

# The Anne Frank Trust UK

Impact Report academic year 2013/14





## Our purpose

In line with the aims and vision of Otto Frank, we believe that education is key to a more humane and just society.

Otto Frank was the father of Anne Frank. He was a visionary who wished for his daughter's diary to become a general force for good. Using the powerful story of Anne Frank, her inspirational diary and the historical backdrop of her life, we inform and educate people about all forms of prejudice, discrimination and hatred.

By providing peer education opportunities, we aim to inspire people to challenge prejudice, combat discrimination and help create a future free from hatred. We do this for everyone who has and will suffer persecution and discrimination and for all who will benefit from living in a more equal and inclusive society.

We reach more than 30,000 people each year in six regions of the UK and at the heart of our work are peer-guided exhibitions and workshops. We run our programmes in schools, prisons and community settings in areas of high socio-economic deprivation, people living within these communities are most at risk of being exposed to and affected by prejudicial and xenophobic attitudes.

This impact report is a summary of the research we have conducted amongst young people in schools against three outcomes:

# 1

**To reduce**  
prejudice and  
discrimination

# 2

**To increase young people's  
respect for others**  
who may come from different  
**cultural or**  
religious backgrounds

# 3

**To increase  
socially active**  
behaviour among  
young people

## Our strategic plan 2011 – 2013

December 2013 was the end of a three year strategy which focused on the quality, standards and consistency of our education delivery and programmes, and provided more sustainable income streams.

Our focus on quality and evaluation was successful. We overachieved on all of our targets for programme development and training. The production of this, our first impact report, demonstrates our commitment to understanding the effectiveness and impact of our work.

We have built a very strong and highly skilled education team. We have strong demand from our clients, have increased our reach across the country and have integrated our programmes well.

We continue to punch above our weight with our communications and PR programmes which belie the size of our organisation.

Our focus on building capacity has paid off. Our income grew at an annual rate of 8% from 2010 to 2013. Last year we were able to invest an additional 13% in our charitable activities. We enhanced our secure future income and we put the appropriate skills in place to deliver against our strategic aims.

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**8%**

Last year we  
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**13%**  
in our charitable activities



## Our strategic plan 2014 – 2016

Our latest strategic plan has three simple goals:

**a**

**To broaden our reach**

We want our work to grow so we can influence more people to increase their empathy towards others.

**b**

**To increase the depth of our impact even further**

We do not simply want to measure our success by the numbers of institutions and people with whom we work. We want that work to have a lasting positive effect on our beneficiaries.

**c**

**To provide continued evidence that we can change attitudes**

We want research to show that our work is making people think about their own views and is increasing their empathy towards others. These are essential to achieving our ultimate intended aim; to reduce prejudice and hatred.

## The focus of our work

### Working with young people

We have inspired hundreds of thousands of young people within schools across the UK to think about their attitudes, behaviours and their treatment of others. Our work takes place predominantly in secondary schools; over 70 every year across the UK. Our exhibitions, workshops and training all combine with an international model of peer education to educate over 25,000 young people.

### Working with offenders

Our work in prisons uses educational exhibitions as a starting point, with accompanying workshops and a similar peer education model to our work in schools. We work with more than 1,700 offenders each year, 60 of whom become peer educators.

### Working in communities

Working in communities: our community exhibition, *Anne Frank + You* is unique in being the only UK educational travelling event of its scale to focus on the Holocaust, other genocides and current social and civil responsibility. Each year over tens of thousands of members of the general public visit our exhibitions in prominent public venues.

Each year tens of thousands of members of  
**the general public visit our exhibitions**

Every year  
we work with over  
**25,000**  
young people

Every year  
we work with over  
**1,700**  
offenders

## The Anne Frank Schools and Ambassadors programme

**1**

### Exhibition, workshops and peer education

The starting point for our work is a visit to one of our exhibitions, held at a secondary school for two weeks, which introduces Anne Frank and the Holocaust. Groups of 20-30 students are guided through the exhibition by around 12 of their peers, all of whom have undergone training to become guides. By giving guides the responsibility of educating both their classmates and staff, they gain confidence and develop leadership and communication skills. The same groups of students (approximately 200 per school) then take part in workshops exploring issues of identity, diversity, human rights and prejudice. These workshops help participants further their understanding of the exhibition and apply its lessons to their own experiences and issues that afflict their communities.

**2**

### Anne Frank Ambassadors Programme

Peer guides then have the opportunity to become Anne Frank Ambassadors. After further training, they are supported by Anne Frank Trust staff and teachers to design and deliver their own workshops about Anne Frank to local primary schools, to help at public exhibitions and become long term advocates for equality and social action. We train more than 360 Ambassadors each year who pass on their learning, and become a lasting voice in the communities in which we work.

Our programmes target areas of multiple deprivation, often in areas with high levels of community tension such as those with high levels of hate related crime. Demographically, these areas tend to be either white mono-cultural, or comprising of multiple minority groups.

In schools our recruitment of participants, with the help of teachers, is representative of the overall demographic of the school, but we aim to focus upon young people who are at risk of exclusion, those who have shown bullying behaviour, particularly race related bullying, as well as those facing other problems such as lack of engagement in school, low self-confidence or low self-esteem.

Each year we  
train more than  
**360** Anne Frank  
Ambassadors

## How we assessed our impact

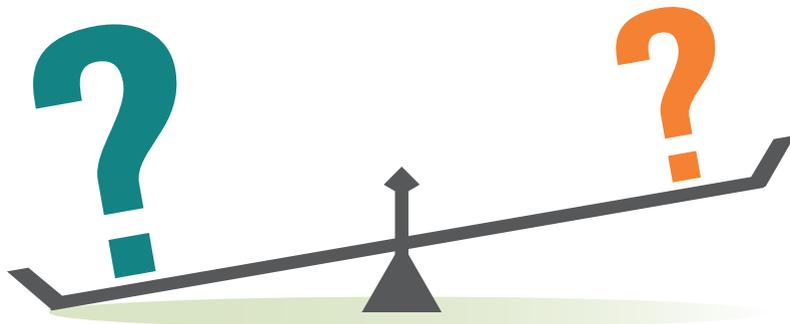
In 2012 we started to create a robust, logic based evaluation framework to understand the true impact of our work. Our initial focus has been on our work in schools, with a specific focus on the journey on which we take our Anne Frank Ambassadors.

We engaged Charity Evaluation Service to help us start this process. As experts in the field, they are experienced in ensuring that methods used do not lead or inhibit participants, affording reliability and credibility to the information collected. They place value on the use of various sources for data collection in order to increase the validity and depth of the evidence available.

We ran a consultative process to create our evaluation framework which examined the breadth and depth of our work against its aims and intended outcomes. Following a review of the appropriate academic literature, a logic model was constructed. This drew on evidenced educational and psychological theory and research to demonstrate the validity, efficacy and ethics of our working methods, and defines our expected and experienced outcomes.

As part of our Big Lottery Realising Ambition funded programme in schools we have been fortunate to have access to expertise from Dartington Social Research Unit, an independent charity which has over fifty years' experience of researching what works in improving children's outcomes across the education, health, social care and criminal justice systems. Their consultants helped us refine our logic model and reviewed our fidelity tools to carry out effective monitoring of our work.

Following a pilot of our evaluation framework in Scotland during the academic year 2012/13, we were ready to conduct full fieldwork across five regions of the UK in the 2013/14 academic year.



## Our methodology

Our research is based upon 749 students from 48 schools across 6 regions of the UK. We focused on those who travel furthest on their journey with us; our Anne Frank Ambassadors. This group undergoes the most training, has the most interaction with our programmes and we hope derive the most benefit from our intended outcomes.

Quantitative assessments are made at three points of time; at the start of the programme, after our Ambassadors have undergone training and at the end of the programme. The research is administered by our regional educators.

The results were analysed by Kiran Purewal, MSc and Professor Dominic Abrams, Professor of Social Psychology and Director of the Centre for the Study of Group Processes, School of Psychology at the University of Kent.

Qualitative assessments are conducted amongst students and teachers using ethnographic observations, focus groups and questionnaires.

Our partnership with Independent Academic Research (IARS) under the Big Lottery Realising Ambition funded programme is the prime source of this input. IARS is a leading international think tank which produces evidence based solutions to current social problems and is an international expert in human rights and inclusion, citizenship and user led research.

## Our intended impact

We use our logic model both as the basis of our work and to assess how we have performed against the outcomes we intend:

1

### To reduce prejudice and discrimination

**To assess this, we evaluate:**

- a. Increased knowledge about Anne Frank's life and the Holocaust
- b. Increased knowledge of what prejudice and discrimination is
- c. Increased understanding of the dangers of prejudice and discrimination
- d. Greater empathy and respect for others, particularly those experiencing injustice
- e. Reduced negativity towards different groups



2

### To increase young people's respect for others who may come from different cultural or religious backgrounds

**To assess this, we evaluate:**

- a. Better interpersonal and communication skills
- b. Greater cooperation and respect amongst peers
- c. More positive attitude towards others

3

### To increase socially active behaviour among young people

**To assess this, we evaluate:**

- a. Gaining transferable skills
- b. Taking on roles and responsibilities in and out of school
- c. Increased self confidence

1

## To reduce prejudice and discrimination

We first looked at our Ambassadors' knowledge through questions such as "How much do I know about what prejudice is?" and "How much do I know about the harm prejudice can cause?"

# 88% of

Anne Frank Ambassadors said they better understood what prejudice is after taking part in our programme

# 92%

better recognised the dangers of prejudice after taking part in our programme

Practically all Ambassadors reported increased knowledge about prejudice and the harm it can cause, and the increase in knowledge gained is exceptional. We saw a 49% relative increase of knowledge about prejudice with a 56% relative increase of knowledge about the dangers of prejudice.

We asked students a series of questions to assess their level of empathy and respect for others, as well as their perceptions of injustice, rating themselves on a scale of one to 10. One indicates 'Not at all' and 10 indicates 'I have arrived'.

Students rated themselves before taking part in the programme, after the two week in-school programme, and finally again after taking part in the Anne Frank Ambassador Programme once they have delivered their first presentation in a primary school.

*"I can share my knowledge with others about Anne Frank and teach the world today that discrimination is not going anywhere."*

– Anne Frank Ambassador, Peterborough

### How much do I know about what prejudice is?

### Can I recognise the dangers of prejudice?



Practically all students emphasised their increased ability to understand and spot prejudice and discrimination in their environments. They recognised how easy it is to harm people through thoughtless language and behaviour and displayed readiness to change this in themselves as well as challenge it in their peers.

1

## Greater empathy and respect for others, particularly those experiencing injustice

We then assessed our Ambassadors' attitudes with questions like "How respectful am I of other people?" and "How much do I care about other people's feelings?" Students who rated themselves below average on respect for and caring about other people before the programme rated themselves higher on respect and caring after the programme.

**How respectful am I of other people?**



**How much do I care about other people?**



*"It makes you spot [prejudice and discrimination] out and makes you more alert on how to stop it, [...] you could go up to someone who is bullying someone, could be because of their race, religion, and you could put a stop to it, instead of walking past and feeling awkward about it."*

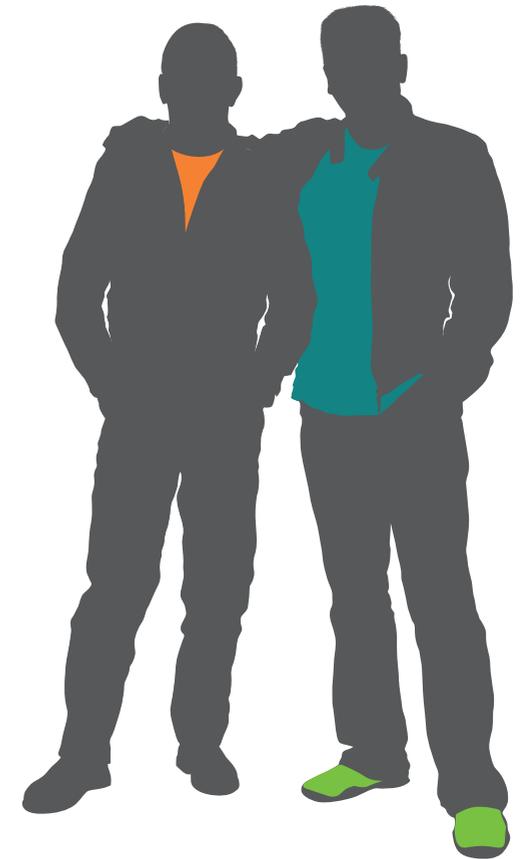
– Anne Frank Ambassador  
Durham

*"I wouldn't exclude people anymore. We had our own groups in school... but I realised how making people feel different is really wrong."*

– Anne Frank Ambassador  
Peterborough

**88%**  
of respondents  
**agreed or strongly agreed**  
students were  
**more respectful**  
as a result of the programme

**85%**  
said that they agreed  
**or strongly agreed**  
that the participants were  
also more likely to challenge  
discriminatory behaviour



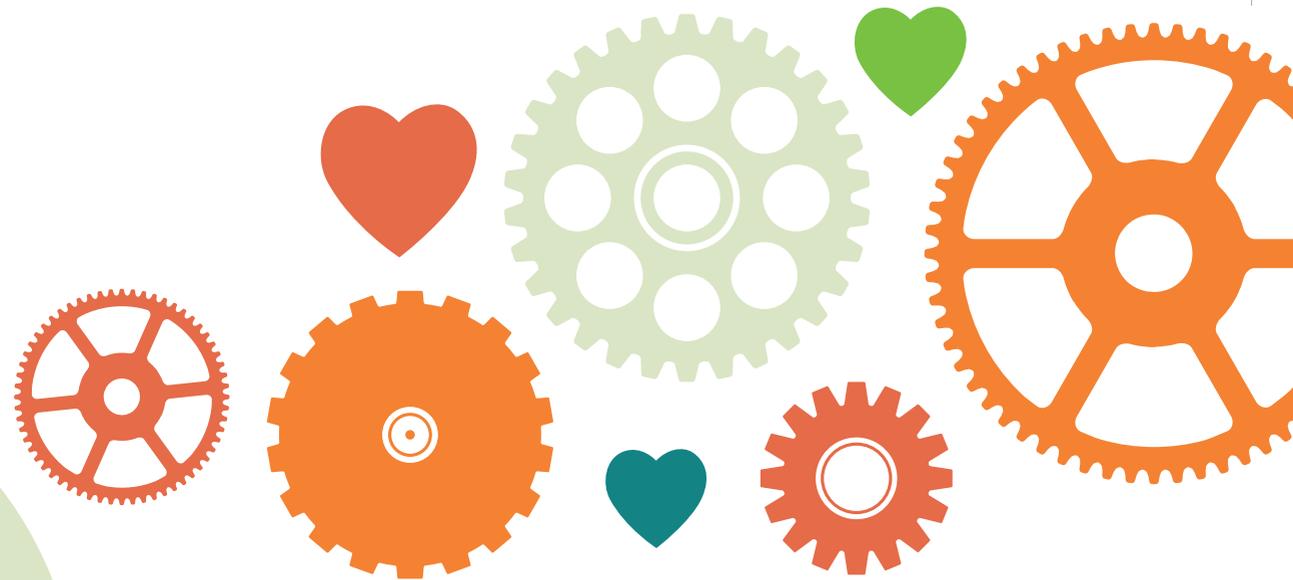
*"The peer guides are more thoughtful, caring and respectful of others."*

– Sheila Watson,  
Teacher, Firrhill High  
School, Edinburgh

*"Our school includes a significant number of pupils from a variety of different ethnic backgrounds. Many come from refugee and asylum seeking families and although our pupils do tend to mix well there have been some race related incidents and issues of discrimination. The Anne Frank exhibition and workshops were a fantastic opportunity to raise awareness of these issues and heighten our pupils' understanding of the importance of treating others with respect and dignity, no matter what race or religion they are."*

– Nicola Morley, Teacher, St Mungo's Academy, Glasgow

## Does increased knowledge lead to a change in attitudes?



The very least we would expect from our Ambassadors is an increase in their knowledge. What we want to see is if this knowledge has had any effect on their empathy and respect for others. We asked the University of Kent to see if there is correlation between a gain in knowledge and a change in attitude or skills, using the same quantitative data we collected from Ambassadors:

The correlation between change in knowledge and change in self-concept was 0.53, which is highly statistically significant, given that correlations can range from 0 (no association) to 1 (complete association). In other words, the gains in knowledge and self-concept do, to some extent, go hand in hand. However, statistically, the stronger effect is that students' self-concept after the programme can be predicted by their change in knowledge.

*"Based both on our own logic and on the statistical evidence there is good evidence that the more students learn, the more positive they feel about themselves and the more they will hold positive attitudes."*

– University of Kent

*"I learned about the way prejudice can harm people... and about how teaching people today can actually affect what they do and how they change themselves."*

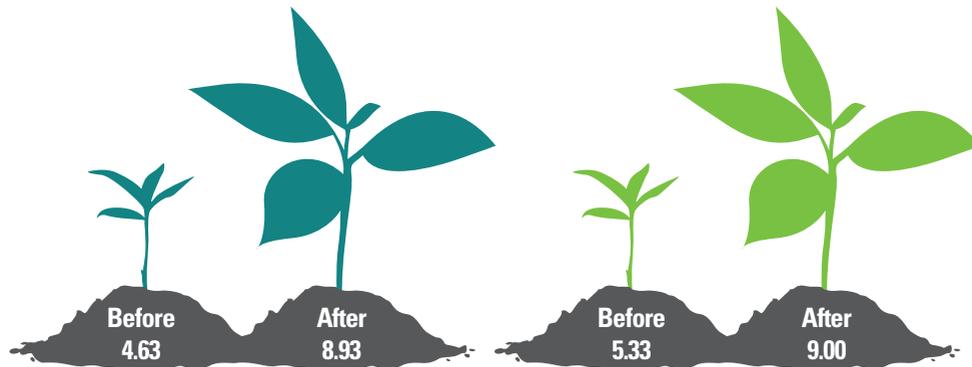
– Anne Frank Ambassador  
Durham

## To increase young people's respect for others who may come from different cultural or religious backgrounds

To assess students' levels of cooperation and respect amongst peers and those who may come from different cultural or religious backgrounds we asked students questions such as 'How easy do I find it to work in a team?' and 'How good am I at listening and talking to other people?' Again we found that students who rated themselves below the average on these measures before the programme made the most gains.

**How easy do I find it to work in a team?**

**How good am I at listening and talking to other people?**



**51% & 63%** said that they found it easier to work in a team after taking part in the programme

**of Peer Guides** **of Anne Frank Ambassadors**

Teachers were very positive about the impact on their students in this regard.

IARS also noted the value of enabling students from different schools to work together at the Ambassador training; it takes students away from the familiar, breaks down students' perceptions about young people from other schools, and helps with confidence:

*"The training programme allows the pupils to perform to high standard both individually and collectively and generates an excellent sense of team spirit among the guides... a sense of team spirit to take forward a positive attitude in challenging discrimination and intolerance."*

*"Young people have greatly appreciated the chance of meeting their peers from other schools, and spoke eloquently about the barriers that they managed to overcome."*

– Independent Academic Research Studies, IARS

– Anne Frank Ambassador, Edinburgh

**55% & 69%** said that they were better at listening and talking to other people after taking part in the programme

**of Peer Guides** **of Anne Frank Ambassadors**

## To increase socially active behaviour among young people

### Sense of responsibility

Most students are aware of how they represent their school as an Anne Frank Ambassador and their positive impact on the school environment. For some it has ignited an interest in lessons and being active in class. Others expressed an intention of doing more in their school, for example being involved with charity.

Some teachers observed a change in their students' attitudes.

*"They have a sense of pride in their ability to pass on their knowledge of Anne Frank and the Holocaust to other pupils and have been volunteering to get involved in other projects within the school. Some of the guides have also joined the schools anti-bullying programme to promote the importance of treating others with respect and dignity and also to encourage others to speak out if they see people being treated badly."*

– **Nicola Morley, Teacher**  
St Mungo's Academy, Glasgow

IARS found a sense of responsibility in passing on the messages they had learnt through being part of the programme.

*"Some groups of Ambassadors emphasised the link between learning from history and the moral obligation to build a future free from hatred".*

– **Independent Academic Research Studies, IARS**

**65%** of  
Anne Frank Ambassadors  
reported an increase  
in confidence

The programme does a fantastic job at improving confidence in practically all students and we see the most marked improvement amongst those who are the least confident at the start of the programme.

### % improvement in confidence



Just over a quarter of our participants reported a lack of confidence at the beginning of the programme. As the research is telling us we can do more to help less confident young people, in future we want to work with more in that category.

Young people who were more timid in social contacts with strangers greatly appreciated the confidence that they gained thanks to the programme, and shared stories of how positively it had affected daily life situations.

**88%** of teachers surveyed agreed or strongly agreed that the Peer Guides had increased in confidence

How confident do I feel?

*"I didn't really think that I could be that good... I thought they were going to be so much better than me, but it shows that maybe I can live up to other people's expectations".*

– **Anne Frank Ambassador, Francis Bardsley Academy, London**

*"The sense of achievement that they felt once their tours were over was tremendous. For these pupils to be so reflective in identifying their own perceived weakness and then to challenge themselves to act upon it was rewarding to witness."*

– **Susan Wilson, Teacher,**  
St Margaret Mary's  
Secondary School,  
Glasgow

## Our conclusions

### We need to be tenacious in our research

The journey to assess the impact of our work with young people has been long and not without difficulty. It has taken more resources over more time than we anticipated. We underestimated how important it is to truly understand the objectives for the work before trying to put measurements in place. But once we designed and refined our logic model, the creation of appropriate measurement tools became easier. Introducing new measurement tools into the field also took time; change is not always easy.

### We need to be adaptable

Elements of our impact assessment toolkit are now working well and effectively, delivering tangible results and evidence for our work. The most robust results show increases in knowledge and in students' confidence. We now need to evaluate and review the way we assess changes in young peoples' attitudes.

### We must focus on the journey we take young people on

The links between the different elements of our logic model are very encouraging with results showing that increases in knowledge lead to more positive attitudes which in turn should lead to more pro-social behaviour. Our Ambassadors, who work with us for the longest time, gain most from our programme. We want to create opportunities for Anne Frank Ambassadors to work with us for even longer.

### We need to remain targeted

It is clear that our impact is strongest with those who have the most to learn and the most to gain in terms of self-awareness and self-confidence. We need to encourage schools to identify those children who will benefit the most.

### Our work is having a strong impact

*"The measures indicate that the programme clearly produces very strong, positive and well targeted outcomes... In short, those with most to learn and gain at the start of the programme, have indeed done so by the end."*

#### – University of Kent

*"...It is our expert and independent view that the programme is meeting its intended objectives... participation in the programme was seen as an "eye-opening" experience... it taught them to see the world in a different light, to be more responsive to the needs of other people and to act more ethically".*

#### – Independent Academic Research Studies, (IARS)

Our thanks go to all those who made this impact report and the work that sits behind it possible. Without their support we would not have the evidence for our work that we have today.

Anne Frank Trust UK Impact Assessment Committee  
Big Lottery  
Charity Evaluation Service  
Dartington Social Research Unit  
Independent Academic Research Studies  
University of Kent



substance.



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