

Guideline

Training of Trainers in the Baltic region on the topic of hate crime and how to tackle it from the civil society perspective

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This guideline is to help you to prepare and run a beforementioned training in the following aspects:

- A) Logistics
- B) Methodology
- C) Trainers

The curriculum for Training of Trainers in the Baltic region on the topic of hate crime and how to tackle it from the civil society perspective is prepared in a way that it can serve as a whole content of a training, or its particular parts can be taken out of the curriculum and be used as independent modules. If you plan to use parts of the content it is advised to use its part in a way that you make sure participants are familiar with necessary topics (eg. the identity and discrimination module sets the basics for understanding of the concept of hate crime, so it is advised not to omit it).

A) Logistics

This curriculum is prepared to be delivered in a workshop form, it means it requires space which enables to work in various forms: pairs, small groups and forum. It is suggested to prepare tables in U-shape or “nests” but not in a cinema like way (with rows of tables or chairs, when participants get to see only the trainers and other participants’ backs). Make sure the room is big enough, that for small group activities groups can seat in a distance and not to disturb one another. For the presentation and forum activities make sure you seat in a way everybody can see and hear everyone.

As to technical requirements they depend on particular design of the process, fundamentally you will need a computer with projector/bimer (for short presentation parts), flipchart papers with markers of different colors, post-its (small, colorful, self-attaching papers) and printed materials (eg. handouts and worksheets for participants). Participants will need pens and – if they wish to make notes – notebooks or paper sheets.

Arrange room in a way that is it possible to put training schedule and group contract as well as training goals in a visible way throughout the training (eg. stick them to walls).

Even if you plan only few hours event, please remember about water or other refreshments to be available all the time, as learning process often makes people tired (or at least dry throat). If you plan to have longer, lunch break, make sure it lasts at least 45-60 minutes as participants need time not only to eat but also to rest a while. Planning your event you need to decide about short breaks, remember to make it at least once in two hours. It is advised to plan the event in a flexible way as it is hard to predict precisely how long particular parts will last (it depends on many factors eg. group dynamics).

Proposed agenda for 2-days training may look like this:

Day 1

10:00 - 11:00

Opening module

1. Introduction of trainers and participants – make sure everyone has opportunity to introduce themselves and present their expertise, it will be an asset during the training if you make space for participants to share their knowledge.

2. Goals of the training (on the flipchart, on the wall):

After the training participants will:

- Understand societal processes that contribute to inequality, bias, stereotypes and bias motivated incidents.
- Understand exclusion/ marginalization of different groups from a human rights based perspective.
- Recognize and understand the dynamics of hate crimes and the impact that hate crimes have on victims and communities.
- Understand the necessity to increase awareness of the impact of hate crimes in the society and among communities.
- Have knowledge about victim support.
- Understand legislation both at EU and state level.
- Understand the extent of bias incidents and hate crimes in the Baltic states and EU.
- Be familiar with case studies from EE, LV, LT and also from other EU countries.

3. Expectations - method balloon

Do not miss opportunity to get to know participants expectations – it is desirable to get to know them and then mention to which of them the training program will refer to as well as to openly say that some things will not happen during the training. If you don't gather the expectations some participants may keep unrealistic expectations and get frustrated easily and their learning process will be blocked.

Apart from expectations you can also ask about participants fears, as the topic of hate crime touches sometimes personal issues (eg. participants

identity) some people may be afraid of being exposed or being forced to share some information and trainers should comfort them as people in fear do not learn.

4. Program of the training

Present program for both days, including breaks.

5. Contract - what we need to learn and work effectively?

Make sure among others you agree on:

- Confidentiality - participants are encouraged to talk about merit of the training but not to gossip or share personal information they acquired during the learning process.
- Using the I language – that will help to avoid generalizations like “we all know that...” making space for different perspectives and encouraging to take responsibility for what is said (not to hide behind generalizations).
- A right to STOP – even of the training is obligatory for participants, they need a tool to feel safe, so if they feel like they don't want to go any further in an exercise, they can stop at any time.

11:00 - 13:00

● **Identity - how it shapes our life**

1. Elements of identity
2. Psychological and social processes related to identity
3. Minority and majority groups

Mechanisms of discrimination and exclusion

1. Stereotypes
2. Prejudices
3. Power
4. Discrimination and exclusion

13:00 - 14:00

● **Lunch break**

14:00 - 16:30

Nature of hate crime:

1. Recognizing hate crimes
2. Bias indicators
3. Implications
4. Hate crime and related concepts
5. Victim needs - victim-centered approach

16:30 - 17:00

Closure of the day – close the day with summary of what happened today and give space for participants to comment on that, if they want (non- obligatory round).

Day 2

10:00 - 10:15

Opening of the day

10:15 - 12:00

Legal frameworks

1. International legal framework
2. European Court of Human Rights casework
3. Your country's hate crime laws, challenges*

* You may introduce hate crime cases from your country or other countries if you feel relevant. Some cases are presented in the curriculum but you can also ask your participants to share cases they know.

12:00 - 13:00

Lunch break

13:00 - 14:45

Hate crime - practical challenges

Moderated discussion in two groups*:

1. Underreporting: How to encourage hate crime victims to report, particularly if law does not recognize some of the bias motivations (e.g. gender identity or disability)? How to ensure victims benefit from reporting?
2. Hate speech: How to walk the fine line between protected free speech and prohibited hate speech

* Feel free to add or change topics according to your local context or personal preferences.

14:45 - 15:30

Planning the future activities - knowledge implementation.

This module of the training is often omitted, but it is strongly recommended to keep it as the key issue is what will participants do with knowledge gained during the training. You can make this module longer or shorter, depending on what are the foreseen activities for participants, but make sure there is a time dedicated even for individual reflection on what did people learn during the training and how will they implement that knowledge.

15:30 - 16:00

Closing of the training - evaluation and goodbye!

B) Methodology

The essential piece of knowledge in non-formal education is the work of American educational theorist, David A. Kolb and his concept of **experience based learning**¹. It is strongly recommended to prepare the training program in this approach, as only then it is possible to reach deeper in participants' structures and not only to introduce them to new knowledge and skills but also change their attitudes, which is crucial in working with topics related to hate crimes. However, the concept has proven itself to be unflinching, introducing it among learners used to lecture-based teaching system and little autonomy and control over the learning process can be a challenge. But it's worth taking.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve learners reflecting on their result. Thus, it's important to know how the cogs and gears behind it.

Kolb's experiential learning model comprises of four elements:

Stage 1. Experience

According to Kolb learning is a cycle. Knowledge is continuously gained through both personal and environmental experiences. An **experience** is (often) a starting point to learn as a basis for observation and reflection. Therefore, experiential learning requires self-initiative, an "intention to learn" – cause that is something that will lead us through an "active phase of learning" (and this is where we often employ active learning methods like games or simulations but also a case study can do that part).

Stage 2. Reflection

Experience is then a base for critical **reflection**. Reflection is a crucial part of the experiential learning process, and like experiential learning itself; it can be facilitated or independent. It may be empowering that experiential learning does not require a facilitator and can be learners-led, but skilled facilitator can bring an X factor to the situation guiding the reflective part by asking the right questions before, during, and after an experience to make it a door for learning.

¹ Training manual of project "Young women for social change" realized by Active Women Association in partnership with, Shuhada organization, Ashna organization and Women Empowered Afghanistan within the frame of Erasmus+ Program

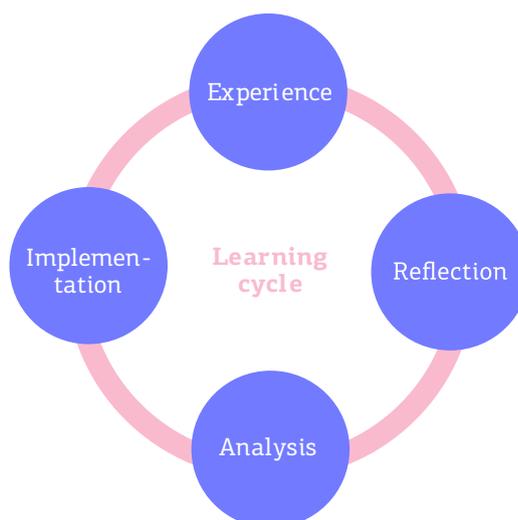
Stage 3. Analysis

From the reflection phase we go to the **analysis** when we generalize the reflection and try to find mechanisms in it: social regularities, behavioral scripts, etc. This is where we state hypotheses or present knowledge - theories, definitions, models, and mechanisms. That phase is usually the only one in which the educator is an expert and can present knowledge in more delivery manner, like a short lecture. In an event with experts, it is important however to build that knowledge together with the participants and to provide them with the skills to support one another throughout the reflective and analytical stages.

Stage 4. Implementation

Efficient learning needs implementation phase, where newly discovered competence is put into practice and contribute to new experiences. Another cycle will start. Learners can implement acquired knowledge during the workshop – then a facilitator provides time and space for that. They can be also tried out later on during the workshop – as up-coming experience needs implementation of knowledge gained previously. Sometimes they can only plan what they to try them out in ‘real life’, after the workshop is finished. It is important, however, that plans are verbalized to close the cycle.

The four-stage Kolb’s learning cycle



Source: David A. Kolb, *Experiential Learning: experience as the source of learning and development*, Prentice Hall, New Jersey 1984.

If the learning cycle is applied at a workshop, it demands facilitative tools and mainly – questions that lead participants from phase to phase. However, each cycle demand different experience and questions (they both depend on the educational goals we set for it), we can derive sort of leading question for every phase to help the readers understand what is each phase about. Pfeiffer and Jones' for instance, took Kolb's theoretical frameworks and created a simple, practical questioning model for facilitators to use in experiential learning. Their "5 Questions" model is as follows:

- Did you notice...? (Stage 1. Experience)
- Why did that happen? (Stage 2. Reflection)
- Does that happen in life? Why does that happen? (Stage 3. Analysis)
- How can you use that? (Stage 4. Implementation)

These questions are posed by the facilitator after an experience, and gradually lead the group towards a critical reflection on their experience, and an understanding of how they can apply the learning to their own life.

Workshop design - while preparing a training based on experiential learning:

- **Specify a goal of the session** – that's you who designs how the learning cycle will look like and what experience the participants we'll be working on. It depends primarily on the purpose of the session.
- **Choose an active learning method** that best completes your educational goal - experience must lead to critical reflection.
- **Plan the questions** you ask to guide the learners throughout the Kolb's cycle - from experience to implementation.
- **Take care of the implementation** phase. At this stage you ensure the durability of the knowledge and skills.

Active learning methods

As soon as you establish the goals of the workshop and choose its content (knowledge, models, schemes to be presented), you can design an 'experience' for the participants that will kick the Kolb's cycle off.

You can choose from the following active learning methods:

- **Discussion** – exchanging opinions, experiences, information between participants leading to a designed goal;
- **Problem solving** – case study or another simulation based on logical causal sequences with one or multiple solutions;
- **Etudes (drama)** – based on invention and presentation of a situation by one or several persons to the other participants;
- **Simulation** – real, chosen experience of the participants or some fictional situation that the participants experience during the workshop;
- **Visualization** – techniques that activate the visual sense, such as drawing, film, etc.;
- **Metaphor** – creation of the fantasy world that trigger real emotions or feelings;
- **Self-reflection** – one-person work, sometimes linked to taking a test/filling a questionnaire, or looking at oneself in a situation as a response of facilitator's question;
- **Outdoor activities** – activity outside of the training room, based on carrying out difficult tasks requiring cooperation of the whole group.

The choice of the method depends on:

- **Goal** – what do I want participants to learn
- **Group dynamics** – what processes the group undergoes, e.g. how well integrated the group is, how it deals with diversity and conflict, what's the level of cooperation etc.
- **Time** – how much time can be devoted to that specific training session
- **Resources** – what we need to use the method, what technical back up we have
- **Competence of trainers** – the ability to use the method by the facilitator

C) Trainers

As it is probably visible by reading this guideline till now, the curriculum and preferred methodology demand experienced and qualified trainers to prepare and run the training for the most benefits of participants.

As the curriculum is called “train for the trainers” it is crucial to state, that this means that people who are participating the training are expected to be able to prepare a similar learning experience for other people. However, it is not a ToT where a vast part of the training is dedicated to prepare participants to become trainers. Our curriculum is rather a dissemination training, when the content of the workshop is what we focus on.

This is why it is event’s organizers responsibility to find people with vast training skills (like group dynamics and facilitation as well as program designing). It is also recommended to run such workshop in a pair, not a single person as different perspective as well as expertise are essential.

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