African Voices and Infrahumanisation

Unpublished 2015

Richard Borowski (University of Leeds)

Introduction

In 1994, ten Belgian soldiers, attached to the UN peacekeeping force in Rwanda, were killed during the mass slaughter of 800,000 Rwandans. At the time, Jacques-Philippe Leyens studied the reaction of the Belgian public and the national press to the genocide and observed far more concern for the 10 Belgians soldiers caught up in the conflict than the 800,000 Tutsi. To understand this phenomenon, he developed the theory of 'Infrahumanisation' to explain why people deny humanness to groups of people they perceive as essentially different to their own group. The theory is based on the belief that people view 'out-groups' as less human than their own 'in-group' and that this view is reflected in the types of emotions people believe their own 'in-group' and other 'out-groups' possess. Some emotions are considered unique to humans e.g., love, regret, nostalgia (UHEs), whereas others are viewed as common to both humans and animals e.g., joy, anger, sadness (non-UHEs).

> "If people think that their group is superior to other groups, are concerned about their own group, and attribute different essences to their ingroups and outgroups, then they will attribute "the" human essence to their ingroup and infrahumanize outgroups by attributing to the latter fewer secondary emotions, or even by denying secondary emotions, which are considered typically human characteristics." (Leyens, 2000)

Studies carried out on adults have shown that people attribute UHEs to their own 'in-group' but not to other 'out-groups'. According to infrahumanisation theory, the denial of UHEs to 'out-groups' is reflective of the belief that they are less human than the 'in-group'. The formation of an 'in-group' can occur at many different levels, from the school playground to national identities. What they all have in common is a feeling of being more emotionally connected with a particular group of people who we believe to be similar to ourselves.

> "This phenomenon has subtle but substantial behavioural consequences in everyday life that may undermine harmonious relationships between groups. Infra-humanization is a process by which people consider their ingroup as fully human and outgroups as less human and more animal-like." (Leyens et al., 2000).

A study by John Martin et al (2008) demonstrated that young people are able to discriminate between UHEs and non-UHEs and a later study by Loris Vezzali et al (2012) revealed that outgroup mistrust amongst young people can be reduced by imagined intergroup contact.

Viewing African Voices days from an Infrahumanisation perspective could provide an explanation for the success of the engagement between African postgraduates and their pupils. Through the emotional connection established, the African postgraduates are accepted into the pupils' in-group. This emotional bond also adds validity to the information exchange; it ensures greater retention of the new knowledge acquired and embeds perceptual change.

The age at which young people begin to exhibit infrahumanisation is uncertain; there has been limited sociological research with people younger than 12 years old, e.g. Kimberly Costello et. al., 2014. Educational research into young people's perceptions of the wider world suggests that stereotypes gradually become embedded into their emotional life and that this 'attitudinal rigidity' becomes more difficult to break down beyond the age of 12 years (Marsden and Hibberd in Scoffham, S. 1999). This research therefore was designed to test whether young people in upper primary school begin to attribute uniquely human emotions to their own 'in-group' and deny uniquely human emotions to 'out-groups'.

Research Questions

1. To what extent do young people aged 10 / 11 years old express infrahumanisation towards people in Africa?

2. How effective are infrahumanisation research instruments in identify changes in attribution of human emotions towards people in Africa following educational interventions?

Research Instruments

Infrahumaisation research depends upon the test subjects being able to express their emotions accurately through language. The words used to describe UHEs can be more sophisticated than words used to describe non-UHEs. To detect infrahumanisation the test subjects require a good command of language to provide accurate results.

In this case study, the test subjects were upper primary pupils and three research instruments were employed to determine whether infrahumanisation could be detected with this age group.

Words - descriptions of people

Six UHE and six non- UHE words were selected to reflect a range of positive and negative feelings. Six sociability and six competency words were added to assess emotional responses against other perceptions (Appendix I)

Pupils had an opportunity to clarify the meaning of any words they were unsure about and then asked to select as many words as they wanted to describe people in the UK, people in Africa and people inAsia.

The words research activity was carried out prior to and following the delivery of the African Voices Days.

Images - photo captions

Fifteen images depicting children from UK, Africa and Asia were selected to represent a range of emotions and eight pairs of emotional words, UHE and non-UHE, were selected to reflect the emotions depicted in the images (Appendix II).

Pupils had an opportunity to clarify the meaning of any words they were unsure about and then asked to select the word that they thought provided the best caption.

The images research activity was carried out prior to and following the delivery of the African Voices Days.

Stories - close sentences

Two versions of a story about a young girl winning a prize in a painting competition were written (Appendix III). One story had a girl from the UK as the main character and the other had a girl from Africa as the main character. Half the test classes were told one version of the story and half the test classes the other version. Following the story, the pupils were provided with eight sentences about the story that were missing one word and a selection of words, in random format, that could be used to complete the sentences. Eight pairs of emotional words, UHE and non-UHE, were selected to reflect the emotions in the sentences (Appendix III).

The pupils had an opportunity to clarify the meaning of any words they were unsure about and then asked to select the word that they thought was missing from each sentence.

The stories research activity was carried out prior to the delivery of the African Voices Days.

Research Schools

The research schools were selected from the schools requesting African Voices Days in 2011/12 for their Year 6 classes. The schools represented a range of socio-economic and ethnic diversity in Leeds.

Table 1 – Research Schools

School	Number of pupils	English as first Language	Free School Meals	Special Educational Needs	English SATs Level 5
Kirkstall St Stephen's	29	90.8%	41.7%	19.6%	13%
Low Road	12	90.2%	45.2%	24.6%	25%
Windmill	34	90.7%	63.2%	35.8%	12%
St Bartholomew's	33	73.4%	33.3%	19.2%	25%
Queensway	28	94.5%	17.9%	13.7%	30%
St Theresa's	51	95.9%	10.0%	12.5%	30%

Kirkstall St Stephen's

Kirkstall St Stephen's is a middle city school in a relatively affluent area of north-west Leeds. Average household income is around £29.8K and with over 20% of households having one or more resident with a degree or higher. However, there is also a relatively high percentage of pupils on free school meals indicating a wide discrepancy of household income in the catchment area. Around 11% of households have BAME residents but many BAME parents choose to send their children to Kirkstall Valley primary, the other primary school in Kirkstall.

Low Road

Low Road is a middle city school in south Leeds. Its catchment area covers both affluent and deprived areas of the city, so average household income is varies between £20,000 -30,000 and the percentage of households having one or more resident with a degree or higher varies between 4% and 27%. Between 4% and 11% of households have BAME residents.

Windmill

Windmill is south Leeds school in a relatively deprived area. Average household income is around £21.9K and with under 4% of households having one or more resident with a degree or higher. Around 5% of households have BAME residents.

St Bartholomew's

St Bartholomew's is an inner-city school in a relatively deprived area of Leeds. Average household income is around £22.2K and with over 17% of households having one or more resident with a degree or higher. Around 15% of households have BAME residents.

Queensway

Queensway is an outer city school in a relatively affluent area of north-west Leeds. Average household income is around £27.8K and with over 20% of households having one or more resident with a degree or higher. Around 4% of households have BAME residents.

St Theresa's

St Theresa's is an outer city school in a relatively affluent area of east Leeds. Average household income is around £31.4K and with over 17% of households having one or more resident with a degree or higher. Around 3% of households have BAME residents.
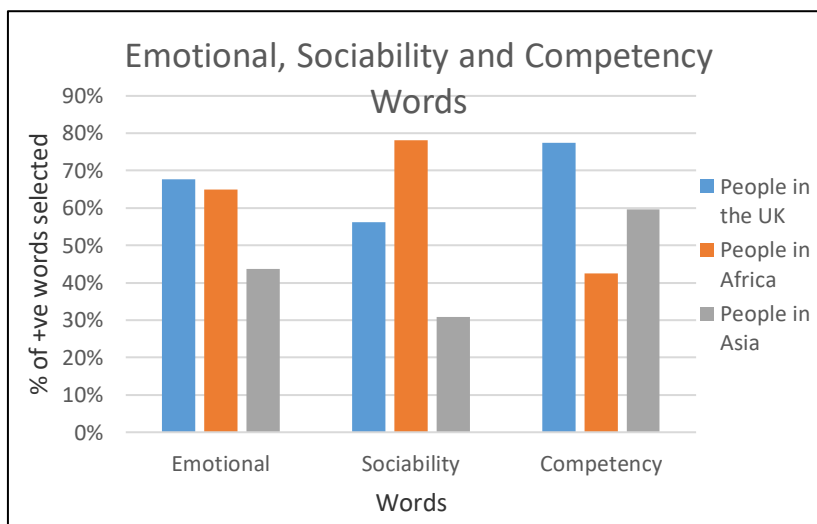
Research Results - Baseline

Words – Overall

Chart 1 – UHE words selected by pupils as a percentage of all UHE and non-UHE words
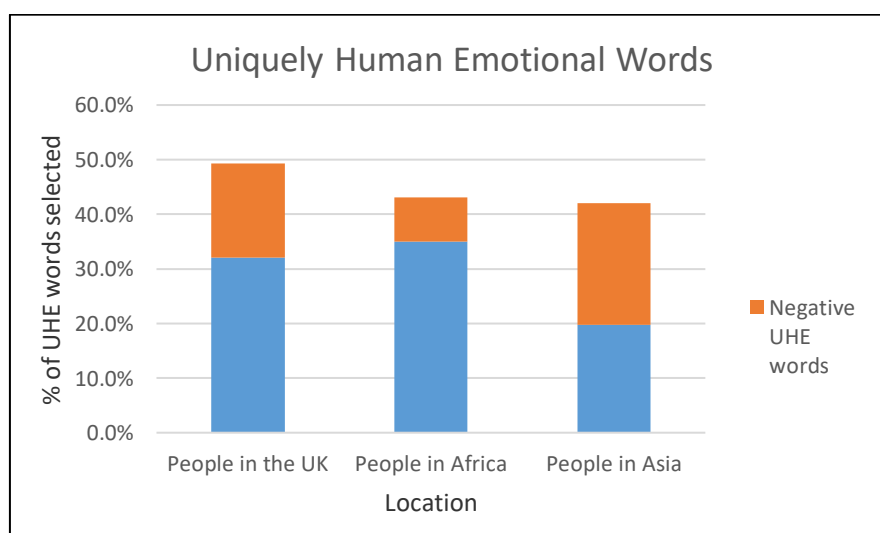
Overall, the pupils chose more UHE words to describe people in the UK, 6.2% more than for people in Africa and 7.2% more than for people in Asia. However, the pupils chose more non-UHE words than uniquely human emotional words for all three locations.

The percentage of positive UHE words was highest for people in Africa, 81.2%, followed by the percentage for people in the UK and Asia, 65.2% and 47.0% respectively.

Chart 2 – Percentage of positive Emotional, Sociability and Competency words selected by pupils
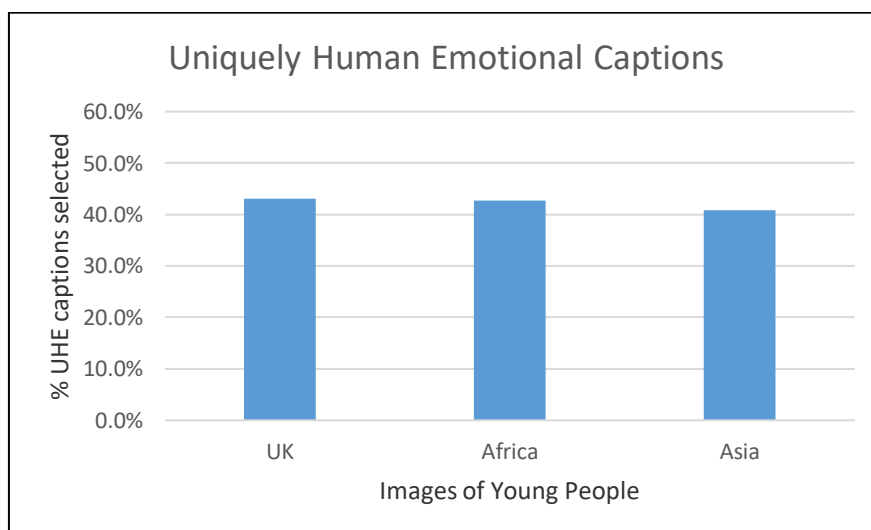

Overall, the pupils chose a greater percentage of positive emotional words, UHE and non-UHE, to describe people in the UK, 2.6% more than for people in Africa and 23.9% more than for people in Asia.

With respect to competency, the pupils chose a greater percentage of positive competency words to describe people in the UK, 34.9% more than for people in Africa and 17.7% more than for people in Asia.

With respect to sociability, the pupils chose a greater percentage of positive sociability words to describe people in Africa, 22% more than for people in the UK and 47.3% more than for people in Asia.
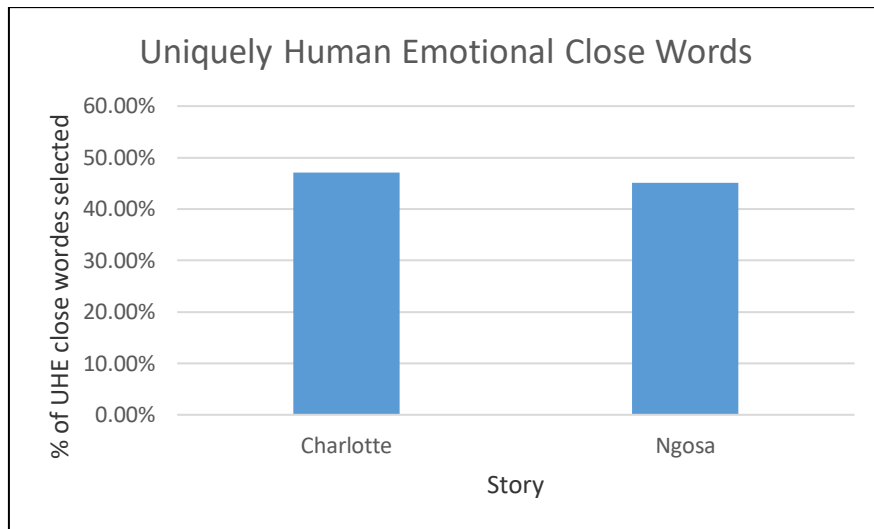
Images – Overall

Chart 3 – UHE captions selected by pupils as a percentage of all UHE and non-UHE captions

Overall, the pupils chose a slightly higher percentage of UHE captions for images depicting young people in the UK, 0.4% more than images of African young people and 2.3% more than images of Asian young people. However, the pupils chose more non-UHE captions than UHE captions for all three locations.

Story – Overall

Chart 4 – UHE close words selected by pupils as a percentage of all UHE and non-UHE close words

The pupils chose a slightly higher percentage of UHE words to complete the close sentences for the Charlotte story, 2% more than for the Ngosa story. However, they chose more non-UHE words to complete the close sentences than UHE words for both stories.

Words – By School

Chart 5 – UHE words selected by pupils as a percentage of all UHE and non-UHE words by school
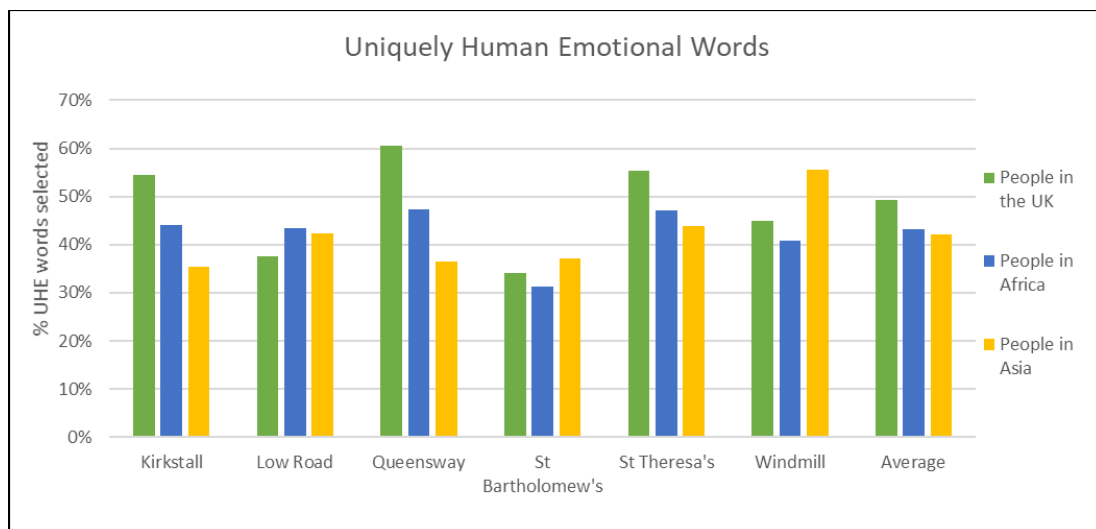
The results varied across all the research schools. Whilst the percentage of UHE words selected by the pupils at Kirkstall St Stephen's, Queensway and St Theresa's to describe people in the UK, Africa and Asia reflected the overall average, the percentage of UHE words selected by pupils at Windmill, Low Road and St Bartholomew's did not. The pupils at Windmill and St Bartholomew's chose a higher percentage of UHE words to describe people in Asia and the pupils at Low Road chose a higher percentage of UHE words to describe people in Africa.

The reasons for the variation in results became evident when the research data was analysed in terms of the positive emotional words, UHE and non-UHE, sociability words and competency words chosen by pupils in each of the research schools.

Chart 6 – Positive UHE and non-UHE words selected by pupils as a percentage of all UHE and non-UHE words by school
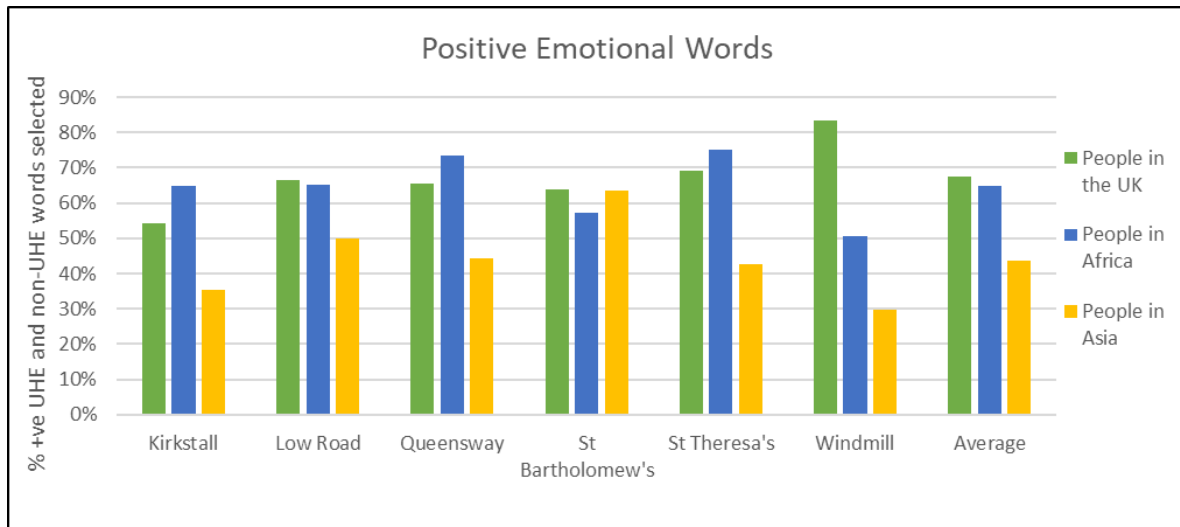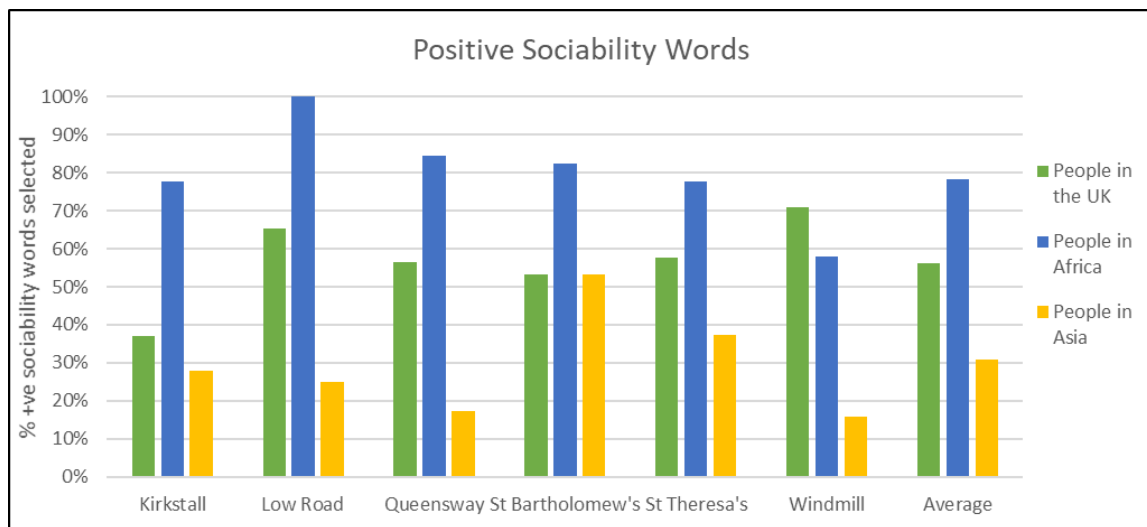

The pupils in all research schools chose more than 50% positive emotional words (UHE and non-UHE) to decribe people in the UK and in Africa. However, only one rersearch school, St Bartholomews, chose more than 50% positive emotional words (UHE and non-UHE) to decribe people in Asia.

Chart 7 – Positive Competency words selected by pupils as a percentage of all Competency words by school
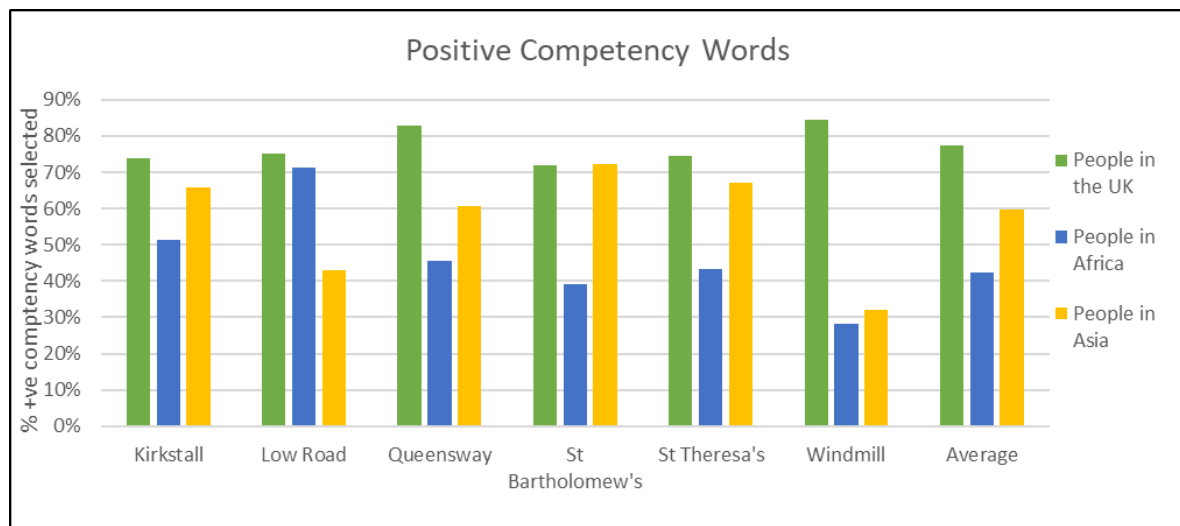
The pupils in all research schools chose more than 50% positive competency words to decribe people in the UK. Only the pupils in two of the research schools, Kistkstall St Stephen's and Low Road chose more than 50% positive competency words to decribe people in Africa. The pupils in all the research schools, apart from Low Road and Windmill, chose more than 50% positive competency words to decribe people in Asia.

Chart 8 – Positive Sociability words selected by pupils as a percentage of all Sociability words by school

Positive Sociability Words

The pupils in all research schools chose more positive socialbility words to desribe people in Africa than they chose to decribe people in the UK or in Asia. The pupils in all but one research school, St Bartholomew's, chose less than 50% positive socialbility words to desribe people in Asia.

Images – By School

Chart 9 – Percentage of UHE captions selected by pupils as a percentage of all UHE and non-UHE captions by school


Uniquely Human Emotional Captions
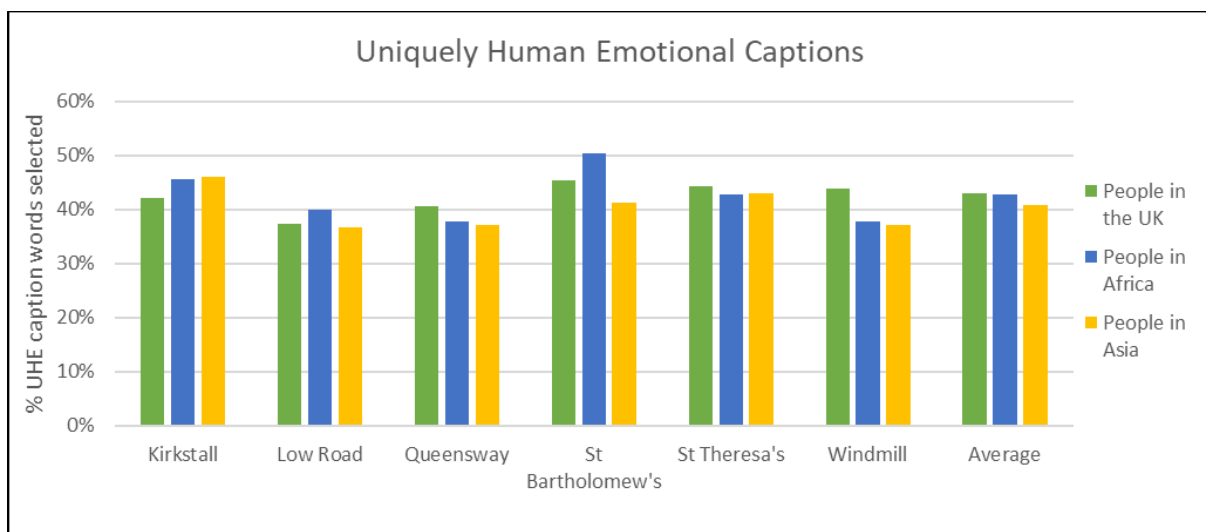
Only the pupils at Queensway, St Theresa's and Windmill reflected the overall result choosing a greater percentage of UHE captions for images depicting young people in the UK than for images depicting young people in Africa or Asia. Only pupils in St Bartholomew's chose more that 50% UHE captions for images depicting young people in Africa.

Story – By School

Chart 10 – Percentage of UHE close words selected by pupils as a percentage of all UHE and non-UHE close words by school

Uniquely Human Emotional Close Sentence Words
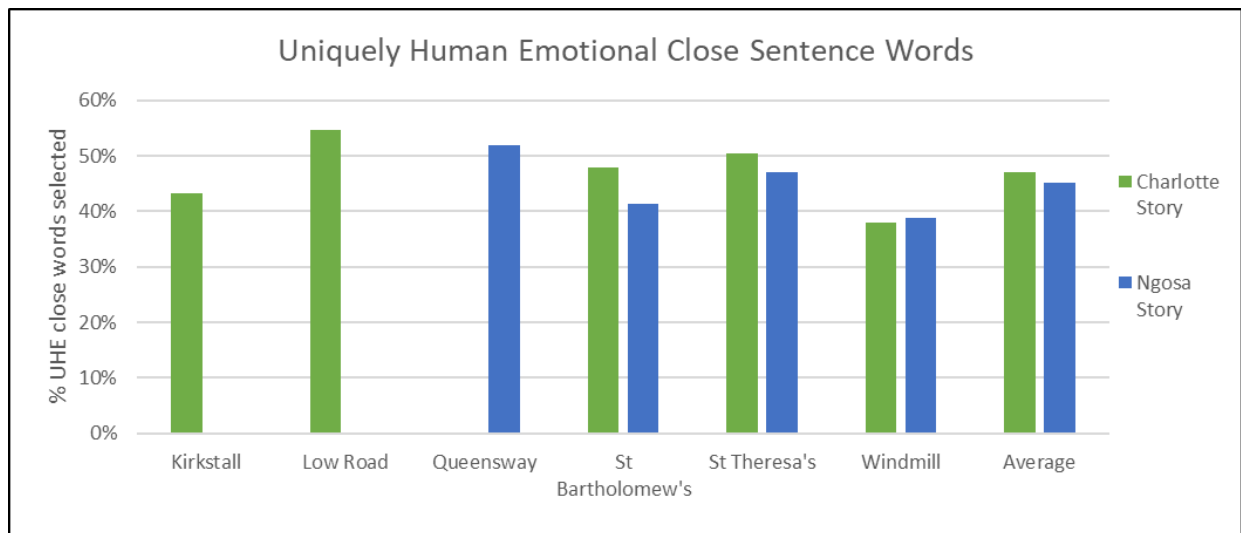
In two of the three research schools where both stories were told to pupils, St Bartholomew's and St Theresa's, pupils reflected the overall result in choosing more UHE words to complete the close sentences for the Charlotte story. The pupil responses from the third research school, Windmill, did not reflect the overall result. Only the pupils in Low Road and Queensway chose more UHE words than non-UHE words to complete the close sentences.

Research Analysis – Baseline

Kirkstall St Stephen's

Whilst the pupils of Kirkstall St Stephen's exhibited infrahumanisation, choosing more UHE words to describe people in the UK than for people in Africa or Asia, the emotional words they chose were more negative than those chosen by pupils in other schools. The pupils chose significantly more positive UHE words than negative ones to describe people in Africa, however, more negative than positive ones to describe people in Asia. Whilst considering people in the UK and in Asia as being more competent than people in Africa their negativity towards people in the UK and in Asia was reflected in their choice of sociability words. In addition, the UHE captions the pupils chose for images depicting young people in the UK and the UHE words they chose for the Charlotte story were below the average.

Low Road

The results from pupils at Low Road did not reflect overall observations, which may be due to the small sample size. Nevertheless, their results do indicate that their above average responses for positive UHE, competency and sociability words to describe people in Africa that may be due to the presence of BAME pupils of African origin in the class. In addition, the proportion of positive UHE words to negative ones, chosen to describe people in Africa, was significantly higher than average.

Queensway

The pupils at Queensway exhibited infrahumanisation both in terms of the UHE words they selected to describe people in the UK and their choice of captions for images of young people in the UK. They chose more UHE words to describe people in the UK and people in Africa than pupils

in any of the other research schools. The pupils were though more negative about the sociability of people in Asia than pupils in most of the other schools.

St Bartholomew's

The results from St Bartholomew's did not reflect overall observations. This was probably due to the presence of a significant number of BAME pupils of Asian origin in the class. Whilst the percentage of UHE words selected was lower than for any of the other schools, the pupils chose more of them to describe people in Asia than for people in the UK or in Africa. The presence of pupils of Asian origin in the class was also reflected in their higher than average result for positive emotional words, positive competency words and positive sociability words to describe people in Asia. However, this connection is not reflected in their choice of captions for images depicting young people in Asia. Conversely, the pupils did use more UHE words to complete the close sentences for the Charlotte story than the Ngosa story.

St Theresa's

The pupils at St Theresa's exhibited infrahumanisation in terms of the UHE words they selected to describe people in the UK, their choice of captions for images of young people in the UK and the words they chose to complete the close sentences for the Charlotte story. Proportionally, they chose more UHE words than negative ones to describe people in the UK than any other research school apart from Windmill. The pupils also chose more positive emotional words to describe people in Africa than pupils in any of the other research schools.

Windmill

The results from the pupils at Windmill did not reflect overall observations. Whilst the pupils chose more UHE words to describe people in Asia than for people in the UK or in Africa the words they chose were more negative than for any of the other research schools. When the difference between positive and negative uniquely human emotional words in examined, their emotional response in favour of people in the UK and against people in Asia is more obvious than for any of the other schools. In addition, the percentage of positive competency and positive sociability words chosen to describe people in the UK was higher than for any of the other schools. Infrahumanisation is observed in their choice of captions for images of young people in the UK but not in terms of the words chosen to complete the close sentences for the Charlotte and Ngosa stories.

Research Discussion – Baseline

Whilst the evidence from the words research instrument indicated that pupils 10-11 years olds can express infrahumanisation towards people in Africa and Asia, the evidence from the images and story research instruments was not as clear and obvious.

The two schools that clearly exhibit infrahumanisation, Queensway and St Theresa's, are at the opposite sides of the city but have similar socio-economic and ethnic characteristics. They are both in areas of Leeds with a higher than average household income, lower than average BAME population and the pupils have above average SATs English results. Kirkstall St Stephen's also exhibits infrahumanisation, however, whilst the school is also located in an area of the city with higher than average household income the percentage of pupils on free schools means and the

percentage of pupils from BAME families is higher than for Queensway and St Theresa's and the SATs English results were lower. The differences in socio-economic and ethnic backgrounds of the pupils within the class had an impact on the baseline assessment.

St Bartholomew's exhibits infrahumanisation in a different way. The BAME pupils of Asian origin clearly chose more UHE words to describe people in Asia reflecting their emotional attachment. Whilst the inclusion of St Bartholomew's in the research skewed the overall result, it did provide additional evidence of infrahumanisation exhibited by 10/11 year olds.

Windmill has very different socio-economic characteristics to the other research schools. It is in an area of Leeds with a lower than average household income, lower than average BAME population and the pupils have lower than average SATs English results. Pupil responses were more positive towards people in the UK and more negative towards people in Africa and Asia than in any of the other schools. The pupils at Windmill use UHE words as much as pupils in the other schools but the way they use them does not support the use of language to provide evidence of infrahumanisation. This could be related to their English SATs attainment levels that are lower than in other schools. Nevertheless, whilst negative stereotypical perceptions are more evident the results suggest that the instruments used to demonstrate infrahumanisation do not hold up in these circumstances.
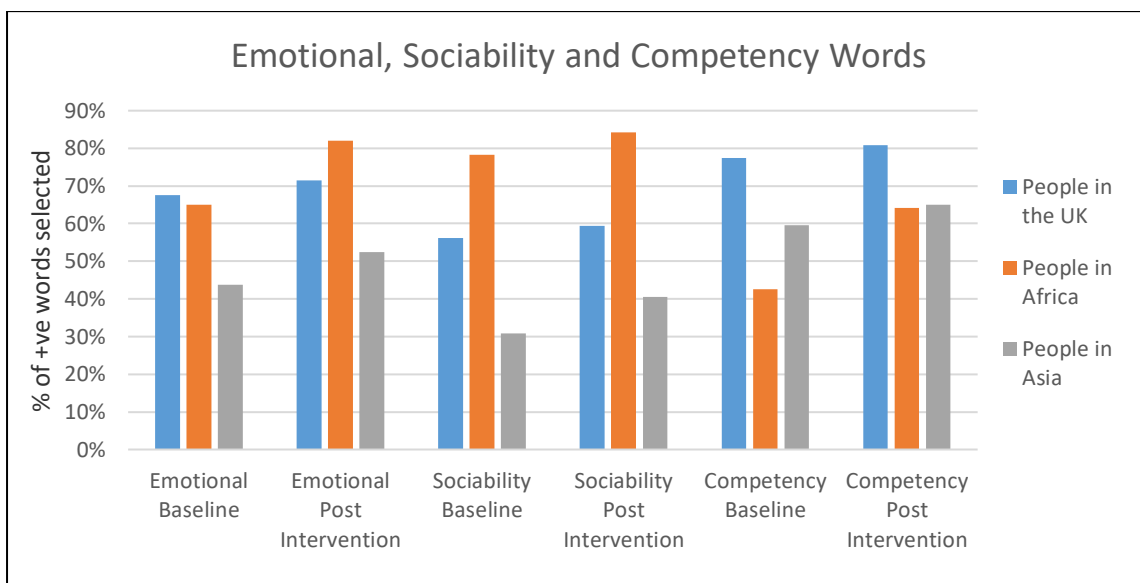
Research Results – Post African Voices Days

Words – Overall

Chart 11 - UHE words selected by pupils as a percentage of all UHE and non-UHE words, baseline and post intervention
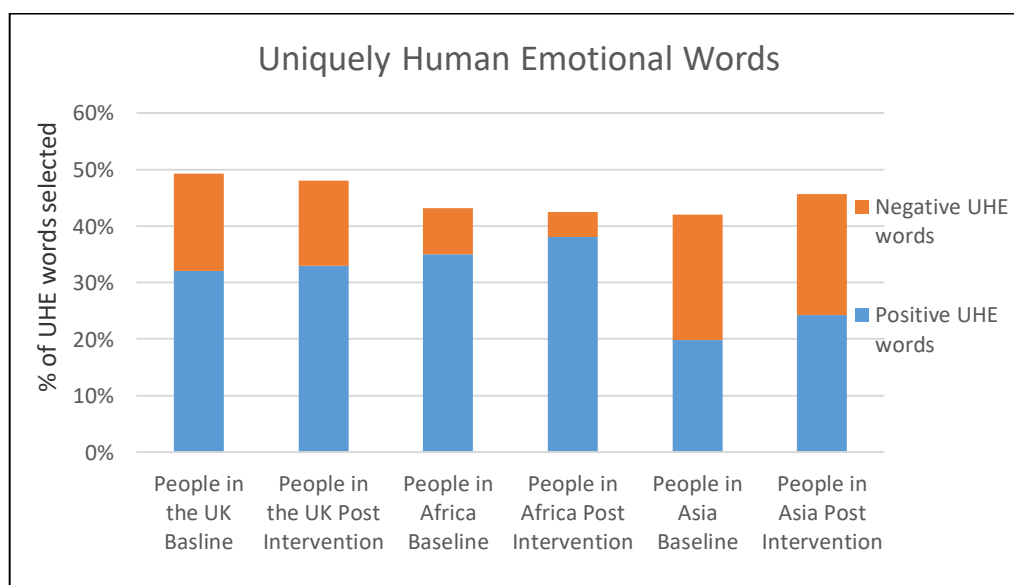
Whilst the balance between positive and negative UHE words selected by pupils to describe people in the UK remained roughly the same after the delivery of African Voices days, the percentage of positive UHE words selected by the pupils to describe people in Africa and Asia increased.

Chart 12 – Percentage of positive Emotional, Sociability and Competency words selected by pupils, baseline and post intervention

Emotional, Sociability and Competency Words

The delivery of African Voices days increased the percentage of positive emotional, sociability and competency words selected by pupils to describe people in Africa. The intervention also had an impact on the pupils' perception of Asia. The percentage of positive emotional and sociability words selected to describe people in Asia also increased.

Images – Overall

Chart 13 – UHE captions selected by pupils as a percentage of all UHE and non-UHE captions, baseline and post intervention
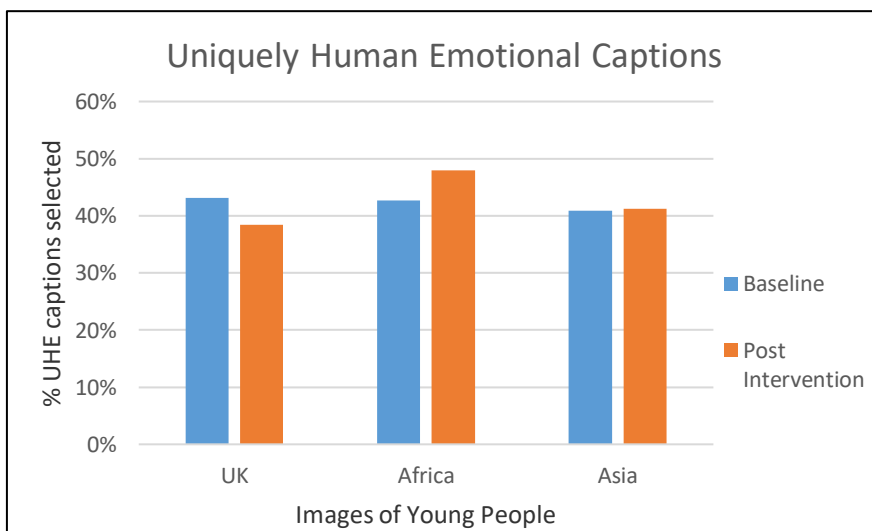
Uniquely Human Emotional Captions

The percentage of UHE captions selected by pupils for images depicting young people in Africa increased following the delivery of African Voices Days.

Words – By School

Chart 14 - UHE words selected by pupils as a percentage of all UHE and non-UHE words, baseline and post intervention, by school

Uniquely Human Emotional Words - Kirkstall St Stephen's

Uniquely Human Emotional Words - Low Road

Uniquely Human Emotional Words - Queensway

Uniquely Human Emotional Words - St Bartholomew's

Uniquely Human Emotional Words - St Theresa's

Uniquely Human Emotional Words - Windmill
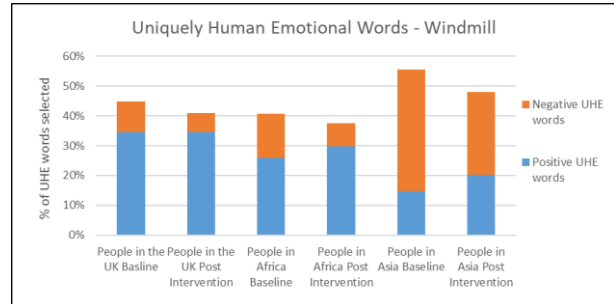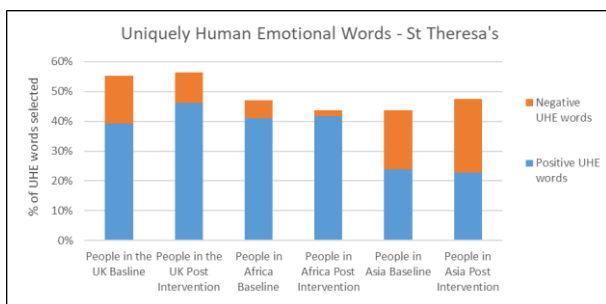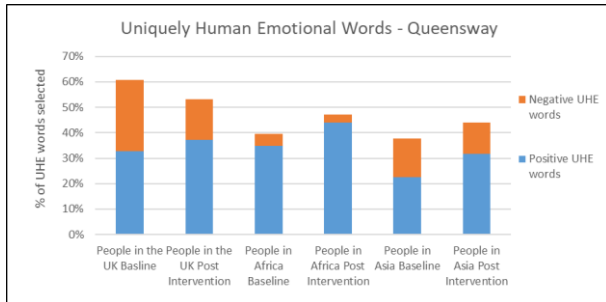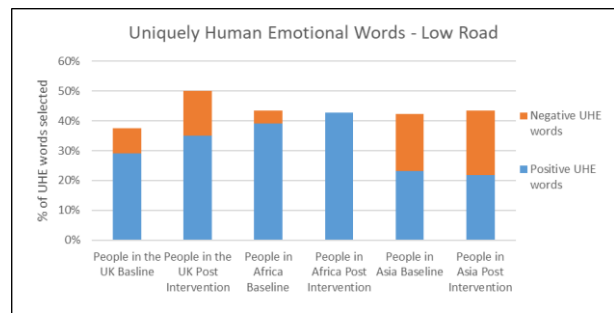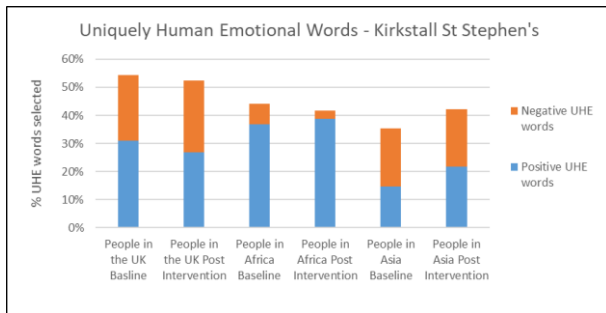
Post the delivery of the African Voices Days, the percentage of UHE words selected by pupils in Kirkstall, Queensway and St Theresa's to describe people in the UK remained higher than the percentage of UHE words selected by pupils to describe people in Africa. However, the percentage of positive UHE words selected by pupils in all research schools to describe people in Africa increased and the percentage of negative UHE words selected decreased.

In addition, the pupils at Kirkstall, Queensway, St Bartholomew's and Windmill all selected a higher percentage of positive UHE words to describe people in Asia following the delivery of the African Voices Days.

Chart 15 – Change in positive emotional words selected by pupils (post-delivery minus baseline) by school
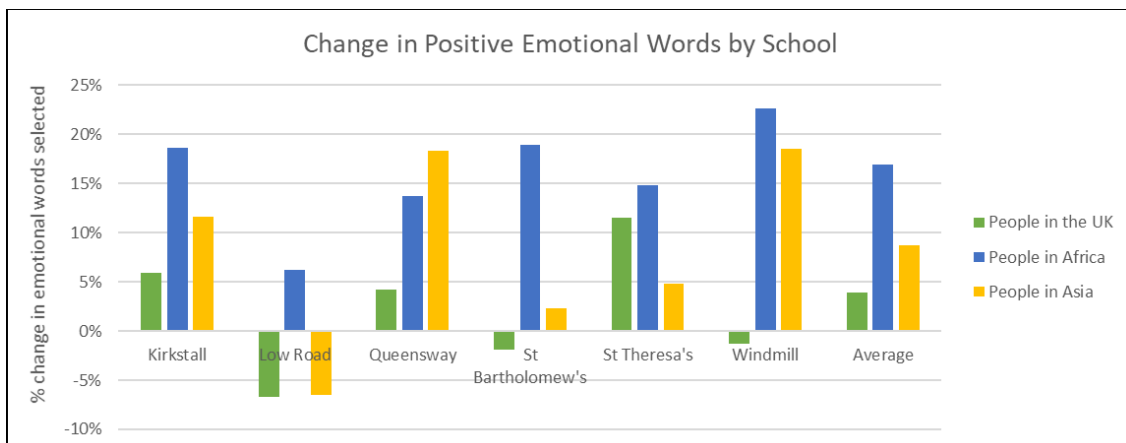
In all the research schools, the percentage of positive emotional words selected by pupils to describe people in Africa increased.

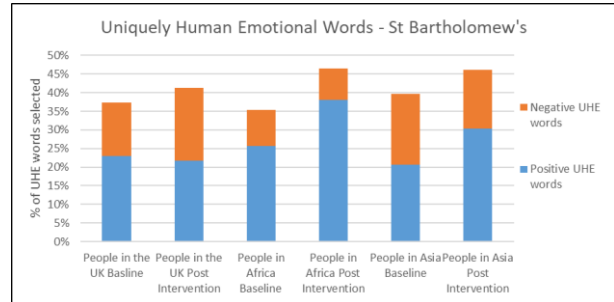In addition, the pupils in all the research schools, apart from Low Road, selected a higher percentage of positive emotional words to describe people in Asia.

Chart 16 – Change in positive competency words selected by pupils (post-delivery minus baseline) by school
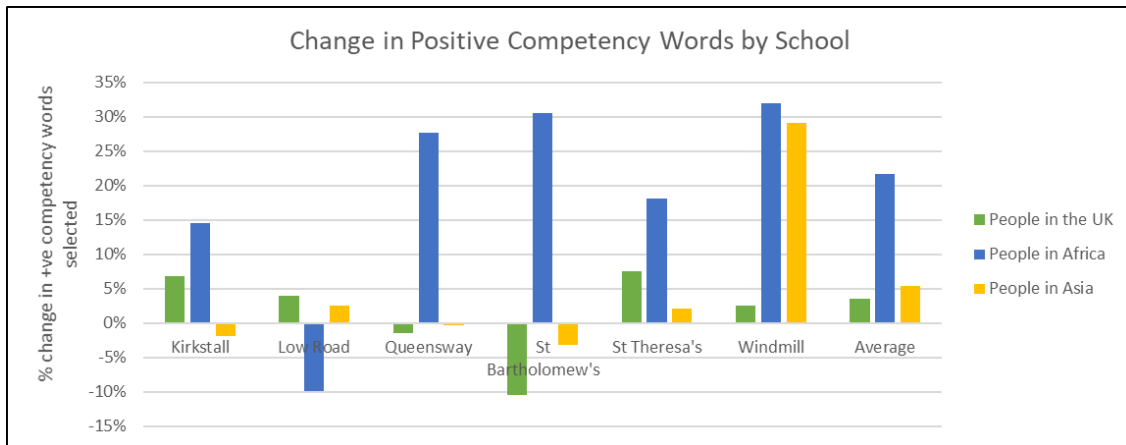
In all the research schools, apart from Low Road, the percentage of positive competency words selected by pupils to describe people in Africa increased.

In additions, the pupils in all the research schools, apart from Kirkstall and St Bartholomew's, selected a higher percentage of competency words to describe people in Asia.

Chart 17 – Change in positive sociability words selected by pupils (post-delivery minus baseline) by school

In three of the research schools, St Bartholomew's, St Theresa's and Windmill, the percentage of positive sociability words selected by pupils to describe people in Africa either increased or stayed the same.

In addition, pupils in all the research schools, apart from St Theresa's, selected a higher percentage of positive sociability words to describe people in Asia.

Images – By School

Chart 18 – Change in UHE captions selected by pupils (post-delivery minus baseline) by school
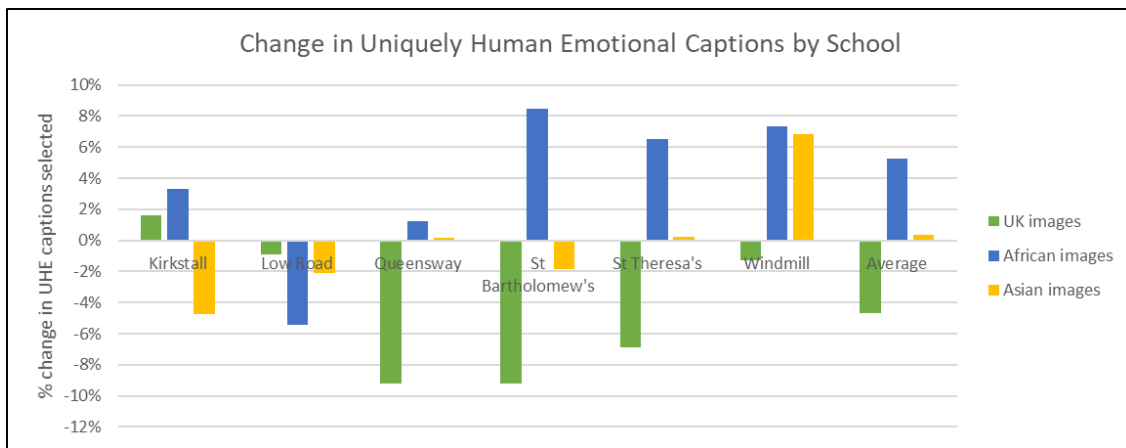
Change in Uniquely Human Emotional Captions by School

In all research schools, apart from Low Road, the percentage of UHE captions selected by pupils for images depicting young people in Africa increased.
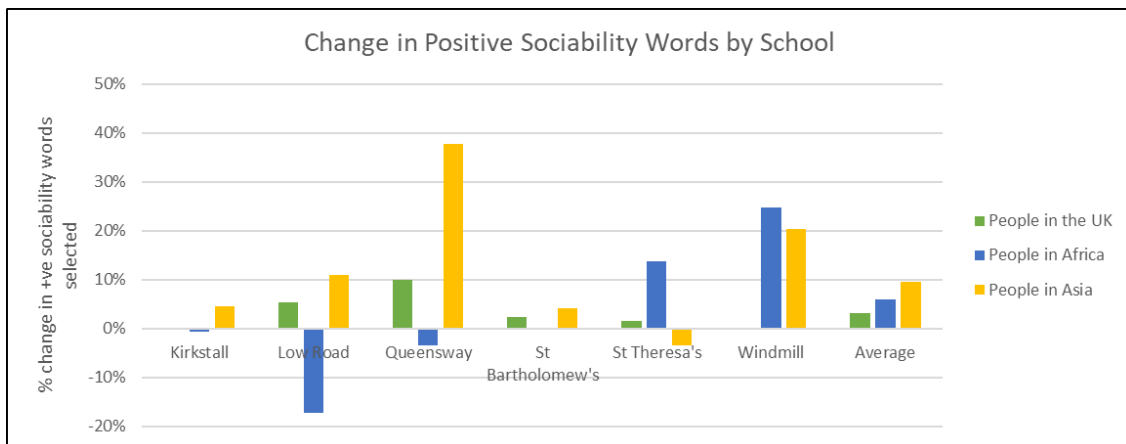
In addition, the pupils at Windmill selected a higher percentage of UHE captions for images depicting young people in Asia.

Research Analysis – Post African Voices Days

Kirkstall St Stephen's

The pupils at Kirkstall St Stephen's selected a lower percentage of UHE words to describe people in Africa after their African Voices Day. However, the percentage of positive UHE words and positive emotional words increased. The African Voices Day also had an impact on the pupils' selection of words to describe people in Asia increasing the percentage of UHE words, positive UHE words and positive emotional words. The positive impact of the African Voices day was also reflected in the increase positive competency words selected to describe people in Africa. The percentage of positive sociability words selected to describe people in Africa remained at a high level. There was also an increase in the percentage of UHE captions selected for images depicting young people in Africa.

Low Road

As noted in the baseline analysis the results for Low Road may be less reliable due to the small sample size. Following the delivery of the African Voices Day, the pupils selected fewer UHE words to describe people in Africa. However, the percentage of positive UHE words and positive emotional words increased. However, this positive cahnge was not reflected in the percentage of competency and socialbility selected. It should be noted though, that the pupils at Low Road returned the highest percentage for these two criteria in the baseline results. The percentage of UHE captions for images depicting young people in Africa also decreased.

Queensway

Following the African Voices Day, the pupils at Queensway chose fewer UHE words to describe people in the UK and Africa but more to describe people in Asia. However, the percentage of positive UHE words and the percentage of positive emotional words selected to describe people in Africa and Asia increased. This change in perception of people in Africa and Asia was also reflected in the results for competency and sociability. The percentage of positive competency words chosen to describe people in Africa increased and the percentage of positive sociability words

chosen to describe people in Asia increased. The pupils at Queensway also chose more UHE captions for images depicting young people in Africa than for images depicting young people in the UK or Asia.

St Bartholomew's

St Bartholomew's has a significant number of BAME pupils of Asian origin. In the baseline, the pupils selected more UHE words to describe people in Asia than for people in the UK or Africa. Following the African Voices day the percentage of UHE words chosen by pupils to describe people in the UK, Africa and Asia increased. The impact of the African Voices Day at St Bartholomew's was also reflected in the percentage increase in positive UHE words and positive emotional words selected to describe people in Africa and Asia. In addition, the percentage of positive competency words selected to describe people in Africa increased and the percentage of UHE captions chosen for images depicting young people in Africa increased.

St Theresa's

Following the delivery of African Voices days at St Theresa's, the percentages of UHE words chosen by pupils to describe people in the UK and Asia increased and decreased for people in Africa. However, the percentage of positive UHE words and percentage of positive emotional words selected to describe people in Africa increased. Whilst there was a decrease in the percentage of positive UHE words selected to describe people in Asia, there was an increase in the positive emotional words selected.. The impact of the African Voices Day was also reflected in the percentage increases in positive competency words and positive sociability words selected by pupils to describe people in Africa. In addition, the pupils selected more UHE captions for images depicting young people in Africa, and more overall than for images depicting young people in the UK or Asia.

Windmill

Following the delivery of the African Voices day, the percentages of UHE words selected by pupils to describe people in the UK, Africa and Asia all decreased. However, the percentages of positive UHE words and the percentage of positive emotional words selected by pupils to describe people in Africa and Asia increased. The impact of the African Voices Day on pupil perceptions of both African and Asian people was also reflected in the percentage increases in positive competency words and positive sociability words selected. In addition, the percentage of UHE captions selected for images depicting young people in Africa and Asia increased.

Research Discussion – Post African Voices Days

All the research results post the delivery of African Voices days indicate that the interventions did not have a significant impact on the infrahumanisation expressed by 10/11 year olds towards people in Africa. However, the African Voices days did have a positive impact on how young people perceive people in Africa and Asia.

If the criteria 'UHE words' is used as a benchmark for an expression of infrahumanisation, then the overall post African Voices Days research data generated by the two research instruments provide contradictory evidence. The words activity would indicate that the intervention had little impact

on the pupils' attribution of human characteristics to people in Africa whereas the image activity would indicate the intervention has some impact.

Apart from the evidence from the choice pupils made about UHE words and captions, further analysis of the research data indicates the African Voices Days had an impact on pupil perception of others. In all research schools, the percentage of positive UHE words and positive emotional words chosen by pupils to describe people in Africa increased significantly. In addition, the percentage of positive competency words chosen by pupils to describe people in Africa increased.

The African Voices Days also had an impact on the pupils' perceptions of people in Asia. In all the research schools, apart from Windmill, the percentage of UHE words chosen by pupils to describe people in Asia increased. In addition, all research school, apart from Low Road and St Theresa's, the percentage of positive UHE words chosen to describe people in Asia increased and in all the research schools, apart from Low Road, the percentage of positive emotional words chosen increased. There was also an increase in the percentage of positive competency and positive sociability words chosen by pupils to describe people in Asia.

The research results from St Bartholomew's suggest that the presence of BAME pupils of Asian origin in the class had an influence on how the pupils responded their African Voices Day. The percentage of UHE words chosen to describe people in Africa increased to a level exceeding the percentage chosen by pupils to describe people in Asia. In addition, the percentage of positive competency words chosen by pupils to describe people in Africa increased to a level equal to the chosen by pupils to describe people in Asia.

In the preview, the pupils at Windmill did not exhibit linguistic infrahumanisation but expressed more negative perceptions about people in Africa and Asia than any of the other schools. The pupils' perceptions change significantly following the delivery of their African Voices Days. Even though the percentage of UHE words chosen by the pupils to describe people in Africa decreased the corresponding percentage increased for people in Asia. In addition, percentage of positive UHE words chosen by pupils to describe people in Africa and Asia increased and the percentage of positive emotional words chosen increased. This change was also reflected in the increase in percentage of competency words chosen and the increase in percentage of sociability words chosen.

Research Study Discussion

The evidence from this study suggests that the research instruments deployed to detect expressions of infrahumanisation amongst young people aged 10/11 years old could be used with caution. Overall, the research results from three instruments in the baseline assessment, words, captions and close sentences, indicate that young people are capable of attributing more UHE characteristics to people in the UK than to people in Africa or Asia. However, further analysis of the research data indicates that factors other than the age of the young people need to be taken into consideration.

If the research had been undertaken in just Queensway and St Theresa's the evidence for 10/11 years olds expressing infrahumanisation towards people from other regions of the world would be stronger. Both these schools are located in more affluent areas of Leeds, the pupils are the most

ethnically homogeneous, they have the highest level of linguistic ability and they have the lowest levels of special educational needs. It could be argued that higher level of linguistic ability means that the research data gathered provides more validity to the analysis and a truer representation of the attribution of more human emotional characteristics to people in the UK than to people in Africa or Asia. However, the research data could also indicate that the expression of infrahumanisation reflects the views and perceptions of others the pupils have acquired and internalised from their local community. The analysis of the research data from the other schools adds further evidence to the latter interpretation of the findings from Queensway and St Theresa's.

The baseline research results from Kirkstall St Stephen's are similar to those from Queensway and St Theresa's in that the pupils attribute more UHE characteristics to people in UK than to people in Africa or Asia. However, the pupils at Kirkstall St Stephens's chose the most negative UHE words to describe people in the UK of any of the research schools. One explanation could be the socio-economic characteristics of the catchment area. Whilst the average household income and percentage of residents with a degree in the area is relatively high, the school also has a high percentage of pupils on free school meals and a low level of academic attainment. This disparity in affluence amongst pupils in the same class could reflect the views and perceptions the pupils have acquired and internalised from their local community.

The baseline research results from St Bartholomew's were very different from the other schools and could be explained by the high percentage of BAME pupils of Asian origin. In the baseline assessment, the pupils at St Bartholomew's were the only ones to choose more UHE words to describe people in Asia than for people in the UK or in Africa. In addition, the pupils at St Bartholomew's chose more positive competency and sociability words to describe people in Asia than the pupils did in any of the other research schools. Again, this emotional connection to people in Asia could reflect the views and perceptions of the local community.

At Windmill, the baseline research results were also very different from the other schools and could be explained by socio-economic factors. Windmill is located in a less affluent area of Leeds, the pupils are ethnically homogeneous, and have the highest levels of special educational needs and the lowest levels of academic attainment. In the baseline assessment, the pupils at Windmill chose more UHE words to describe people in Asia than the pupils did in any of the other research schools. This could be interpreted as an indication of attribution of UHE characteristics towards people in Asia. However, three quarters of the UHE words chosen were negative and overall, only a quarter of all the emotional words, UHE and non-UHE, chosen were positive. This negative emotional perception of people in Asia was also expressed in the percentage of positive competency and sociability words chosen to describe people in Asia, the lowest of all research schools.

The evidence gathered post delivery of the African Voices days indicates that the delivery of interventions designed to address misunderstandings and misconceptions about Africa and its peoples had no significant impact on the infrahumanisation expressed by 10/11 year olds towards people in Africa. However, the African Voices days did have an impact on the positivity of young people towards people in Africa, emotionally and in terms of competency and sociability. In

addition, the African Voices Days also had a similar, but lesser, impact on the positivity young people expressed towards people in Asia.

Whilst the African Voices days were successful in changing the perceptions of young people in the research schools towards people in Africa, and Asia, the lack of change in the expression of infrahumanisation is disappointing. The pupils did not attribute more UHE characteristics to people in Africa and continued to see people in the UK as more human than people in Africa. This finding would suggest that the subconscious emotional belief of 'others' being different and apart is deeply rooted and difficult to change with a limited intervention such as an African Voices activity day.

Conclusion

The research instruments deployed in this study to detect expressions of infrahumanisation amongst young people aged 10/11 years old could be used with caution. Other factors, such as affluence of parents and the ethnic diversity of the local community have an impact on how young people attribute 'humanness'.

The delivery of African Voices days in the research schools had no significant impact on the young people's expression of infrahumanisation towards people in Africa. However, the interventions did have an impact on the positivity of young people towards people in Africa, emotionally and in terms of competency and sociability.

References

Costello, K., & Hodson, G. 2014. Explaining dehumanization among children: The interspecies model of prejudice. *The British journal of social psychology,* 53,pp.175-197.

Leyens, J.P., Paladino, P.M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A. and Gaunt, R., 2000. The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review*, 4(2), pp.186-197.

Scoffam, S. 1999. Young Children's Perceptions of the World. In: David, T. ed. *Teaching young children*. SAGE, pp. 111-124.

Martin, J., Bennett, M., & Murray, W. S. 2008. A developmental study of the infrahumanization hypothesis. *The British journal of developmental psychology.*, 26(2), pp. 153-162.

Vezzali, L., Capozza, D., Stathi, S., & Giovannini, D. 2012. Increasing outgroup trust, reducing infrahumanization, and enhancing future contact intentions via imagined intergroup contact. *Journal of Experimental Social Psychology.*, 48(1), pp. 437-440.

Appendix I

Words

	Non-Uniquely Human Emotions	Uniquely Human Emotions	Sociability	Competency
+ve	Joyful	Humble	Kind	Skilled
+ve	Exciting	Loving	Considerate	Clever
+ve	Caring	Sympathetic	Friendly	Powerful
-ve	Angry	Regretful	Cruel	Clumsy
-ve	Miserable	Arrogant	Aggressive	Ignorant
-ve	Frightening	Spiteful	Selfish	Helpless

Appendix 2

Images

Non-Uniquely Human Emotions	Uniquely Human Emotions
Caring	Loving
Fear	Apprehension
Affection	Tenderness
Joy	Happiness
Worried	Concerned
Angry	Annoyed
Pleased	Delighted
Sadness	Disappointment

Appendix III

Story

[Charlotte/Ngosa] Big Day

Part 1

The big day had arrived. [Charlotte/Ngosa] awoke and quickly got washed and dressed ready for school. Today would be the day [Charlotte/Ngosa] would find out today whether she had won a prize for her painting. [Charlotte/Ngosa] joined her older brother and younger sister at the kitchen table. Their mother had made them all porridge for breakfast - as usual.

'Puts a lining on your stomach and prepares you for the day' she said - as usual. [Charlotte/Ngosa] imagined American children tucking into pancakes dripping with Maple syrup, rashers of crispy bacon and hash browns – whatever they were.

[Charlotte/Ngosa] father passed through the kitchen putting on his coat and drinking a mug of coffee. 'I'm late', he said putting his empty mug in the washing up bowl. 'Have a good day at school, see you all later', he added before leaving the house. Why doesn't he have to eat porridge thought [Charlotte/Ngosa]?

Part 2

[Name] lived in a small house on the outskirts of a city in [England/Zambia]. She was at secondary school now, which was three miles away from where she lived, so she had to catch a bus each day or walk through unfamiliar areas of the city. [Charlotte/Ngosa] had walked to her primary school each day, which was much closer, but she didn't like the thought of walking to secondary school. She didn't know anyone outside of the area around her home.

On her way to the bus stop [Charlotte/Ngosa] met up with her best friend [Rachel/Chisimba]. They had known each other ever since they started school when they were five years old.

'I'm sure you're going to win a prize, you are such a good painter [Charlotte/Ngosa], said [Rachel/Chisimba] as they boarded the bus to school.

Part 3

The bus was already full of other children, on their way school, passing the time by playing games, finishing homework and making plans for the afternoon. [Charlotte/Ngosa] and [Rachel/Chisimba] could not find a seat together so [Charlotte/Ngosa] spent the rest of the journey looking at the world go by through the window of the bus. Her mind began to wander. What if she didn't win a prize? What would [Rachel/Chisimba] and her other friends think?

Part 4

To [Charlotte/Ngosa] the school day seemed to drag on and on. A local artist had been invited to the school to judge the paintings. There would be a special assembly before lunch to announce the winner. In the maths lesson [Charlotte/Ngosa] could not concentrate on the numbers, they seemed to take on a life of their own, and her teacher shouted at her for not paying attention.

'I'll help you', whispered [Rachel/Chisimba] sliding her exercise book across the desk, 'It's easy once you get the hang of it'.

Part 5

Finally, the time had come. All the pupils were gathered together, the paintings were on display and the head teacher was introducing the local artist.

'There are three winners of the painting competition to be announced in reverse order', said the head teacher.

[Charlotte/Ngosa] had that feeling of 'butterflies in the stomach' but her butterflies were having trouble un-sticking themselves from all the porridge. The visiting artist announced the third place winner but it was not [Charlotte/Ngosa] name. A look of panic spread across her face.

'Never mind, maybe you'll get second place', said [Rachel/Chisimba] encouragingly, as a boy with dirty trousers walked forward to shake the artist's hand.

[Charlotte/Ngosa] began to think that her butterflies didn't like porridge; the contents of her stomach began to churn as the artist announced the second place winner. A girl with platted hair jumped up and wormed her way to the front. [Charlotte/Ngosa] and [Rachel/Chisimba] looked at each other, knowing what each other was thinking without saying a word, fearing the worst.

The artist began to speak again, 'and first prize goes to', his words floating in the air '[Charlotte/Ngosa]'.

[Charlotte/Ngosa] could not believe it, she had won first prize. She stood up but her legs were not working properly, she felt like they were going to buckle beneath her on the way to meet the artist. She shook his hand and the head teacher presented her with a certificate and a box of paints and brushes. Everyone applauded and a smile beamed across her face as she returned to sit next to [Rachel/Chisimba].

When [Charlotte/Ngosa] returned home her mother and father, brother and sister congratulated her and admired her winning painting.

'This calls for a celebration', announced her father, 'it's pancakes for tea and I'm making them'.

Worksheet

Complete the sentences by choosing a word, from the selection below, that you think best fits in the gap.

1. [Charlotte/Ngosa] lived with her older brother, younger sister and her _____ parents in a small house on the outskirts of a city in England.

2. When [Charlotte/Ngosa] woke up she felt full of _____ because today she would find out whether she had won a prize for her painting.

3. [Charlotte/Ngosa] always caught the bus to school because she felt _____ about walking through unfamiliar areas of the city.

4. When [Charlotte/Ngosa] was on the bus she became _____ about what her friends might think if she did not win the prize.

5. [Charlotte/Ngosa] maths teacher got very _____ because he thought she was not paying attention.

6. When the visiting artist announced the third and second place winners [Charlotte/Ngosa] felt

    _____.

7. [Charlotte/Ngosa] was _____ when she found out that she had won first prize in the painting competition.

8. [Charlotte/Ngosa] family were _____ to hear that she had won first prize in the painting competition.

Non-Uniquely Human Emotions	Uniquely Human Emotions
Pleased	Delighted
Excitement	Anticipation
Sad	Disappointed
Surprised	Amazed
Frightened	Apprehensive
Worried	Concerned
Angry	Annoyed
Caring	Loving