Just Being Human

The Impact of the Anne Frank Trust's Anti-Prejudice Education during the Covid Pandemic 2020-2021

Plus longer term impact since 2019

by Katie Goodbun
University of Kent

#JustBeingHuman

The Anne Frank Trust UK

University of Kent

Contents

Key Findings

Evaluation of the Anne Frank Trust's schools programme in 2020-21 shows that:

Social attitudes

- **92.5% of young people progress in their attitudes towards at least one group of people different from themselves.**
- This is a **significant advance** even on the previous year's very strong findings (in 2019-20, 77.1% progressed in their attitudes). It means that, during the Covid pandemic, even though many of the Anne Frank Trust's programmes were newly adapted for delivery online, the impact increased by 20%.
- **Nearly a quarter** of young people (23.7%) improve their attitudes to 8 or more different social groups.
- Two thirds (66.7%) of young people maintain their improved attitudes **18 months to 2 years after completing the programme**.
- **Young people with the most negative attitudes** make the greatest progress: their degree of change is three times greater than that of others.

Knowledge, empathy and confidence

- **70.7%** of young people make significant **progress in knowledge** about prejudice and the harm it can cause.
- **Two out of five young people (39.6%)** also progress to develop **greater empathy** for others and/or **more confidence** to speak about prejudice.
- **Boys** start at a lower base but make more progress than girls in knowledge and empathy. **Girls** start at a lower base but make more progress than boys in confidence. In both cases this shows that the programme has the greatest impact where it is needed most.
- Young people's gains in knowledge and empathy are sustained **18 months to 2 years after completing the programme**.
- Gains in confidence are not sustained to the same extent, which suggests a **need for long-term support** like the mentoring the Trust is planning through its new Youth Empowerment Programme.

Young people's views

Young people who have completed the Anne Frank Trust programme say they:

- are acutely **aware** of prejudice in their communities;
- feel much more **confident** to speak about prejudice;
- **argue** powerfully for the need for anti-prejudice education;
- feel **concerned** about the negative effects of social media;
- **believe strongly** in respecting the diversity of individual viewpoints, while drawing a clear line when opinions cross over into discrimination or hatred.

PART ONE: Overview

Introduction

by Tim Robertson, Chief Executive

At The Anne Frank Trust we have **an outstanding track record of independent evaluation** of our programmes. *Just Being Human* is the latest output from our long-standing partnership with social psychologists at the University of Kent, and the results are truly encouraging.

The report provides powerful, continuing evidence of **the impact of our education programmes** on young people's attitudes, knowledge, empathy and confidence to challenge all forms of prejudice. It shows that this impact is long-lasting, with most of the learning maintained 2 years after young people complete our programmes. Most significantly of all – in a year when Covid-19 disrupted all our social connections and exacerbated inequalities across the world – the findings show that we not only maintained but in social attitudes actually increased our impact on the pre-pandemic year.

This is a **remarkable testament** to how – through the loyalty and flexibility of our supporters, the skill and dedication of our staff, and the determination of our young people and partner schools – we have adapted to the "new normal" with online delivery and a wide range of curriculum innovations.

The findings also indicate **areas for further development**. With support from key funders, we are increasingly targeting primary schools, but we do not yet have the research to understand our impact on this younger end of our age group. **Equitability** overall remains a key question for us – is our impact different for different groups of young people? – and the only way to address this is through larger samples, so that we can identify outcomes for smaller minority groups. Our new in-house Data Manager Sam James is already making progress in this area by establishing efficient monitoring systems that will operate across all our delivery, beyond the more detailed evidence from the Kent research sample.

While the evidence of **longer term impact** is generally very positive, there is some difference around young people's confidence – in themselves and in speaking out against prejudice. In the survey immediately after our intervention, we find clear positive effects on confidence.

Two years later, young people continue to express confidence through focus groups, in particular about telling their stories and expressing their anti-prejudice views, but in the long-term survey data, young people's confidence reverts to pre-programme levels. While this may partly be due to disruption of schooling and of social contact specific to the pandemic, it points to a clear **need for sustained, intensive support**. This is exactly the need that we will be meeting from 2022 onwards through our new Youth Empowerment Programme – going beyond school to mentor our ambassadors in their anti-prejudice role right up to their 16th birthday.

The need for long-term empowerment is equally evident from the **young people's own words** captured in Part Four of the report. Speaking in a series of focus groups, our Anne Frank Ambassadors are adamant about the need for more anti-prejudice education, and clearly hungry for more input themselves. It is also clear from the focus groups how much the young people have already gained from their time with the Anne Frank Trust. They are sharply aware of the challenges of prejudice in the world around them, and passionate about making a difference.

We have taken the words of one young person – from the focus group at Allerton High School in Leeds – as the title for this report: **"just being human"**. This encapsulates the young people's nuanced and sophisticated understanding of the challenge of balancing individual liberty with the need for social protection from prejudice. And it makes clear that their ultimate commitment – and our commitment as a charity – is to empower all people to live together while supporting each other's human rights.

The effectiveness of our programmes derives from multiple factors, including the lessons we learn from our external evaluators. But to me our impact comes above all from **the unique double power of the story of Anne Frank**. On the one hand, Frank's death in the Holocaust is a profound warning of the tragedy that can occur when prejudice goes unchallenged: it is this that makes our young ambassadors take their role so seriously. At the same time, Frank's Diary has brought her Jewish experience of antisemitism to the hearts of a global audience: it is a role model of how a teenager can use creativity to speak out against oppression and move others to empathy. As one young person put in one of our focus groups:

> *"It gave me confidence to….speak up and tell, not just Anne Frank's story, but your story and other people's stories, and it'll be beneficial to a lot of people, learning what someone's gone through and how to deal with it."*

All of us at here at the Trust are grateful to the young people who have taken part in this year's research, to our partner schools, our staff and trustees, and to our wonderful funders and supporters. But I want to give **special thanks to Katie Goodbun**, as this is the final annual impact report of her PhD at Kent. Katie's hard work, expertise, patience and good humour have been exceptional; we have learnt so much from her; and we send our warmest wishes for her undoubtedly brilliant future career.

Tim Robertson
Chief Executive
The Anne Frank Trust UK

Overview of the Anne Frank Trust Schools programme

The Anne Frank Trust UK is an education charity that empowers 10- to 15-year-olds to challenge all forms of prejudice, inspired by the life and work of Anne Frank.

The Trust is licensed by the Anne Frank House in Amsterdam and the Anne Frank Fonds in Switzerland to use Anne's life and work for educational purposes across Britain, and 2021 marked the Trust's 30th anniversary. Based in London, the Trust has education staff in Scotland and five regions of the England (London, North East, North West, Yorkshire and West Midlands).

During 2020-21, school closures and other Covid restrictions required the Trust to adapt its programmes for online delivery, and to introduce new programmes such as *Together Again* and *Voices for Equality*. These programmes maintained the key elements of the Trust's educational approach which:

- starts with Anne Frank, both in the historical context of the Holocaust and as a continuing inspiration for youth voice and creativity;
- widens out to explore all forms of prejudice in the world today, including specific workshops on antisemitism, gender inequality, homophobia and Islamophobia;
- trains young people as peer educators to share their anti-prejudice message with others in their schools and communities.

During the pandemic the Trust also introduced live online learning events open to all schools and made plans for a new Youth Empowerment Programme, with mentoring for Anne Frank Ambassadors outside school. These innovations will be the subject of future evaluations.

During the school year 2020-21, the Anne Frank Trust worked in 178 schools, reaching almost 14,000 young people.

The researchers and participants

For this report, research was completed across Scotland and 5 regions of England and during the pandemic the evidence was collected via schools. Longitudinal evidence was also gathered during the pandemic but came from young people who had participated in Anne Frank Trust programmes prior to COVID-19.

The total sample size was **525 young people** aged between 8 and 16.

These young people had participated:

- either in stand-alone workshops, as part of the Together Again programme
- or in peer education, where young people learnt about prejudice through the Trust's *Voices for Equality* or *A History for Today* programmes, and were then trained to share their anti-prejudice message with their peers.

Anne Frank Trust staff facilitated the completion of questionnaires both at the start and end of each programme.

Procedures for data collection and ethical approval were established at the University of Kent. Data analysis and drafting of this report are by Katie Goodbun, PhD researcher supervised by Professor Dominic Abrams at the Centre for the Study of Group Processes in the School of Psychology at the University of Kent. The research is supported by an Economic and Social Research Council SeNSS CASE (1+3) studentship.

Acknowledgements

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

- Key funders of the programmes evaluated in this report including:
  - 29th May 1961 Charitable Trust
  - Aimwell Charitable Trust
  - All Aboard
  - An anonymous corporate donor
  - Andor Charitable Trust
  - Anne Frank Fonds, Switzerland
  - Arnold Clark Community Fund
  - Barbour Foundation
  - Bedfordshire Police and Crime Commissioner
  - Brown Rudnick LLP
  - Charles Wolfson Charitable Trust
  - Chesterhill Charitable Trust
  - County Durham Charitable Foundation
  - Department for Education
  - Dulverton Trust
  - Dundee City Council
  - Esmee Fairbairn Foundation
  - Glasgow City Council
  - Harold Hyam Wingate Foundation
  - Hasluck Trust
  - Hirschel Foundation
  - Hon A G Samuel Charitable Trust
  - Hugh Fraser Foundation
  - Humanitarian Trust
  - Ian Karten
  - J P Jacobs
  - J E Posnansky
  - Lambert Charitable Trust
  - London Community Foundation #iwill fund
  - Mayor of London, Shared Endeavour Fund
  - Michael & Anna Wix Charitable Trust
  - Milton Damerel Trust
  - Ministry for Housing, Communities and Local Government
  - Nancie Massey Charitable Trust
  - Paul Hamlyn Foundation
  - Ponton House Trust
  - The Portal Trust
  - Raleigh Ltd
  - Rest- Harrow Trust
  - Shoresh Charitable Trust
  - Souter Charitable Trust
  - Steel Charitable Trust
  - The Philip King Trust
  - The Robertson Trust
  - Vandervell Foundation
  - Wixamtree Trust
- Our individual donors who generously support our education programmes through their donations.
- Teachers and other colleagues in partner schools.
- Parents and carers who gave permission for their young people to take part in the research.
- The Centre for the Study of Group Processes in the School of Psychology at the University of Kent.
- The Economic and Social Research Council.
- Jess Preston, database assistant.
- Sarah Nuzum, Director of Education, for work on drafting the text.
- Anne Frank Trust Education staff across Britain.
- Above all, all the 525 young people who took part in the research at the following schools:
  - Allerton High School, Leeds
  - Archbishop Holgate's School, York
  - Ashton St Peter's Church of England VA Primary School, Dunstable
  - Baldragon Academy, Dundee
  - Bannerman High School, Glasgow
  - Biggleswade Academy, Bedfordshire
  - Braeview Academy, Dundee
  - Broughton High School, Edinburgh
  - Castle View Enterprise Academy, Sunderland
  - Craigie High School, Dundee
  - Gilbert Inglefield Academy, Leighton Buzzard
  - Knightswood Secondary School, Glasgow
  - Laburnum Primary School, Bedfordshire
  - Lantern of Knowledge Muslim Boys' School, Waltham Forest
  - Notre Dame High School, Glasgow
  - Oaks Park High School, Ilford
  - Pleckgate High School, Blackburn
  - Potton Middle School, Sandy
  - Redden Court School, Romford
  - St Paul's RC Academy, Dundee
  - Sanders School, Hornchurch
  - Seven Kings School, Redbridge
  - Sydenham School, Lewisham
  - Warden Hill Junior School, Luton
  - Woodbridge High School, Redbridge

PART TWO:
Impact on attitudes and feelings of commonality

The programme

Because of the Covid pandemic in 2020, the Anne Frank Trust devised a new core programme, *Voices For Equality*, that could be delivered either online or in person.

Voices For Equality aims to generate the same range and depth of learning as the Trust's long-established exhibition programme *(A History for Today)*. It includes the same core elements of interactive workshops, peer education and ambassador training, but, instead of focusing on an exhibition about Anne Frank, it uses readings and video extracts from Anne Frank's Diary. This makes the programme especially valuable in situations, such as the COVID-19 restrictions, where schools are unable to accommodate a physical exhibition.

The evaluation

To assess whether the new programme is more or less impactful than previous programmes, participants were asked to complete the same surveys that the Trust and the University of Kent have used for several years.

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

We define "**Attitudes**" as:

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

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

Previously, the Contact Star measured attitudes towards 13 different social groups. At the start of the new school year in 2020, it was changed to include some updated terminology and some additional groups

The new Contact Star evaluates attitudes to 16 different social groups. These are:

- Gypsy Traveller
- British
- LGBTQ e.g., Gay
- Black
- Disabled
- Muslim
- Homeless
- Old
- German
- An Immigrant
- Overweight
- Jewish
- Christian
- A Refugee
- A Teacher
- Someone living with a mental health issue (e.g., depression).

The young people indicated their response on a scale from 1 to 7, with 1 indicating that they are 'not at all willing' and 7 indicating that they are 'very much willing' to spend lunchtimes with an individual from that social group.

We define **"feeling of commonality"** as

a psychological mechanism and one of the factors that underpin attitudes towards others. Feelings of commonality are psychological connections with a group and not simply group membership. People who describe themselves as German, for example, may have varying views on how much they have in common with other people who also describe themselves as German.

Feelings of commonality were measured using a question about the same 16 social groups. The question asked participants to use a four-point scale (1 = Nothing in common, 2 = A little in common, 3 = Quite a lot in common, 4 = Very much in common).

The survey also asked for the young people's own ethnicity, religion, age and gender. The numbers of young people in several groups were too small for the data to be analysed further by these groups.

The Contact Star

Full name:

School:

Date:

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

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

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

(Use the star to mark you answers. **1** = Not at all like to, **4** = Neither like or dislike, **7** = very much like to. Please make sure you choose **one number for each person.**)

The Commonality Questionnaire

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

Please tick only **ONE** box per row

	1 Nothing in common	2 A little in common	3 Quite a lot in common	4 Very much in common
LGBTQ e.g. Gay				
Disabled				
Christian				
A Gypsy Traveller				
British				
German				
Overweight				
Black				
A Teacher				
Muslim				
Jewish				
Living with a mental health issue e.g. depression				
A Refugee				
Homeless				
Immigrant				
Old				

PART TWO:
Impact on attitudes and feelings of commonality

The sample of young people

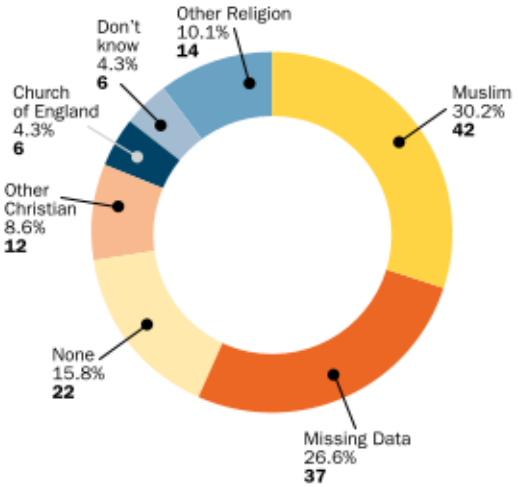
The evaluation was completed in 9 schools which participated in our *Voices For Equality* Peer education programme. Delivery was predominantly online, and there was some in person delivery during the summer term of 2021 with appropriate social distance measures in place.

The schools were located in London, the North West of England and Scotland.

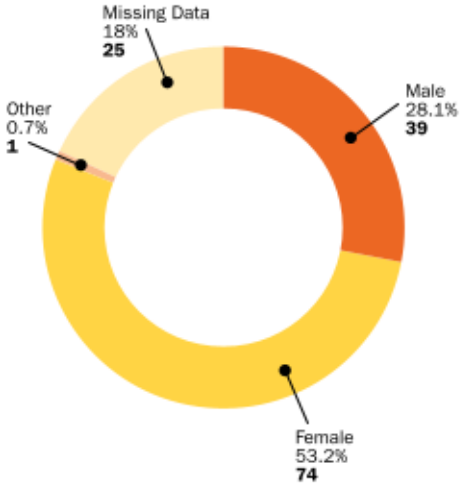
139 young people who trained as peer educators in these schools completed the pre-programme survey; 122 of them completed surveys at both time points (pre and post programme).

The age of the peer guides ranged from 12 – 15 years with the average participant being 13.82 years old.

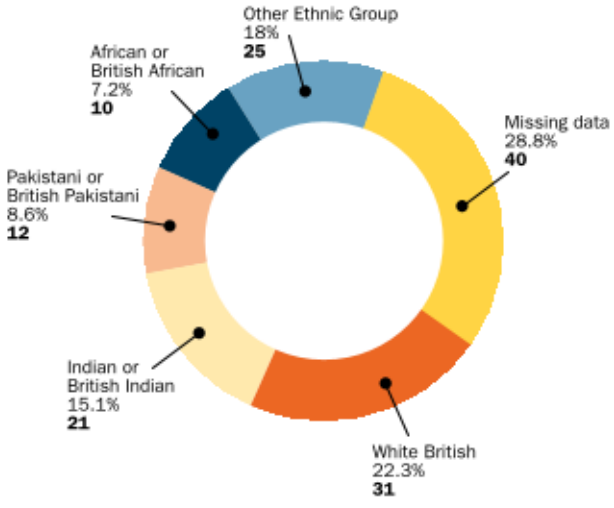
Religion of the young people



Gender of the young people



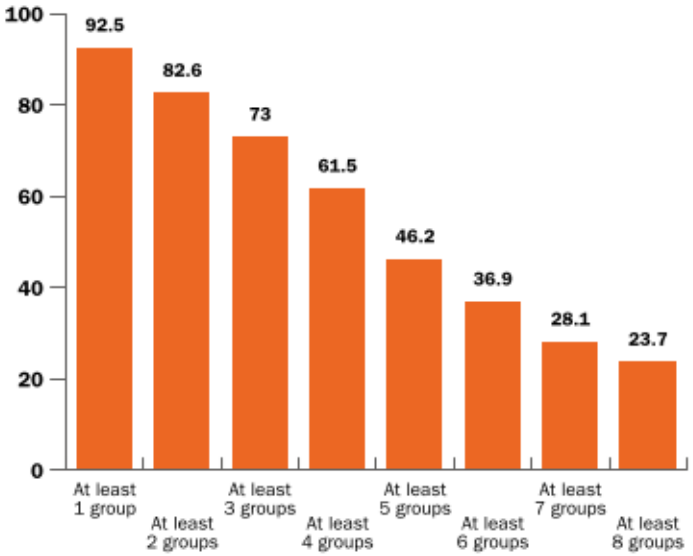
Ethnicity of the young people



Impact on attitudes

After participating in the programme, **92.5% of the young people progressed in their attitude to at least one other social group.** Over four fifths of the young people progressed in their attitudes to two or more groups (82.6%), and 73% progressed in their attitude to three or more social groups. Only the young people with the potential to progress in their attitude were included in the analysis. For example, if someone had scored a maximum of 7 on the contact star to all 16 groups, they were excluded from the analysis because there could be no way to detect any further progress in their attitudes to any number of groups. All the results are outlined below.

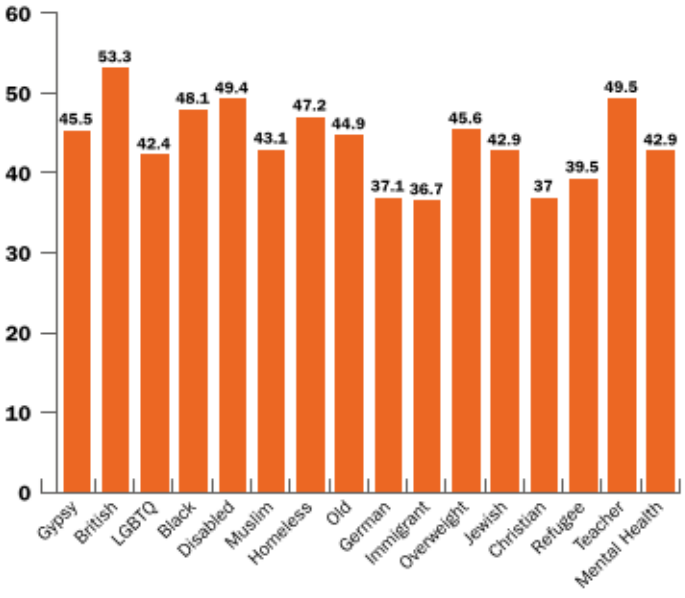
***Voices for Equality* programme: % of young people who progressed in their attitudes towards one or more social groups**



Given the focus of the programme on Anne Frank and the Holocaust, and the data from previous reports, it was expected that attitudes towards Jewish people should become more positive. The evidence for the current report shows that this remains the case at a statistically significant level. Moreover, increases in positivity were seen towards multiple other groups in society. As the graph above indicates, nearly a quarter (23.7%) of the young people who had the potential to increase progressed in their attitudes towards at least eight of the 16 groups on the Contact star.

A key objective of the Anne Frank Trust programmes is that young people should be able to generalise their learning. If this is happening we would expect to observe, on average, an improvement in attitudes towards (measured here as willingness to spend time with) most or all of the groups presented on the Contact Star. The next graph shows, for each group, the percentage of young people whose attitudes became more positive. Only people who had room to improve in their attitude to each of the social groups were included in this analysis; anyone scoring a 7 in the pre-evaluation was not included. Over 40% of the young people improved their attitude towards Jewish people and the improvement in attitudes was not restricted to this group. Positive and sometimes even larger, impact can be seen consistently across all 16 groups. These include highly stigmatised groups such as Gypsy Travellers, disabled people, homeless people and people with a mental health need.

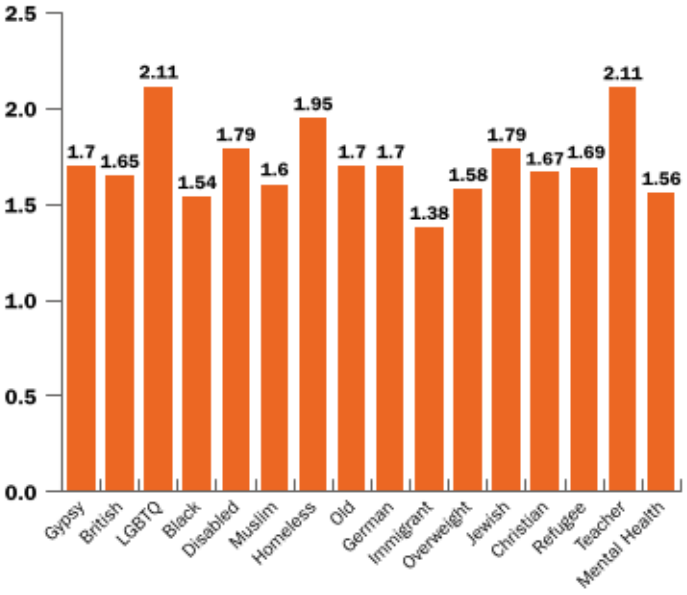
***Voices for Equality* programme: % of young people who progressed in attitudes towards specific groups**



Although a similar level of progress can be seen in attitudes towards different groups, many of the groups started at a lower score in the pre-evaluation, for example, Gypsy Travellers. Many of the most highly stigmatized groups saw the greatest increase suggesting that the programme may have a positive effect on attitudes to groups that are typically regarded least sympathetically.

The graph below shoes the mean point increase in attitude towards the 16 groups on the Contact Star.

***Voices for Equality* programme: Mean Point Increase in score on the Contact Star**



It should be noted that the Contact Star was scored on a seven-point scale (1 = not at all willing to spend lunchtime with someone from this group; 7= very much willing to spend lunchtime with someone from this group). The mean increase in score ranged from 1.38 points to 2.11 points across the groups, and whilst this is a welcome result it is also worth noting that this is an average. In many cases the range of increase was as high as 5 or 6 points (some students went from a score of 1 or 2 at pre-evaluation to a 6 or7 at post evaluation).

PART TWO:
Impact on attitudes and feelings of commonality

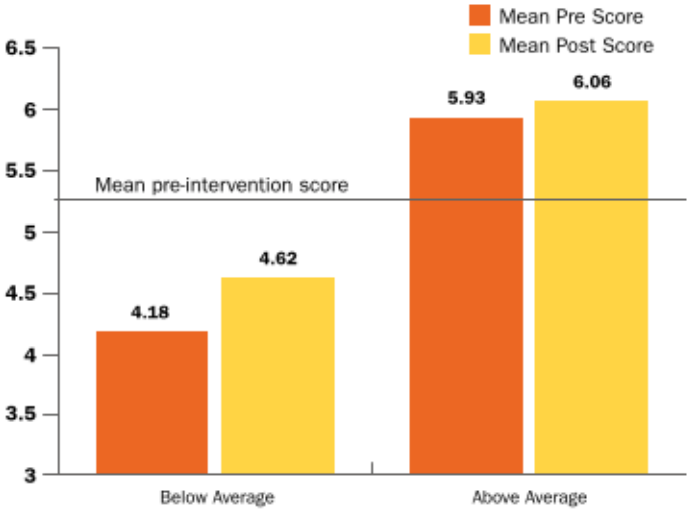
Impact on young people with particularly negative attitudes

It is vital that our programmes make a positive difference to those who have the least positive attitudes towards other groups in society.

We calculated each individual's average score across all 16 groups on the Contact Star. We could then compare whether they were above or below the average of all individuals. This enables us to compare the impact of the programme on those who, relative to others, initially had more negative attitudes with those who initially had relatively more positive attitudes.

Anyone who had an average score of 7 (i.e., the maximum score to all groups) was considered to have no measurable room for improvement and was excluded from the analysis. For all other participants, the pre-programme average score was 5.04 (on a scale from 1-7, where 1 = Not at all willing to spend time with members of other groups, 7 = Very much willing to spend time with members of other groups.) Prior to the programme, those with more negative attitudes typically scored 4.18, whereas those with more positive attitudes typically scored 5.93.

***Voices for Equality* programme: Impact on young people with below and above average pre-intervention Contact Star scores**



The contact star ranged from 1-7 (1 = not at all willing to spend lunchtime with an individual from this group, 7 = very much willing to spend lunchtime with an individual from this group). To enable differences to be seen clearly only the mid-top end of the scale is included in the graph above.

The graph shows that both groups of young people (both above and below average attitudes) make progress towards more positive attitudes after participating in the programme. It also shows that the average gain in willingness to spend time with all groups is much larger amongst those who previously held more negative attitudes, and the change is statistically significant, whereas the change is much smaller and not significant amongst those who already started the programme with strongly positive attitudes.

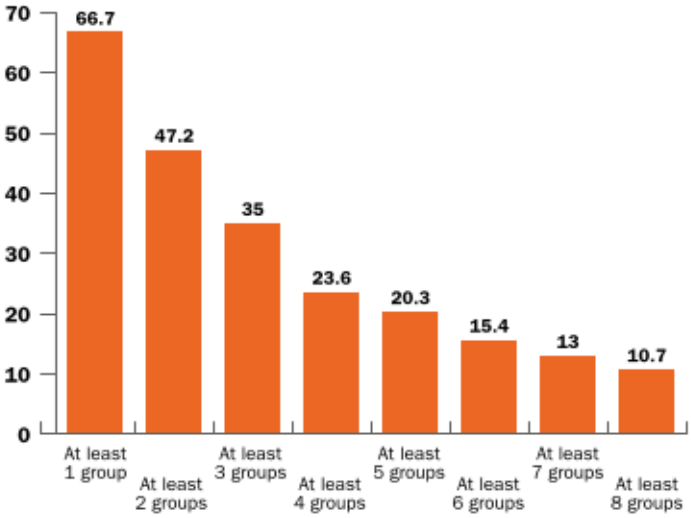
Further analysis of the data revealed that for those young people who start out with the most negative attitudes (scoring 3 or below on the contact star) we observed an average 55% reduction in the number of groups they felt negative towards. To put that another way, the programme reduced prejudice by more than half.

These encouraging results show that the programme effectively reaches young people no matter how positive or negative their initial attitudes are. It reinforces positive attitudes, and is particularly effective at changing negative attitudes in a positive direction.

Impact on feelings of commonality

Following the peer education programme, 66.7% of young people reported feeling greater commonality with at least one other social group, 47.2% reported greater feelings of commonality with two or more groups, and over a third (35%) experienced greater commonality with three or more groups.

***Voices for Equality* programme: % young people who progressed in feelings of commonlity with one or more social groups**



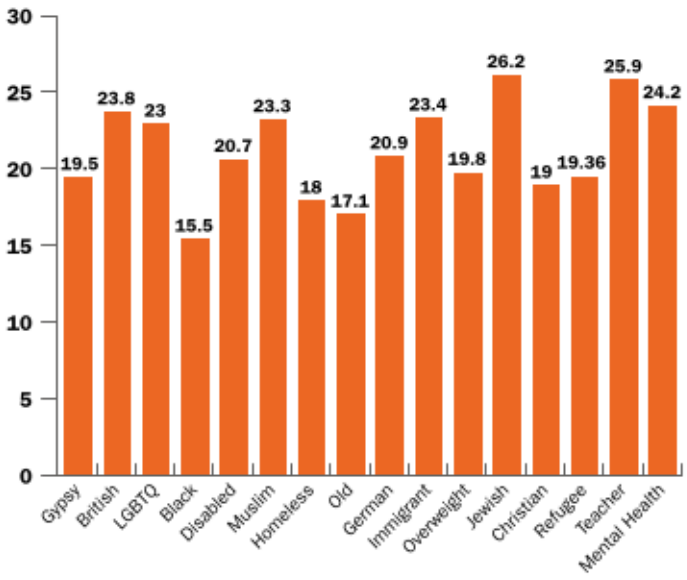
Young people expressed an increase in overall feelings

of commonality with multiple social groups. This general increase was statistically significant, but it is important to understand whether the increase was centered on just a few groups or applied to most or all of them.

The largest increases in feelings of commonality were expressed towards LGBTQ people, and homeless people. Statistically significant increases in feelings of commonality were also seen for the following groups: Disabled, Gypsy Traveller and Jewish.

The graph below highlights the proportion of young people who reported increased feelings of commonality with each of the 16 groups on the Contact Star. This graph excludes everyone who scored a 4 (commonality was measured on a scale from 1 to 4) from the analysis as they had no room to improve.

***Voices for Equality* programme: % of young people who progress in feelings of commonality with specific social groups**



Feelings of commonality increased towards all groups of people, with the greatest degree of increase towards Jewish people. This is important as it suggests that young people are regarding themselves as having more in common with other people of all types, not just those from particular categories or groups.

Whilst there is some overlap between increased feelings of commonality and more positive attitudes, (for example in the case of Jewish people or Gypsy Travellers,) the relationship is not clear cut and suggests that commonality and attitudes tap into related but distinct effects of the programme. Increased positive attitudes may also be influenced by other factors such as empathy, social norms and media influences. These topics, as well as education, or a lack of education around prejudice, were discussed by the young people taking part in recent focus groups (see Part Four). Each play a role in forming and maintaining attitudes to other groups and warrant further exploration.

Longer term impact on attitudes

In summer 2021, we conducted a follow up survey to evaluate whether the positive impact on young people's attitudes is sustained in the longer term.

The Trust contacted a number of schools whose students had previously taken part in the education programme, in 2019 and 2020. These peer educators were asked to repeat the Contact Star survey asking about their attitudes to other social groups. Due to ongoing Covid restrictions many students were no longer attending schools whilst completing their GCSEs. However, 3 schools were in a position to provide us with data.

The sample of young people

Thirty-seven students completed the follow-up survey.

Twenty-two students identified as Female (59.5%), 13 identified as Male (35.1%), 1 student identified as 'In another way' (2.7%) and 1 student did not complete the question (2.7%).

Two thirds (67.6%) of the students identified as White British, the remaining third (29.7%) identified as belonging to one of 9 other ethnic groups, and one student did not complete the question.

PART TWO:
Impact on attitudes and feelings of commonality

The evaluation

The version of the Contact Star until the end of 2020 academic year included 13 categories and to maintain comparability the follow up survey asked students to answer that 13-category version again. The 13-point Contact Star measured attitudes to the following groups:

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

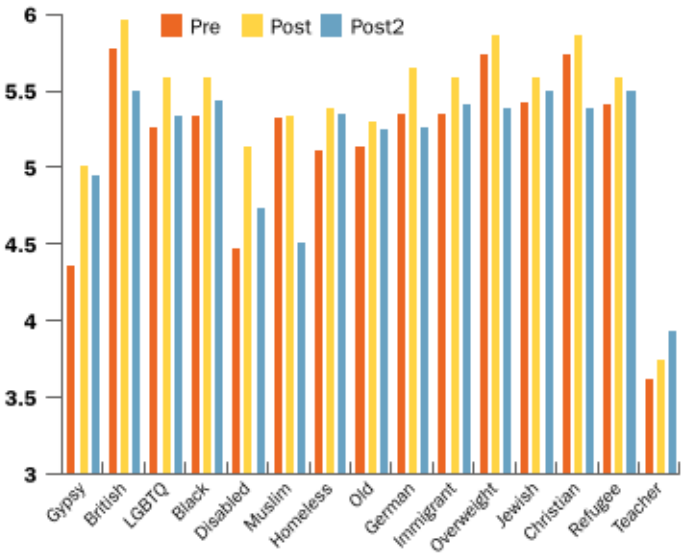
The following analysis compares the three Contact Star surveys completed by each student:

- Pre: just before starting the Anne Frank Trust programme in 2019-2020
- Post: immediately after completing the programme in 2019-2020
- Post2: follow up survey June/July 2021

Summary of long-term impact on attitudes

We examined differences between the Pre stage and the Post2 stage. The following graph illustrates, that the follow up (Post2) Contact Star scores were higher than the scores in the pre-programme evaluation for 9 out of the 13 groups. This suggests that the improved attitudes to multiple groups are seen not only directly after the programme, but that in most cases this difference persists nearly two years later.

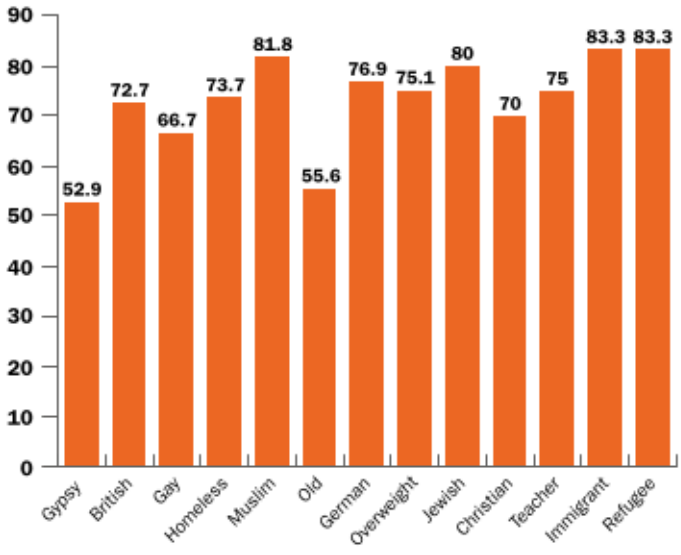
***A History for Today* programme: Mean Contact star scores, showing attitudes to each group over time**



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

We then went on to look specifically at students whose original score improved between pre and post time points, and how many of them maintained that improvement between Post and Post2. This tells us what percentage of the young people who had the potential to maintain a positive attitude to each of the 13 groups did so. Of the young people who originally showed an overall average increase in positivity towards other groups between Pre and Post stages, two thirds (66.7%) continued to exhibit a higher overall score at the follow up (Post2) stage.

% of students whose increased positivity post programme was maintained at follow-up evaluation



PART THREE
Impact on Knowledge, Empathy and Confidence

The programme

Together Again was a new workshop launched by the Anne Frank Trust in mid-2020 to support young people as they resettled in schools after lockdown. Workshops were usually 1 to 2 hours in length.

The programme used the story of Anne Frank to help young people reflect on what they had learnt from lockdown, and set their own values and goals going forward.

The Diary of Anne Frank is exceptionally relevant and powerful as an educational tool in this context. It offers intimate insights into a teenager's experience of being cooped up with family, while the very different historical circumstances of persecution under the Nazis can help put coronavirus in perspective. Above all, the Diary exemplifies how a young person can turn an experience of prejudice and isolation into an opportunity for positive self-expression and hope.

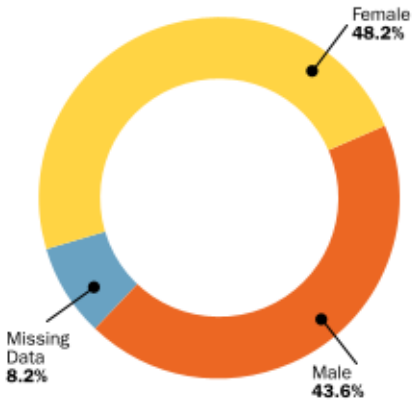
The sample of young people

The evaluation was completed in 6 schools, (five primaries and one secondary) in the east of England in the academic year 2020-2021. In total 328 students completed the evaluation pre and post programme.

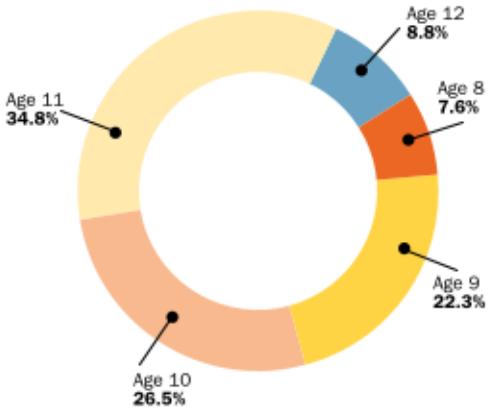
It was not possible to gather demographic data from all young people but it was possible to do an analysis based on gender.

Of 328 young people surveyed:

Gender of the young people who took part



The age range of the young people who took part



The evaluation

All measures were evaluated using a paper-based survey at two time points (pre and post workshops). The aim was to assess the impact of the programme, and to examine the following processes:

- Greater knowledge about prejudice and the harm it can cause.
- Greater empathy towards others via increased perspective taking.
- Greater confidence in the self.
- Greater confidence in talking about prejudice.

Both pre and post the workshop, young people indicated their level of agreement with seven statements on a scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree.

Each of the seven statements was designed to assess either knowledge, empathy or confidence:

- I know a lot about what prejudice is. (Knowledge)
- I know a lot about the harm prejudice can cause. (Knowledge)
- I sometimes try to understand my friends better by imagining how things look from their perspective. (Empathy)
- Before criticising someone, I try to imagine how I would feel if I were in their place. (Empathy)
- When I'm upset at someone I usually try to 'put myself in their shoes for a while. (Empathy)
- I feel confident about myself in general. (Confidence)
- I feel confident talking about prejudice. (Confidence)

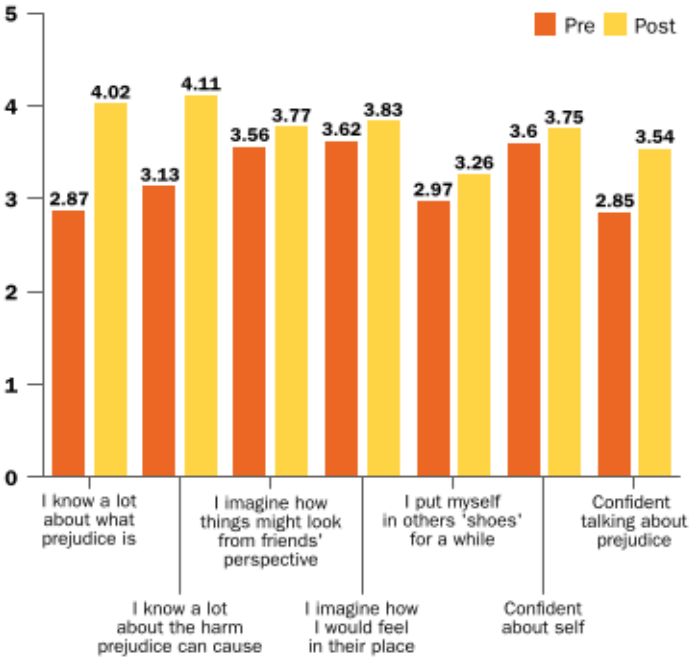
PART THREE
Impact on Knowledge, Empathy and Confidence

Impact

We found that there was a statistically significant increase in agreement for each of the seven statements following the workshops.

The mean scores for each of the statements at both time points are shown below:

***Together Again* Workshops: Impact on Knowledge, Empathy and Confidence**

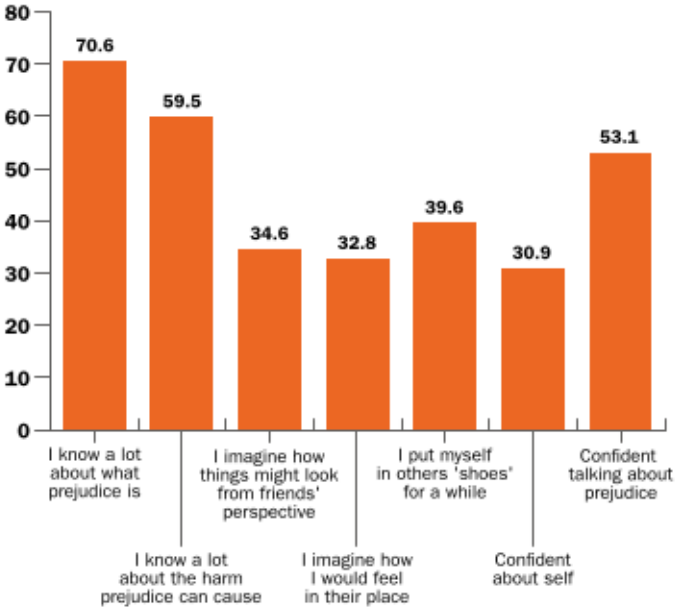


The scale ranged from 1-5 (1 = Strongly Disagree, 5 = Strongly Agree). Given the mean scores, only the mid-range is included in the graph above.

The greatest impact can be seen in young people's knowledge about what prejudice is, knowledge about the harm prejudice can cause, and confidence in talking about prejudice. These are all crucial in empowering young people to challenge all forms of prejudice and discrimination. Although an impact on empathy is generally harder to achieve, all three empathy-related statements saw slight increases between pre and post time-points. This shows that young people are able to take on board the learning from the workshops and apply it to their own lives.

The graph below shows the proportion of young people who progressed in their score on each of the seven statements.

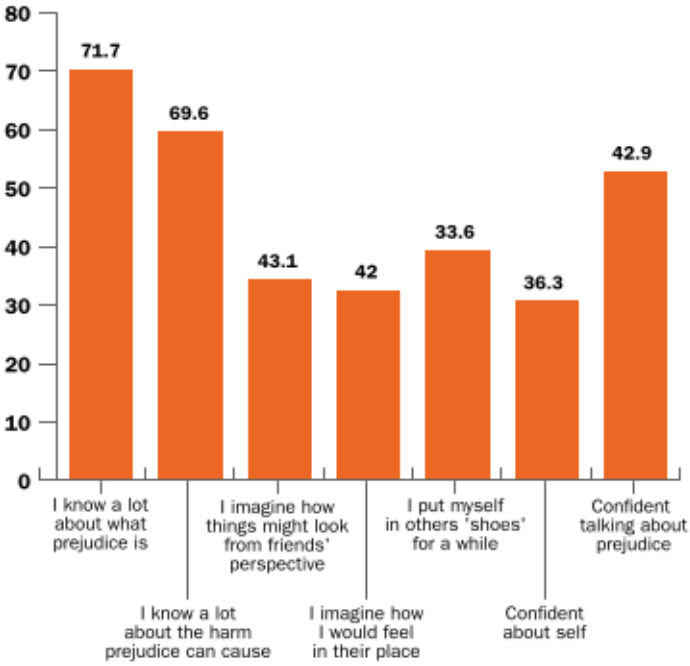
***Together Again* Workshops: % of young people who progressed in each area of learning**



Impact on young people with the most to learn

To assess the workshops' impact on the young people who needed it most, we examined the progress made by students who scored 3 or below in the pre-workshop questionnaires. They started out in a position of uncertainty or disagreement with the statements. The following shows the percentage increase of those young people who had scored started on scores of 3 or below on the pre questionnaire and went on to score 4 or above in the post questionnaire. This can tell us the impact of our workshops on those young people who have the most to gain from it.

***Together Again* Workshops: Progress among young people with the most to gain**



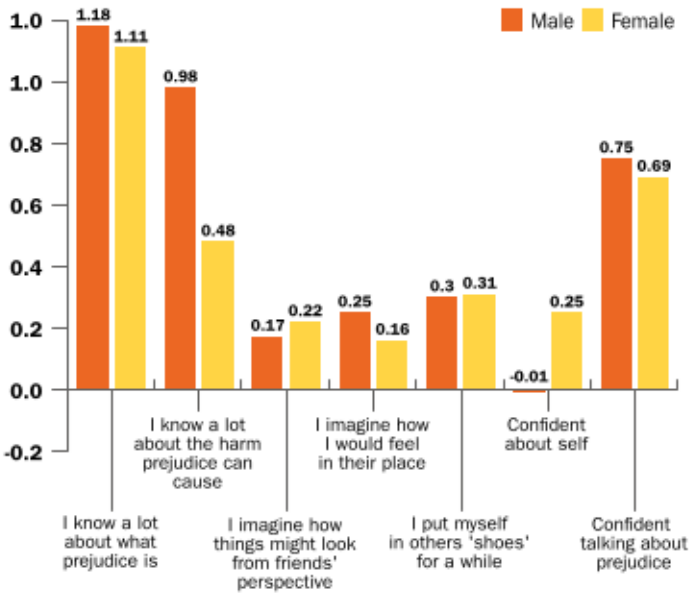
Summary

- Overall, 70.7% of young people made substantial gains in knowledge about what prejudice is and the harm it can cause (the average of the two knowledge question findings.)
- 39.6% demonstrated an improved score in perspective-taking empathy (the average of the three empathy question findings).
- 39.6% of young people also became more confident in talking about themselves and talking about prejudice (the average of the two confidence questions).

Gender differences in impact

The relatively even numbers of males and females in the sample enabled us to compare differences statistically. The graph below shows the mean number of points that males and females gained between pre and post evaluation on the knowledge, empathy and confidence items.

***Together Again* Workshops: Mean progress in Knowledge, Empathy and Confidence items by gender**



In the pre-evaluations, girls scored significantly higher than boys in terms of knowledge about the harm prejudice can cause, whether they imagine how someone else would feel, and their confidence when talking about prejudice. Following the programme, these gaps between male and female scores had been reduced to a non-significant level. Conversely, boys reported higher self-confidence than girls in the pre-evaluation and although this difference remained significant in the post evaluation, the gap between male and female self-confidence had reduced.

As a result of these changes, boys, on average, make greater gains from the programme in almost all areas, particularly knowledge. However girls gain more than boys in terms of their self-confidence.

These findings reinforce our findings generally that the **maximum impact is made on those who need it the most.**

PART THREE
Impact on Knowledge, Empathy and Confidence

These results are similar to the views expressed by the young people in the focus groups (see Part Four). In the focus groups the young people made it very clear that confidence in talking about different types of prejudice is strongly underpinned by their knowledge and access to information. Here, we can see that in the pre-evaluation data, girls score higher in both knowledge items and confidence in talking about prejudice. In the post evaluation data this result remains constant for girls, however boys show an increase in both knowledge and their confidence in talking about prejudice. Taken together these results highlight how important education is for young people in terms of being able to discuss prejudice and ultimately challenge all forms of prejudice.

Longer term impact on knowledge, empathy and confidence

In June 2021, a follow-up survey was undertaken as part of the Scottish schools programme to explore whether the Anne Frank Trust's impact on knowledge, empathy and confidence was sustained over the longer term.

The following analysis compares the results completed by each student at three different stages:

- Pre: just before starting the Anne Frank Trust programme in 2019-2020
- Post: immediately after completing the programme in 2019-2020.
- Post2: follow up survey in June 2021.

Please note that the young people in this follow-up sample are different from those in pages 15 to 17 above.

The sample of young people

The follow-up survey was completed by 38 students from 8 secondary schools in Scotland. These young people had been trained as peer guides in the Trust's *A History for Today* exhibition programme in the academic year 2019-2020.

- Twenty-nine (76.3%) of the students identified as female and 8 students identified as male (21.1%). 1 response was missing.
- Twenty-three (60.5%) identified as being non-religious, 5 (13.2%) as Muslim, 4 (10.5%) as Roman Catholic and 3 (7.9%) as Other Christian.
- Thirty-one (81.5%) described themselves as White and either British, Irish or Scottish. The remaining 8 were from single or mixed non-white ethnic backgrounds.

The evaluation

In June 2021 the 38 young people were asked to repeat the Knowledge, Empathy and Confidence questionnaire they had completed in 2019-20.

Due to developments in the Trust's evaluation practice, there were some differences between the 2019-20 and 2021 surveys, but direct comparison was possible for responses to the following items:

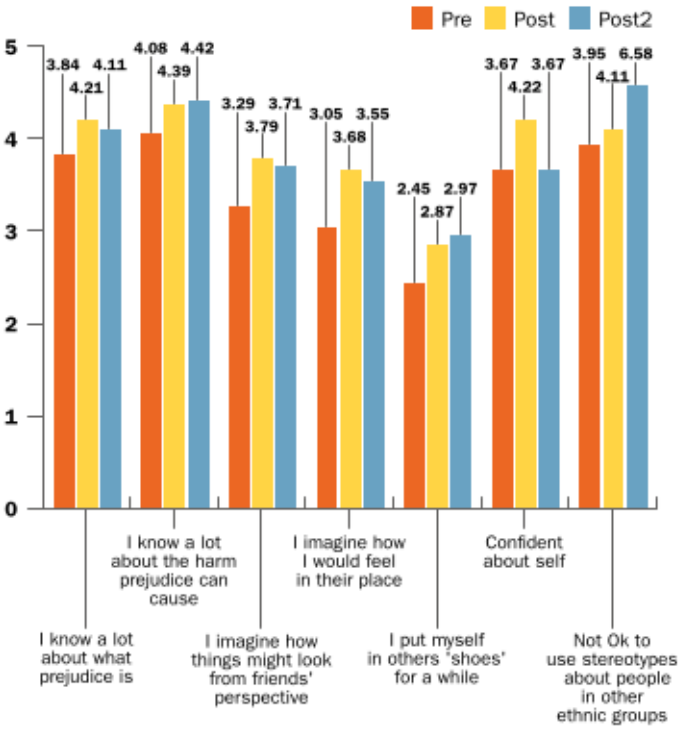
- I know a lot about what prejudice is (Knowledge)
- I know a lot about the harm prejudice can cause (Knowledge)
- I sometimes try to understand my friends better by imagining how things look from their perspective (Empathy)
- Before criticizing somebody, I try to imagine how I would feel if I were in their place (Empathy)
- When I'm upset at someone I usually try to 'put myself in their shoes' for a while (Empathy)
- I feel confident (Confidence)
- It is not OK with me to use stereotypes about people in other ethnic groups (Values)

Summary of longer-term impact

The results indicate a positive picture of young people's capacity to maintain increases in knowledge and empathy up to almost two years after taking part in the Anne Frank Trust schools programme.

Mean scores for all items, except confidence, were higher in the follow up survey compared with pre-programme scores. This suggests that improved knowledge about prejudice and perspective taking, are not only seen directly after the programme, but maintained up to two years later. A similar pattern is also seen for the perception of stereotypes as inappropriate.

***A History for Today* programme: Knowledge, Empathy and Confidence mean score over time**



The EKC scale ranged from 1- 5 (1 = Not at all like me/Strongly disagree; 5 = Very much like me, strongly agree). Given the mean scores only the mid-upper range of the scale is included in the graph.

- Mean scores for 6 of the 7 items were higher in both post and post2 results compared to pre-programme.
- Mean scores for knowledge of the harm prejudice can cause, and for use of stereotypes continue to increase over time.
- There was a statistically significant increase in scores for all empathy items across time.
- Progress in confidence was not maintained, which suggests a need for long-term support, like the sustained mentoring that the Trust is planning to introduce through its new Youth Empowerment Programme.

The Empathy Pre Questionnaire

EMPATHY PRE QUESTIONNAIRE

The Anne Frank Trust UK

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

Gender	
Age	
School	
Date	
Do you follow/belong to a religion? If so which one?	
How would you describe your ethnicity?	
Your class/form and initials	

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know a lot about what prejudice is	1	2	3	4	5
I know a lot about the harm prejudice can cause	1	2	3	4	5

Page 1

The Anne Frank Trust UK | Just Being Human 20

The Empathy Pre Questionnaire

The Anne Frank Trust UK

EMPATHY PRE QUESTIONNAIRE

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I sometimes try to understand my friends better by imagining how things look from their perspective	1	2	3	4	5
Before criticising somebody, I try to imagine how I would feel if I were in their place	1	2	3	4	5
When I'm upset at someone I usually try to 'put myself in their shoes' for a while	1	2	3	4	5
I feel confident about myself in general	1	2	3	4	5
I feel confident talking about prejudice	1	2	3	4	5

Page 2

The Anne Frank Trust UK | Just Being Human 21

PART FOUR: Young People's Views

Please note that this section of the report quotes some observations, stereotypes and prejudicial comments used as examples by the young people during focus group discussions. These comments should not be re-quoted, as they could cause offence if taken out of a research context.

The focus groups

As part of the Anne Frank Trust's ongoing research into impact, focus groups were held with young people during the academic year 2020-2021. The groups were run in person by members of the Anne Frank Trust education team, and recorded for analysis by the University of Kent.

This research method allows us to gather deeper insights on topics of interest and add further context to our data – areas that quantitative methods are sometimes unable to capture.

The focus groups were to understand two main areas of interest:

- The (lasting) impact of the programme on young people.
- Young people's perspective on prejudice in 2021.

The sample of young people

In total, three focus groups took place. One in Notre Dame High School, Glasgow, Scotland, and two in the North of England (Allerton High School, Leeds and Archbishop Holgate's School, York).The demographics of the focus groups are as follows:

Focus Group 1 (Leeds) – 8 students, 7 female and 1 male, year 10 (14-15 years old).

Focus Group 2 (York) – 8 students, 6 female and 2 male, years 9-10 (13-15 years old).

Focus Group 3 (Scotland) – 5 students, all female, school Year S4, (14–15 years old).

Findings

Three broad themes emerged from the focus groups as relevant to young people:

- Impact of the programme
- Education
- Crossing the line – when prejudice becomes a problem.

Each of these themes will be discussed separately, but it should be noted that the themes are inter-related.

Impact of the Anne Frank Trust programme

When discussing how the Trust's programmes had impacted them, the young people highlighted two main areas where they felt they had grown: confidence and awareness.

Confidence

Almost without exception the young people said how being a peer educator had increased their confidence at speaking in front of other people including strangers. These skills were long lasting, but also useful in other areas of their school lives. The young people spoke about using these skills in other subjects, and the confidence boost it gave them realising that they could speak in front of other people successfully.

Such skills were spoken about as both transferrable and empowering.

"It's more about, like, the speaking up part of it. And about how we kind of got taught how to present things. And we had a practice. So, I'm doing something this year, which is quite similar, doing like a leadership thing. And that's helpful that it's bringing the skills that we learnt into a different area."

(Participant, Focus group 1).

"The thing for me, it's a personal thing, because, I get quite worried about like speaking in front of people sometimes. So, I think just knowing afterwards that like, it was quite relieving, but also it was quite empowering in a way because I knew that I could do it again." **(Participant, Focus Group 1)**

The confidence that young people gained from the programme was not restricted to speaking in front of others. Many of the young people also discussed what they had learnt from it. It had given them the confidence to talk about issues related to prejudice such as sexism. The young people also spoke about being more confident to tell both their own story and those of other people.

"It gave me confidence to…speak up and tell, not just Anne Frank's story, but your story and other people's stories, and it'll be beneficial to a lot of people, learning what someone's gone through and how to deal with it, and you learn from what's happened."

(Participant, focus Group 2).

This highlights how important young people thought education (both formal and informal) was to reducing prejudice and discrimination in society today. This point will be discussed in more detail later in this section. It is closely related to both confidence and awareness. Without accurate information, young people are not confident to discuss or challenge prejudice.

The young people stated that the increased confidence had enabled them to talk about prejudice. But this increased confidence was also related to both awareness (discussed later), and greater confidence to discuss global concerns. One participant in particular spoke about how the programme had increased her confidence to discuss global issues.

"It's given me more confidence to speak about other things that are going on in the world as well, like the Chinese concentration camps." **(Participant, focus Group 2).**

"I think it made it easier to like speak out… so like posting things on stories and stuff."

(Participant, Focus Group 2).

Confidence to 'call out' prejudice was closely linked to education, and whilst many felt they had a greater general knowledge about prejudice and discrimination following the programme, this did not always translate into being more confident to challenge prejudice in their own lives. As one young person highlighted, it hadn't necessarily given her more confidence but it had given her a new understanding of how somebody could deal with a situation involving prejudice.

"…I don't know if it's brought more confidence. I feel, like I feel the same… but it's given me a new perspective on how you would deal with this situation."

(Participant, Focus Group1).

Awareness

A common theme running through all of the focus groups, was a greater awareness around prejudice following the young people's involvement in the programme.

"Yeah, like…it made me understand prejudice and stuff like that more clear. Like, like examples and real-life stuff."

(Participant, Focus Group 3).

This increased awareness was not limited to just recognising prejudice, but also how to deal with it, awareness of global issues related to prejudice, the emotions that are associated with it and being more aware of what may be offensive to other people.

"And it's made me more aware of like, all the like, stuff that is offensive to people, and like maybe stuff that I didn't realise before, there's like…I'm more educated on the subject." **(Participant, Focus Group 3).**

Knowing what may be offensive to others is heavily influenced not just by awareness but also by education. In addition, the young people discussed how some phrases, which are offensive, cross a line in terms of what is acceptable language. 'Crossing the line' is discussed in more detail below.

Increased awareness also led to realising about the existence of others' opinions or points of view. The young people discussed how the programme had raised their awareness of things that they 'couldn't see', that

sometimes you need to think more about people and their views rather than jump to conclusions.

"I think it brought awareness towards different things that you couldn't quite see to start off with. And you kind of think about the deeper meaning, and think about other people's views that you can't exactly see."
(Participant, Focus Group 1).

This led to discussions around people being entitled to their opinion and that this view is valid, even if you don't agree with it. People have different opinions and it is important to be able to listen and, in some cases, understand that opinion even if you do not necessarily like it or agree with it. The young people were looking at issues around tolerance and respect, and this again is something that links with the question of when an opinion 'crosses the line'.

"I think it's also taught me that everyone has different opinions on situations. Every opinion is valid and different, but you have to accept that and you might not be able to change that." **(Participant, Focus Group 2).**

Education about prejudice

Education about prejudice, or a lack of it, was discussed at length by the young people. The process of being a peer educator provided them with greater knowledge about Anne Frank and the Holocaust that they did not have before. This reinforced the importance of learning from history, such as what can happen when prejudice goes unchecked. The young people also commented on some of the similarities they saw between Hitler's behaviour and propaganda during the Second World War, and the way in which they perceived people as treating each other today.

In particular, the young people linked greater knowledge and education with the confidence and ability to tackle prejudice. When asked whether there were types of prejudice they would be more comfortable to challenge, the general consensus was a prejudice that they had information/education on.

"Something we know about. I think more, more likely to challenge if they are educated on. They can give facts that why they are… why that person is in the wrong."
(Participant, Focus group 2).

"…this school is multicultural, Jewish..then people have more knowledge on it should be able to tackle it." **(Participant, Focus Group 2).**

On the other hand, the young people felt far less confident or able to tackle prejudices that they did not know enough about, and identified particular gaps in their knowledge.

"So I feel, I think there's some that I feel more difficult for me to challenge just because I don't know enough information about it." **(Participant, Focus Group 2).**

When discussing education in general (as opposed to The Anne Frank Trust programmes), the young people identified the gaps in knowledge around Islamophobia, and a need for more education on sexuality and gender in school curriculums. They also highlighted the desire to access more accurate information about prejudice today. The young people felt that when prejudice was taught in schools by solely focusing on an historical backdrop, the illusion is created that prejudice is a thing of the past, rather than a relevant and important current issue in society. For example, educating around slavery or the Civil Rights Movement needs to be done alongside education around racism today.

Young people identified a lack of education around prejudice as one of the main causes of prejudiced behaviour and discrimination. They also said that moreover the lack of education was often used as an excuse for prejudiced behaviour. The young people believed that a lack of education was responsible for microaggressions, use of stereotypes, cultural appropriation, and a lack of respect for other cultures.

Opinions varied on whether blame could be placed upon people who lacked in education around prejudice and prejudice related issues. Some young people felt that people could not be blamed for their behaviour if they didn't understand that what they were doing was wrong.

"Upbringing has a massive impact on it, they don't understand what they are doing is wrong. So, you can't blame them for doing stuff they don't think is wrong and they don't know how other people might…like make some people feel." **(Participant, Focus Group 1).**

On the other hand, many felt that there was no excuse for being uneducated about prejudice.

"It's not that it's not their fault, but at the same time, it's their fault that they're not educated." **(Participant, Focus Group 2).**

Not only did some of the young people feel that there was no excuse for being uneducated about prejudice, but that many have been educated about it but choose to ignore that information.

"I feel people often use the fact that they haven't been taught about it, too. Because I feel like you can, there's stuff on media about this, a little bit about it and realise, sometimes when they are doing it, I just feel they don't take notice of it."

(Participant, Focus Group 2).

"The fact is they definitely have been educated they've just not paid attention. That's the type of person they are."

(Participant, Focus Group 2).

What was particularly important in the discussions were how many people are unaware about the impact prejudice can have. A view that was often expressed was that people knew that being prejudiced was wrong but that they didn't understand how it makes people feel.

"Like, obviously, people don't know the effect that has on people to like stop it, but if they did they'd realise, like how much it actually does affect people." **(Participant, Focus Group 3).**

When discussing the racism targeted at England footballers during the Euro 2020 competition one young person commented:

"…it's more likely to be the people that are uneducated on the matter. That's racism. They know it's wrong, they just don't understand how it makes people feel."

(Participant, Focus Group 2).

It was also felt that the lack of understanding of the impact of prejudice has contributed to many forms of prejudice (including Islamophobia) being seen as normal by society. The young people expressed the opinion that society has normalised Islamophobia to the point where it just exists all around us.

Education about different cultures

The young people felt that many people have a poor understanding not only about prejudice but about other cultures. They felt that there was a lack of respect by many for different cultures in the UK and this partly comes a lack of information about other cultures.

"I feel like in our community, there's a lot of different cultures. I feel sometimes that people don't respect other cultures."

(Participant, Focus Group 2).

More education and understanding of other cultures would help people to understand when things are offensive to people from a culture different to their own.

"People like don't know other cultures, and religions like Hijabs and stuff, it's like that as well. Like why they are wearing that stuff."

(Participant, Focus Group 3).

PART FOUR: Young People's Views

The young people were overwhelmingly in favour of a wider and better education for all age groups when it comes to prejudice and cultural understanding. Many felt that education about prejudice should start at a young age and that this might prevent a lack of education being used as an excuse for prejudiced behaviour.

"…when they get taught younger, they'll carry that knowledge when they're older and remember not to do things."
(Participant, Focus Group 3).

"I feel like if you started teaching people when they're younger, then that won't be an excuse anymore. Cos like if you do learn about it when you are younger, it'll like stop, like prevent that from happening."
(Participant, focus Group3).

Parents and adults

However, it was not just the younger generation who were thought to need education, but rather all age groups, who would benefit from more information around prejudice and other cultures.

"If everyone one of you got educated like, everyone would be on the same page about that, like everyone would know, roughly the same amount. So, there's not people being uneducated and like saying stuff……. it would give more people like…a better understanding of it all." **(Participant, Focus Group 3).**

"For adults as well, they won't say it so their kids won't know it either." **(Participant, Focus Group 3).**

Responsibility for this education was thought to be down to parents, schools and the media. Many young people felt that parents have a strong role in educating their children, particularly in a moral sense, when it comes to treatment and respect of others.

"People get taught by parents like the right and wrong." **(Participant, Focus Group 1).**

"And I think if you don't get taught that's the problem." **(Participant, Focus Group 1).**

Many also felt that schools had a big role to play in educating young people about particular types of prejudice and issues, such as sexuality, ableism and Islamophobia. Some young people felt these issues were as important as other subjects on the curriculum such as Maths and English, and were needed in order to prepare young people for the 'real world'.

"That stuff is like happening……and is like, I would say, just as important as like, doing your English and Maths and stuff. Like very. Because that's like happening in the real world. And when you go out obviously you need to learn about stuff like that, because, it affects everyone around you."
(Participant, Focus Group 3).

Social media

Social media and wider media were also criticised for their role around informing people about prejudice. Whilst young people felt media had a role in educating people about these issues, they felt that media make these issues worse by giving misinformation. It was felt that the media, in particular, reinforce stereotypes and that young people are vulnerable to these.

"I feel like sometimes culturally you learn from like the media. I feel like kids learn things and actions. They're quite prejudiced. But they don't know it, that it's prejudiced."
(Participant, Focus Group 2).

"Stereotypes I think are bad…like in everyday life, and like in TV shows and stuff."
(Participant, Focus Group 3).

It was felt that social media portrayed unrealistic expectations of certain people and lifestyles. Stereotypes seen on social media of how males and females should be were criticised, and likewise the unrealistic expectation of a perfect lifestyle was thought to be damaging to younger people – with one participant calling it 'toxic positivity'.

"… expectation in the media. Ways to look, ways to act, but just like this expectation of this perfect lifestyle, and everything must be happy. And 'I only share happy things'. You can't be upset. Someone says it's toxic positivity." **(Participant, Focus group 1).**

"And then the expectations of like, females and males and media and things like that, like ….lads not allowed to cry and things like that, or you have to be stick thin or muscular or just like different things. That affects people because, like, if you don't look a certain way, or stuff like that, it's quite hard to fit in." **(Participant, Focus Group 1).**

It was also expressed that many media sources are biased with what they choose to report, and that the media 'sugar-coat' issues of prejudice which causes frustration amongst young people.

"Yeah, like the stories that like they put out, it's like, it's not always the truth, like it's just maybe things to make them look good or like things that they want you to hear instead of like the actual world." **(Participant, Focus Group 3).**

"It's like the social media stuff, sometime sugar-coat stuff that happens, and don't put it straight. Like if something happens, they don't say it's prejudice, when actually it is, it's just frustrating." **(Participant, Focus Group m3).**

These discussions suggest that young people want the media to give a more realistic view of the world. They want to be given the facts about prejudice related issues as well as other global news items and they want stereotypes to be challenged. Supporting this, were additional comments about media underreporting news issues such as the conflict in Palestine. Young people want access to factually based, unbiased information to allow them to be educated and make informed decisions about global issues.

"Like the situations like Palestine. Stuff that's underreported. Like, not, not a lot of people do know actually what's happening. Especially if they listen to the BBC."

(Participant, Focus Group 3).

Crossing the line

The young people involved in the focus groups firmly believed that everybody has the right to their own opinion about other people and issues related to prejudice. However, there was much discussion about when these beliefs and opinions 'crossed the line'.

Although this 'line' is never explicitly defined, for the young people it was clearly related to how well informed or educated people were, and there were clear instances when someone crosses the line.

For many, although they believed everyone had the right to their own opinion, it became a problem if someone then wanted to express an opinion that was considered wrong.

"Because everyone should have a right, right? Human rights. Yeah, every…..people should have the right to express an opinion. But when it crosses the line. But, technically, they should be able to have that opinion, even though it's wrong…….I agree with that everyone should have an opinion. But it's almost wrong to sort of express the opinion. But you can believe it to yourself. But yeah, like not spread it around going I believe in certain things. I think it's…. people should be able to have things but if it crosses the line, it's not right." **(Participant, Focus Group1).**

Others gave more detail about where the 'line' is when it comes to an opinion, suggesting that it's alright to hold an opinion, and even express that opinion, but it crosses the 'line' if it is hurtful towards someone or incites hate towards another person.

"I think it crosses the line when it incites hate towards someone. You can say out loud…….this is just an example……I don't like Gay people, and then he says I think we should like eradicate all gay people……that's totally, totally different, like one's obviously, just your personal opinion, which you're entitled to, which because that's just being human…and then the other is just inciting hate against someone which you should, like, is just wrong." **(Participant, Focus group 1).**

More discussion revealed that young people could clearly see a difference between prejudice and discrimination, which related to thoughts and actions. This highlighted the view that everyone is entitled to their own thoughts but that these cross the line when they become actions.

"There's a difference between prejudices and discrimination. So thoughts are thoughts. You have those thoughts initially, but if you know a person better you can….but being discriminated to, to discriminate against another person is, is, is the wrong thing to do. Don't get me wrong to be prejudiced against somebody is pretty bad, but those are thoughts, discriminations are the actions and you shouldn't put those thoughts into actions." **(Participant, Focus Group 1).**

Other views suggested that prejudice crosses the line when it becomes personal and these views came from a discussion around hostility between fans of different football teams. Young people viewed these hostilities as more of a rivalry rather than prejudice or discrimination, suggesting that this is not a personal issue, unlike racism which can be targeted at an individual.

Banter was also very important to young people, and another area that definitely has the potential to cross the 'line'. This was a topic again closely related to awareness and education, and a lack of either, or both, led to people crossing the line when it comes to what is acceptable in terms of language people choose to use.

Young people acknowledged that other people's views on what classed as banter varied, as did people's resilience to banter, however they were in agreement that there are simply some things that are not acceptable as banter.

"I've had comments about racial ….at school….and you tell them it's racist. And they're like 'I was just joking' …and you really can't joke about that." **(Participant, Focus Group 1).**

"People kind of brush off comments in their behaviour as like, as banter sort of thing when actually, it's really hurtful and wrong." **(Participant, Focus Group 2).**

Many examples of banter were given, and were often related to race and country of birth. Some young people expressed the view that they were now more aware of this type of banter being unacceptable and calling it out.

"Well it was this case in one of our classes where someone, like, told someone to go back to their own country. And then it's kind of calling out what people would normally call it banter, and like calling it out and saying that's not right because it's just as much theirs as ours." **(Participant, Focus Group 1).**

Other examples of inappropriate banter were linked to a lack of education around sexuality and ableism. It was suggested that the language commonly used in banter, or as a slur, were terms such as Gay, disabled and autistic, and the young people strongly believed that a lack of education around this led to the terms being used loosely and inappropriately by many.

"I think in school, it's more common to, you know, like, hear terms loosely used like that, because we're mainly taught like about…. we're not, not about like, sexualities and ableism, we're not really taught about that in schools, so I feel that people take advantage of that and use it inappropriately. So I feel like if we would talk more about that in schools, and I think people would be more aware of it and realise that it is wrong."

(Participant, Focus group 2).

Young people also connected these terms being used inappropriately with stereotypes. They expressed the views that stereotypes of people with learning difficulties as not being clever, or physically disabled people, such as those in a wheelchair, also being mentally disabled, fed into the inappropriate use of these terms as slurs.

"People use the word autistic too loosely, because, like, I ……this guy goes 'oh your girlfriend's nickname should be autistic.' I don't know why he said that but obviously the guy found that really offensive, but people are autistic, and that doesn't like make them stupid or anything."

(Participant, Focus Group 2).

"I know people who I do stuff out of school with, who will joke about being autistic or whatever. And they just, take it really out of context, and the jokes is, just horrible."

(Participant, Focus group 2).

In contrast, the young people did feel that some banter is acceptable and that it depended entirely on context. Whilst there are things that simply shouldn't be joked about, they were in agreement that the appropriateness of banter depended on who you were with. For example, some banter was ok between friends, but not acceptable towards people you do not know, or if a person is being targeted.

Summary

The focus groups helped us to understand young people's perspective on prejudice in current society and the issues that are important to them. It showed how they wished to gain further access to factually correct knowledge to be in an informed position. This would empower them to challenge prejudice when they encounter it. It also highlighted how positive young people felt about The Anne Frank Trust and how much they appreciated the opportunity the programmes gave them to advance their own knowledge and develop their skills.

Part 5
Conclusions and future research

Conclusions

- The findings in this report are extremely encouraging. They demonstrate that the Anne Frank Trust's anti-prejudice education programmes have a **significant positive impact** on young people's attitudes towards, empathy with and sense of commonality with groups of people different to themselves, as well as their knowledge of prejudice and confidence to take action.

- The results provide continuing evidence of the efficacy of **the Trust's educational approach** – that learning about antisemitism through the history of Anne Frank and the Holocaust becomes generalised to impact on prejudice in a very wide range of forms.

- The Trust's greatest impact is on young people who start out with the most negative attitudes – i.e. it **benefits most those who need it most**.

- The Trust's **impact has been maintained and in some cases increased despite the school closures and other restrictions of the first year of the Covid pandemic**. The Trust successfully adapted its programmes during this year for delivery by video-link and online, as well as introducing new programmes such as the Together Again workshops.

- Even with the small sample sizes available for the longitudinal analysis, the evidence consistently shows that **the Trust's impact is long-lasting**, with two thirds of participants maintaining their progress 18 months to 2 years after completing the programme.

- The Trust made substantial **progress in evaluation practice** this year, for example by assessing progress more widely across the UK (notably including Scotland), by introducing better measurement of empathy, and by using focus groups to gather qualitative data from young people's own words.

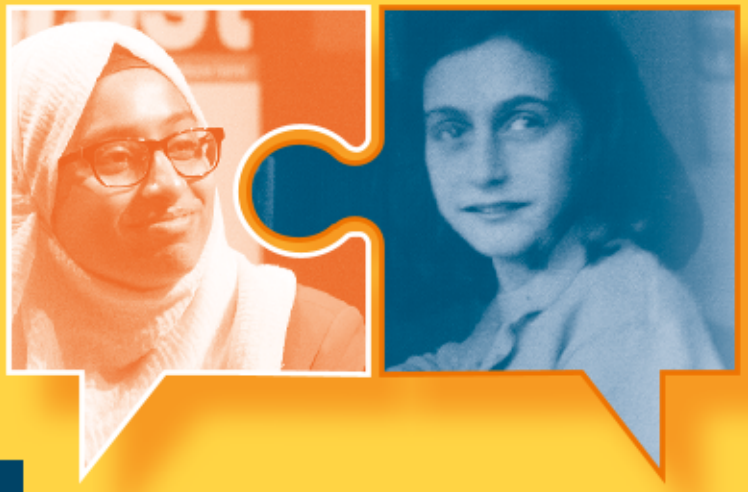
Future research

- This year's analysis by gender is a good start, but more evaluation is needed in future to assess the **equitability** of the Anne Frank Trust's impact on different groups of young people.

- Most of the Trust's present and previous research samples are from secondary schools. From 2021, the Trust is increasingly focusing on **primary schools**, and it will be important to evaluate impact on this younger age group.

- The Trust is now incorporating the Contact Star and a simplified Knowledge-Empathy-Confidence questionnaire across all its programmes, with data collection through an internal database. This will significantly **increase sample sizes**, and enable us to conduct more sensitive analysis of impact as it affects different places and demographics.

- This report completes our current series under the existing SeNSS-funded4-year studentship. The Trust and the University of Kent are currently developing plans for a new graduate research post to run for 4 years from 2022. This will focus on the Trust's **new Youth Empowerment Programme**, opening up exciting possibilities for research led by the young people themselves and for exploring in-depth impact on young people with lived experience of prejudice.



The Anne Frank Trust UK

Please help the Anne Frank Trust build a world where everyone can just be human by making a donation at **www.annefrank.org.uk**

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

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

T: 020 7284 5858
E: info@annefrank.org.uk

Registered charity no: 1003279
Scottish charity no: SC040488
Company no: 2612141

ISBN: 978-1-3999-1197-9

#JustBeingHuman