

University of Kent

Impact Report on Anne Frank Trust Data
Collected during Academic Year 2015-2016

2015-2016

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Report Overview

This report briefly reviews the impact of the Anne Frank Schools and Ambassadors Programme on young people's *attitudes, empathy and pro-social tendencies*. The data was collected via survey, from Peer Guides participating in the programme during the academic year 2015/2016. A focus of the programme for this academic year was on homophobic, biphobic, and transphobic (HBT) bullying, therefore the survey and subsequent analyses have a focus on young people's attitudes towards gay people.

What did we measure?

All measures in the survey were designed to examine the following processes from the logic model:

- Greater empathy and respect for others, particularly those experiencing injustice
- Reduced negativity towards different groups
- More positive attitude towards others

Pro-Social Tendencies (Reaction to bullying)

This part of the survey presented the young people with a scenario in which they were asked to imagine that they were a bystander/witness to a bullying incident. More specifically, the bullying incident was one in which a teenager was being bullied because of their sexuality. Young people responded on a scale of 1 -5 (not at all likely – very likely) to possible reactions that they would have to this incident. The reactions could be split into 3 categories; ignore the situation, intervene in a helpful manner (e.g. tell a teacher), or intervene in a harmful manner (e.g. start a fight).

Attitudes (Star)

Young people indicated how much they would like to spend their time with 13 individuals belonging to different social categories. Responses were made on a scale of 1-7 (Not at all – Very Much). Social categories included Muslim, British, Teacher and Gay.

Empathy

The extent to which young people empathise with people from other groups in society was measured by asking young people to what extent they agreed with 5 different statements (e.g. "I feel quite sad for groups that are less lucky than my own").

Who were the young people?

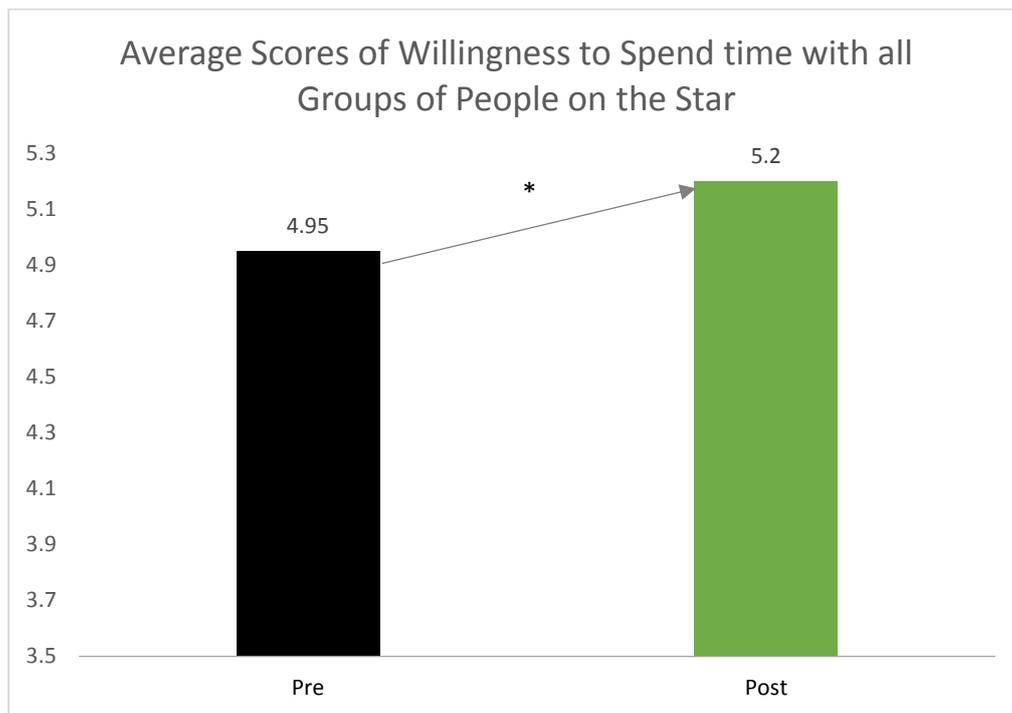
- 757 young people, of these, 647 provided full consent for evaluation data to be used in this report.
 - 389 Female (60%), 258 Male (40%)
 - 32% identified as Christian, 13% as Muslim and 29% as non-religious.

What did we find?

The programme was successful in improving attitudes towards people from many different social groups, including; Muslims, gay people, the homeless and the elderly. The programme heavily influenced a positive change in those young people who expressed more negativity before participating. Peer Guides were better able to apply their empathic feelings when faced with a bullying scenario, after participating compared with before.

What Impact did the Programme have on Young People’s Attitudes towards Others?

The Star asked young people to consider how much they would be willing to spend their lunchtimes with people from 13 different social groups. A score of 1 indicates that they are ‘not at all’ willing, whilst a score of 7 indicates that they are ‘very much’ willing to spend their time with that specific person.



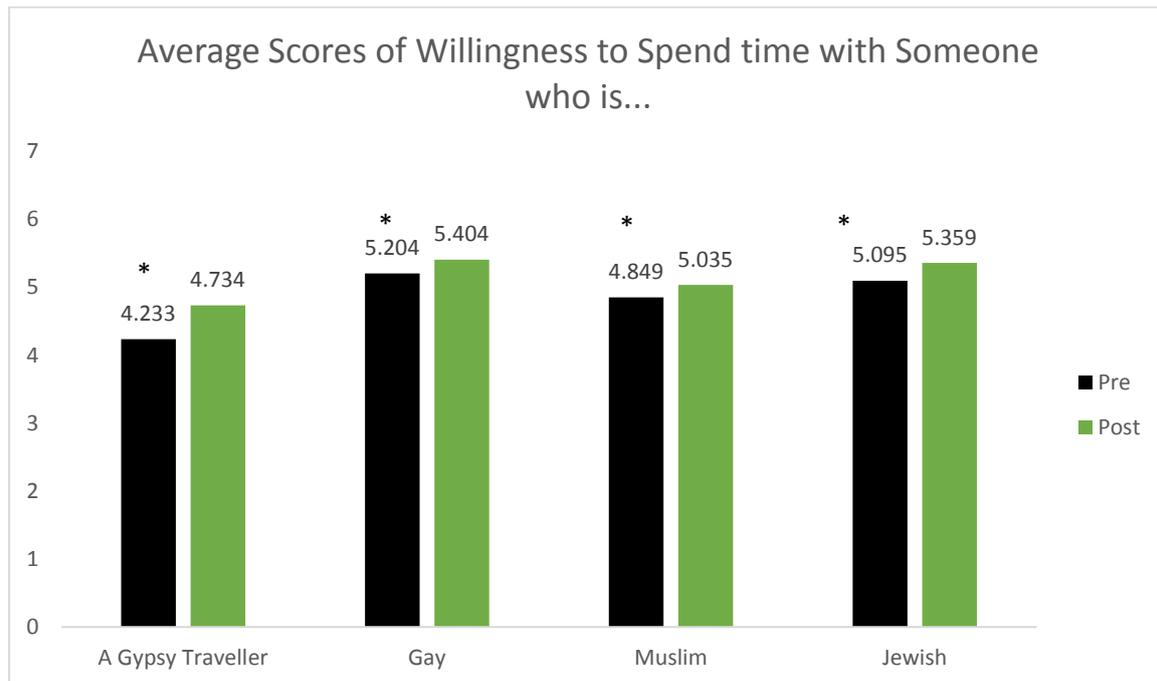
The graph above shows young people’s scores on the Star, averaged across all 13 types of people that they were asked to consider. After participating in the programme, young people expressed an overall willingness to spend time with other people, more so than before participating. This increase in willingness is statistically significant (as indicated by the *).

Analysis on young people’s willingness towards each individual person listed on the star revealed that young people were significantly more willing to spend their time with each person on the star, after participating in the programme. The only group that young people’s attitudes towards did not change was athletes, however attitudes towards athletes was very positive to begin with.

How did the programme change attitudes towards Outlier Groups?

Outlier groups of interest are; Gypsy Travellers, gay people, Jewish people and Muslims.

Analyses of the Star measure were conducted on these 4 groups of people only. A high percentage of young people participating in the programme identified as Muslim (13%). Therefore, to avoid biases the following analyses were conducted excluding Muslim participants.



Willingness to spend time with each of the above 4 types of people increased after participation in the AFT workshops. This is particularly impressive as the AFT's workshops tell the story of the Holocaust specifically, and encourage young people to apply the lessons learnt from the Holocaust to prejudice in today's society. It is clear that this is what the young people are doing, as the improvements in attitudes are of similar magnitudes, regardless of the target person.

After rating their willingness to spend time with each type of person on the Star measure, young people were then asked to pick one person from the Star who they would most like to spend time with, and one person who they would least like to spend time with.

Below are some examples of the reasons people showed more willingness to spend time with a gay person over any other person in the star task:

“Because I don't mind what type of person you are. It depends on the personality. I would like to show support to LGBT people because of what they've been [through].”

“People's sexual preference doesn't affect what kind of person they are”

“Because gay people have a hard time even [through] the Holocaust”

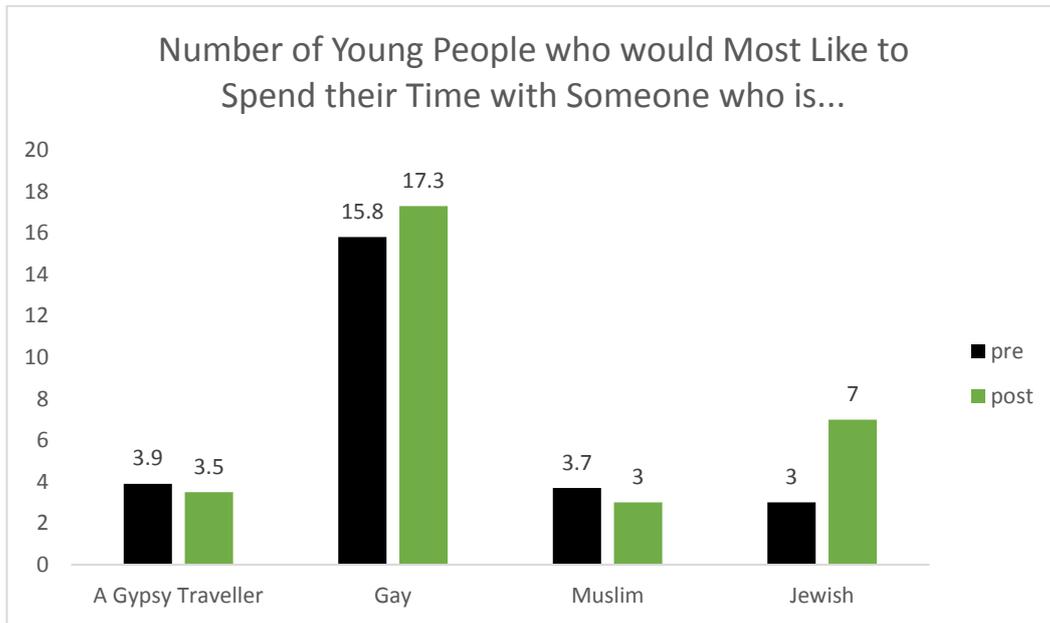
When asked to provide a reason as to why they chose to spend more or less time with particular people on the 'star' task, many young people did not display preference for one person over another and provided reasons for this such as:

“...because throughout the two weeks I have learned that we are all the same no matter who you are”

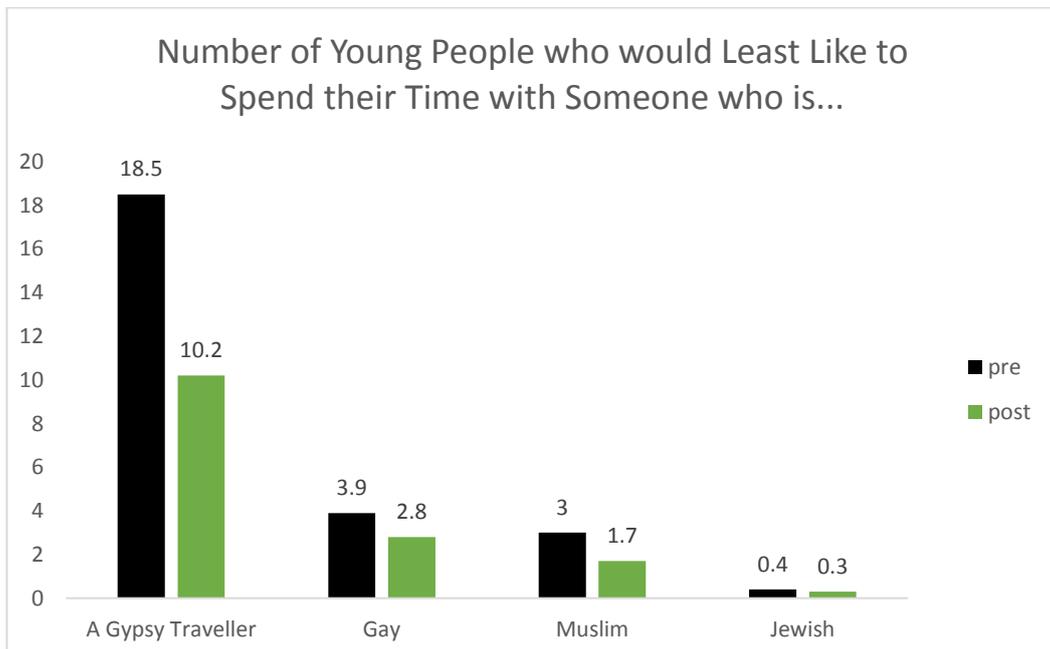
“...I can't define someone's personality by one thing about them and I should give them a chance”

“I can't! Everyone will be different with a different story to tell, so I wouldn't favour one over the other”

Note: The following two charts are based on frequency data only, the differences between pre and post data were not tested for statistical significance.



The graph above shows the number of young people who chose either a Gypsy Traveller, a gay person, a Muslim or a Jewish person as the person that they would *most* like to spend time with; both before and after participating in the programme.



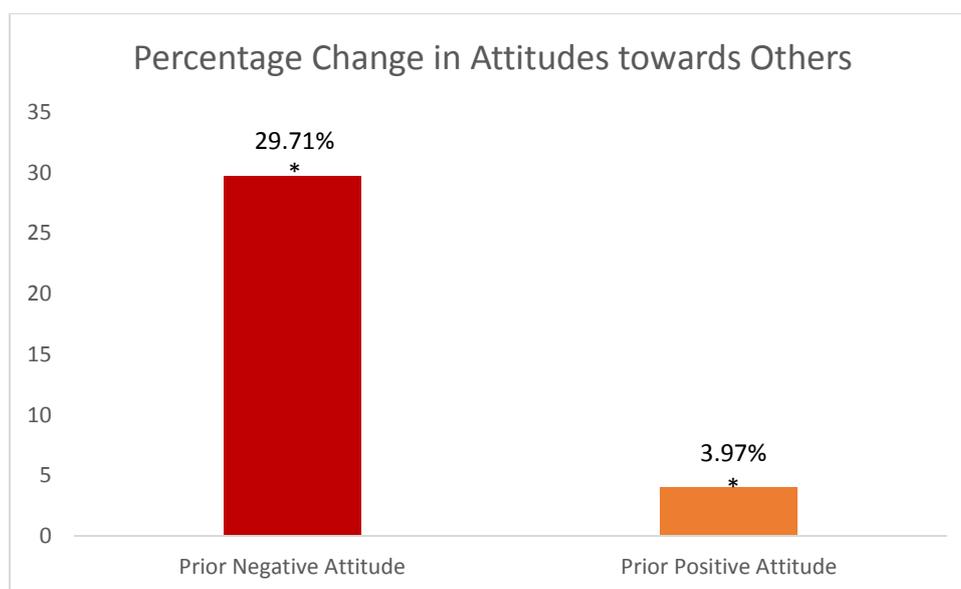
The graph above shows the number of young people who chose either a Gypsy Traveller, a gay person, a Muslim or a Jewish person as the person that they would *least* like to spend time with; both before and after participating in the programme.

Importantly it is visible that the number of young people who stated that they would least like to spend their time with someone who was a Gypsy Traveller dramatically dropped after participation in the Schools Programme. This is an impressive finding as the programme is not designed to specifically target issues of prejudice and discrimination towards the Traveller community.

How does the programme impact on Peer Guides who have particularly negative attitudes towards others?

Is this impact more marked in comparison to those who display less negative attitudes?

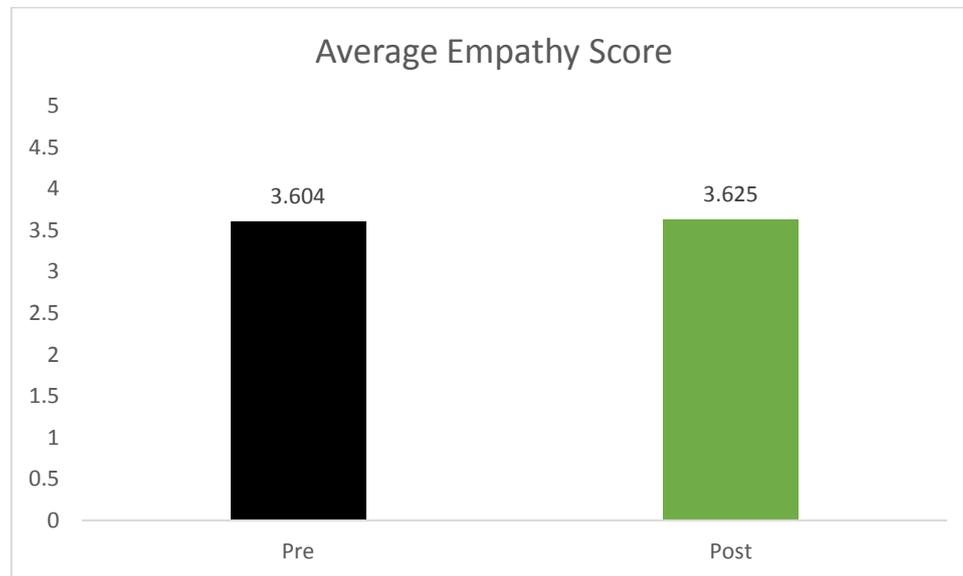
Young people's average ratings towards all groups of people on the Star measure prior to participating in the programme, was used as an indicator for their general attitudes towards others. Young people with lower average ratings pre-programme are considered to hold particularly negative attitudes towards others. Categorising Peer Guides in this manner is useful to assess how the programme is influencing change in different types of young people.



The graph above shows the percentage change (post minus pre) in overall willingness to spend time with all groups of people on the Star. An increase indicates that attitudes, or overall willingness, improved after participation in the programme. Attitudes were *significantly* more positive after participation, amongst Peer Guides who held negative attitudes as well as those who held positive attitudes, before participating. However, as is visible in the graph above, the percentage change was remarkably larger amongst those who had previously held particularly negative attitudes towards others.

Does the Anne Frank Schools and Ambassadors programme have an impact on Peer Guides' ability to empathise for others?

particularly those experiencing injustice?



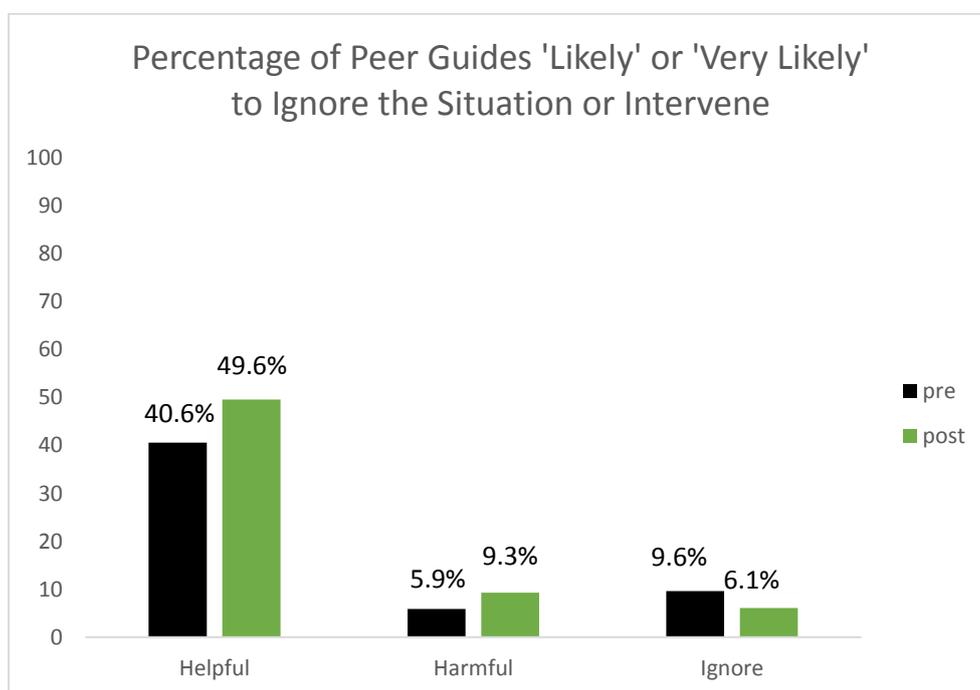
Although there was no significant increase in young people's empathy after the workshops, we can examine how young people's empathy is linked to their prosocial behaviour intentions both before and after participating in the workshops. We can examine this through correlations. If two things are highly correlated, this means that they are well linked.

- Before participating:
 - Young people's empathy towards other groups of people was positively correlated/linked to their intentions to intervene in a bullying situation in a helpful way. This means that the more empathy the person has, the more likely they are to help.
- After participating:
 - The link between empathy and helpful interventions remained, that is, the more empathy, the more they are likely to help. However, the strength of the link was much stronger after participating in the workshop. This means that the likelihood is increased. Therefore, although empathy didn't increase after the workshop, the workshop did work to encourage young people to use their empathy in a more proactive manner.

Does the Anne Frank Schools and Ambassadors programme have an impact on Peer Guides' tendency to stand up for others who are experiencing hate-related bullying in a positive way?

Peer Guides' prosocial behaviour intentions can be examined through responses to the bullying situation task (explanation of task on p.2).

The data displayed below explored the percentage change before and after participation, amongst those who indicated that they were either 'likely' or 'very likely' to react to the situation in one of the following ways.



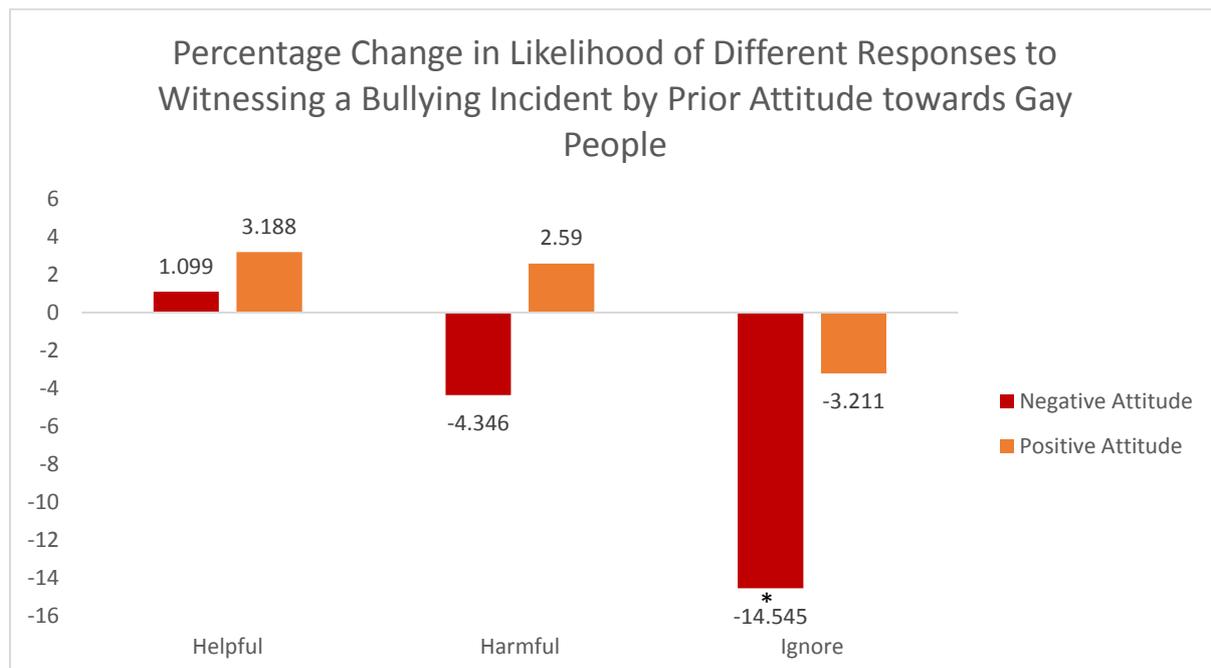
After participating in AFT workshops:

- Young people were significantly more likely to intervene in a helpful manner
- Young people were significantly less likely to ignore a bullying situation

Both before and after the programme, the majority of young people were more likely to intervene in a helpful manner than in a harmful manner. Whilst the workshops did not lower the likelihood of harmful interventions, the percentage of young people who would intervene in a harmful way was very low (6 % and 9%). Moreover, there was not a *significant* increase in intentions to intervene in a harmful way post-programme.

Did the programme encourage young people to stand up for others who are experiencing HBT bullying in a positive way, even amongst those who have expressed negative attitudes towards gay people?

To investigate this question, Peer Guide’s willingness to spend time with a gay person (pre-programme) was used to categorise Peer Guides as either expressing negative attitudes or positive attitudes towards gay people. This categorisation was then used in the following analysis to examine the percentage change in responses (post minus pre) to witnessing a homophobic bullying situation.



Despite visible increases and decreases in reactions to the bullying situation, the only *significant* change was amongst those with a negative attitude and their intentions to ignore the situation.

- For Peer Guides who expressed negative attitudes towards gay people:
 - There was no significant change in intentions to intervene in a helpful manner
 - There was no significant change in intentions to intervene in a harmful manner
 - Intentions to ignore a homophobic bullying situation significantly and dramatically reduced after the programme
- For Peer Guides who expressed positive attitudes towards gay people:
 - There was no significant change in intentions to intervene in a helpful manner
 - There was no significant change in intentions to intervene in a harmful manner
 - There was no significant change in intentions to ignore the homophobic bullying.