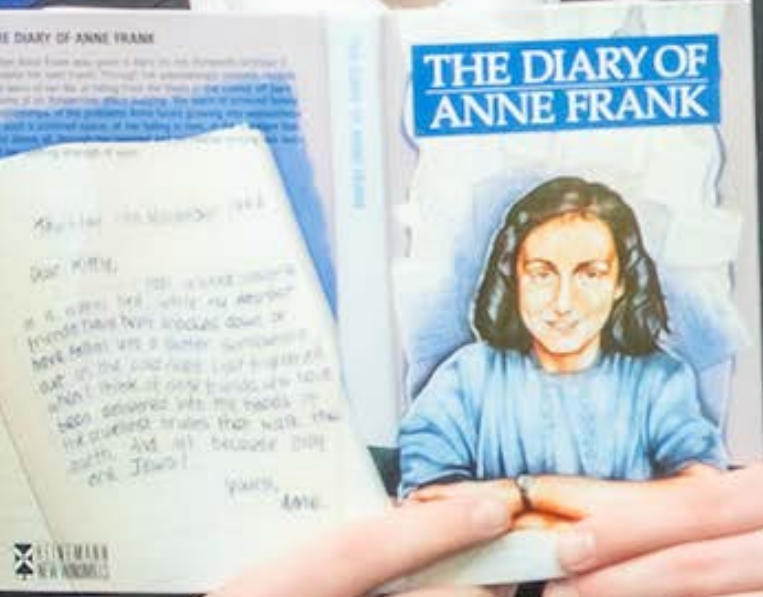
% of young people who progress in each area of learning (2024-2025)



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 was made specifically of those young people who started from a position of uncertainty or disagreement with the six key areas of learning. The results show that the programme had an even greater impact on these young people - with 96.1% progressing in knowledge, 93% in critical thinking and 95% in understanding the hurt and damage that prejudice causes.



PART 4

Impact of the Workshops

The Programme

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 to two hours in length.

Six different workshops were offered to schools during the 2024-2025 academic year. These were:

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

The sample of young people

Approximately 19,189 young people took part in one of these workshops during the 2024 - 2025 academic year. Across 633 sessions, 1084 young people completed some or all the evaluation form and are included in the data analysis outlined below. A breakdown of participants by workshop type is shown alongside:

Workshop type	N	%
Anti-Black Racism	359	33.1
Islamophobia	267	24.6
Antisemitism	200	18.5
Gender Equality	82	7.6
Homophobia	159	14.7
Misogyny*	17	1.6

*Numbers in this workshop were too small to analyse separately and are therefore not included in the findings from specific workshops reported below.

The age of workshop participants who took part in the evaluation ranged from 9 to 15 years, with the mean (average) participant being aged 11.47 years.

Of the young people who took part in the workshop evaluation, 55.3% were female and 40.9% were male.

Other demographic variables captured much of the diversity in the UK population and all are reported in Appendix 5.



The Evaluation

Each participant completes a questionnaire at the beginning and the end of a workshop (pre- and post-programme), to assess impact on a range of factors related to both prejudice in general, and the specific type of prejudice discussed in the workshop.

The evaluation asks participants to rate their degree of agreement with items on a 5-point-scale (1 = strongly disagree, 5 = strongly agree).

Findings across workshops – common items

Some of the items, related to Anne Frank and general prejudice, were common to all workshops. These included:

- I know a lot about Anne Frank
- I know what prejudice means
- I can recognise what a stereotype is

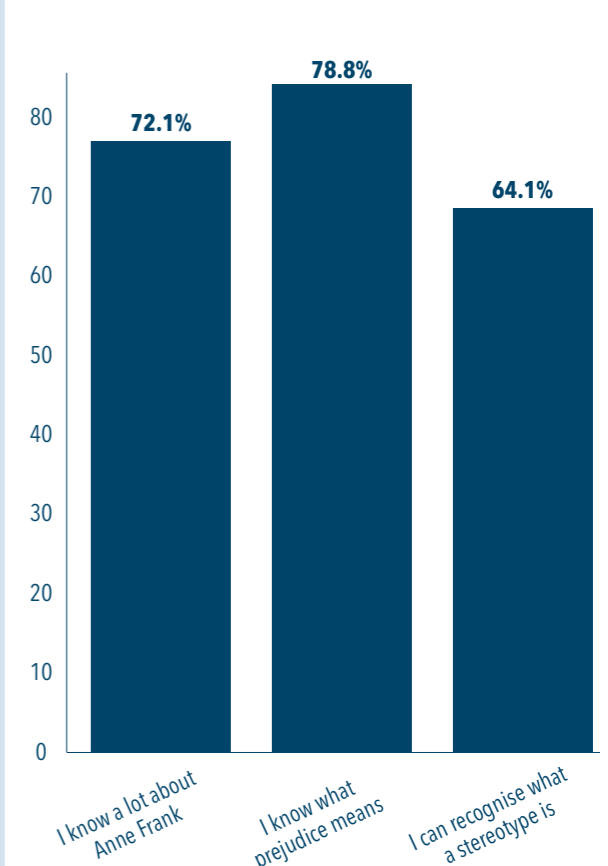
To maximise statistical power, the data from all workshops was combined and the analysis focused on impact common to the workshops. Overall results indicate that young people make significant progress in their knowledge about Anne Frank and prejudice, as well as in recognising and using stereotypes.

When examining progress on these items by workshop type, the results show statistically significant improvement across all items in every workshop. We can therefore be confident that the workshops have a positive impact on young people's knowledge about prejudice and their ability to recognise stereotypes.

When looking at the outcomes by workshop type more closely, we can also see that the antisemitism workshop has the greatest impact on young people's knowledge of Anne Frank.

Additionally, the results once again tell us that the programme has its greatest impact where it is needed most; mean (average) pre-evaluation scores were lowest across all three items in the gender equality workshops and these workshops saw the greatest proportion of young people make progress.

% of young people who made positive progress by item



Scale runs from 1 - 5. Only the young people who had the potential to improve (i.e. scored a 4 or less on each item in the pre-programme evaluation) are included in the analysis. Anyone scoring a 5 on an item pre-programme is considered as having no measurable room for improvement.



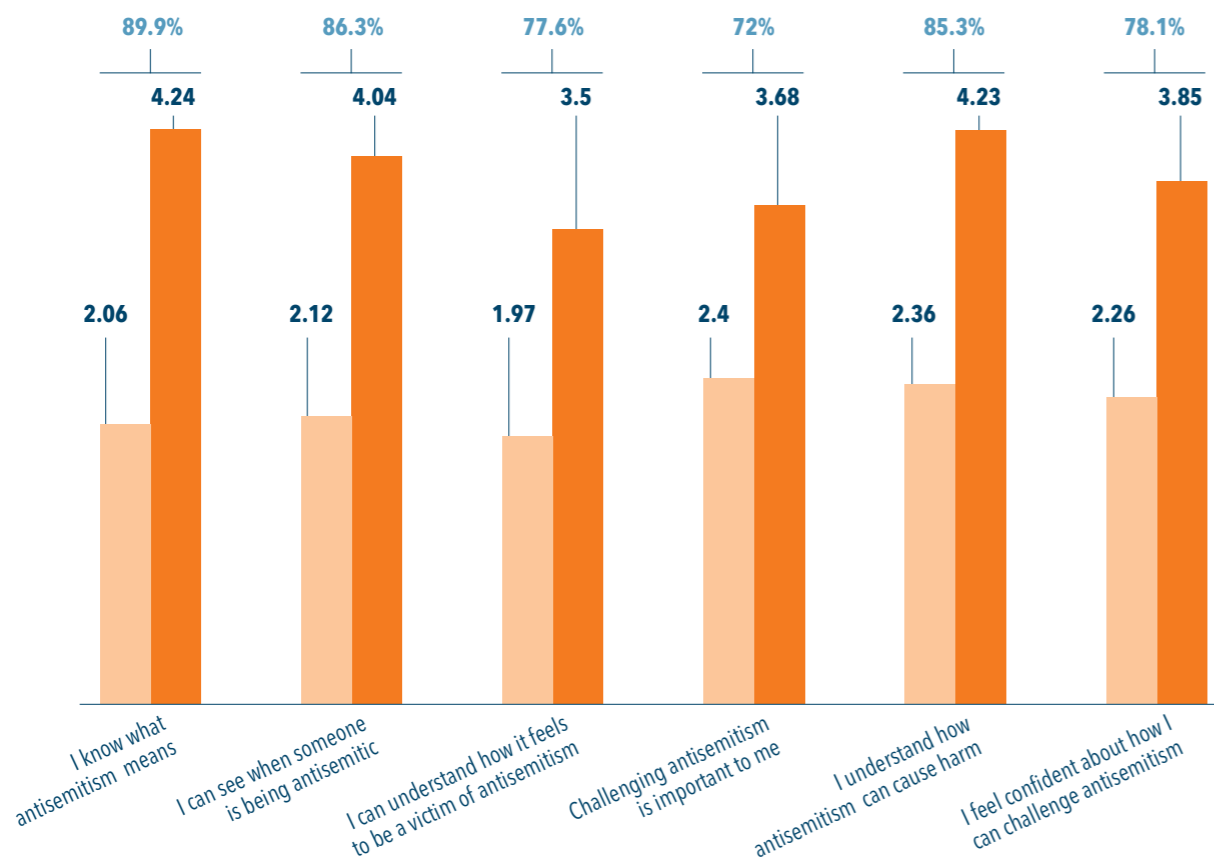
Findings across workshops – items related to prejudice type

Some items referred to the specific type of prejudice being discussed in the workshop; while the item is common across workshops the type of prejudice it refers to differs. The specific type of prejudice is represented by X in the items below.

- I know what X means
- I can see when someone is being X
- I can understand how it feels to be a victim of X
- Challenging X is important to me
- I understand how X can cause harm
- I feel confident about how I can challenge X

The greatest progress across all key areas is seen in the antisemitism workshop. Low baseline levels across items, together with a very real link to the workshop's source material – Anne Frank's Diary, means that significant progress is made across items, and the proportion of young people making positive progress is 72% or above on all items.

Impact of antisemitism workshops



Only the young people who had the potential to improve (i.e., scored 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.

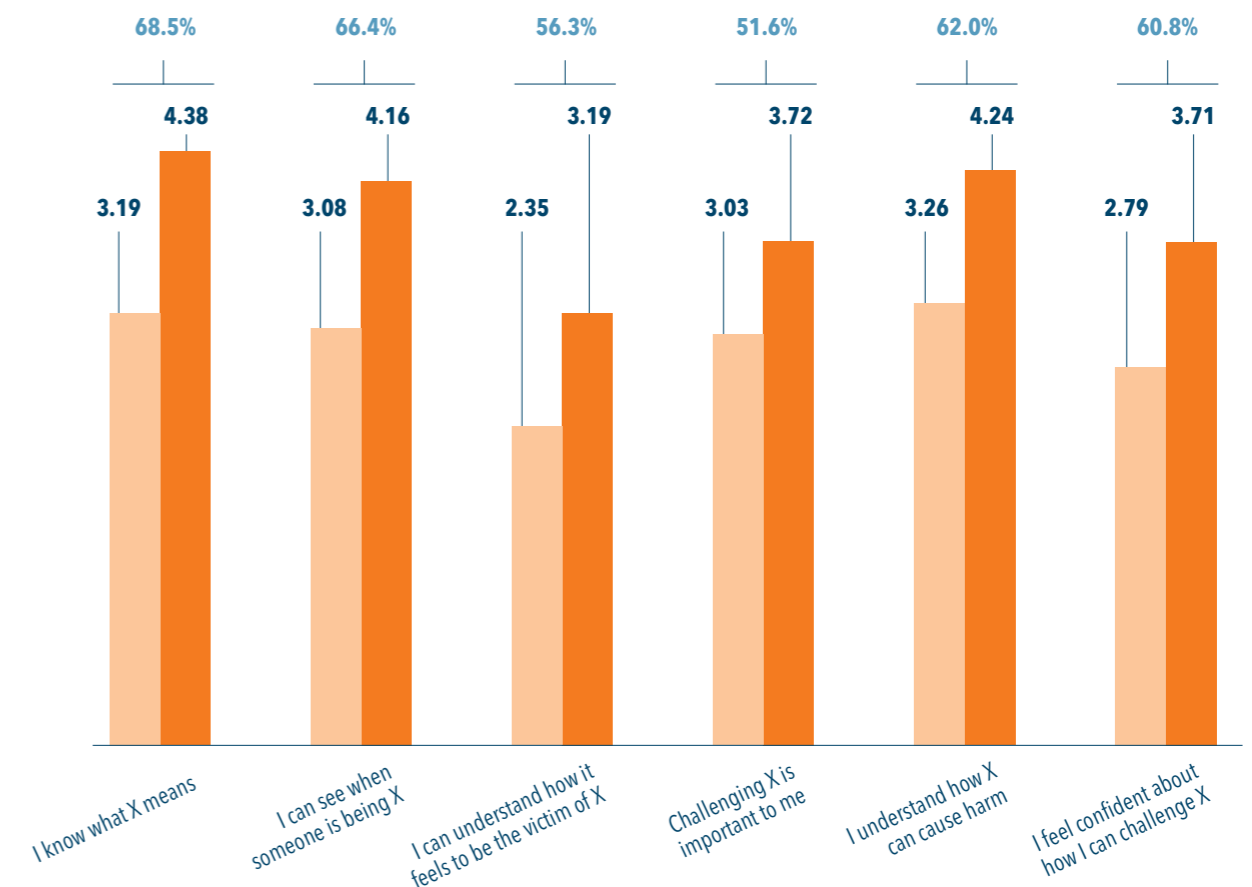
*Figures represent proportion of young people who improved pre-post programme

Pre
Post

Again, to maximise statistical power, and to provide a clear comparison, the data from all other workshops (excluding antisemitism workshop data) was combined, and the analysis focused on impact irrespective of what type of

prejudice was being considered. Pre- and post-programme mean (average) scores and the proportion of young people who improved by item are shown in the following graph.

Impact of other workshops



The data above represents combined data for all workshops except antisemitism. Only the young people who had the potential to improve (i.e., scored 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.

*Figures represent proportion of young people who improved pre-post programme across all other workshop types.

Pre
Post

When we compare the pre-evaluation scores from antisemitism workshops with those from other workshops, we can see that young people start out with lower levels of knowledge about antisemitism, are less able to recognise antisemitism, and are less motivated and confident to challenge it compared to other types of prejudices. Greater proportions of young people therefore make progress in all of these areas related to antisemitism compared to progress related to other prejudices. This data highlights the lack of knowledge young people have about antisemitism and underscores the continued need for work in this area.

Comparison of findings from specific workshops

All workshop types are having a positive impact on young people's knowledge about specific types of prejudice and the harms these can cause, as well as the importance and confidence to challenge them. Across these areas of learning, the workshops on antisemitism and Islamophobia appear to have the greatest impact, with big gains also being made in the gender equality workshop, and to a slightly lesser extent the homophobia workshops. Conversely, a lower proportion of young people are seen to make progress in the anti-Black racism workshops, although this is likely to indicate higher pre-programme levels of knowledge and awareness of anti-Black racism (participants in the anti-Black racism workshops report higher pre-programme mean scores across all items).



PART 5

Impact of the Ambassador Programme

The Programme

Launched in 2022, the Anne Frank Trust's Ambassador Programme provides sustained individual support for young people 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 Ambassadors and commit to an anti-prejudice role in their schools and communities up to the age of 16. Each Ambassador is offered a range of learning and empowerment opportunities, including:

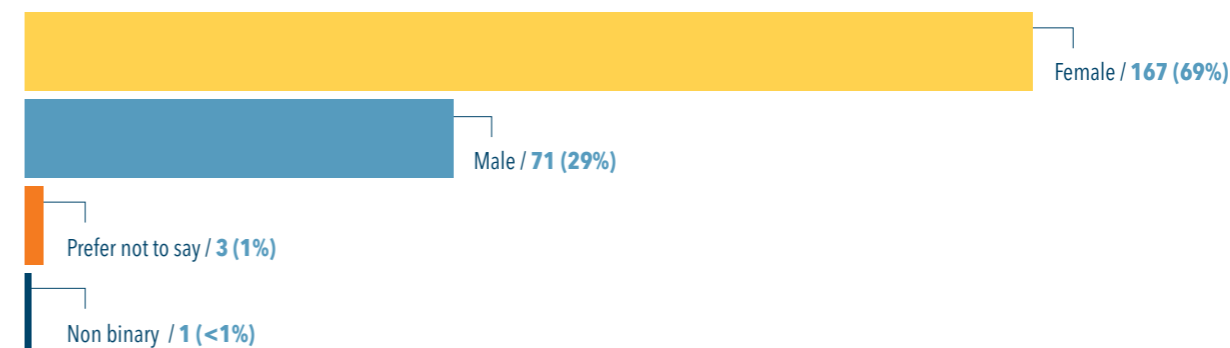
- Mentoring until they reach 16 by an Education Delivery Specialist including support to lead anti prejudice projects. Projects have included designing and delivering sessions for peers, running school events and leading art-based competitions
- Online knowledge and skills workshops

- Public speaking engagements at Anne Frank Trust events and with partner organisations including speaking at the Trust's Annual Lunch in front of the Queen and at the Scottish Parliament
- 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 visiting the Anne Frank House in Amsterdam
- A youth forum to contribute ideas to the development of the Anne Frank Trust

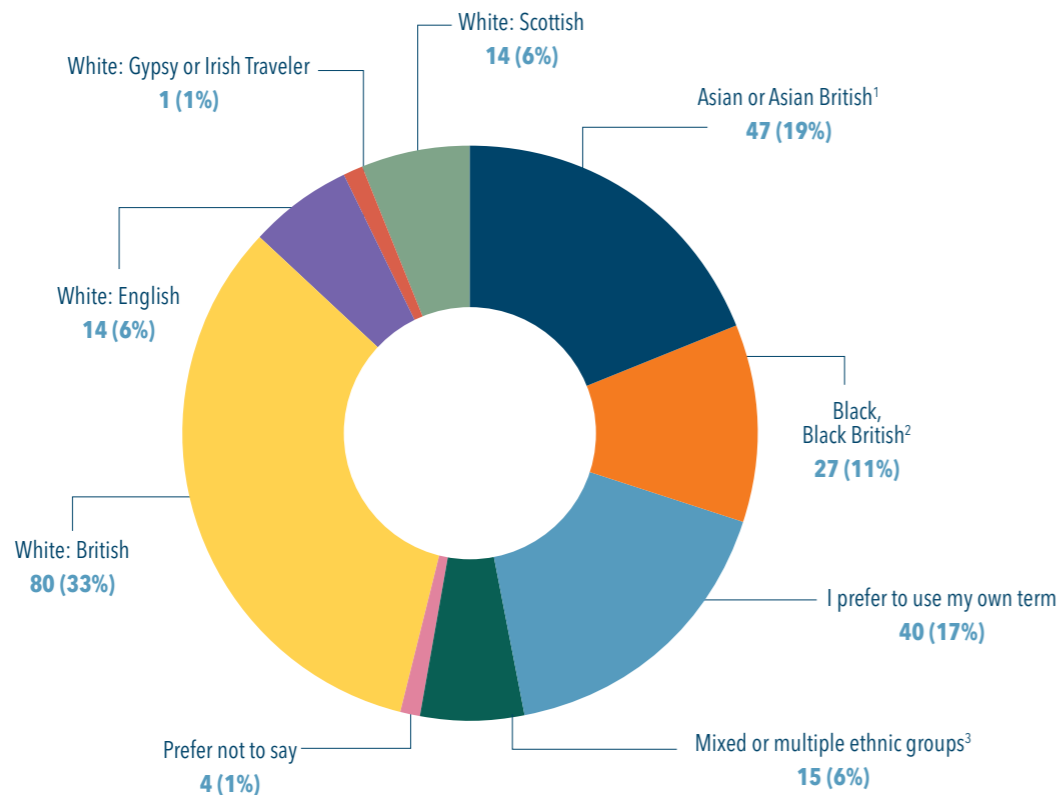
Many Ambassadors also attend the Trust's annual national youth conference alongside other Peer Educators.

As of July 2025, the Anne Frank Trust had 242 Ambassadors with 34 graduating from the programme at the end of the year.

Ambassadors: Gender

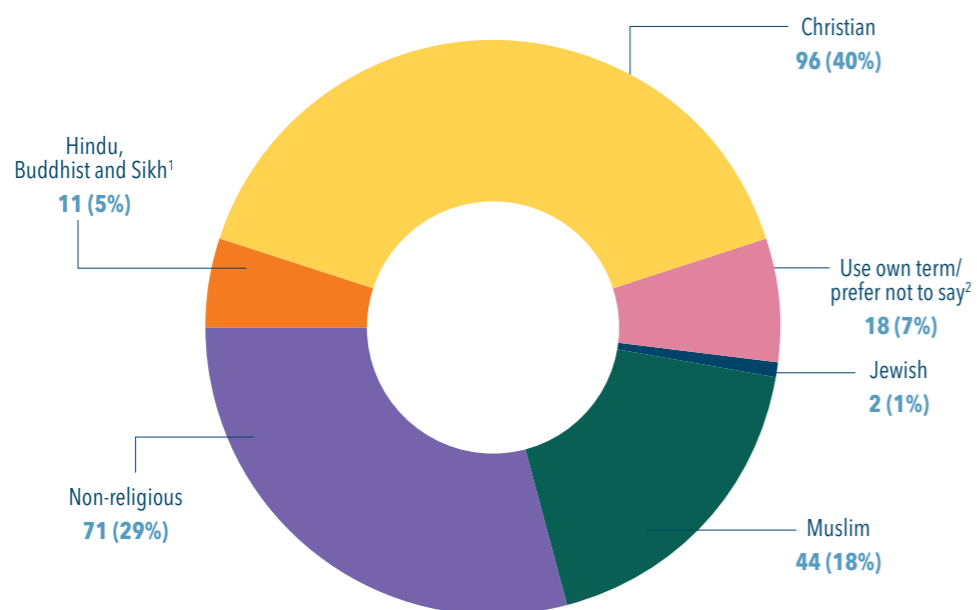


Ambassadors: Ethnicity



1. This included at least 2 and up to 21 each of Asian, or Asian British (Bangladeshi, Chinese, Indian and Pakistani)
2. This included at least 2 and up to 25 each of Black, or Black British (African and Caribbean)
3. This included at least 3 and up to 8 each of Mixed or multiple ethnic groups (White and Asian, White and Black African and White and Black Caribbean)

Ambassadors: Religion



1. This included at least 2 and up to 7 in Hindu, Buddhist and Sikh groups
2. This included at least 5 and up to 13 of those who either preferred not to say or used their own term

In 2024-25 we delivered:



729
Mentoring Sessions



3 Diary Reading Group Sessions



4 Skills Sessions

Project Management
Public Speaking and Debating
Spoken Word and Poetry
Using Social Media



6 Knowledge Sessions

Jewish Life and Antisemitism
Black History Month
International Day of Disability
Q&A with Holocaust survivor
LGBT History Month
What is EDI?



9 One Day Study Trips Across the UK

The Holocaust Centre North
Newcastle Synagogue
Imperial War Museum London
Jewish Museum Manchester
People's Museum Manchester
Singers Hill Synagogue
Waterperry Opera Festival
St Mungo's Museum of Religious Life and Art
Peace Museum



3 Residential Study Trips

Anne Frank House
Lake District
Bergen Belsen commemorating the 80th anniversary of liberation



4 Youth Forums

where Ambassadors contribute and feed back on shaping the programme

The Evaluation

A revised set of measures for the Ambassador programme was designed in collaboration with the University of Kent and launched during the summer of 2025; data collection remains ongoing. The new measures use a mix of quantitative and qualitative questions and are designed to capture data at key points during the Ambassador programme. Measures included in the current evaluation include:

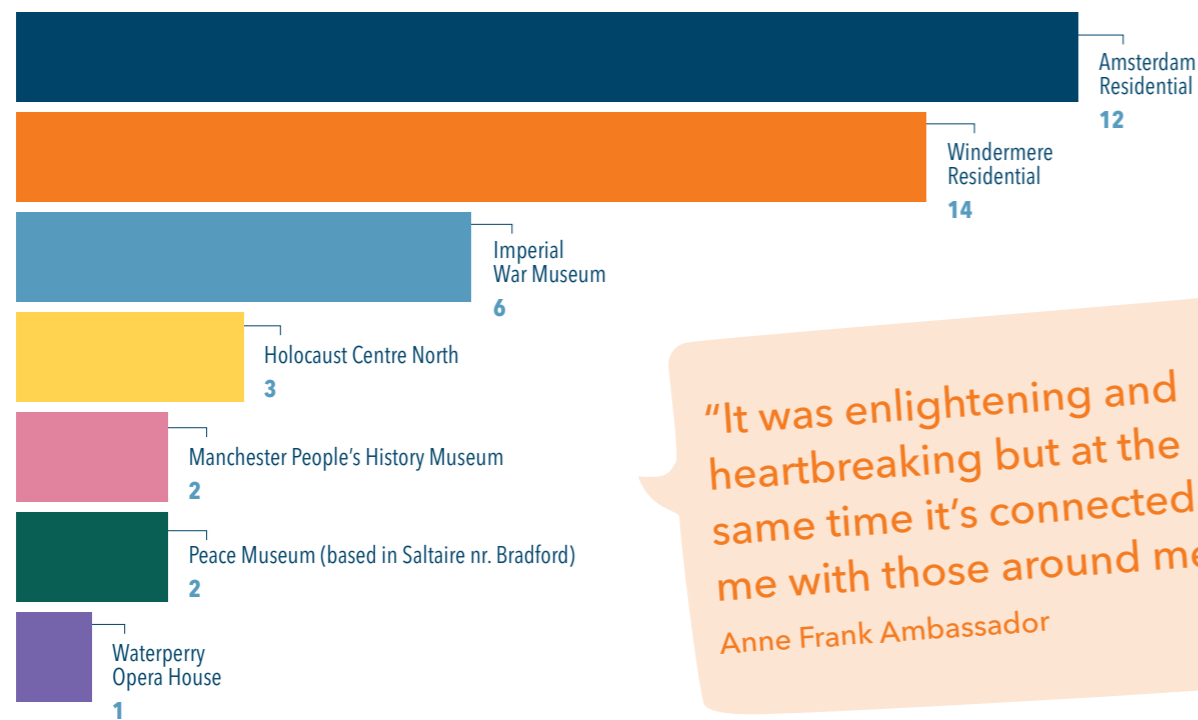
- Post-Event Questionnaire (Ambassadors can complete more than one of these depending on how many events they attend during their Ambassador journey).
- Project Evaluation Questionnaire (on completion of their Ambassador project).

Impact of The Ambassador Programme – Post Event Evaluation

The post-event questionnaire asks the Ambassadors a series of 11 short questions about the event they attended, what they learned or whether they developed any new skills as a result of attending the event, and how the event made them feel. A copy of the questionnaire can be found in Appendix 6. Events for Ambassadors included day study trips and residential study trips.

40 Ambassadors completed the post-event questionnaire between August and October 2025. The events that they attended are shown below.

Ambassadors attending events



Note: Amsterdam and Windermere are residential trips, all others are summer day trips.

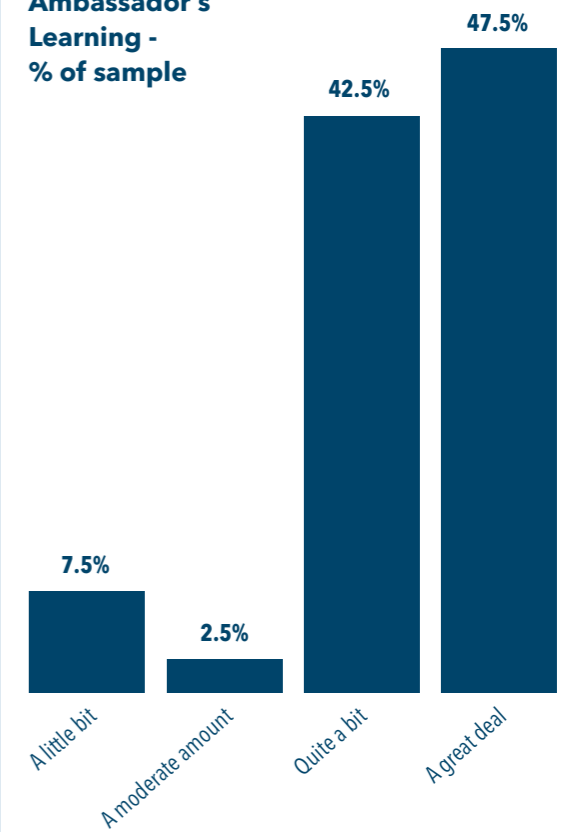
"It was enlightening and heartbreaking but at the same time it's connected me with those around me"
Anne Frank Ambassador

All Ambassadors reported a positive impact on their learning post event, with the majority reporting having learnt 'quite a bit' (43.5%) or 'a great deal' (47.5%). Typical areas of learning included the Holocaust, Anne and her family, but also other aspects of Jewish life. 70% also reported that the event had helped them to develop new skills with examples given by the Ambassadors including empathy, compassion, reflection skills and teamwork.

87.5% of the Ambassadors felt that the events had helped them to understand the lives of other groups and people more, and all reported feeling more connected to other Ambassadors post-event.

When asked how the events made them feel the Ambassadors reported a mix of emotions but predominantly sadness and anger. Ambassadors reporting feeling sad for the atrocities Jewish people have endured across history, but for a large proportion learning about these events also empowered them to continue their Ambassador journey and to use their new knowledge and skills to challenge prejudice. Many reported that they would continue to use art and writing to express their ideas and challenge prejudice, whilst others spoke about how their growing confidence would help them to spread awareness and discuss issues of prejudice and discrimination with others.

Impact on Ambassador's Learning - % of sample



100% reported a positive impact on learning

100% felt more connected to other Ambassadors afterwards

87.5% said events improved understanding of other groups

"It made me feel empowered and determined to take further steps to ensure as little prejudice and discrimination as possible occur where I can stand up to it"

Anne Frank Ambassador

"Emotional. I definitely felt inspired to continue with my personal project."

Anne Frank Ambassador

Impact of the Ambassadors Programme – Project Evaluation

Supported by their Education Delivery Specialist mentor, Ambassadors create and manage their own projects to challenge prejudice and discrimination in their schools and wider communities.

The project evaluation questionnaire asks Ambassadors to complete a series of items related to their Ambassador project: what inspired the project, how much impact they believe it's had on relevant sections of their community, what they learnt by completing their project and what they are most proud of. A copy of the questionnaire can be found in Appendix 7.

Eight Ambassadors completed the project evaluation between July and December 2025. The projects ranged from delivering sessions on Anne's story and prejudice and discrimination to Year 5 students, giving guided tours of the 'A

History for Today' exhibition, writing a speech about being part of the Anne Frank Trust Community, and delivering a school assembly on Anne Frank and human rights.

The Ambassadors all reported that undertaking a project had improved their learning, both in terms of knowledge and more practical elements. For example, the projects deepened their understanding of Anne Frank's story but also helped them talk about sensitive and challenging issues.

Many of the projects involved some element of public speaking and the Ambassadors were extremely positive about how this had helped to develop their oral skills and confidence levels.



"I learnt how to connect with others and how to teach a lesson which was a first for me and it taught me how to use my voice to help others"

Anne Frank Ambassador

"It made me feel confident and proud of myself and my audience"

Anne Frank Ambassador

Ambassador Story

Olivia graduated from the Ambassador programme in summer 2025. Olivia always stood up for what she believed was right starting in primary school when she challenged sexism. Having faced prejudice herself with slurs directed at her, joining the Anne Frank Trust gave Olivia the chance to take her passion for fairness and justice to the next level, while also growing in confidence to address and challenge discrimination head on.



During her time as an Ambassador Olivia attended online knowledge and skills based sessions, youth conference and study trips to both Krakow and Amsterdam all of which connected her with like minded young people with a shared passion. With the support of her Education Delivery Specialist mentor, Olivia delivered assemblies to her peers, training sessions and wrote and performed a poem at a Holocaust Memorial Day event.

"I became an Anne Frank Ambassador because everything the Trust stands for aligns with my values. I had life changing experiences through study trips to Krakow and Amsterdam including visiting Auschwitz and the Anne Frank House. Seeing these places first hand, meeting inspiring Ambassadors and sharing knowledge has boosted my confidence and strengthened my resolve to challenge prejudice."

Being part of the Anne Frank Trust showed Olivia how education can inspire change. A key moment that stands out of Olivia's Ambassador journey, highlighting the impact of the programme, was during an ethics lesson in school when a peer made a racist comment about the British Sikh community. Olivia immediately spoke up and explained why what had been said was wrong. Before becoming an Ambassador she felt she would not have had the courage and confidence to confront something like that.

After graduating from the programme, Olivia had the opportunity to join other Ambassadors from across the country at a reception at Buckingham Palace, hosted by the King and Queen to mark Holocaust Memorial Day. There, she shared her Ambassador journey and her message of building a better future for generations to come.

"Although I have now graduated from the programme, being part of this incredible organisation has helped shape the young adult I have become and I will always consider myself an Anne Frank Ambassador. The knowledge and skills I have developed and gained are something that will stay with me and continue to help me throughout my life. With the increased levels of hatred and division there is even more of a need to build an inclusive society where Anne Frank's dreams of a world of peace and tolerance are no longer just a hope but a reality and as an Ambassador that is what I will always try to do."

Moving forward

In addition to the evaluation measures reported here, two further measures have also been designed and are currently being used with new cohorts of Ambassadors. These measures are:

- Baseline Questionnaire (Pre-Programme)
- End of Programme Questionnaire (Post-Programme)

Whilst the Ambassador programme consists of relatively small numbers compared to our other programmes, these four measures have been designed to capture data at key points in the Ambassadors' journeys, and will provide us with a clear sense of the programme's impact on young people from the very start of their journey to the time they graduate.

We intend to present the first set of this data in next year's report.



PART 6

Impact of the Online Learning Programme



What are our online learning events?

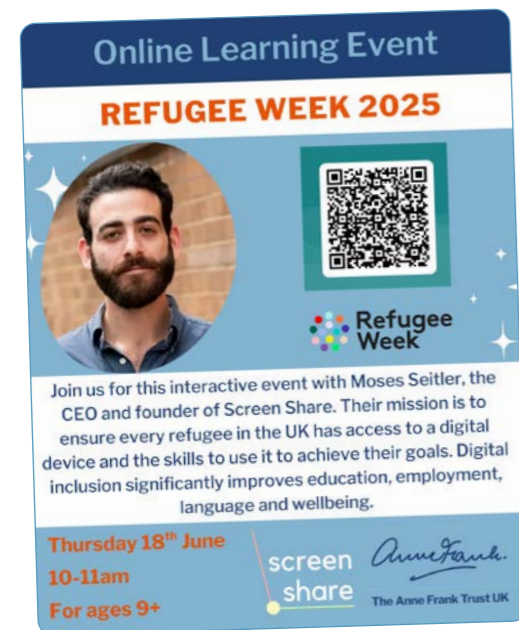
Online events are free, live, interactive learning opportunities for all schools and home educators to attend. Our online events provide an opportunity for young people to reflect on current issues and all forms of prejudice and discrimination; they also help to empower young people to be agents of change 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.

"Hearing a Holocaust survivor is something the children will never forget. The session was so engaging and story so moving and everything was approached in the perfect way for a primary aged audience."
Balliol Primary School

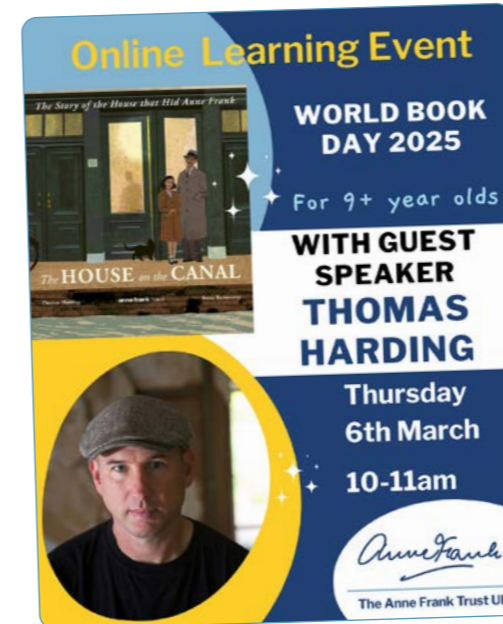
13
online learning events delivered

896
schools and education settings joined

67,322
young people reached



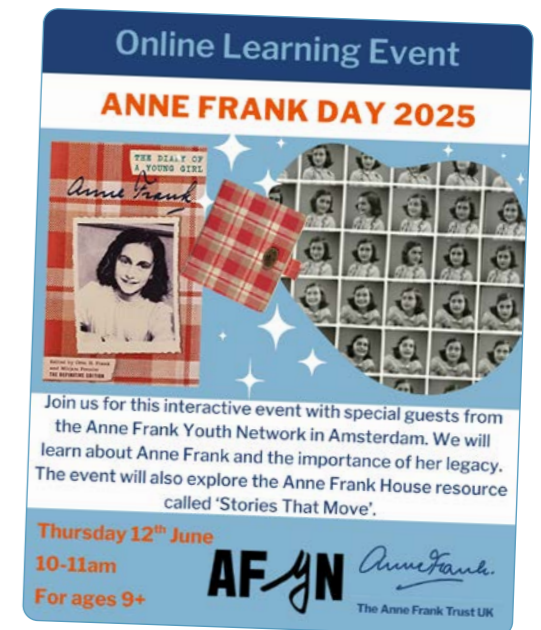
"The students really enjoyed the opportunity to be part of the event being involved through the polls and being able to submit questions, work and ideas. It makes such a difference rather than them just being spoken at."
Yardley Hastings Primary School



"The enthusiasm and passion the guest brought was great. It really inspired our students. The event was very professional with the split screen and interactive elements too allowing students to submit very thoughtful questions. It was an immersive experience."
Park Hall School

"The session really gave the students the opportunity to develop their knowledge, to engage and also reflect with practical examples of how they can actively challenge different forms of prejudice."
Trinity St Edwards School

"The event raised awareness of the difficulties faced by people with disabilities and enabled our students to reflect on their own knowledge and experiences. Hearing from a guest with lived experience made it very relatable and generated lots of discussion post event."
Hazelbury School



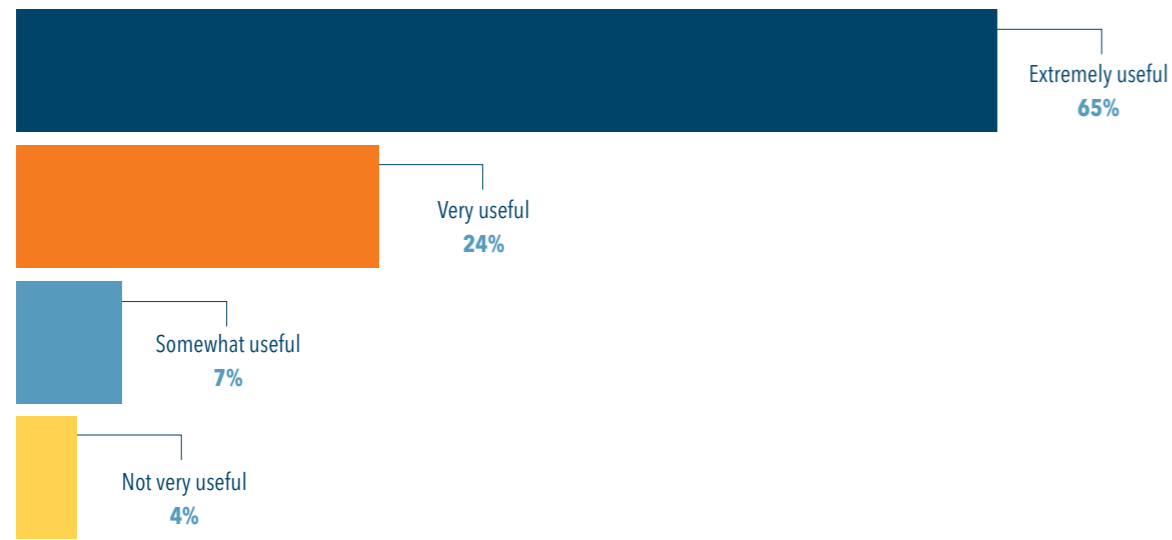
Teacher feedback

60% of teachers agreed that attending the online events inspired further conversations in the classroom around prejudice and discrimination.

Post-event, teachers are asked to feedback on the online learning events and to measure the

impact they have had on their students. 89% of schools who joined online learning events in the last academic year said they were very or extremely useful.

Teacher Feedback



78% of voting participants felt confident they would recognise a hate crime and how to report it following our event for Hate Crime Awareness Month compared to only 10% pre-event.

68% of voting participants felt confident they would recognise ableism and how to challenge it following our event for International Day of Persons with Disabilities compared to only 14% pre-event.

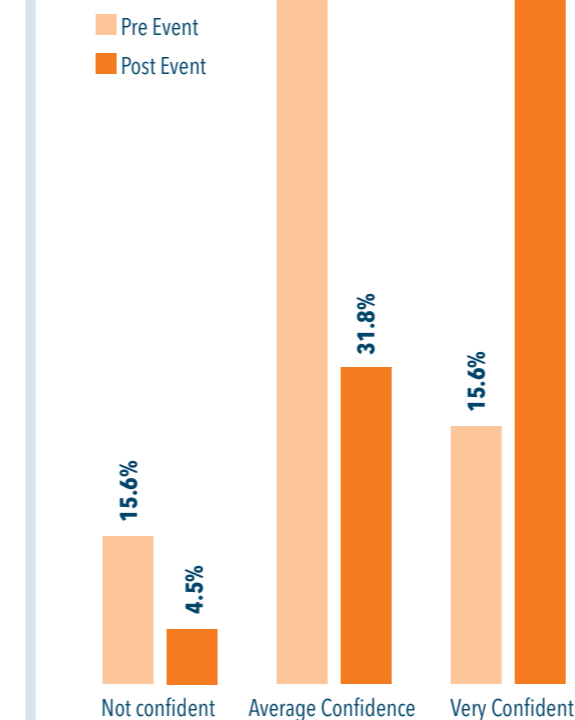
58% of voting participants felt confident in recognising and challenging discrimination against the LGBTQ+ community following our event compared to only 11% pre-event.

For our online event marking Anne Frank Day in 2025, we explored the theme of why Anne's diary is still so important and relevant today. Prior to the event, 31% of voting participants felt that the diary was very relevant today; following the event, this rose significantly to 84%.

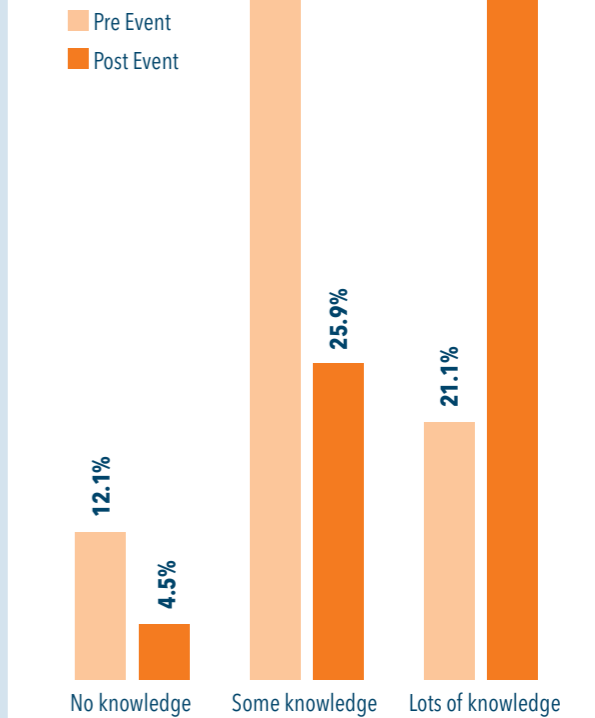
Student knowledge before & after

When measuring the impact on student knowledge of online events, results shown alongside demonstrate that the majority of students (12.1%) started off with no knowledge about the subject being covered by the event. By the end of the event, this had increased to 95.4% of students stating they now had either 'some knowledge' or 'lots of knowledge'.

Confidence in recognising & challenging prejudice before & after events



Student knowledge before & after events



Confidence in recognising & challenging prejudice

Feedback from participants showed that confidence in recognising and challenging prejudice and discrimination improved following participation in an online event.



Conclusions & Future Research



Conclusions

The Anne Frank Trust's programmes continue to be highly effective in educating against prejudice among young people. They have a significant and positive impact on pro-social attitudes, as well as knowledge about prejudice, critical thinking, values and confidence to make a difference.

- This year, 90.2% of young people reported more positive attitudes towards at least one social group.
- The size of the sample and continued growth in participation mean these conclusions are more robust 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 more generally.
- The Trust's greatest impact continues to be on those young people who start out with the most negative attitudes and lowest levels of knowledge.
- Young people of different ages, ethnicities, genders and religions all make significant progress, regardless of geographical location or type of school.
- Workshops continue to have a strong impact across different forms of prejudice, with particularly high gains in understanding antisemitism, where starting levels are lower.
- The Trust's Ambassadors Programme is strengthening young people's knowledge, confidence and sense of agency, enabling them to apply their learning within their schools and communities.
- The Trust's online learning programme is extending the reach of this work, engaging large numbers of young people and supporting increased knowledge and confidence.

Recommendations

In the coming year we aim to:

- Review our evaluation framework as part of our ongoing practice, in order to help us strengthen what we do, whilst creating space for progress and innovation.
- Build our understanding of sustained impact by continuing to increase the sample size of our quantitative data for the Ambassador Programme and building on early Ambassador data to better understand longer-term outcomes.
- Strengthen our evidence base by exploring opportunities to work with comparison schools, to better understand how the impact of our programmes builds over time.
- Develop how we measure impact across different stages of engagement, recognising that repeated engagement strengthens outcomes.
- Improve how we understand participation by increasing the sample size of specific demographic groups so they are 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) ¹
- 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) ²
- 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) ³

- 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) ^{4,5}
- 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) ⁶
- 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) ⁷

¹ 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>

² 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>

³ 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>

⁴ 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>


⁵ 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>

⁶ 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>

⁷ 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>

APPENDIX 2


Contact Star



Pre-Evaluation Form

Your initials
(Up to four letters)

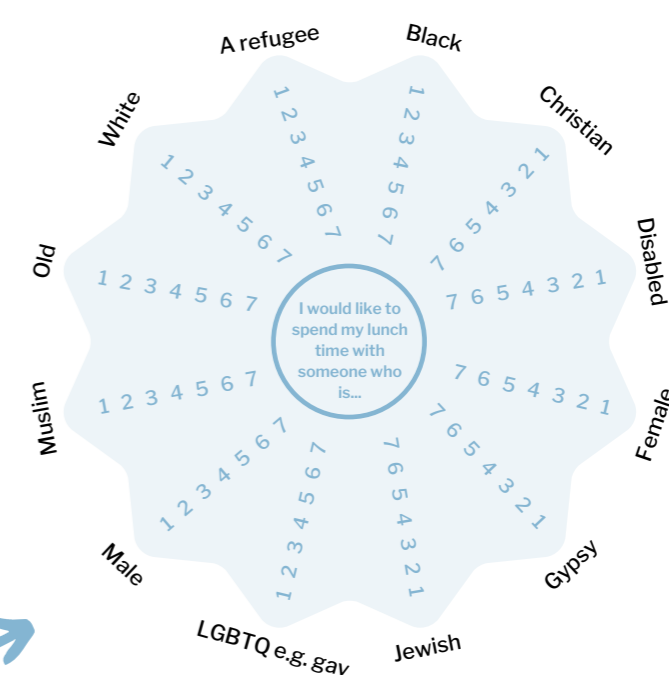
When is your birthday?
Example: 16th October



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

What is your gender?

- Female
 Male
 Non-Binary
 Prefer not to say
 Other

What is your religion?

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

Do you have a disability?

- Yes
 No
 Prefer not to say

What is your age?

What ethnic group do you feel you belong to?

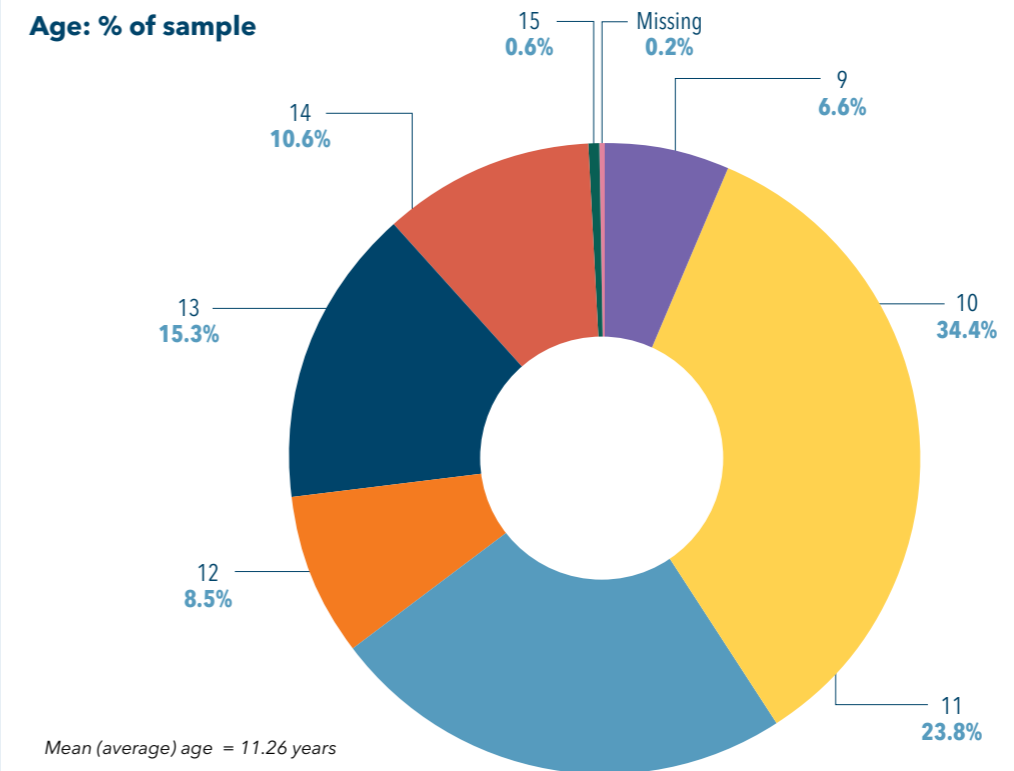
Please tick only one box

- Arab
- Asian or Asian British: Bangladeshi
- Asian or Asian British: Chinese
- Asian or Asian British: Indian
- Asian or Asian British: Pakistani
- Black, Black British Caribbean or African: African
- Black, Black British Caribbean or African: Caribbean
- Mixed or multiple ethnic groups: White and Asian
- Mixed or multiple ethnic groups: White and Black African
- Mixed or multiple ethnic groups: White and Black Caribbean
- White: British
- White: English
- White: Gypsy or Irish Traveler
- White: Irish
- White: Northern Irish
- White: Scottish
- White: Welsh
- Prefer not to say
- Other

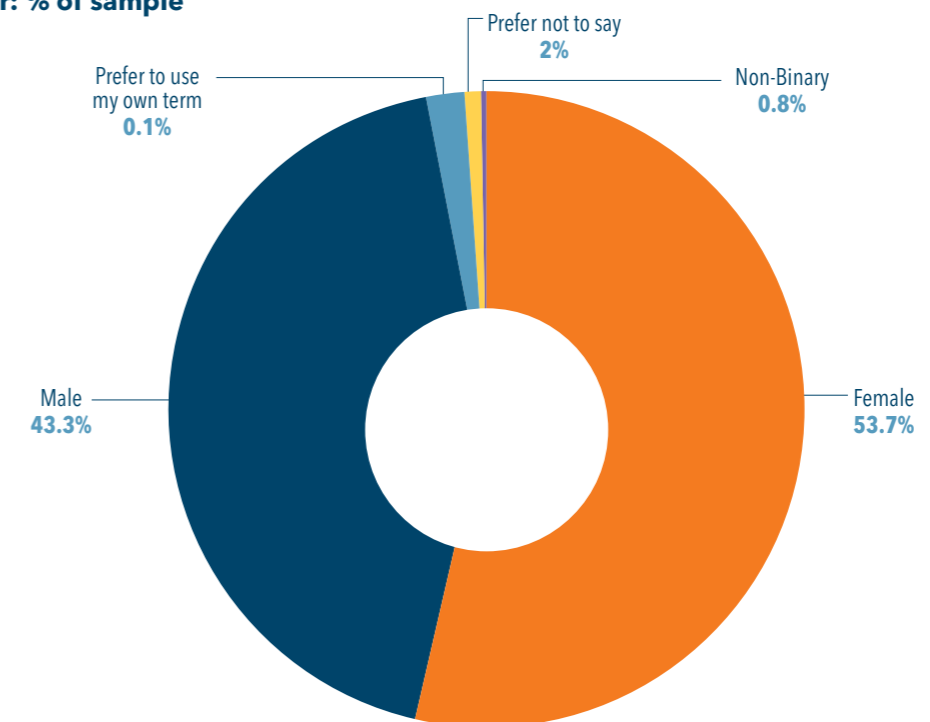
APPENDIX 4

Core Programme Demographic Data

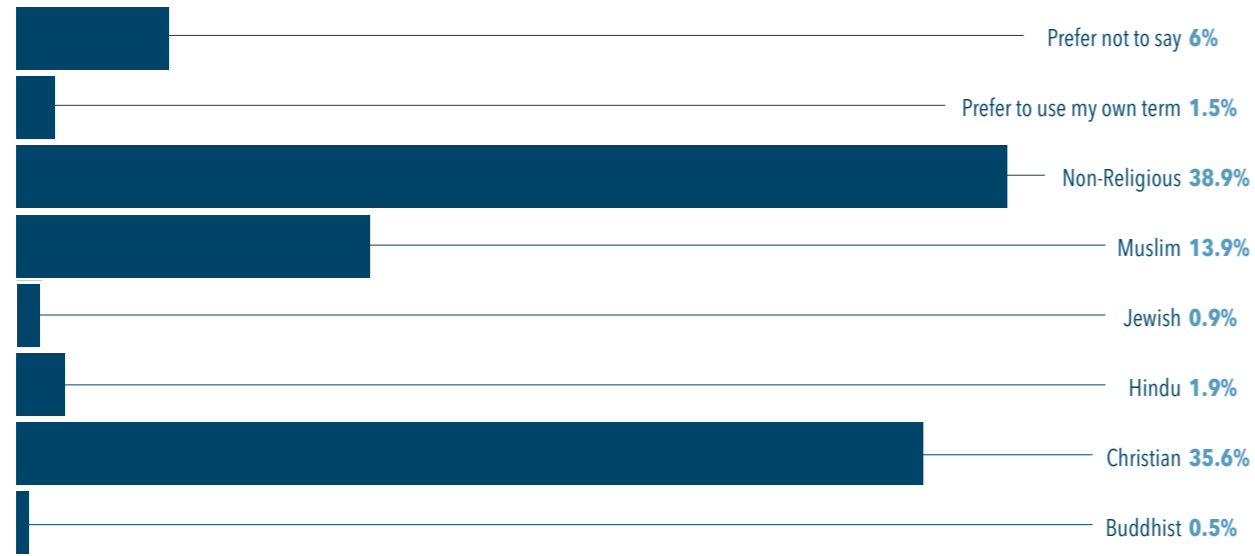
Age: % of sample



Gender: % of sample



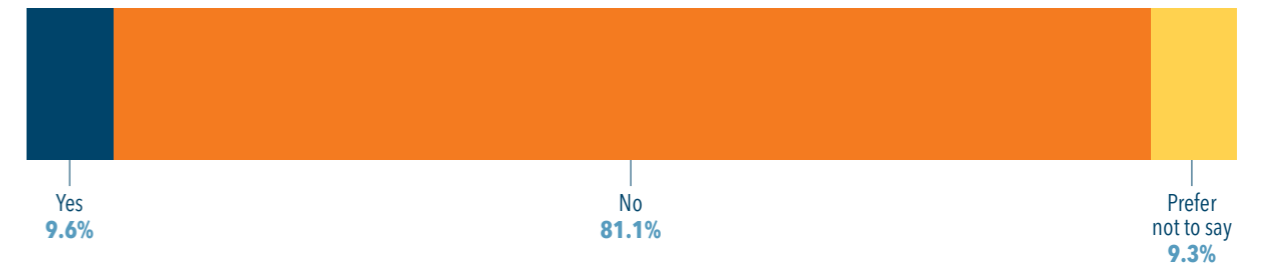
Religion: % of sample



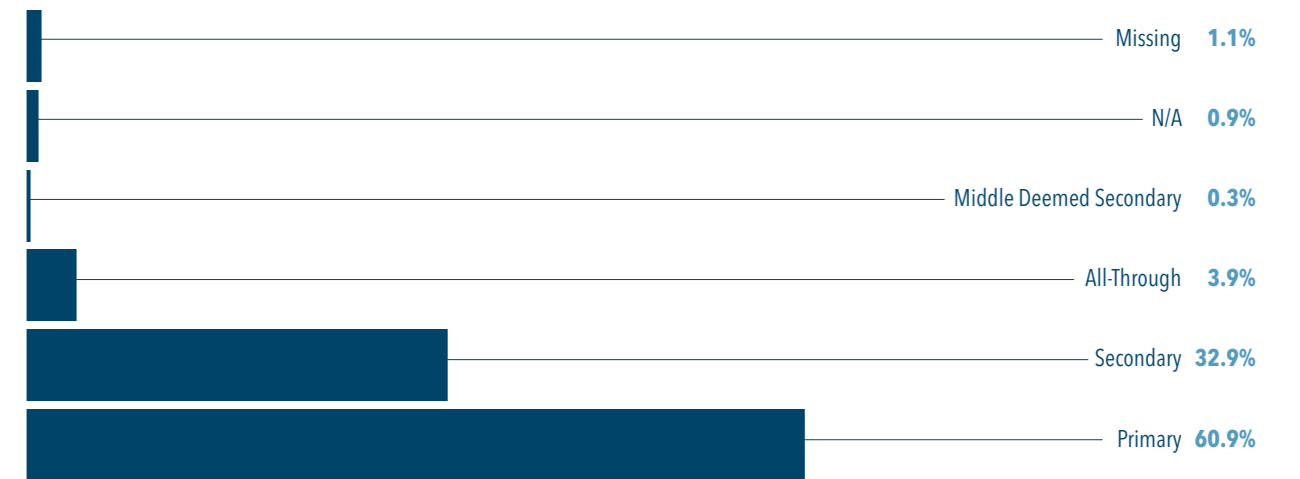
Ethnicity: % of sample



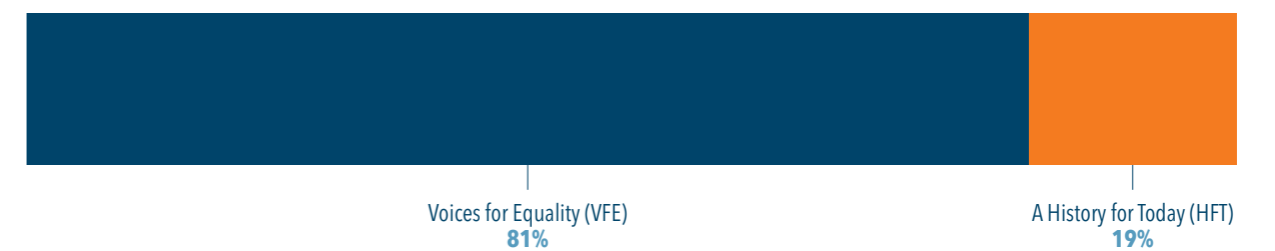
Disability: % of sample



School type: % of sample



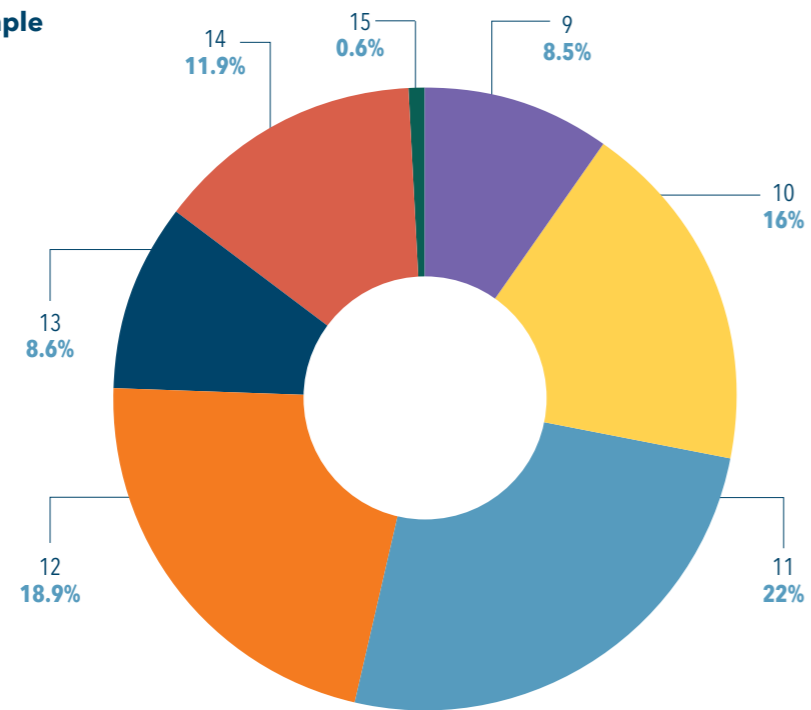
Programme Type: % of sample



APPENDIX 5

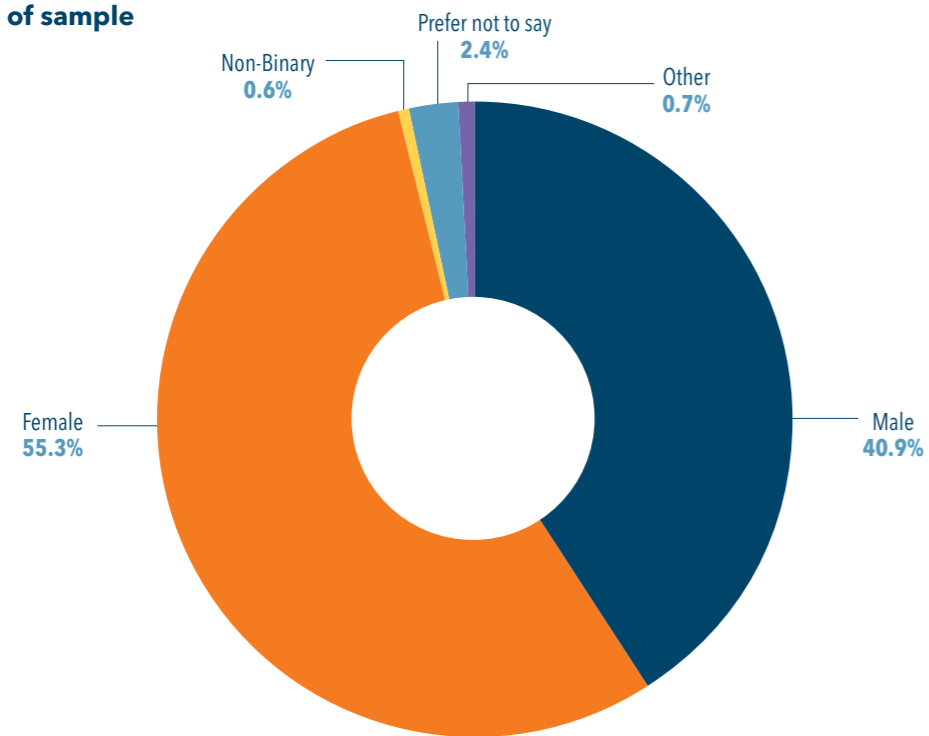
Demographics from Workshops

Age: % of sample

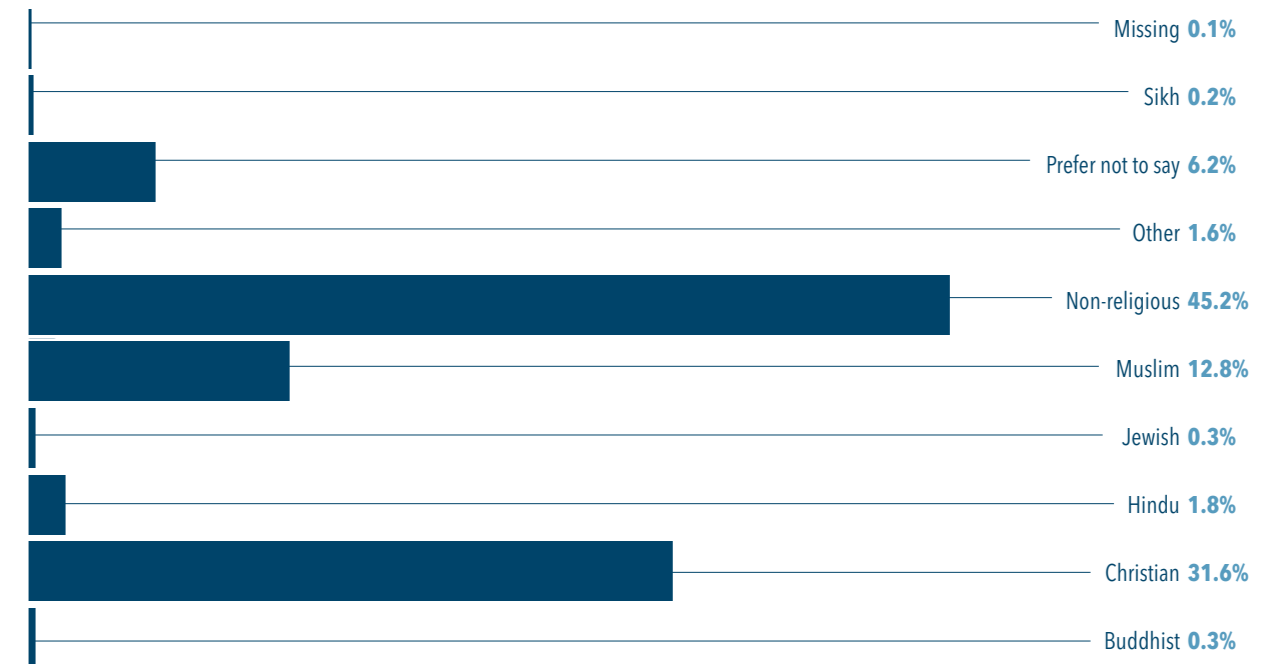


*Mean (average) age = 11.47 years

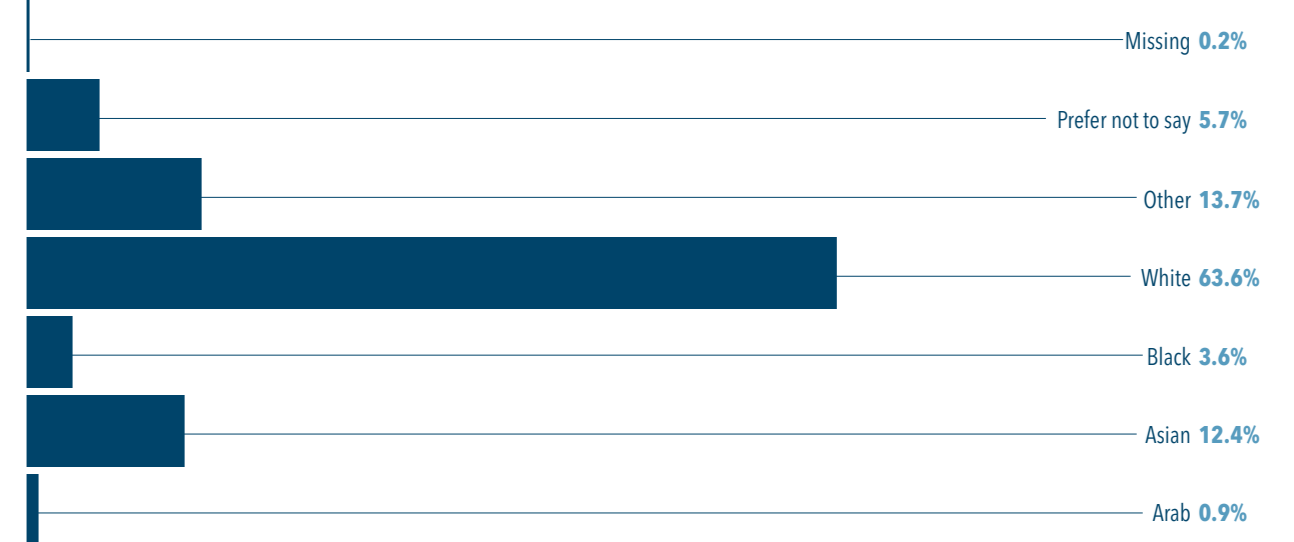
Gender: % of sample



Religion: % of sample



Ethnicity: % of sample



Disability: % of sample



APPENDIX 6

Ambassador Post-Event Questionnaire

Ambassador Post Event/ Session Evaluation

Thank you for taking part in one of Ambassador events or sessions. Reflecting on the event/ session you have taken part in, please complete the following questions:

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Name *

Enter your answer

2. School *

Enter your answer

3. Which event/ session did you attend? *

Enter your answer

4. Why did you take part in this event/ session? *

Enter your answer

5. How much do you think you learned from the event/ session? *

- Nothing Quite a bit
 A little bit A great deal
 A moderate amount

6. What did you learn by taking part in this event/ session?

Enter your answer

7. Do you feel you learned/ developed any skills as a result of the event/ session? *

- Yes No Not sure

8. If yes, what was the main skill you feel you learned/ developed? *

Enter your answer

9. How do you plan to use the knowledge/ skills you have gained on your anti prejudice Ambassador journey? *

Enter your answer

10. What was the key take away for you from the event/ session? *

Enter your answer

11. How did the event make you feel? *

Enter your answer

12. Did the event/ session help you to understand the lives of other groups and people more? *

- Yes No Not sure

13. If yes, can you give an example of this? *

Enter your answer

14. Has the event/ session helped you feel more connected to other Ambassadors? *

- Not at all Quite a bit
 A little bit A great deal
 A moderate amount

15. Is there anything else you would like to tell us about the event/ session? *

Continued on the next page.

APPENDIX 7

Ambassador Project Questionnaire

Ambassador Project Evaluation

We hope you have enjoyed completing your recent Ambassador project. Please could you now complete the following questions so we can learn a little bit more about it:

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Name *

Enter your answer

2. Can you tell us a little bit about your project? (what you did) *

Enter your answer

3. What inspired your project? (why you chose your project) *

Enter your answer

4. Approximately how many people did you share your project with? *

Enter your answer

5. Of those people, who did you share your project with (please only select those that apply) *

- Students in your school Family members
 Students from another school (e.g. a local primary school) Other
 Community members

Continued on the next page.

6. How much impact on prejudice and discrimination do you think your project has had with the following groups (please only select for groups you shared your project with) *

	None	A little bit	Moderate amount	Quite a bit	A lot
Students in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from another school (e.g. a local primary school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you think you learned from completing the project? *

- Nothing A little bit Moderate amount Quite a lot A great deal

8. What did you learn by completing your project? *

Enter your answer

9. Did you learn/ develop any new skills as a result of completing your project? *

- Yes No Not sure

10. If you answered yes to question 9 and you did learn/ develop any new skills, what was the main skill you developed?

Enter your answer

11. How did completing the project make you feel? *

Enter your answer

12. What element of your project were you most proud of? *

Enter your answer

13. Is there anything else you would like to tell us? *

Enter your answer



Anne Frank.

The Anne Frank Trust UK

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