"I'm not a racist, but…"

Planning and delivering anti-racist training

Handbook for trainers

About the INAR Project

This handbook has been produced as part of the Erasmus+ funded INAR (I'm not a racist, but...) project.

Led by InterCultural Iceland, the project aims to reach adult learners who are resistant to anti-discrimination training by providing support and strategies to trainers who may tend to avoid or ignore this group.

Reaching these individuals with innovative, cooperative, and 'no blame' methodologies will lead to improvements in social and employment relations, offering an extension to the forms of training and education currently available.

The project tackles both the social injustices caused by discrimination and prejudice, and the difficulties experienced within organisations where individuals fail to engage with anti-discrimination agendas. Ingrained prejudice causes behaviours which can be a catalyst for significant harm, disruption, and stress. For organisations, it can also ultimately result in costly reparation activities (either directly or indirectly).

Project Partners

The INAR project partners are:
- InterCultural Iceland - Reykjavik, Iceland
- Chancengleich in Europa e.V. - Dortmund, Germany
- Coalition for Racial Equality and Rights - Glasgow, Scotland
- Centrul Judetean de Resurse si Asistenta Educationala Vrancea - Focsani, Romania

More information about the project partners is available at Appendix F, p.64.

Project Outputs

Over two years from 2016 – 2018, the INAR project has worked to develop resources including this handbook, the example training modules contained in the handbook, a video resource showing delivery of some of the exercises from the training modules and a Facebook game designed to challenge misinformation about migrants and minority ethnic communities.

Video resource: https://youtu.be/5jRNqEoJp_Y

Facebook game: https://qz.app.do/inar-test-quiz-version-3-dup?from=page_wall

Contents

Introduction

Organisations have many different motivations for ensuring that their staff receive anti-racism training. Morally and ethically, it's the right thing to do. Research has shown that workers' experience of racism is associated with a range of health problems, both mental and physical.[1] However, there are also business benefits. From avoiding legal risks to minimising conflict in the workplace, organisations have an expectation that training will solve any potential problems around racism, discrimination or prejudice. However, for trainers, it can be difficult to meet those expectations. For a variety of reasons, some participants will be reluctant or resistant to engage with the training. They may even display hostile or aggressive behaviour, disrupting others' opportunity to learn. If delivered in the wrong way, training can actually reinforce prejudiced beliefs in these participants.

This handbook is designed for trainers who design and deliver anti-racism, anti-discrimination or anti-prejudice training. Its aim is to support trainers to make their work as effective as possible, including by influencing resistant learners with approaches which have been shown to change attitudes. It has a focus on everyday racism, which provides a practical and relatable way of communicating the impacts of racism and the importance of challenging it.

It is supported by a video resource demonstrating delivery of some of the exercises within the handbook, and a Facebook game.

View the video resource by using the QR code below:

As well as the main video resource, the project produced videos demonstrating methods of tackling resistant or disruptive behaviour during training sessions. These are explored at the section on resistant learners (p.41).

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[1] Paradies Y, Ben J, Denson N, Elias A, Priest N, Pieterse A, et al. (2015). Racism as a Determinant of Health: A Systematic Review and Meta-Analysis. PLoS ONE 10(9)

Who is this handbook for?

This handbook is most suitable for trainers with intermediate to advanced experience of delivering anti-racist, anti-discrimination or anti-prejudice training.

It provides methods, exercises and good practice tips for planning and delivering training, however it can't be used as a 'training pack'. Trainers can use this handbook to plan and deliver their own training programmes, designed for the specific audience they work with.

The approaches set out here are suitable for a wide range of audiences, but have been selected with mixed groups of adults in mind. This would include, for example, groups of people in the workplace, community groups or groups of adult students. In these groups, individuals will have a wide variety of viewpoints and experiences.

This handbook should support you to:

- Set learning outcomes for challenging racism, discrimination and prejudice
- Select exercises designed using evidence on effective methods that work to change attitudes
- Build in essential training content to ensure learners understand racism and discrimination, and how these issues impact people's lives
- Create a high-quality training programme to deliver the learning outcomes
- Deliver training using evidence based approaches that have been shown to work to in challenging racism, discrimination and prejudice

Knowledge, skills and experience

To use this handbook effectively, trainers will need appropriate levels of knowledge, skills and experience. Evidence has shown that having a trainer who participants regard as credible and has expertise is a key factor in determining whether the training will create attitude change.[2]

Knowledge

Race equality issues within their own country or area
Anti-discrimination law
Anti-racist theory

Skills
Assertiveness
Conflict management
Clear communication

Experience
Training design and delivery
Leading discussion on challenging topics
Facilitating communication between learners with differing viewpoints

This handbook can also be useful for beginners, however we would recommend that in these cases, training should be designed and delivered with the support of a colleague who has more advanced knowledge, skills and experience.

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[2] McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government.

Why focus on resistant learners?

This handbook should be a valuable resource for planning and delivering anti-racist, anti-discrimination or anti-prejudice training to a wide range of groups, particularly within workplaces. However, it has a specific focus on reaching resistant learners.

There are several reasons why this is crucial to the success of this type of training:

- Resistance to learning is often caused by overt or underlying prejudice, meaning that although these learners may need training input more than others, they will be unable to benefit from it if they won't engage.
- Resistant learners can display behaviours including hostility, dismissiveness, provocation or distraction which impact the ability of the rest of the group to engage.
- Trainers' reactions to this behaviour will also impact how the training input is received by the rest of the group, particularly in terms of how conflict and disruption are managed.

Throughout the handbook (and especially at the section on working with resistant learners on p.40), we explore methods, techniques and considerations for ensuring resistant learners can be engaged successfully.

How does the handbook work?

The handbook sets out a step-by-step process for designing and delivering effective anti-racist, anti-discrimination or anti-prejudice training.

Step 1: Setting objectives, goals and learning outcomes
Step 2: Developing a training session
Step 3: Training delivery
Step 4: Evaluating the training

Throughout the handbook, two sample training modules are used to provide examples of the exercises and content which could be included. These training modules were developed by InterCultural Iceland and tested out by experienced trainers working with all of the INAR project partners.

The main sample training module referred to throughout the handbook is an eight-hour programme (p.9), and a four-hour version is also provided as an example of a potential structure for a shorter module (see Appendix B, p.54). Both modules are designed for use in workplace training, and incorporate methods which will be effective in engaging resistant learners who may be required to undertake training by their employers. Examples of possible questions, comments or reactions trainers might experience during each exercise are provided to help prepare for the possibility of encountering negative or resistant attitudes.

The approaches explored in this handbook are informed by research literature on what works to create attitude change around racism, discrimination and prejudice, and from our experience as trainers. This literature is referenced throughout the handbook.

In particular, the sample module outlined on the following page aims to reach all learners (and especially those who are resistant) effectively through:
- Cooperative and active learning opportunities which enable participants to educate themselves and think critically
- No-blame methodologies which avoid making participants feel defensive, threatened, angry or humiliated
- Trainer expertise covering a range of key concepts which are crucial to understanding and challenging racism
- Teaching methods and content which support the development of intercultural competence

Sample training module

<table>
<tr>
<td colspan="4">

INAR Sample Module 1
Example training programme for 8 hour workplace training
(10 teaching hours)

Objectives:
- To reduce racism, discrimination and prejudice by challenging attitudes and behaviours
- To increase capacity to challenge racism, discrimination and prejudice, both for individuals experiencing these and bystanders who can speak out or offer support

Goal:
- Participants understand the concepts of everyday racism and everyday discrimination and have put them into context with their own workplace

</td>
</tr>
<tr>
<th>Learning outcomes: What do you want the participants to learn in order to reach your objectives and goals</th>
<th>Time Minutes</th>
<th>Method</th>
<th>Material

Possible questions/comments and reactions</th>
</tr>
<tr>
<td>Participants know your professional background

Participants gain professional trust in you and your organisation

Establish professional credibility</td>
<td>5 min</td>
<td>Talk – with PowerPoint if it's about your organisation.

Explain why, how and where you and your organisation have gained knowledge and experience in theory and practice of anti-racist training. It is very important that they see the trainer as an expert and not just someone that 'thinks' things should be this or that way, based on experience. Otherwise, it can appear that your training discussions are just people with different opinions arguing about controversial issues.</td>
<td>Slides about your organisation

Participants might want proof of your expertise.</td>
</tr>
<tr>
<td>Participants get to know each other and relax</td>
<td>10 min</td>
<td>The Bingo activity. People walk around with a bingo sheet asking each other questions listed on the sheet. If they get</td>
<td>Bingo sheets (See example at Appendix E, p.63)</td>
</tr>
</table>

		a positive answer, they write that name in the box. The aim is to end up with a different name in every box.	
Participants think about what 'respect' means to them and what kind of behaviour represents disrespect Participants make a connection between disrespectful behaviour and their own feelings Participants start to reflect on the reasons why they don't want to identify with those who show disrespect Participants consider the role of respect in creating a good workplace atmosphere	35 min	**Exercise A** **Respectful workplaces exercise** Participants interview the person sitting next to them. The trainer decides who speaks with whom. After introducing themselves (if they don't know each other already from the workplace) ask the following 3 questions: - What kind of behaviour do you see as disrespectful? - What do you feel when you experience or witness disrespect? - Why do you think people show others disrespect? Let the pairs talk for 10 minutes, then collect the answers for 20 minutes. Discussion for 10 min. Ask questions like: What do you think it is like to feel like that every day? Can such behaviour have something to do with power structures and status or that people wish to show and keep certain status by humiliating others? Why do you think it's important on this course to talk about disrespect? We will come back to this list later today. Following this, ask participants to discuss what creates a good workplace atmosphere. They will reflect on the importance of respect in this context.	The three questions either on paper or on a powerpoint slide People are shy or don't want to talk to the next person. They think it's a stupid activity and just ***don't*** turn to the next person to talk; the other person doesn't know what to do.
	15 min	Short break	

Participants understand the importance of mutual acceptance and communication

Participants understand that tolerance and acceptance are different

Participants start to look at the concept of 'culture' in a broad sense | 15 min | Short input about the differences between 'multiculturalism' and 'interculturalism'. | PowerPoint presentation with visual images illustrating the concepts you're discussing |
| | | | Participants may feel they are well versed in issues of multiculturalism and resist new terms and meanings. They may feel that suggesting alternative perspectives makes you 'the thought police.' |
| Participants understand through their own analysis that 'culture' is more than traditions and customs

Participants think about the concept of 'national culture' or so-called 'core culture' in a critical way

Participants understand why the discussion about culture is important

Participants understand how the concept of 'national culture' can be used to discriminate and separate

Participants understand how the concept of 'culture' can be used to create ingroups and outgroups ('us and them') in order for the dominant group to | 70-80 mins (depends on the group size) | **Exercise B**
Cooperative task about culture

Divide participants into groups, providing a flip chart or large poster sized paper.

Instructions: Write on individual post-it notes everything that is part of or influences an individual's culture. Then send an 'investigator' to collect ideas from other groups. Then categorise the post-it notes into visible and non-visible parts of culture. Look at your paper and discuss what you see. Make your own definition of culture. (30 minutes)

Now take away all post-its that have words that are not important for your everyday life. Then take away all post-its with words that not everyone belonging to the same national or ethnic group share (e.g. does everyone like the same music, food etc.?) 10 minutes | A PowerPoint showing which group participants are in

Large paper sheets (larger than A3)

20-30 post-it notes for each group

Pens and markers

Smaller paper sheets for notes on the two concepts

PowerPoint slides with explanations on how divisive attitudes around 'national culture' can lead to discrimination |
| | | | Questions may arise on clarifications about the task.

"But there ARE differences between different cultures!" |

keep their position of power		What is left? Look at your (most likely empty) poster and discuss what this tells you about the following two concepts: a) 'national culture' b) integration (10 minutes) After discussion, ask "Do you want to make changes to your original definition of culture?" Presentation: Each group presents their definition and their views on the two concepts. (20 minutes) Following the exercise – input and discussion on how the idea of 'national culture' can be used to separate instead of connect people. (10 minutes)	"Of course national cultures do exist! Are you saying that the culture in Iceland and Ghana is the same?" "We just have to learn about other cultures to prevent misunderstanding…" "My child enjoyed 'diversity' learning and so even if it is stereotyping people, it's a good thing." ENSURE THAT YOU HAVE A CLEAR UNDERSTANDING OF WHY AND HOW "CULTURE" CAN BE USED TO CREATE DIVISIONS AND CONTRIBUTE TO RACIST DISCRIMINATION
	10 min	Short break	
Participants understand where and how they learn stereotypes and what characterises them Participants understand how stereotypes become the basis for prejudice Participants understand the role of the media in creating and strengthening stereotypes Participants think about media in the	50 min	Interactive lecture explaining the process from stereotypes to discrimination, combining trainer input and participant discussion. Use concrete examples from real life and the media to explain how we learn stereotypes, starting with the basic concepts. Here, trainers should make it very clear that stereotypes and prejudice are not some kind of law of nature or inevitable brain function, but learned behaviour that people can avoid if they become aware of how stereotypes and prejudice operate and apply critical	Interactive PowerPoint presentation where participants are asked questions rather than told answers "But it's normal and necessary to categorise." "This is just how the brain works; we trust what we know and distrust what we don't know." "Stereotypes are not

context of powerful groups and individuals Participants know about the ethical codes of journalists in their country and Europe Participants understand how prejudice leads to discrimination; they understand how prejudice influences people's behaviour towards individuals who are at risk of being stereotyped		thinking. Provide examples to show how stereotypes lead to discrimination. It may be helpful to briefly explain the history of racialisation to help counter the idea of 'reverse racism' – groups who haven't been racialised may experience disrespect or ill-treatment, but this is not racism. This can also lead to discussion on the difference between racism and xenophobia.	just made up, there must be some truth in them." "But 'they' are also racist against us!" "I'm not a racist, but I think people have to accept that 'we' come first." "It's part of the Islamic religion to encourage violence. Have you read the Quran?" (and other stereotypes /misinformed views) "It's not a stereotype, it's just a fact that crime and unemployment are worse now that we have so many immigrants and asylum seekers here." "'They' ARE using up our social funds, just look at the statistics." "There is no such thing as prejudice or stereotypes. There are only bad experiences. And when you have a big collection of those you have to start doing something about them. Segregation is the only way here." ENSURE YOU KNOW ENOUGH ABOUT THE LOCAL AND NATIONAL CONTEXT

			TO EFFECTIVELY DISCUSS / COUNTER MISINFORMED VIEWS
	45 min	Lunch	
Participants understand the power of the majority/dominant group in society and what power positions have to do with racism Participants understand that it's the responsibility of the dominant group to 'let in' people belonging to minority groups Participants realise that you don't always have to follow the instructions of the dominant group or those in positions of power if you feel that they are wrong	15 min	**Exercise C** **Forcing the circle** This exercise requires at least 6 participants. One person is asked to leave the room (choose someone you think is high status). About 10 people are asked to stand shoulder to shoulder and form a very tight circle. Their instruction is: "Don't let the person who tries to get into the circle under any circumstances. Discuss first what you think might happen, and what strategies you can use to prevent them from entering the circle." When the other person returns, instruct them to try to get into the circle. They can use all means except physical force. The remaining participants (i.e. those not forming the circle) should observe what happens and which strategies are used to prevent entry to the circle. After a while, ask one of the remaining participants to change roles with the person trying to get in – do this this 2-3 times.	No material needed. Ensure you have arranged sufficient space for this activity. "But you TOLD us to close the circle so that's what we did. I really wanted to let them in but I followed your instructions!" "In real life this wouldn't happen. Immigrants and refugees have better access to everything than us (the majority group)." "'We' would never act like this in real life. 'We' welcome refugees."

		Following this, ask participants to discuss: What was this activity about? What does it simulate from the "real world"? What does it tell us about majority and minority groups? What does it tell us about integration?	
Participants understand the concept of everyday racism and discrimination	15 min	Explain everyday racism and discrimination. The Everyday Racism in the Workplace research report may be useful in illustrating this - Pétursdóttir, G. and Hopton, C. (2014). Everyday Racism in the Workplace: How Does it Feel? Reykjavik: InterCultural Iceland.	PowerPoint "But this is just something everybody experiences. You don't have to be a 'foreigner' to be ignored or talked down to." "I wouldn't call this behaviour racism or discrimination, just impoliteness." "'These people' are just too sensitive and see everything as racism or discrimination."
Participants understand the different manifestations of everyday racism and discrimination Participants think of the consequences for those who experience it Participants think of and discuss possible reactions when they witness everyday racism or discrimination	85 min	**Exercise D** **Everyday discrimination in the workplace** Cooperative task Individually go over the list about disrespectful behaviour noted earlier – focusing on the workplace. Make groups of 4 (ideally mixing together participants who haven't worked with each other before). Discuss and note answers to the following questions (the outcome can be shared	A flyer sized paper with the list of disrespectful behaviours. A paper for each group with instructions. A page with examples of possible reactions to racist or discriminatory harassment. (Provided after the exercise) "But you can't always

		afterwards): • Which of the disrespectful behaviours (manifestations of everyday racism) do you think are most difficult to experience on a regular basis? How might it make people feel? • What does everyday racism/discrimination have to do with "disrespect"? • Which of those manifestations do you think is most difficult to prove or report? Why? • You (the group) witness one of your co-workers experiencing one of the things on the list (choose one). How do you think you would probably have reacted? What do you think would be the best way to react? Following this, use the example you discussed to create a role pay scenario which does not include any solution or intervention. At this point, instruct each group in turn to act out their scenario. Other participants intervene as they think is most appropriate. If no-one intervenes, the trainer does. Follow with discussion, asking questions like: What is an "innocent bystander?" (make sure they understand that an INNOCENT bystander doesn't exist). After this exercise, will you change your behaviour or reaction as a bystander? etc.	intervene, sometimes it's dangerous." "Maybe the person involved doesn't want you to intervene. She/he might feel humiliated." "It might be a misunderstanding and it would look foolish if you start getting involved."
	15 min	Short break	
Participants think	10 min	Trainer input / discussion - Why are there laws against	

about why the law exists (instead of seeing their own rights of expression being violated through the law)		racism and discrimination? Why do people discriminate and disrespect others? (Reflecting back on the first discussion). Before addressing the question about why discrimination is forbidden by law, discuss why ordinary people - sometimes in powerful positions, sometimes not – choose to show dis-respect and to discriminate. Explore institutionalised forms of racism and discrimination, and whether people are able to assert their rights.	"I think people don't treat 'foreigners' differently than others. Rude people are just rude." "But 'they' are racist against us" "So if people have legal protection, why aren't they using it? It can't be that bad - it's their responsibility to assert their rights."
Participants understand why laws against racism and discrimination exist. Participants receive information about the legislation and know how to react if they believe the law has been broken.	35 min	Each participant gets a copy of the paper referenced opposite and reads through it. (5 min) The group answers the following questions: Which of the laws / conventions do you find most important? Why do you think they were created? Why is it necessary? In which situations would they apply? What can you do when you think the law is being broken in relation to you or someone else?	Paper where the main pieces of legislation or conventions against discrimination / racism in Europe / the relevant country are summarised. "But laws are not always right or moral – what about the laws of the Third Reich?"
Participants reflect on their answers and the trainer and other participants have the opportunity to discuss anything which seems unclear.	15 min	Discussion about the legislation and their answers to the questions above. To minimise the complexity, it may be a good idea to tell people at the beginning that you are not a lawyer and can't give legal advice, and ask them to keep any examples very general to protect confidentiality.	"But I know someone who experienced.... so was this a breach of the law?"

Participants reflect on the training session.

Participants understand that although the discussion is over, they should continue thinking about the topics covered. | 15 min | Evaluation and finish. Examples of different ways to do this include:
• Ask everyone to fill out an evaluation sheet (assure them this will be confidential).
• Ask everyone what they found most important and useful for them after the day – verbal responses.
• Ask everyone to answer the following questions verbally:
- What did you know before?
- What did you learn that was new, and find most interesting?
- What would you like to learn more about?

For resistant participants, there may be a need to discuss or point towards them and others being positive catalysts in their workplace via discussion and example (not by being the 'anti-racist police' or making aggressive challenges).

Positive feedback is very important at the end. Remember to thank participants warmly for their participation. | Depending on the method chosen - Evaluation sheet with 4-5 questions about the experience |

The sample exercises included in the module above and in the shorter version at Appendix B (p.53) will be explored throughout the following sections of the handbook.

Step 1: Setting objectives, goals and learning outcomes

The first step in designing an effective training course is to be clear in what you want to achieve. Most trainers, whether consciously or unconsciously, will consider what they want to achieve at a range of different levels. For example, we might express this as objectives, goals and learning outcomes:

- Objectives – what do we ultimately want to achieve?
- Goals – what realistic, manageable goal or goals would enable us to reach our objectives on a practical level?
- Learning outcomes – what do we need learners to understand in order to reach our goals and objectives?

For example, anti-racist, anti-discrimination or anti-prejudice training might have two main objectives:

- To reduce racism, discrimination and prejudice by challenging attitudes and behaviours
- To increase capacity to challenge racism, discrimination and prejudice, both for individuals experiencing these and bystanders who can speak out or offer support

One example of a goal that could be used to reach these objectives would be:

- Participants understand the concepts of everyday racism and everyday discrimination and have put them into context with their own workplace

These are the objectives and goal used in the example training module included at p.9.

A number of smaller steps will be needed for participants to gain the understanding needed to reach the goals and objectives of the training. At each stage, learning outcomes can be used to ensure training input and exercises focus clearly on these smaller steps.

Learning outcomes to achieve the example goal and objectives given here need to reflect the reality of how racism, discrimination and prejudice operate and are experienced. They also need to be deliverable in a relatively short space of time, as trainers rarely have more than a day or half day to work with a group of learners.

Relevant learning outcomes can be built around the key concepts learners need to understand in order to change negative attitudes, and to challenge behaviours which reflect negative attitudes.

As a minimum, for the example goal and objectives given above, key concepts would include:

- **Race and racism** – what these terms mean and how social structures create and maintain racism
- **'National culture' and stereotyping** – how the idea of 'national culture' can be constructed based on stereotypes, and the implications of cultural superiority
- **Discrimination and exclusion** – How power relations between majority (or dominant) ethnic groups and minority ethnic groups enable discrimination and exclusion
- **Everyday racism** – the subtle but highly damaging forms of racism that people face on a day to day basis, illustrating the real-life impact of each of the other key concepts

For each of the key concepts, it's important to ensure participants gain a firm understanding of the essentials. This can be accomplished through a combination of training input and practical cooperative learning exercises.

The following section on developing a training session provides examples of what this might mean in terms of training input and exercises, and the learning outcomes you might seek to achieve in relation to each concept. In the example training modules given here, these concepts are woven together throughout the day rather than dealt with section-by-section. This helps to improve the flow of the training session, strengthens participants' understanding of how the concepts are connected and reinforces the learning outcomes.

Step 2: Developing a training session

Once you have a clear picture of what you want to achieve, that will provide the foundation for designing your training programme and training pack.

To ensure your training programme and training pack are effective, it can be useful to ask yourself the following questions to help set the right tone for your audience:

- Who are the participants?
    - What brings them together – work, study, community?
- Why are they participating in the training?
    - Do you know of any specific problems with racism, discrimination or prejudice in this group?
    - Have they chosen to attend, or are they required to attend?
- What background knowledge or viewpoints are they likely to have?
    - Have they received training like this before?
    - Are there workplace or educational institute policies on these issues that they should already be aware of?
    - What is the local and national context around race and racism?
    - Are there specific common attitudes or beliefs which you may have to challenge?
    - Are there power dynamics or hierarchical structures in the workplace that you need to be aware of?

Later in this handbook, the section on training delivery (p.36) looks more closely at how some of these issues can be dealt with in setting the right tone for your audience.

In the next part of this section, however, we'll look more closely at designing a training programme and a training pack. A helpful checklist covering the process for doing this is included at Appendix C (p.61).

Designing a training programme

A well-crafted training programme is important for ensuring the training session is well timed and has the right mix of interesting and interactive content. Evidence suggests that training sessions which combine information proving discrimination is real with activities to motivate individuals to be non-

prejudiced are more effective;[3] this is the approach taken in the example module within this handbook (p.9).

Key considerations for developing a training programme include:
- Allocating the time available to effectively cover the learning outcomes
- Deciding how much time to spend on trainer input, questions/discussion and practical exercises
- Spreading out these delivery methods to make the session engaging for participants

As the length of a training session is often limited, it's important to ensure that your training programme gives you the best possible chance of delivering the learning outcomes effectively in the amount of time available. You may not always have control over how much time is allocated; for example if you're delivering training on behalf of an employer, they may have specific requirements for how much time they wish employees to spend in the training session.

If you feel that you have less time than you ideally need to deliver all of your learning outcomes, it will be necessary to prioritise. For each learning outcome, you might wish to consider:
- How much are participants likely to already understand about the key concepts?
- What type of exercises would enable participants to gain a practical understanding in a manageable amount of time?
- Are there complexities or important nuances that require extra time to explain properly?

In many cases, through considering these points, you will decide to invest more time in delivering some learning outcomes than others. The main point is to ensure that participants learn enough for the training to achieve its goals and objectives. This may mean leaving out some of your more advanced content, but ultimately, in a short training session it's more important to include the basic, essential information that will benefit the participants who need it most. It's also important to leave enough time for in depth discussion which allows participants to develop the right conclusions themselves, encouraging critical thinking and proactive engagement with the topics.

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[3] Sritharan, R. and Gawronski, B. (2010). Changing Implicit and Explicit Prejudice Insights from the Associative-Propositional Evaluation Model. In: Social Psychology 2010; Vol. 41(3):113–123
http://www.bertramgawronski.com/documents/SG2010SP.pdf

Designing a training pack

The materials developed for your training pack are arguably the most important part of training development, as these set out in detail the information and activity you will use to deliver the learning outcomes you've identified. Key things to consider in designing a training pack include:

- Choosing effective exercises to achieve the learning outcomes, enabling learners to actively participate in cooperative learning
- Developing trainer input and points for discussion (using, for example, powerpoint presentations)
- Writing handouts or gathering useful resources for participants to use after the session

For training sessions which focus on challenging racism, discrimination and prejudice, particular types of background information will help ensure your content is accurate, relevant and persuasive. As a minimum, you might wish to gather:

- Theories and research about racism
- Detailed information about discrimination law in your country
- Examples of recent or well-known media stories which may increase racial tensions, and background information on the truth behind these stories
- Statistics on ethnicity and inequality available at local and/or national level:
    - Population data
    - Migration patterns and trends
    - Hate crime figures
    - Statistics on racial inequalities in areas like employment, health and housing

The Eurostat website is a good source of statistics for European countries.

Although many training packs can be used again and again, they will usually need to be updated each time in order to tailor your pack appropriately for different audiences. It's also vital to ensure all of the supporting information, facts, figures and details about the law in your country stay up-to-date.

Developing content on key concepts

As discussed at Step 1 (p.20), there are a number of concepts which training participants will have to understand in order to meet your learning outcomes. For our example module (p.9), we suggest that the following key concepts are essential:

- **Race and racism** – what these terms mean and how social structures create and maintain racism
- **'National culture' and stereotyping** – how the idea of 'national culture' can be constructed based on stereotypes, and the implications of cultural superiority
- **Discrimination and exclusion** – How power relations between majority (or dominant) ethic groups and minority ethnic groups enable discrimination and exclusion
- **Everyday racism** – the subtle but highly damaging forms of racism that people face on a day to day basis, illustrating the real-life impact of each of the other key concepts

The following sections will explore each of these, highlighting particular points of importance, giving examples of exercises and suggesting useful resources. The brief explanations of each concept are intended to demonstrate how these issues are relevant to anti-racist training programmes, and are not intended to be comprehensive. Trainers will need to develop a more advanced understanding in order to be able to speak confidently about these concepts.

Race and racism
This is an overarching concept that runs throughout the example training modules given in this handbook. To cover this in a meaningful way which will reach even resistant learners, we begin by looking at the underlying issues behind racism such as disrespect and unequal power structures, before moving on later in the session to linked concepts such as stereotyping and everyday racism.

Essential elements:
- Disrespect and unequal power structures
- Racism as a social structure
- Different types of racism and how these interact
  - Institutional
  - Personal
  - Social

Disrespect and unequal power structures

The concept of disrespect is a useful starting point for discussions about racism because it's something almost everyone can relate to. Once discussion and practical exercises have led participants to reflect on the impact being disrespected has on them, it's then possible to look at how those with less power are often disrespected by those with greater power, and how this behaviour helps to maintain these power positions.

Racism as a social structure

Exploring how racism has developed within society as a whole helps participants to understand that racism is not just attitudes and behaviours by a minority of individuals with extreme views. Encouraging them to understand how racism is embedded within society reduces defensiveness and fears around being accused of racism.

Different types of racism and how these interact

Looking at the different types of racism and how these can manifest demonstrates the widespread impact it has on people's lives. Following on from discussions about personal and social racism, participants can be encouraged to think about how these lead to institutional racism; policies, practices and processes within organisations that have a racist impact, developed by decision makers from the majority ethnic group who fail to take account of the impact that racism has on the experiences and needs of people from minority ethnic backgrounds.

Example exercise on race and racism: Respectful workplaces exercise

Exercise A in the sample module, p.9

This exercise uses the neutral concept of 'respect' to explore issues of power and the impact of discrimination. When working with resistant learners, confronting the topic of racism without building the right environment first can easily backfire. Learners can become defensive of their 'right' to have racist attitudes,[4] or simply feel that racism has no relevance to them or their lives. To avoid this, creating a sense of empathy and a shared understanding of how it

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[4] Plant, E.A. and Devine, P.G. (2009). The Active Control of Prejudice: Unpacking the Intentions Guiding Control Efforts. Journal of Personality and Social Psychology 2009, Vol. 96, No. 3, 640 – 652
http://docenti.unich.it/alparone/index_htm_files/DEVINE%202009.pdf

feels to be discriminated against can be useful. Encouraging participants to think with empathy or to see things from the perspective of a marginalised group has been shown to help change prejudiced attitudes.[5][6]

Learning outcomes:
- That participants think about what 'respect' means to them and what kind of behaviour represents disrespect
- That participants make a connection between disrespectful behaviour and their own feelings
- That participants start to reflect on the reasons why they don't want to identify with those who show disrespect
- That participants consider the role of respect in creating a good workplace atmosphere

Useful reading for planning input and exercises:

Coates, T. (2013). What we mean when we say race is a social construct, in The Atlantic, 15th May 2013

Young, C. (2016). Changing the Race Equality Paradigm. Glasgow: CRER.

Meer, N. (2014). Race & Ethnicity. Sage

Allport, G.W. (1954). The Nature of Prejudice. New York: Doubleday, Anchor.

Cashmore, E. and Jenning, J. (Eds.) (2001). Racism, Essential Readings. London: Sage.

Van Dijk, T.A. (1987). Communicating racism. Beverly Hills, CA: Sage.

Back, L and Solomos. J. (eds) (2000). Theories of Race and Racism: A Reader. London: Routledge

<u>'National culture' and stereotyping</u>

Fixed ideas about the cultural life of national or ethnic groups are one of the main barriers to challenging racism, prejudice and discrimination. Ensuring that training participants understand how cultural identity is shaped around stereotypes of tradition and cultural practice will enable them to see that

[5] Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC

[6] Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage Publications http://www.psych.nyu.edu/amodiolab/Publications_files/Amodio_Devine_2005.pdf

identity is much more complex and individual than they may realise, calling into question who 'belongs' to any one cultural group.

Essential elements:
- What does culture mean?
- 'National culture', integration and social dominance
- Interculturalism

What does culture mean?
The concept of 'culture' is often taken for granted, and frequently linked with ethnicity. This means that assumptions around cultural difference are important factors underlying racism. Discussion around what 'culture' really means helps participants to understand how 'national culture' can be created and maintained by social groups, and that culture is not fixed but constantly shifting.

'National culture', integration and social dominance
Once participants understand how culture is socially constructed, it's useful to interrogate the idea of 'national culture'. By exploring whether all people from one ethnic or national group actually identify with the traditions, customs and signifiers involved in their own group's 'national culture', participants realise that individuals within that group are very different, and the differences people claim exist between national or ethnic cultural groups are insignificant. It then becomes clear that culture is a social construct, based on socially determined markers of belonging and difference. This raises important questions about how 'national culture' is used by dominant groups to define who 'belongs', and how expectations about 'cultural integration' act to control and exclude people from minority ethnic groups.

Interculturalism
The approaches used in the sample modules in this handbook are informed by the concept of interculturalism. Many of the core principles of interculturalism match the original intentions of multi-culturalism, whilst addressing some of the more problematic aspects of the way multi-culturalism was put into practice (which some feel had too much emphasis on cultural differences). Exercises such as the cooperative task on culture and stereotyping (p.29) help participants to develop intercultural competencies, particularly in terms of critical thinking and self-awareness. Intercultural competencies are the attitudes, skills and knowledge that people need to build in order to interact positively with people whom they perceive to be 'different' in some way, and

in particular where the perceived difference is on the grounds of ethnicity. This ability to interact positively is vital for reducing racism and creating community cohesion.

Example exercises on culture and stereotyping: Cooperative task on culture

Exercise B in the sample module, p.11

Many people feel a sense of pride about their own cultural background. Unfortunately, this can translate as a sense of superiority which fuels racist attitudes and enables the exclusion of minority ethnic groups. The majority ethnic group's perception that they share a 'national culture' which minority ethnic groups should fit into can create a sense of otherness and prevent community cohesion. Through this exercise, participants consider what culture actually means by exploring whether individuals from their own ethnic group really share all of the same cultural views and preferences. Encouraging 'multiple categorisation', recognising that people are each diverse and individual and do not belong to only one group, has been shown to reduce prejudice.[7] In addition, cooperative learning techniques such as those used in this exercise are some of the best-evidenced ways to create attitude change.[8]

Learning outcomes:
- Participants understand through their own analysis that 'culture' is more than traditions and customs
- Participants think about the concept of 'national culture' or so-called 'core culture' in a critical way
- Participants understand why the discussion about culture is important.
- Participants understand how the concept of 'national culture' can be used to discriminate and separate
- Participants understand how the concept of 'culture' can be used to create ingroups and outgroups ('us and them') in order for the dominant group to keep their position of power

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[7] Abrams, D., J. Swift. H. and Mahmood, L. (2016). Prejudice and unlawful behaviour: Exploring levers for change. Manchester: EHRC

[8] Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67
https://static1.squarespace.com/static/5186d08fe4b065e39b45b91e/t/51e3234ce4b0c8784c9e4aae/1373840204345/Paluck_Green_AnnRev_2009.pdf

Useful reading for planning input and exercises:

Barger, K. (2014). [Ethnocentrism: What is it? Why are people ethnocentric? What is the problem? What can we do about it?](#) Indianapolis: Indiana University.

Guess, T. J. (2006). [The Social Construction of Whiteness: Racism by Intent, Racism by Consequence](#). Critical Sociology, Volume 32, Issue 4

Lazar, I. (2014). [Recognising Intercultural Competence tool](#). The Pestalozzi Programme / European Wergeland Centre / Intercultural Cities Programme.

Pilkington, A. (2009). [From Institutional Racism to Community Cohesion: the Changing Nature of Racial Discourse in Britain](#) in Sociological Research Online 13(3)6.

Meer, N., Modood, T., and Zapata-Barrero, Z. (2016) (eds). Interculturalism and Multiculturalism: Debating the Dividing Lines. Edinburgh University Press.

Petley, J. and Richardson, R. (2011). Pointing the Finger: Islam and Muslims in the British Media. Oxford: Oneworld.

Hidalgo, N. (1993). Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom. New York: Routledge.

Discrimination and exclusion

Although few participants would be likely to argue that racial discrimination doesn't exist, they may not realise how it works in practice. Some participants may be resistant to the idea that society as a whole has a responsibility to challenge prejudice and discrimination, preferring to believe that these issues are only relevant to a small number of 'racists'. To combat this, participants need to understand how power dynamics work to exclude minority ethnic people, making discrimination a constant risk. They also need to understand how they can recognise and speak out against discrimination and exclusion.

Essential elements:
- Power, exclusion and group behaviour
- Personal reflection on exclusion
- Inclusion and challenging discrimination

Power, exclusion and group behaviour

It's important for participants to understand how the majority ethnic group, as the dominant group in society, use their power to discriminate against and exclude minority ethnic groups. In many cases, this is done in a way that most people in the majority ethnic group are unaware of. Where there is institutional discrimination in the workplace, for example, managers and workers will tend to continue working in the same way even where concerns have been raised about negative impacts on people in minority ethnic groups. Research has shown that attitudes of managers and supervisors are especially important in determining whether discrimination can be challenged effectively or not.[9] Aspects of group behaviour such as peer pressure, ingroup bias and group think act as a barrier to change. To combat this, participants need to learn how to think critically about following 'the rules' if these are unfair or discriminatory.

Personal reflection on exclusion

Participants who haven't personally experienced racism may never have had the opportunity to consider the impact it has, particularly in terms of consistently facing everyday racism. Exploring their own experiences of being excluded and how this feels can help to create the empathy needed to motivate them to learn about and challenge racism, discrimination and exclusion.

Inclusion and challenging discrimination

To reduce the barriers to change created by group dynamics in the majority ethnic community, individuals within that community need to build their confidence to challenge the status quo and speak out against exclusion and discrimination. Much of the content within the sample module (p.9) is designed to communicate the message that responsibility for inclusion lies with the majority ethnic group. Within workplaces, organisational culture can change if individuals with influence (at all levels of the workforce) decide to challenge discrimination, identify problems and seek solutions.

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[9] Essed, P. (1991). Understanding Everyday Racism: An Interdisciplinary Theory. London: Sage.

Example exercise on discrimination and exclusion: Forcing the circle

Exercise C in the sample module, p.14

This exercise takes participants out of their comfort zone through practical experiences of being excluded, and of excluding others. This encourages better discussion of how power is wielded by individuals and groups, and how difficult challenging those with power can be. By assigning participants to a group which has power and placing a higher status participant in a powerless position, it also encourages reflection on which participants are part of the 'in-group' and the 'out-group'; research suggests this is helpful in changing prejudiced attitudes. [10] [11]

Learning outcomes:
- Participants understand the power of the majority/dominant group in society and what power positions have to do with racism
- Participants understand that it's the responsibility of the dominant group to 'let in' people belonging to minority groups
- Participants realise that you don't always have to follow the instructions of the dominant group or those in positions of power if you feel that they are wrong

Useful resources for planning input and exercises:

McIntosh. P. (1989). White Privilege: Unpacking the Invisible Knapsack. Peace and Freedom Magazine, July/August, 1989, pp. 10-12. Philadelphia, PA.: Women's International League for Peace and Freedom

Gorsky, P. (2010). Unlearning Deficit Ideology and the Scornful Gaze

Markman, A. (2013). The Pain of Positive Stereotypes. Psychology Today blog.

Sachverständigenrat deutscher Stiftungen für Integration und Migration (2012). Benachteiligungserfahrungen von Personen mit und ohne Migrationshintergrund im Ost-West-Vergleich (Discrimination experiences of people with and without a migrant background). Berlin: SVR

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[10] Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67
https://static1.squarespace.com/static/5186d08fe4b065e39b45b91e/t/51e3234ce4b0c8784c9e4aae/1373840204345/Paluck_Green_AnnRev_2009.pdf
[11] Kaufman, S. (2011). Does the Implicit Association Test (IAT) Really Measure Racial Prejudice? Probably Not. Available from: https://www.psychologytoday.com/blog/beautiful-minds/201101/does-the-implicit-association-test-iat-really-measure-racial-prejudice

Ponterotto, J. G. and Pedersen, P. B. (1993). Preventing Prejudice. A Guide for Counselors and Educators. USA: Sage Publications.

Banaji, M. and Greenwald, A. (2013). Blindspot: Hidden Biases of Good People. New York: Delacorte Press.

Everyday racism

Everyday racism is one of the most important concepts explored in our sample modules, informing almost every input and exercise. Especially where resistant learners are concerned, discussions about challenging racism often lead to questions about whether certain types of behaviour and language are actually racist – particularly where the behaviour concerned is subtle and difficult to identify as an act of hostility. Philomena Essed, in her publication Understanding Everyday Racism – an Interdisciplinary Theory, states that "As a concept everyday racism has been useful in showing that systemic racism is reproduced largely through routine and taken-for-granted practices and procedures in everyday life.... Although everyday racism has such an informal ring that it may sound as if it concerns relatively harmless and unproblematic events, the psychological distress due to racism on a day-to-day basis can have chronic adverse effects on mental and physical health."[12] The concept of everyday racism can help participants to understand how racial stereotypes can impact people's treatment of one another, even where there is no intention to offend or discriminate.

Essential elements:
- The impact of everyday racism
- Stereotyping, privilege and racialisation
- Challenging 'unintentional' racism

The impact of everyday racism
Often, participants may accept that minority ethnic people experience occasional racism but be reluctant to believe that racism has an impact on a day-to-day basis. It's important to reinforce how consistently minority ethnic people experience subtle forms of racism, and the concept of everyday racism is useful here. For example, INAR partners InterCultural Iceland undertook a study in 2013[13] demonstrating the extent to which racism impacts everyday

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[12] Essed, P. (1991). Understanding Everyday Racism – an Interdisciplinary Theory.
[13] Pétursdóttir, G. (2013). Manifestation of hidden discrimination and everyday prejudice towards immigrants in Iceland.

experiences of exclusion and disrespect. This showed that whilst only 35% of the majority ethnic Icelandic population experienced one or more incidents of disrespect in a two-week period, 93% of people from a minority ethnic background did. When looking at people who experienced a greater frequency of incidents of disrespect, 35% of minority ethnic study participants experienced these ten times or more, whereas no majority ethnic participants reported this many incidents.

Stereotyping, privilege and racialisation

Discussing stereotypes and the extent to which these can be seen in the way majority ethnic individuals engage with people from minority ethnic backgrounds creates a deeper understanding of how everyday racism works in practice. Many of the subtle interactions involved in everyday racism involve majority ethnic people engaging with minority ethnic people in a racialised way, identifying them as belonging to a particular racial group and reflecting the stereotypes associated with that group in the way they engage with them. Negative stereotyping such as assuming someone has poor language skills would be one example of this. This can also involve other assumptions which may not seem problematic to the people responsible, but lead to damaging behaviour – for example, women of African origin with afro hair often report that people in the majority ethnic group will touch their hair without permission and ask a range of questions about it which make them feel singled out and disrespected. The people responsible often don't realise there is any problem with this behaviour because they have the privilege of never having to experience this process of racialisation (along with other forms of white privilege which impact their understanding of racism).

Challenging 'unintentional' racism

Many forms of everyday racism are unintentional, but their impact is still severe. Participants will learn through the course of your training session that it's important to challenge racism, prejudice and discrimination in a variety of settings, however challenging everyday racism which appears to be unintentional can be one of the most contentious and difficult learning points to cover. Challenging this risks being singled out as 'the thought police' and facing disapproval from people within their peer group. For white majority ethnic people, making the challenge means giving up some of the privilege they have in never having to speak about racism. The backlash from those responsible for unintentional racism reflects white fragility, a concept which explains the threat experienced by those whose white privilege is challenged. Discussing this can help participants to rationalise why a backlash might occur,

understand that 'hurt feelings' are not the primary concern, and ultimately find the courage to speak out.

Example exercise on everyday racism: Everyday discrimination in the workplace

Exercise D in the sample module, p.15

This exercise allows participants to explore their personal reflections on discrimination in the workplace. The resulting discussion and role play elements encourage participants to consider their own view of themselves as fair, moral and decent, comparing this with the unfairness and immorality of prejudice.[14] Providing the opportunity to intervene within the scenarios also creates a focus on promoting desirable behaviour (i.e. challenging prejudice) rather than discouraging undesirable behaviour (for example using prejudiced language); research suggests that the negative association of discouraging something makes it less appealing to comply with, making it less effective in creating behaviour change.[15]

Learning outcomes:
- Participants understand the different manifestations of everyday racism and discrimination
- Participants think of the consequences for those who experience it
- Participants think of and discuss possible reactions when they witness everyday racism or discrimination

Useful resources for planning input and exercises:

Pétursdóttir, G. (2013). Everyday Racism in Iceland. Reykjavik: InterCultural Iceland.

Pétursdóttir, G. and Hopton, C. (2014). Everyday Racism in the Workplace: How Does it Feel? Reykjavik: InterCultural Iceland.

DeAngelis, T. (2009). Unmasking Racial Microaggressions. Monitor on Psychology Vol 40, No. 2, American Psychological Association.

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[14] Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage Publications http://www.psych.nyu.edu/amodiolab/Publications_files/Amodio_Devine_2005.pdf
[15] McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools. Available from: http://media.cbsm.com/uploads/1/BECC.pdf

Touré (2011). The Most Racist Thing That Ever Happened To Me. The Atlantic, September 4th, 2011.

Essed, P. (2012). Towards a Methodology to Identify Converging Forms of Everyday Discrimination. 45th Session of the United Nations Commission on the Status of Women.

Van Dijk, Teun A. (2002). Race Critical Theories, Everyday Racism: A New Approach to the Study of Racism. Oxford: Blackwell.

Essed, P. (1991). Understanding Everyday Racism: An Interdisciplinary Theory. London: Sage.

Fernandes Sequeira, D. (2015). Gefangen in der Gesellschaft – Alltagsrassismus in Deutschland: Rassismuskritisches Denken und Handeln in der Psychologie. (Trapped in society – Everday Racism in Germany: Racism-critical thinking and acting in psychology). Baden-Baden: Tectum Verlag.

Step 3: Training delivery

Preparing for training delivery

As mentioned in the sample module at p.9, your credibility as a trainer is the key to ensuring that learners can reach your intended learning outcomes, and that the objectives and goals of the training can be met. With a complex and often sensitive subject like anti-racism, being well prepared to deal with awkward or difficult questions is vital. It's also important to be able to constructively challenge any misinformation or 'myths' which might arise during discussion with participants.

To prepare, you might find it useful to reflect on the information you've gathered when developing your training pack (p.23). In particular, you may want to focus on ensuring you understand:

- Key theories and research about racism, its different forms and how its historical development links to present day manifestations
- As much detail as possible on how your country's legal system protects people from discrimination, harassment and prejudice based violence.
  - Using information about anti-discrimination law has been shown to reduce prejudiced behaviour.[16]
- Statistics on racist hate crime or other relevant crimes.
  - These may be needed to challenge misinformed viewpoints, but can backfire if used as part of the core message you deliver. Messages which focus on the frequency of undesirable behaviour (for example hate crime figures) may seem like these convey the severity of the situation, but they have been found to make people with biased attitudes feel that hate crime is carried out by many people, making the attitude underlying it seem normal.[17]
- Statistics on employment, housing, health, migration and other areas of life.
  - These can help to challenge perceptions that racial inequality no longer exists in your country, that minority ethnic communities are getting better treatment than the majority ethnic community, or that jobs are being taken by migrants.

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[16] Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage Publications http://www.psych.nyu.edu/amodiolab/Publications_files/Amodio_Devine_2005.pdf

[17] McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools. Available from: http://media.cbsm.com/uploads/1/BECC.pdf

- Examples of recent/common types of misinformation which can be seen in the media in your country, and any facts you can find to refute these if they come up.
  - 'Myth busting' needs to be approached with caution, as those with entrenched prejudices have been shown to retain information about the myth but not about the facts used to counter them.[18][19] This is a form of confirmation bias, where people tend to interpret information in a way that confirms their existing perceptions. It's therefore best to avoid repeating any misinformation or myths to your learners unless this is needed to deal with a specific situation, or is part of a carefully planned exercise.

Delivery techniques to encourage attitude and behaviour change

Research and evaluation of 'what works' to tackle prejudice and discrimination has highlighted a number of useful principles trainers can follow to encourage participants to change their attitudes, and give strength to the messages being delivered. However, the published research clearly shows that there is no single, reliable way to change prejudiced attitudes.

This is particularly the case because the target audience of any intervention will comprise of a range of people who may hold implicit or explicit biases, and who may be motivated or unmotivated learners. Each of these qualities creates a different response to different types of intervention. As a compromise, effective interventions could be expected to use a range of approaches which suit different types of learner, and to avoid techniques which have been shown to be ineffective.[20]

Information about 'what works' is referenced throughout this handbook, particularly in relation to why the exercises given in the sample module (p.9) have been developed. Some detail on this is provided in the previous section, and many of these examples of 'what works' have a common theme around how learners participate and engage. Ensuring that active learning takes place

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[18] Fleming, M. (2011). *Attitudes, Persuasion and Social Influence: Applying Social Psychology to Increase Evaluation Use.* In: Mark, M., Donaldson, S. and Campbell, B. (Eds) Social Psychology and Evaluation. New York: Guilford Press.

[19] Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67
https://static1.squarespace.com/static/5186d08fe4b065e39b45b91e/t/51e3234ce4b0c8784c9e4aae/1373840204345/Paluck_Green_AnnRev_2009.pdf

[20] Sritharan, R. and Gawronski, B. (2010). Changing Implicit and Explicit Prejudice Insights from the Associative-Propositional Evaluation Model. In: Social Psychology 2010; Vol. 41(3):113–123
http://www.bertramgawronski.com/documents/SG2010SP.pdf

is key, through cooperative methods and critical discussion. To support this, trainers should seek to create a relaxed and safe learning environment where participants are encouraged to come to the intended conclusions of their own accord.

Further examples of approaches which research suggests are effective in challenging prejudiced behaviours include:

- Having an 'expert' (for example, the trainer) present a view that challenges the normality of prejudice, for example by saying that prejudice is not normal for the participants' peer group or that people who are prejudiced can change their views.[21]
- Including an implementation element within the intervention, where participants are required to describe how they will change their behaviour (specific examples of circumstances where they will put their learning into action).[22]
- Presenting positive information that is generally regarded as true ('truisms'), especially where people are then required to explain why these are true (for example explaining why equality is important);[23] the act of personally saying something which challenges a stereotype can reduce how much people relate to that stereotype.[24]
- Activities which encourage participants to learn to think more critically, for example by focussing on asking questions participants have to answer for themselves rather than telling people how to think.[25]
- Ensuring participants feel free to express their opinions.[26]
- Making the messages being delivered seem socially desirable, for example by having strong buy-in from the employer or another key institution.[27]

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[21] Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67 https://static1.squarespace.com/static/5186d08fe4b065e39b45b91e/t/51e3234ce4b0c8784c9e4aae/1373840204345/Paluck_Green_AnnRev_2009.pdf

[22] McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools. Available from: http://media.cbsm.com/uploads/1/BECC.pdf

[23] Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC

[24] Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage Publications http://www.psych.nyu.edu/amodiolab/Publications_files/Amodio_Devine_2005.pdf

[25] McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government.

[26] McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government

[27] Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC

Some examples of approaches which research suggests don't work effectively to challenge prejudice include:

- Delivering a message which is focussed around a group a person dislikes or does not identify with; this will encourage them to do the opposite of what the message is promoting.[28]

- Using messages which suggest the desired behaviour (in our case, challenging prejudice) is exceptional, i.e. that participants should be 'a hero' or break a cycle of some sort; this makes the behaviour seem less achievable.[29]

- Presenting positive information about a group facing prejudice to those who hold prejudiced attitudes; some studies have shown that the prejudice will actually increase as a defensive response.[30]

- Using approaches which make participants feel guilty, angry or defensive,[31] or which involve any threat to self-esteem (e.g. making someone feel stupid).[32]

- Diversity activities which reinforce stereotypes and / or overly stress 'cultural difference'.[33]

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[28] McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools. Available from: http://media.cbsm.com/uploads/1/BECC.pdf

[29] McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools. Available from: http://media.cbsm.com/uploads/1/BECC.pdf

[30] Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC.

[31] Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC

[32] Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage Publications http://www.psych.nyu.edu/amodiolab/Publications_files/Amodio_Devine_2005.pdf

[33] McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government.

Working with resistant learners

Even although your training session is based on robust evidence and your approach to delivery is well planned, it's likely that you will face challenges in reaching some participants. Sensitivities and conflicting viewpoints around race, culture and discrimination need to be managed effectively. These may sometimes be obvious and visible to you through the discussions participants have, but more often, these will be underlying tensions which can limit the extent to which some individuals accept and understand the learning outcomes you're seeking to deliver.

Some participants from the majority ethnic group will feel a degree of defensiveness when discussing these issues. This defensiveness can arise from a number of different attitudes and concerns, for example:
- Belief in their own cultural or racial superiority.
- Desire to maintain their own group's position of power.
- Lack of understanding about the issues, leading to a fear that they will be exposed as ignorant or labelled 'racist'.
- Having a fixed world view based on their own personal experience, with an unwillingness to see issues around race from another perspective.
- Reluctance to accept that some of their beliefs have developed through misinformation, gained through the media or elsewhere.

In many cases, participants who are feeling defensive will be largely unaware of the attitudes or concerns behind this. Nevertheless, the more defensive participants feel, the more likely they are to be resistant learners.

Some of the research into attitude change looks at the difference between motivated individuals and unmotivated individuals. Motivated individuals are engaging with the subject and may be open to change. Unmotivated individuals don't engage with the subject and are reluctant to change; in other words, they are resistant learners. Monique Fleming's 2011 study into social psychology and evaluation research found some significant differences between these groups.[34]

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[34] Fleming, M. (2011). *Attitudes, Persuasion and Social Influence: Applying Social Psychology to Increase Evaluation Use.* In: Mark, M., Donaldson, S. and Campbell, B. (Eds) Social Psychology and Evaluation. New York: Guilford Press.

Generally speaking, while learners who are motivated and want to learn can be convinced through providing interesting and persuasive arguments that mean something to them and can be reflected on, resistant learners respond better to simpler messages with an element of social pressure.

The table below shows some examples of the differences in evidence on 'what works' for creating attitude change in learners who are motivated and want to learn, compared to those who are unmotivated or resistant.[35]

For motivated learners…	For resistant learners…
Thoughtful processes which require elaboration and reflection	Non-thoughtful processes which rely on simple cues, such as the number of arguments in favour of something or simple positive / negative associations
Messages which have personal relevance to the recipient	These learners will often feel the message is not personally relevant; messages need to be delivered by peers or people believed to have expertise for them to see the relevance
Emphasising participants' own individual accountability rather than general social accountability	Emphasising that not being prejudiced is 'the norm' for people in their own peer group or a group they identify with
Interventions where participants are given some background information beforehand to help contextualise the learning	Interventions which put individuals in a positive mood before delivering the message

Challenging prejudiced or misinformed views

It's important to challenge prejudiced or misinformed views proactively, with sensitivity and authority. Repeating or hearing 'myths' has been shown to reduce the effectiveness of prejudice reduction activities, so the success of your entire training session may depend upon it.

The sample training module provided at p.9 includes a selection of possible comments, questions or views which you may come across specifically when delivering the exercises and input within the modules.

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[35] Fleming, M. (2011). *Attitudes, Persuasion and Social Influence: Applying Social Psychology to Increase Evaluation Use.* In: Mark, M., Donaldson, S. and Campbell, B. (Eds) Social Psychology and Evaluation. New York: Guilford Press.

To add to this, the table on the following page gives some examples of viewpoints you may need to deal with across your training session in general.

Viewpoint	Challenge
"It's only a tiny number of 'racists' who cause a problem, and that's not our responsibility, so we don't need to learn about anti-racism."	Discuss racism as a social and institutional structure, to demonstrate it's not just something perpetrated by a small number of individuals. Discuss how racism will be allowed to continue and can even grow stronger if it isn't challenged by as many people as possible.
"The law is there to protect people from discrimination; it's up to them to take action – not us."	Discuss the difficulties in accessing justice for discrimination cases in your country. Ask them to think about the person experiencing discrimination, and to consider that it would be better for them not to have that experience in the first place.
"Some people are just too sensitive, they think everything that happens to them is because of racism when it's probably not."	Discuss the fact that studies have shown minority ethnic people experience disrespectful treatment on a far greater scale than majority ethnic people (see the 'Everyday Racism in the Workplace' report referenced at p.32)
"They choose not to integrate into our society, so it's their own fault if they're treated differently."	Discuss with the group what integration means, and what someone would have to do to be considered 'integrated' (see Culture exercise on p.28 for more).
"Your job depends on the existence of racism, so you'll say anything to prove it exists."	Provide statistics on racial inequalities in your country, and highlight the experiences of minority ethnic people facing racism; this could help to create empathy.

Wherever possible, it's best to use group discussion to challenge problematic viewpoints. This enables participants to address these issues together, which is a stronger tool for creating attitude change than simply delivering a trainers'

perspective that may not be taken on board as readily by those who are resistant.

Managing conflict

In some cases, you may find that conflict arises between participants or between yourself and certain individuals. Good conflict management skills will help to overcome this. Being prepared and considering how you will react ahead of time can be useful. For example:

- Does the group need to set 'ground rules' for good communication at the beginning of the session? (The exercise on respectful workplaces outlined at p.25 can be useful in guiding this.)
- What de-escalation techniques can you use to prevent heated discussions from getting out of hand?
- How can you make participants feel safe and comfortable to express honest opinions without putting anyone else's safety and comfort at risk?
- Are there unequal power relationships between participants which you could help to balance through your training approach?

<u>Video clips - techniques for dealing with resistance and disruption</u>

The video resources supporting this handbook include a selection of scenarios demonstrating possible instances of resistance and disruption within a training environment. A summary of these scenarios and the rationale for the trainer's reaction are outlined below. Ideally, each summary should be read alongside the relevant video clip – you can access these by clicking the links below.

Scenario 1 – <u>Argumentative participant</u>

In this scenario, a participant tries to undermine the trainer's input by putting forward their view that statistics prove that immigrants commit more crimes. Rather than putting forward her own knowledge and expertise to refute this, which would be likely to be rejected by an argumentative participant, the trainer diffuses the situation without appearing to dismiss them by suggesting that there is more than one viewpoint and that this can be explored through discussion. The aim is to allow a wider discussion with the group to reveal the truth. By doing this, the trainer avoids escalating the conflict and ensures that the participant can avoid the embarrassment of being proven wrong in front of

the whole group. Importantly, however, the trainer's tone and body language lets the rest of the group know that she does not agree with the participant's viewpoint.

Scenario 2 – Provocative participant

This scenario shows a situation where a participant is behaving provocatively, talking over the trainer in a way that suggests that participating is a waste of time. The intention here may be to provoke other participants to disengage, or to provoke the trainer into a conflict. Any hostile reaction from the trainer will therefore worsen the situation.

To avoid this, the trainer ignores the comments and starts to put people into groups for discussion. When they reach the person behaving provocatively, they address the behaviour directly, but remain calm and neutral. The person is given the option to leave if they wish, and the trainer's tone and choice of words reflect that the decision to stay or go has no importance for her personally. However, the benefits of staying and the potential consequences of leaving are made clear. This puts the onus on the participant to either remove themselves from the session, or continue by engaging seriously.

Scenario 3 – Disruptive participant

The participant in this scenario attempts to disrupt the training session by ridiculing the issue being discussed, hoping to make other participants take it less seriously. Situations where humour is used to derail the discussion can be particularly frustrating for trainers, as there is a likelihood that challenging such behaviour directly might be perceived as unfair and against freedom of speech by other participants – they may not realise that their colleague is not simply 'having a laugh' but is in fact undermining the trainer.

To get around this, the trainer simply ignores this person altogether, whilst giving others who are contributing to the discussion her full attention. She turns her back on the participant, taking everyone's focus away from them. As the discussion continues amongst the other participants, the disruptive person seeks to draw attention back towards themselves. Having failed to do this with 'humorous' disruption, they begin to interact seriously. The trainer rewards this by responding positively, and the situation is resolved.

Scenarios 4, 5 and 6 – Aggressive participant

These three scenarios show the same example of an aggressive participant, with escalating levels of aggression each time. This illustrates the importance of matching the reaction towards aggressive participants to the level of aggression being displayed. The participant in this case has a hostile reaction to the idea of diversity, asserting that their own 'national culture' is being undermined. In each of these scenarios, the challenge to the participant concentrates on ensuring behaviour remains reasonable, rather than negating the participant's opinions or attempting to directly shut them down.

In scenario 4, the trainer deals with this in a relatively neutral fashion, deflecting the participant's anger with a calm response. To diffuse this moderately aggressive behaviour, she aims to use group discussion to change the person's viewpoint. This avoids worsening hostility and reduces the chance of the participant continuing to argue.

However, in scenario 5, the participant directs their hostility increasingly towards the trainer herself. A gentle approach is less appropriate here, so the trainer's response focuses on cutting off the process of disruption by refusing to engage with it. The less attention she pays to the participant, the more the unacceptable behaviour begins to reduce.

Finally, in scenario 6, the participant displays significant hostility which requires a pro-active response. Having been unable to tackle the situation by engaging the participant in group discussion, the trainer makes the offer for the person to remove themselves from the room. As always, the focus of the trainer's reaction is on maintaining reasonable and respectful behaviour. Her body language demonstrates that she is in charge, without the need to reinforce this verbally. While the participant tries to create a hostile atmosphere, the trainer stays calm at all times, preventing the situation from getting out of hand.

Dealing with questions you're unprepared for

In the event you receive a question or comment you're not entirely prepared for, a calm, positive response will help to ensure your reputation for expertise in this area is not challenged. Wherever possible, the aim is to enable participants to discuss and come to their own conclusions. However, where technical, legal or complex theoretical concepts come into play you may not be able to do this. In these cases, it's vital to ensure your response doesn't descend into an argument. If questions or comments really can't be addressed effectively at the time through discussion or exercises, explore the point to the limits of your knowledge and then assure participants you'll find out the answer to share with them (for example by email) after the training session.

You might also need to be prepared to deflect questions which have an obviously personal element to them. Trainers generally lack the legal background to be able to advise on individual cases of discrimination, and there will often be insurance and liability issues within your country's law which would make it unwise for you to engage in any discussion where your words might be interpreted as 'legal advice'. Many trainers prefer to deal with this from the outset by openly stating that they cannot advise on specific incidents of discrimination which have personally affected participants, but that general discussion about incidents of discrimination will be welcomed.

Step 4: Evaluating the training

To ensure the training you design and deliver is genuinely effective, it's important to undertake evaluation. Lessons learned from this will help you to identify what works well, what doesn't, and how future training sessions can be strengthened.

The sample modules in this handbook and the exercises they contain are based on robust evidence of what works to challenge prejudice and discrimination. However, how the examples and methods given here are adapted by trainers, incorporated into training packs and delivered will differ from trainer to trainer. This means there's much to be gained through evaluating your own approaches.

In many cases, training evaluation simply focuses on whether participants enjoyed the training and found it useful. However, to truly establish whether your approaches work, it's necessary to use evaluation to demonstrate whether you met the main goal of the training.

Evaluation processes need to be built in to your work from the beginning. This is particularly the case if you're intending to measure attitude or behaviour change in those who have received training. There are many different ways of evaluating the impact of anti-racist, anti-discrimination or anti-prejudice training, and no single method will suit all trainers. It's therefore necessary to reflect on what you want the evaluation to tell you, and how you can make it both robust and manageable in terms of the time and effort needed to complete it.

INAR project partners CRER were commissioned by the UK's Equality and Human Rights Commission to develop a set of principles for evaluating anti-prejudice interventions. These can be used to effectively design your approach to evaluation. The principles can be found online at the Equality and Human Rights Commission website.

Conclusion

If your previous practices in designing and delivering training didn't always reflect the approaches set out here, there's no need to feel discouraged. Experiences around training on sensitive topics can often vary, but each experience is a learning opportunity for the trainer as well as the participants.

Through careful planning and preparation, this handbook should enable you to create a training programme that even the most resistant learners can benefit from. This way, you can make the most of the opportunity you have as a trainer to create real change in tackling racism, prejudice and discrimination.

The INAR project partners would love to hear how trainers are using this handbook in their work. Please get in touch using the contact details in the partner biographies at Appendix F (p.65) if you're able to share your experience.

Appendix A

Glossary

This glossary explains how the INAR project interprets some key terms. These are not comprehensive definitions, but instead indicate what is meant when these terms are used within the handbook.

Community cohesion
Communities living and working together with understanding and respect, so that people experience freedom from discrimination, stereotyping, harassment or violence, a shared sense of belonging and acceptance; the ability to participate equally in economic, political, civic and social life; and freedom to agree or disagree respectfully, without fear of reprisal or rejection.

Confirmation bias
The tendency of individuals to be biased in favour of information which confirms (or is consistent with) their existing beliefs.

Cooperative learning
A teaching approach in which learners are organised into small groups where they work together in cooperation towards shared goals. This interaction between learners promotes problem solving, critical thinking, reflection and other positive learning approaches.

Culture
A social construct in which a group of people (a cultural group) feel bound together by a perception of shared social customs, activities, beliefs, behavioural norms and values. This perception is generally exaggerated, creating a false distinction between communities, particularly where cultural groupings are based on ethnicity.

Everyday racism
The repeated experience of disrespect and ill-treatment motivated by racism which has a cumulative impact on those who face it in day-to-day life. In particular, this includes subtle interactions with a racial element which are sometimes known as 'racial microaggressions'. These are sometimes intentional, sometimes unintentional, but usually difficult to challenge because of their subtle nature.

Evidence based approaches

Approaches to developing work based on research evidence demonstrating the effectiveness of what you intend to do. In this case, the handbook particularly refers to evidence on what works to create attitude and behaviour change on racism, as well as evidence on effective learning process and teaching methods.

Goals
The goals trainers are aiming for in the journey towards meeting the objectives of the training.

Group dynamics
How individuals relate to and interact with one another within a group, including how this is impacted by power dynamics.

Ingroup bias
The tendency of individuals to be biased in favour of the group they perceive themselves to belong to.

Institutional racism
Racism created and maintained within an organisation by rules, customs, processes and practices which have been planned without regard to the potential impacts on people from minority ethnic groups. The impacts of the institution's work and the way it operates are racist, regardless of whether the people within the institution have racist attitudes themselves.

Integration
Full participation in society. With regard to migrant communities, this is often applied in a narrow and oversimplified way which concentrates on the expectation that they will adopt the social customs, behaviours and activities which are prevalent in the country or area where they live.

Intercultural competence
Intercultural competences are the attitudes, skills and knowledge that people need to build in order to interact positively with people whom they perceive to be 'different' in some way, and in particular where the perceived difference is on the grounds of ethnicity.

Interculturalism
An approach to community relations which recognises that 'culture' is the product of many factors which shape the world view of individuals and communities. Intersectionality and pluralism (two concepts which look at how

diverse people are within themselves) are key features of interculturalism. It understands that people are individuals, not stereotypes, and that identities are open to interpretation and change. Often contrasted with multi-culturalism (although the two concepts, in theory, share many key features).

Learning outcomes
What trainers need learners to understand in order to reach their goals and objectives

Multi-culturalism
An approach to community relations which sees 'cultural' groups based on ethnicity as each being distinct and worthy of equal merit. It seeks full inclusion for all groups, without moving towards assimilation. Often contrasted with interculturalism (although the two concepts, in theory, share many key features).

Multiple categorisation
Seeing the identities of individuals and communities as multifaceted and diverse within themselves, rather than as having a single, often stereotypical type of identity.

No-blame approach
No-blame approaches seek to resolve conflict, undesirable behaviour and/or negative attitudes in ways that encourage self-reflection rather than apportioning blame, which can create defensiveness and prevent learning.

Objectives
What you ultimately want to achieve through training provision

Personal racism
Racist attitudes and behaviours displayed by an individual.

Power dynamics
The levels of power people have in society, how this impacts on their interactions with others who have different levels of power and the wider influence they are able to exert.

Power structures
Describes the hierarchy of power between groups or between individuals within a group.

Racism

'Racism' describes prejudiced attitudes, manifestations of discrimination and other negative treatments against individuals and groups of people who have been racialised. It is based on a combination of power and privilege which allows white majority ethnic groups in Europe and elsewhere to maintain a position of dominance in comparison to minority ethnic groups. It operates on a number of different levels, including personal racism, social racism and institutional racism.

Resistant learners

Learners who resist engaging with learning opportunities, in this case specifically around anti-racism, anti-prejudice and anti-discrimination.

Social constructs

Concepts built around the perceptions and attitudes which a society builds and maintains - concepts such as racism, which has no tangible form in reality but is played out in societies where prejudice and power dynamics enable it to exist.

Social racism

Racist attitudes and behaviours which operate at societal level.

Social structures

The customs, rules of interaction and behaviour, power hierarchies and relationships which bind people together within a social system.

Stereotyping

Preconceived, commonly held notions about the characteristics of a group of people. Stereotypes present an oversimplified, fixed view, and can be either positive or negative – either way, they create limitations in understanding of the characteristics, potential and value of individuals and groups.

White fragility

The tendency for white people to feel defensive and behave defensively when there is a challenge to their position of racial privilege, for example when they are asked to consider issues around racism.

White privilege

Advantages which automatically apply to a person because they are white, in a society which is designed around and prioritises the world view of a white majority ethnic group.

Appendix B

<table>
<tr><td colspan="4" align="center">**INAR Sample Module 2**
Draft training programme for 4 hour workplace training

Objectives:
• To reduce racism, discrimination and prejudice by challenging attitudes and behaviours
• To increase capacity to challenge racism, discrimination and prejudice, both for individuals experiencing these and bystanders who can speak out or offer support

Goal:
• Participants understand the concepts of everyday racism and everyday discrimination and have put them into context with their own workplace</td></tr>
<tr>
<td>**Learning outcomes: What do you want the participants to learn in order to reach your objectives and goals**</td>
<td>**Time Minutes**</td>
<td>**Method**</td>
<td>**Materials**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>**Possible questions/comments and reactions**</td>
</tr>
<tr>
<td>Participants know your professional background

Participants gain professional trust in you and your organisation

Establish professional credibility</td>
<td>5 min</td>
<td>Talk – with PowerPoint if it's about your organisation.

Explain why, how and where you and your organisation have gained knowledge and experience in theory and practice of anti-racist training. It is very important that they see the trainer as an expert and not just someone that 'thinks' things should be this or that way, based on experience. Otherwise, it can appear that your training discussions are just people with different opinions arguing about controversial issues.</td>
<td>Slides about your organisation

Participants might want proof of your expertise.</td>
</tr>
</table>

Participants get to know each other and relax.	15 min	The Bingo activity. People walk around with a bingo sheet, asking each other questions listed on the sheet. If they get a positive answer, they write that name in the box. The aim is to end up with a different name in every box.	Bingo sheets (See example at Appendix E, p.63)
Participants think about what "respect" means to them and what kind of behaviour represents disrespect

Participants make a connection between disrespectful behaviour and their own feelings

Participants start to reflect on the reasons why they don't want to identify with those who show disrespect

Participants consider the role of respect in creating a good workplace atmosphere | 35 min | **Exercise A**
Respectful workplaces exercise

Participants interview the person sitting next to them. The trainer decides who speaks with whom. | The three questions either on paper or on a PowerPoint slide |
| | | After introducing themselves (if they don't know each other already from the workplace) ask the following 3 questions:
- What kind of behaviour do you see as disrespectful?
- What do you *feel* when you experience or witness disrespect?
- Why do you think people show others disrespect?

Let the pairs talk for 10 minutes, then collect the answers for 20 minutes. Discussion for 10 min. Ask questions like: What do you think it is like to feel like that every day? Can such behaviour have something to do with power structures and status or that people wish to show and keep certain status by humiliating others? Why do you think it's important on this course to talk about disrespect?
We will come back to this list later today.

Following this, ask participants to discuss what creates a good workplace atmosphere. They | People are shy or don't want to talk to the next person.

They think it's a stupid activity and just ***don't*** turn to the next person to talk; the other person doesn't know what to do. |

		will reflect on the importance of respect in this context.	
Participants understand where and how they learn stereotypes and what characterises them

Participants understand how stereotypes become the basis for prejudice

Participants understand the role of the media in creating and strengthening stereotypes

Participants think about media in the context of powerful groups and individuals

Participants know about the ethical codes of journalists in their country and Europe

Participants understand how prejudice leads to discrimination; they understand how prejudice influences people's behaviour towards individuals who are at risk of being stereotyped | 30 min | Interactive lecture explaining the process from stereotypes to discrimination, combining trainer input and participant discussion. Use concrete examples from real life and the media to explain how we learn stereotypes, starting with the basic concepts.

Here, trainers should make it very clear that stereotypes and prejudice are not some kind of law of nature or inevitable brain function but learned behaviour that people can avoid if they become aware of how stereotypes and prejudice operate and apply critical thinking.

Provide examples to show how stereotypes lead to discrimination.

It may be helpful to briefly explain the history of racialisation to help counter the idea of 'reverse-racism' – groups who haven't been racialised may experience disrespect or ill-treatment, but this is not racism. This can also lead to discussion on the difference between racism and xenophobia. | Interactive PowerPoint presentation where participants are asked questions rather than told answers

"But it's normal and necessary to categorise."

"This is just how the brain works, we trust what we know and distrust what we don't know."

"Stereotypes are not just made up, there must be some truth in them."

"But 'they' are also racist against us!"

"I'm not a racist, but I think people have to accept that 'we' come first."

"It's part of the Islamic religion to encourage violence. Have you read the Quran?" (and other stereotypes / misinformed views)

"It's not a stereotype, it's just a fact that crime and unemployment are |

			worse now that we have so many immigrants and asylum seekers here." "'They' ARE using up our social funds, just look at the statistics." "There is no such thing as prejudice or stereotypes. There are only bad experiences. And when you have a big collection of those you have to start doing something about them. Segregation is the only way here." ENSURE YOU KNOW ENOUGH ABOUT THE LOCAL AND NATIONAL CONTEXT TO EFFECTIVELY DISCUSS / COUNTER MISINFORMED VIEWS
	15 min	Break	
Participants understand the concept of everyday racism and discrimination.	15 min	Explain everyday racism and discrimination. The Everyday Racism in the Workplace research report may be useful in illustrating this - Pétursdóttir, G. and Hopton, C. (2014). Everyday Racism in the Workplace: How Does it Feel? Reykjavik: InterCultural Iceland.	PowerPoint "But this is just something everybody experiences. You don't have to be a 'foreigner' to be ignored or talked down to." "I wouldn't call this behaviour racism or discrimination, just impoliteness." "'These people' are

			just too sensitive and see everything as racism or discrimination."
Participants understand the different manifestations of everyday racism and discrimination Participants think of the consequences for those who experience it Participants think of and discuss possible reactions when they witness everyday racism or discrimination	60 min	**Exercise D** **Everyday discrimination in the workplace** Cooperative task Individually go over the list about disrespectful behaviour noted earlier – focusing on the workplace. Make groups of 4 (ideally mixing together participants who haven't worked with each other before). Discuss and note answers to the following questions (the outcome can be shared afterwards): • Which of the disrespectful behaviours (manifestations of everyday racism) do you think are most difficult to experience on a regular basis? How might it make people feel? • What does everyday racism/discrimination have to do with "disrespect"? • Which of those manifestations do you think is most difficult to prove or report? Why? • You (the group) witness one of your co-workers experiencing one of the things on the list (choose one). How do you think you would probably have reacted? What do you think would be the best way to react?	A flyer sized paper with the list of disrespectful behaviours. A paper for each group with instructions. A page with examples of possible reactions to racist or discriminatory harassment. (Provided after the exercise)
			- "But you can't always react, sometimes it's dangerous" - "Maybe the person involved doesn't want you to get involved. She might feel humiliated" - "It might be a misunderstanding and it would look foolish if you start getting involved".

		Following this, use the example you discussed to create a role pay scenario which does not include any solution or intervention. At this point, instruct each group in turn to act out their scenario. Other participants intervene as they think is most appropriate. If no-one intervenes, the trainer does. • Follow with discussion, asking questions like: What is an "innocent bystander?" (make sure they understand that an INNOCENT bystander doesn't exist). After this exercise, will you change your behaviour or reaction as a bystander? etc.	
	10 min	Short break	
Participants think about why the law exists (instead of seeing their own rights of expression being violated through the law)	10 min	Trainer input / discussion - Why are there laws against racism and discrimination? Why do people discriminate and disrespect others? (Reflecting back on the first discussion). Before addressing the question about why discrimination is forbidden by law, discuss why ordinary people - sometimes in powerful positions, sometimes not – choose to show dis-respect and to discriminate. Explore institutionalised forms of racism and discrimination, and whether people are able to assert their rights.	"I think people don't treat 'foreigners' differently than others. Rude people are just rude." "But 'they' are racist against us" "So if people have legal protection, why aren't they using it? It can't be that bad - it's their responsibility to assert their rights."
Participants understand why laws against racism and discrimination exist	20 min	Each participant gets a copy of the paper referenced opposite and reads through it. (5 min)	Paper where the main pieces of legislation or conventions against

Participants receive information about the legislation and know how to react if they believe the law has been broken		The group discusses and answers the following questions: Which of the laws / conventions do you find most important? Why do you think they were created? Why is it necessary? In which situations would they apply? What can you do when you think the law is being broken in relation to you or someone else?	discrimination / racism in Europe / the relevant country are summarised.
			"But laws are not always right or moral – what about the laws of the Third Reich?"
Participants reflect on their answers and the trainer and other participants have the opportunity to discuss anything which seems unclear	10 min	Discussion about the legislation and their answers to the questions above.

To minimise the complexity, it may be a good idea to tell people at the beginning that you are not a lawyer and can't give legal advice, and ask them to keep any examples very general to protect confidentiality. | "But I know someone who experienced.... so was this a breach of the law?" |
| Participants reflect on the training session

Participants understand that although the discussion is over, they should continue thinking about the topics covered. | 10 min | Evaluation and finish. Different ways to do this:
- Ask everyone to fill out an evaluation sheet (assure them this will be confidential).
- Ask everyone what they found most important and useful for them after the day – verbal responses.
- Ask everyone to answer the following questions verbally:
- What did you know before?
- What did you learn that was new, and find most interesting?
- What would you like to learn more about?

For resistant participants, there may be a need to discuss or point towards them and others being positive | Depending on the method chosen - Evaluation sheet with 4-5 questions about the experience |

		catalysts in their workplace via discussion and example (not by being the 'anti-racist police' or making aggressive challenges). Positive feedback is very important at the end. Remember to thank participants warmly for their participation.	

Appendix C

Checklist for designing training sessions
You can also use the template on the next page

☐ Define your target group and the time frame of your training session. Be realistic - how much time will you have to deliver the session?

☐ **Make a <u>list</u> of the objectives, goals and learning outcomes of your training. What do you want your participants to learn, understand, discover or practice?** (This is the most important part of designing a training session)

☐ Decide on a *method and a task/activity* to reach **each of your goals** – suitable for your target group.

☐ Write up a training programme, including a time schedule. How much time will you need for each task or activity?

☐ Prepare the text for the PowerPoint you will be using in your training session (if you will be using PowerPoint).

☐ If you are going to use cooperative methods, write down the questions you will use. Prepare the tasks. Make sure the instructions are clear.

☐ Prepare the discussion points. Which questions will you ask? Which questions do you think the participants will ask? How can you answer them (preferably with another question)?

☐ What is the title of your training programme? Will this effectively reach and motivate your target group?

☐ Consider any difficulties which could occur, and how you can mitigate these by trying to target participants' interests and motivations.

☐ How will you evaluate your training?

Developed by InterCultural Iceland

Appendix D

Training programme planning template

DRAFT YOUR TRAINING PROGRAMME			
Objectives:			
Goals and learning outcomes: What do participants need to learn in order to reach your objectives?	**Time: Minutes**	**Method**	**Material**

Developed by InterCultural Iceland

Appendix E

Bingo!

If you find someone who can answer one of the questions with yes, you write his/her name in the box. You can only write each name once. If you have a full row, <u>you should shout Bingo.</u> After that you can continue to try to fill as many rows as you can.

Can play an instrument	Likes to play football	Speaks more than three languages	Has good organisation skills	Likes to drink a glass of wine in the evening
Has studied for more than six years	Has lived in a country outside of Europe	Has an unusual hobby	Has a friend with migrant background	Likes to read before sleeping
Is a feminist	Likes cats more than dogs	Rides a bicycle or walks to work	Has gone to a concert in the last two months	Has three children or more
Is a good listener	Likes to listen to rap music	Goes to the gym two times a week or more	Has birthday in August	Likes to eat lamb
Has a relative who lives abroad	Likes to sleep in a tent	Has artistic skills	Often eats in front of the TV	Would like to live in Iceland

Developed by InterCultural Iceland

Appendix F

INAR Partner Biographies

InterCultural Iceland is a non-profit organisation which develops innovative educational initiatives and offers a broad spectrum of multi-disciplinary expertise and training activities. It was founded in 2003 in Reykjavík Iceland.

ICI has become an important research and training centre at a national and European level on the themes of adult training, new competences and teacher training in intercultural education, cooperative learning for didactics, and for anti racist and sensitisation training about migration, prejudice, racism and discrimination.

Today the Centre has an international reputation for excellence in the areas of training for trainers and teachers, intercultural education, creative cooperative learning in multicultural groups, anti-racist and sensitisation training against prejudice and discrimination on a regional and European level. Since 2003 ICI has developed and tried out new methodology and material with different

For these reasons the Centre plays a key role in the field of intercultural education and teacher training on a local and European level, especially for its experience in: cooperative learning, the complex instruction methodology, active, creative and diverse teaching methods and in the field of anti-racist and anti-discrimination training.

Website: http://www.ici.is/en

Facebook: https://www.facebook.com/InterCultural-Iceland-263369640353211/

Email: ici@ici.is

The Coalition for Racial Equality and Rights works to eliminate racial discrimination and promote racial justice across Scotland. Through capacity building, research and campaigning activities which respond to the needs of communities, our work takes a strategic approach to tackling deep rooted issues of racial inequality.

CRER has experience of anti-racist work covering areas such as community engagement and empowerment, research and resource development,

practical training and equality mainstreaming support for Public and Voluntary Sector organisations.

CRER takes a rights based approach, promoting relevant international, regional and national human rights and equality conventions and legislation.

To find out more:

Website: https://www.crer.scot/

Twitter: https://twitter.com/crer_scotland?lang=en

Facebook: https://www.facebook.com/CRER-Scotland-286013724837794/

Email: mail@crer.org.uk

CHANCENGLEICH in Europa e.V./Equal opportunities in Europe is an NGO, which aims are to promote equality in counselling, education and employment, especially for migrants and refugees. By and through its activities CHANCENGLEICH in Europa conducts its intercultural offerings, spanning the generations, also abroad in cooperation with European partners. Its activities, amongst others, include: counselling in an intercultural context, intercultural education and qualification offerings, continued educational programs, seminars and projects for adult educators and learners in both national as well as European context, international exchange through diverse conferences and Study trips.

CHANCENGLEICH in Europa e.V. is situated in the multicultural Ruhr area in North Rhine-Westphalia, an area of high unemployment, in particular within the groups of migrants and refugees, who because of low qualification and/or non-recognised qualifications from their home countries have limited employment opportunities. Currently CHANCENGLEICH is working with and supporting refugees affected by everyday racism.

To find out more:

Website: https://www.ch-e.eu

Facebook: https://www.facebook.com/CHANCENGLEICH-in-Europa-eV-234785309890156/

Email: info@ch-e.eu

County Office for Resources and Educational Assistance Vrancea (CJRAE) is a public institution founded in 2006 in Romania as an educational organisation that provides psychological and pedagogical assistance for the entire school population in the Vrancea county: pupils – from kindergarten to high school, their parents and teachers.

CJRAE was established when the philosophy of education in Romania changed and pupils with special educational needs were enrolled in regular schools; in this context, CJRAE was designed to help schools and teachers to adapt in order to facilitate education for all pupils, and also to convince teachers and school managers that these changes will increase the quality of the educational activities and inclusive school works.

CJRAE Vrancea coordinates the activity of County Office for Psychological and Pedagogical Assistance, County Office for Speech Therapy, Evaluation and Vocational Guidance Centre, School Centres for Psychological Assistance. Most employees are school counsellors and speech therapists with background and experience in psychology.

CJRAE is the only public institution in the county that provides assistance for the schools in order to increase school retention and performances, and one of the two public institutions providing training for the teachers and parents in our county. The institution was established in order to ensure the coherence of the educational assistance activities that were implemented at that point by different specialists from different institutions according to different methodologies. In this context, CJRAE was designed as a link between schools and their beneficiaries, helping schools to adapt to the needs of pupils, parents and local community and helping pupils to adapt in schools.

Website: http://www.cjraevn.ro/

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