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"Increasing the capacity of law enforcement authorities to tackle racist crime, hate crime and homophobic crime through experiential learning"

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Evaluation report of trainings organized in Greece

In Greece a total of 7 seminars were conducted. In total we trained 86 judges and prosecutors, 49 law enforcement officers and 36 legal professionals. The trainings for judges and prosecutors were organized and delivered by the Greek Council for Refugees, the trainings for law enforcement officers were organized and delivered by Antigone and the trainings for the legal professionals were organized and delivered by the Centre for European Constitutional Law.

The present report provides an overview of the evaluation obtained from the participants of the trainings. The report is structured per target group.

1. Legal professionals

Legal professionals in Greece were trained in two seminars, organized and delivered by the Centre for European Constitutional Law.

The first seminar was held on 21-22 December 2015, while the second on 14-15 January 2016. Both were held at Electra Palace Hotel in Athens (<http://electrahotels.gr/en/athens/electra-palace-athens/>). The first seminar was attended by 14 participants, whereas the second by 22 participants.

It was constructed in three modules. Module 1 "Understanding hate crimes" dealt with empirical understanding of hate crimes and involved role playing exercises and games, delivered by two experienced psychologists who work with victims of hate crimes; Module 2 "Hate crimes and national legislation" dealt with national legislation and hate crimes and Module 3 "The European and international legal framework for combating hate crime" dealt with European and international tools for addressing hate crimes and was delivered by Prof. Dimitris Christopoulos, the current president of the International Federation for Human Rights.

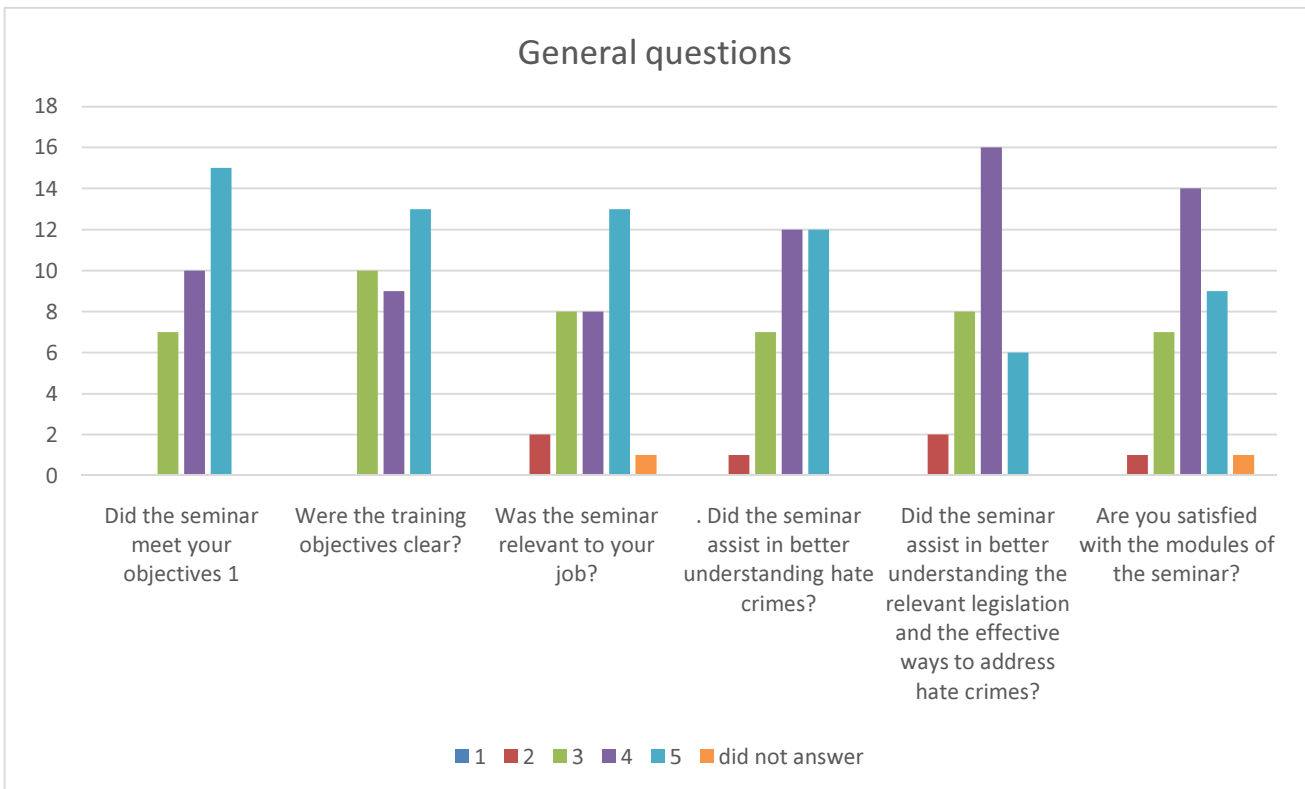
In total, 36 lawyers were trained in two seminars, who were asked to evaluate the following, from a scale of 1 to 5, where 1 stands for "not at all" and 5 stands for "very much". The questionnaires were constructed in four parts, general questions regarding the overall assessment of the effectiveness and organization of the seminar; questions pertaining to the assessment of the training methods utilized; questions pertaining to the level of interest that each module presented and lastly potential proposals and recommendation on how we may improve future trainings.



Based on the feedback obtained through evaluation questionnaires upon completion of the seminars, we present below our main findings.

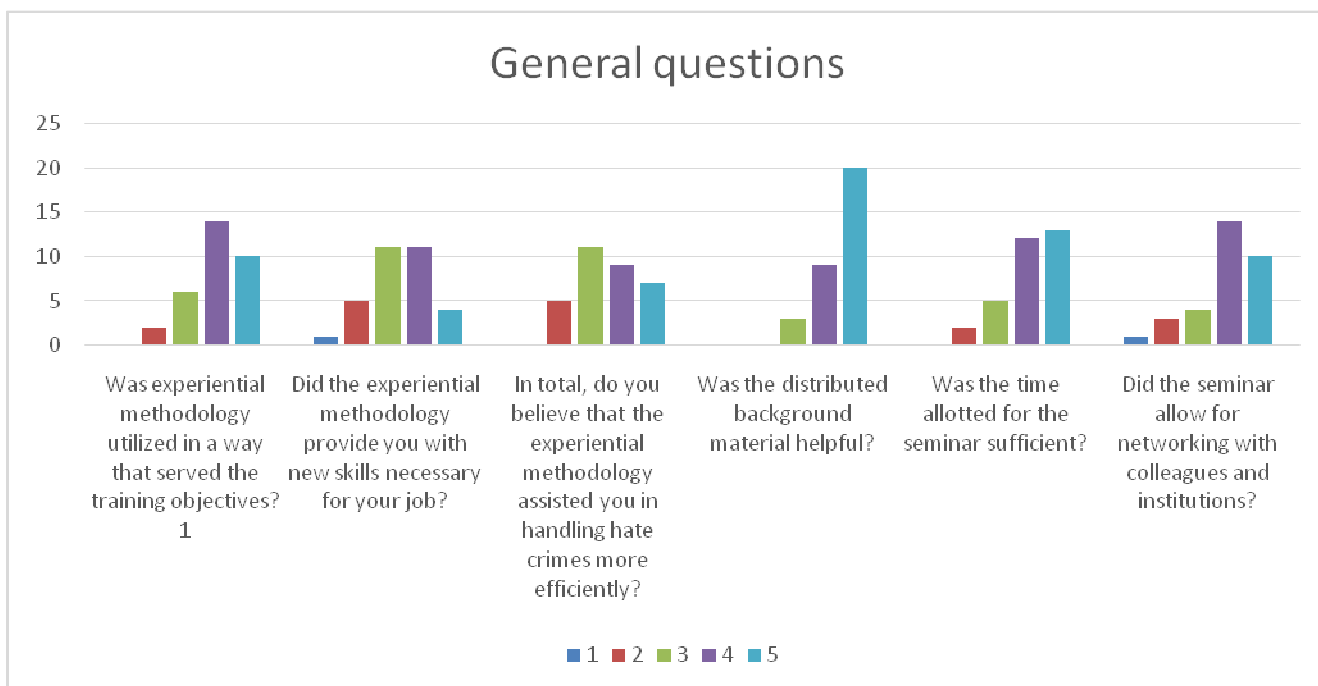
- 78% considers that the seminar met their objectives
- 69% found that the training objectives were clear
- 72% felt that the seminar was relevant to this job
- 75% thinks that the seminar assisted in better understanding hate crimes while 69% said that the seminar assisted in better understanding the relevant legislation and the effective ways to address hate crimes
- 71% declared absolutely satisfied with the modules of the seminar, while the remaining 29% would have liked to have seen more real case studies.

Chart 1



75% said that the experiential methodology was utilized in a way that served the training objectives but only 47% felt that the experiential methodology provided them with new skills necessary for their job. This is easily understood, since the lawyers that applied for the workshops are professionals who already work with victims of hate crimes and already have vast experience on the subject matter. 90% found the distributed material very useful but only 43% felt that the time allotted for the seminar was sufficient, while almost half the participants said that they would have liked the seminar to have a longer duration. 78% felt that the seminar allowed for networking with colleagues and institutions.

Chart 2

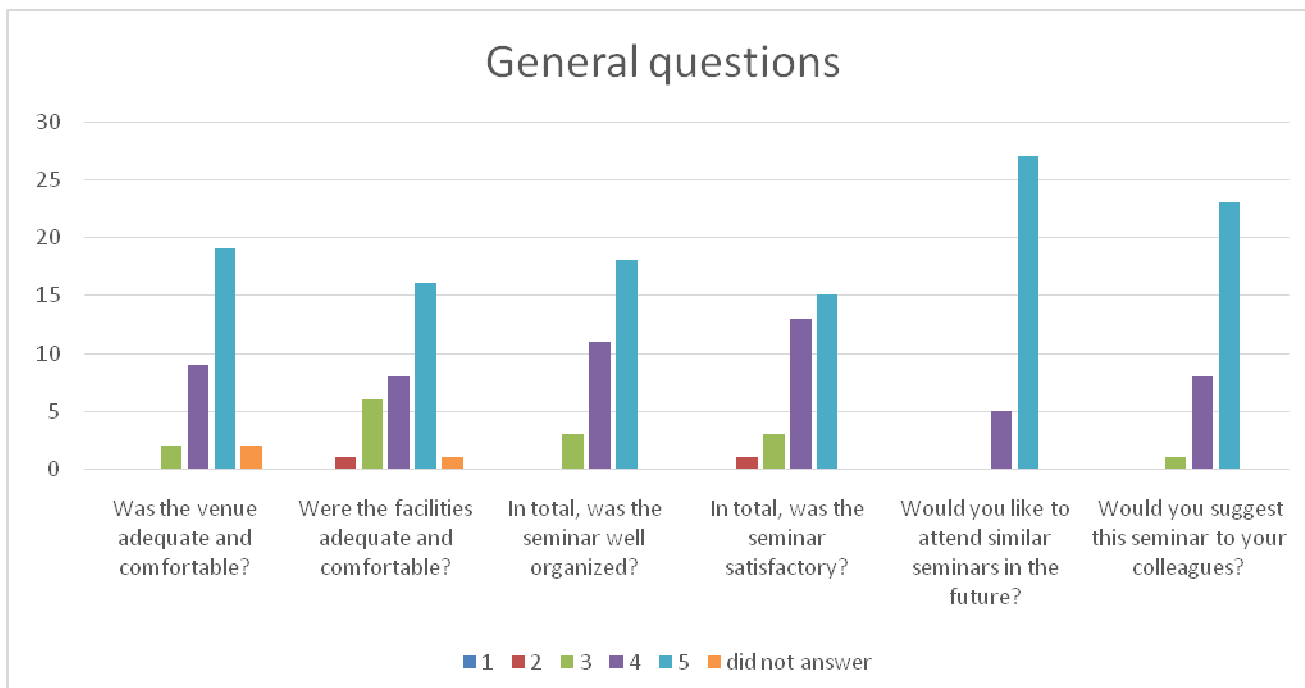


87% felt that the venue was adequate and comfortable

97% considers that the seminar was well organized

94% found the seminar satisfactory in total and a **100%** would you like to attend similar seminars in the future, while **98%** would you suggest the seminar to colleagues

Chart 3



Asked to rate each training method based on its effectiveness, **78%** thought the experiential exercises were effective or very effective; **78%** is very satisfied by the case studies; **81%** declared very satisfied by the role playing; **87%** is very satisfied by the open discussion and **94%** declared very satisfied with the support material

Chart 4

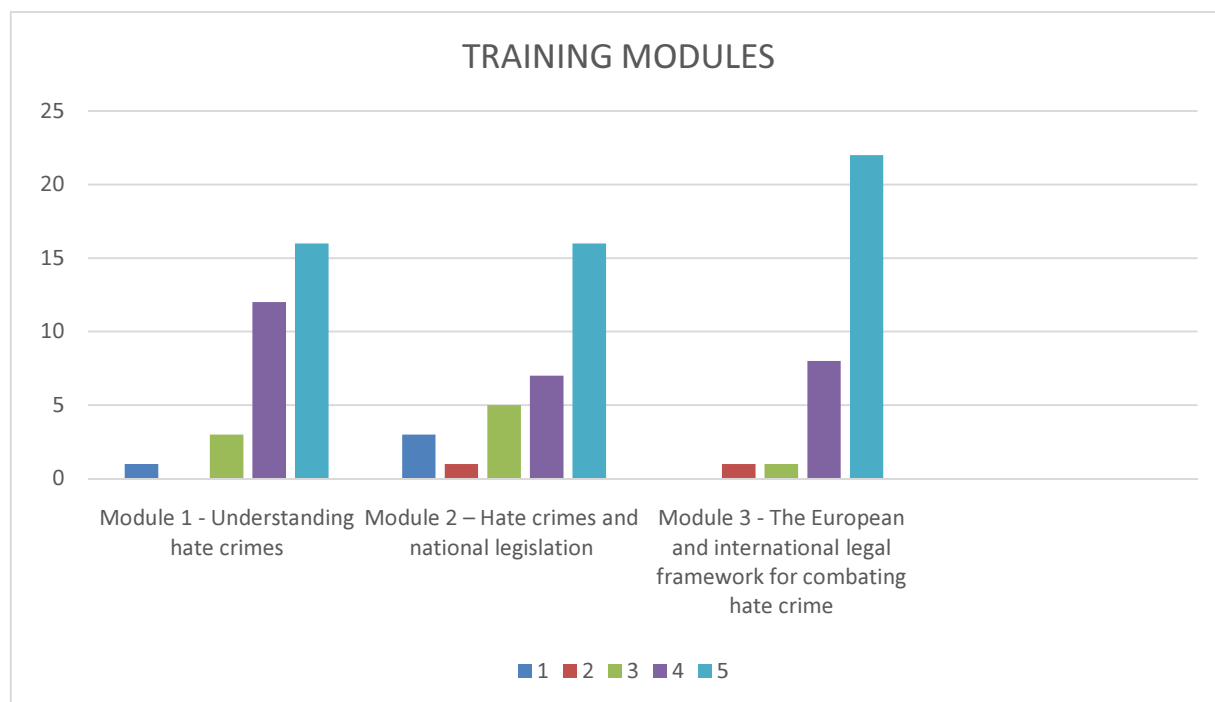


Asked to rate each training module based on the level of interest it presented, **94%** was very satisfied with Module 3 - The European and international legal framework for combating hate crime;

88% was very satisfied with Module 1 - Understanding hate crimes and

72% was very satisfied with Module 2 – Hate crimes and national legislation.

Chart 5



The majority of recommendations we received seemed to focus on the need for more similar trainings and the continuation of the experiential methodology, by further applying more real case studies analysis and more experiential exercises such as role playing games.

2. Law enforcement officers

Two trainings were organized by "ANTIGONE-Information and Documentation Centre on Racism, Ecology, Peace and Non Violence (Greece)" for law enforcement officers in Greece, both at the Electra Palace Hotel in Athens (<http://electrahotels.gr/en/athens/electra-palace-athens/>). The seminars were attended by 49 police officers in total.

The first seminar took place on February 25th and 26th, 2016 and the second on March 11th and 12th, 2016.

After the completion of each seminar, the attendants were asked to fill in the evaluation forms and return them to the organizing partner. A total of 49 forms were handed in and below is a summary of conclusions based on these forms. The attendants were asked to reply based on how satisfied they were with the seminars ranging from "not at all" to "very well satisfied" ("none, a little, enough, very and very well").

Conclusions:

In general, the answers of the attendants show that the seminars were satisfactory for most of them.

Figure 1: Frequency (F) and percentages (P) for each question (Q)

	Q1 F	Q1 P	Q2 F	Q2 P	Q3 F	Q3 P	Q4 F	Q4 P	Q5 F	Q5 P	Q6 F	Q6 P
None	3	1	2,	6,	2	4,	2	4,	4	8,	4	8,
			0	1		1		1		2		2
A little	3	4	8,	6,	4	8,	3	6,	4	8,	4	8,
			2	1		2		1		2		2
Enough	1	7	14	28	1	28	1	20	1	36	1	36
	4		,3	,6	4	,6	0	,4	8	,7	8	,7
Very	2	1	34	46	9	18	2	46	1	36	1	36
	3	7	,7	,9		,4	3	,9	8	,7	8	,7
Very Well	6	2	40	12	2	40	1	22	5	10	5	10
		0	,8	,2	0	,8	1	,4		,2		,2
Total	4	4	10	10	4	10	4	10	4	10	4	10
	9	9	0,	0,	9	0,	9	0,	9	0,	9	0,
			0	0		0		0		0		0

Q 1: Did the seminar meet your expectations?

Q 2: Were the overall goals clear?

Q 3: Was the object of the seminar relevant to your work?

Q 4: Did the seminar help you understand better the characteristics of hate crime?

Q 5: Did the seminar help you understand better the legislation and the most effective means for addressing hate crime?

Q 6: Are you satisfied with the subjects of the seminar?

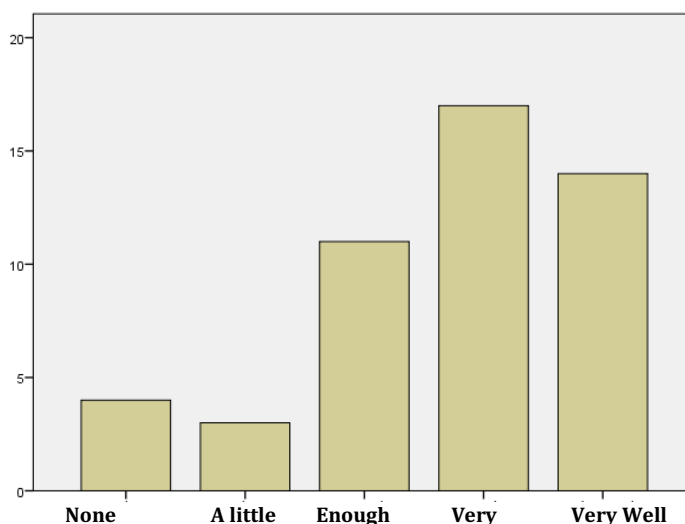
More specifically, concerning the clarity of the seminar’s goals and its thematic structure, the majority of the attendants responded that they were very pleased with everything. With relation to the experiential training and its ability to serve the purpose of the seminar, most attendants responded that it was capable enough to support their future endeavours in responding effectively to hate crimes, since it helped them develop new skills. Even the quality of the experiential exercises was considered very satisfactory.

Figure 2: Frequency (F) and percentages (P) for the questions (Q)

	Q7 F	Q7 P	Q8 F	Q8 P	Q9 F	Q9 P	Q10 F	Q10 P
None	4	8,2	8	16,3	6	12,2	4	8,2
A little	4	8,2	7	14,3	3	6,1	8	16,3
Enough	16	32,7	14	28,6	16	32,7	14	28,6
Very	16	32,7	14	28,6	13	26,5	15	30,6
Very Well	9	18,4	6	12,2	11	22,4	8	16,3
Total	49	100,0	49	100,0	49	100,0	49	100,0

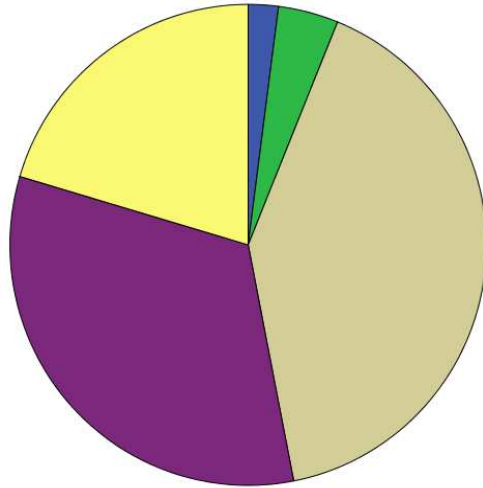
- Q 7:** Was the experiential method used correctly for the purpose of the seminar?
- Q 8:** Did the experiential method provide you with the necessary skills for your work?
- Q 9:** Overall, do you believe the experiential method helped you effectively address hate crime?
- Q 10:** Was the quality of the experiential exercises satisfactory?

When asked about the material which was distributed, the majority found that it was very useful for understanding hate crimes. However, they found that the duration of the seminar was too short to cover in full all issues related to hate crimes.



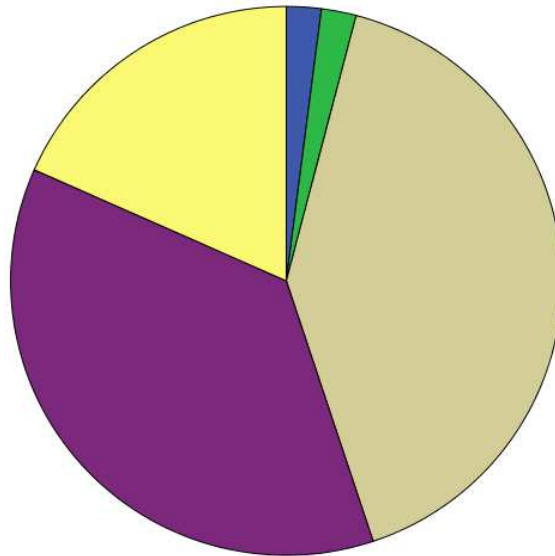
Q 11: Was the Material useful?



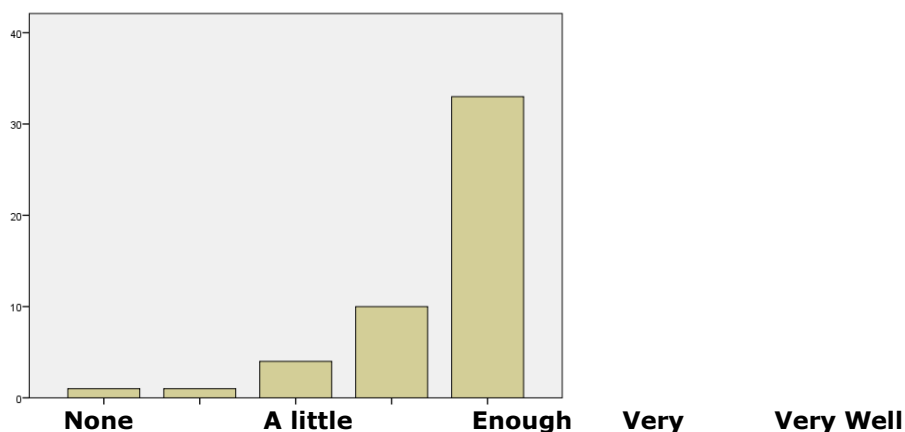


Q 12: Was the duration satisfactory? (**Blue:** None, **Green:** A little, **Grey:** Enough, **Purple:** Very, **Yellow:** Very Well)

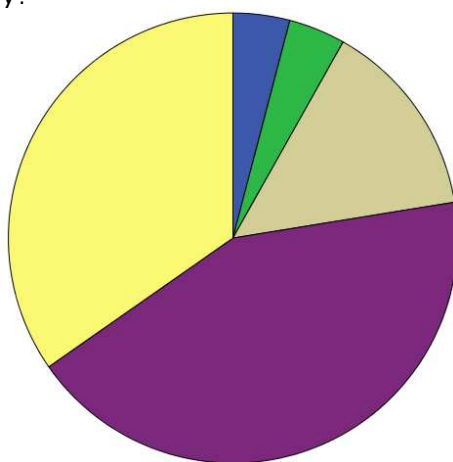
Most attendants agreed that the seminars offered them the opportunity to interact not only with their co-workers, but also with other specialists in the field of addressing hate crime. They were also very satisfied with the location and the technical establishment of the seminars, as well as with the overall organization of the seminars. In fact, they stated that not only would they like to attend future and similar seminars, but that they were also willing to spread the word amongst their co-workers and promote it.



Q 13: Did the seminar offer an opportunity for networking? (**Blue:** None, **Green:** A little, **Grey:** Enough, **Purple:** Very, **Yellow:** Very Well)



Q 14: Was the location satisfactory?



Q 15: Was the technical infrastructure of the seminar sufficient? (**Blue:** None, **Green:** A little, **Grey:** Enough, **Purple:** Very, **Yellow:** Very Well)

Figure 3: Frequency (F) and percentages (P) for the questions

	Q 16 F	Q 16 P	Q 17 F	Q 17 P	Q 18 F	Q 18 P	Q 19 F	Q 19 P
None	2	4,1	4	8,2	2	4,1	3	6,1
A little	0	0,0	2	4,1	3	6,1	6	12,2
Enough	5	10,2	13	26,5	12	24,5	7	14,3
Very	23	46,9	17	34,7	7	14,3	11	22,4
Very Well	19	38,8	13	26,5	25	51,0	22	44,9
Total	49	100,0	49	100,0	49	100,0	49	100,0

Q 16: Overall was the organisation of the seminar satisfactory?

Q 17: Were you overall satisfied by the seminar?

Q 18: Would you like to attend similar seminars in the future?

Q 19: Would you recommend it to your co-workers?

When asked about the educational methods that were applied, the attendants found the “case-studies” very appropriate, as well as the open debates and supportive material. They were quite satisfied with the experiential and role-playing exercises.

Figure 4: Frequency (F) and percentages (P) for the questions

	Q2 0A F	Q2 0A P	Q2 0B F	Q2 0B P	Q2 0C F	Q 20 C P	Q2 0D F	Q2 0D P	Q2 0E F	Q2 0E P
None	2	4,1	2	4, 1	4	8, 2	1	2,0	1	2,0
A little	4	8,2	6	12 ,2	8	16 ,3	1	2,0	4	8,2
Enough	16	32, 7	8	16 ,3	16	32 ,7	5	10, 2	10	20, 4
Very	16	32, 7	20	40 ,8	12	24 ,5	24	49, 0	22	44, 9
Very Well	11	22, 4	13	26 ,5	9	18 ,4	18	36, 7	12	24, 5
Total	49	100 ,0	49	10 0, 0	49	10 0, 0	49	100 ,0	49	10 0, 0

Q 20: Evaluate the educational material according to their effectiveness: a) experiential exercises b) case studies c) role playing d) debate e) supportive material

Figure 5: Frequency (F) and percentages (P) for the questions

	Q21A F	Q21A P	Q21B F	Q21B P	Q21C F	Q21C P
None	1	2,0	3	6,1	5	10,2
A little	12	24,5	12	24,5	10	20,4
Enough	20	40,8	20	40,8	18	36,7
Very	15	30,6	13	26,5	15	30,6
Total	48	98,0	48	98,0	48	98,0

Q 21: Evaluate each subject according to how interesting you found it: a) Subject 1 – Understanding Hate Crime, b) Subject 2 – Identifying Hate Crime, c) Subject 3 – The role of the police in addressing Hate Crime

Finally, some law enforcement officers were kind enough to provide ANTIGONE with suggestions concerning the use of more educational materials and the use of photographs and videos with victim testimonies from real cases. Some even suggested the participation of all three target groups (judges, lawyers and law enforcement officers) in a seminar which will provide a more spherical view of how these crimes should be addressed. They also believed that the thematic of the seminars in the future could be expanded so as to also include the role of education in combatting racism, the identification of underlying causes which lead to racist violence, the in-depth analysis of relative legislation, the discussion of mass immigration patterns and providing more information on victimization/victim support.

Figure 6: Frequency (F) and percentages (P) for the questions

	Q22 F	Q22 P
Applied practical solutions and participation of Prosecutor and Judge.	1	2,0
Emphasis on case-law.	1	2,0
Too much time was used for experiential method.	1	2,0
Participation of Hate Crime victims.		
Display of their personal experience and problems.	1	2,0
Racist cases in the work place.	1	2,0
Racist cases against persons with disabilities.	1	2,0
Results of criminal cases on European Level and concerning hate crimes.	1	2,0
Total	7	14,3
Missing	42	85,7
Total	49	100,0

Q 22: Ideas/proposals for improving the seminar/ comments

ANTIGONE was grateful for these suggestions and will endeavour to take them into consideration in the future and apply them to similar seminars.

3. Judges/ prosecutors

In Greece, 86 judges and prosecutors were trained in three seminars organized and delivered by the Greek Council for Refugees.

The first seminar was conducted at the National School of Judges in Thessaloniki, was addressed to senior students of the National School of Judges and formed part of their internship. It was attended by 39 future judges and prosecutors.

The second and third seminars were both held at the History Museum of the National and Kapodistrian University of Athens. The seminar of April 7-8 was attended by 33 future judges and prosecutors and the seminar of April 21-22 was attended by 14 judges and prosecutors, including juvenile probation officers and social assistance officers.

Below we present the evaluation provided by the Greek Council for Refugees.

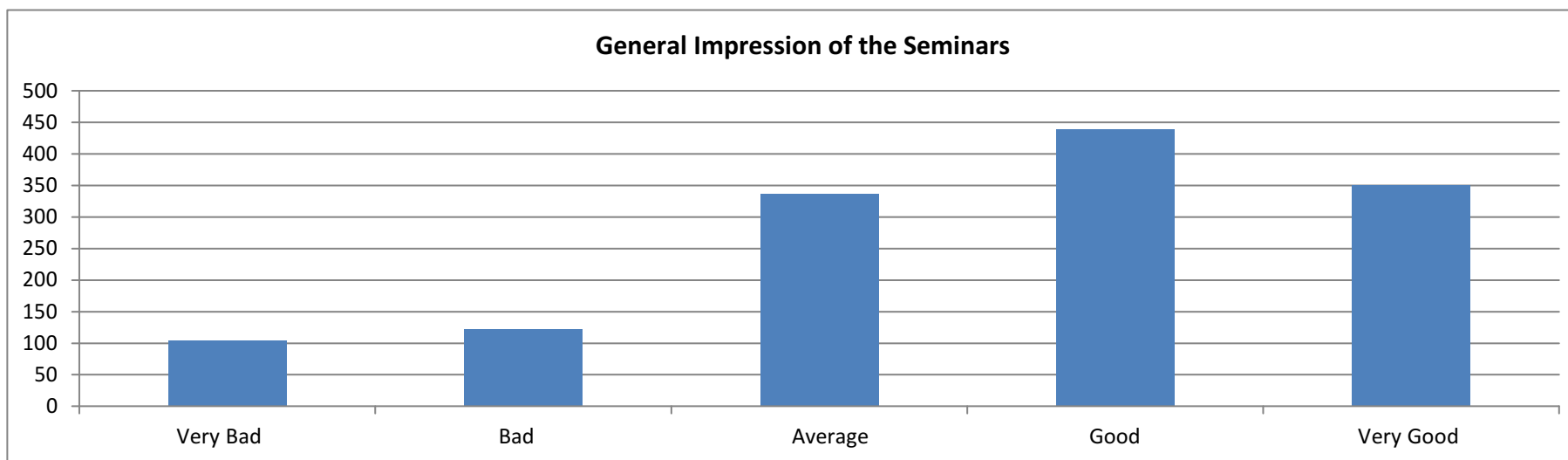
OVERALL ASSESSMENT OF SEMINARS FOR JUDGES/ PROSECUTORS (SEMINAR 1,2) AND JUVENILE PROBATION OFFICERS/PROPATION OFFICERS(SEMINAR 3)

A) General Questions

SEMINAR 1	91	59	177	213	98
SEMINAR 2	13	64	148	176	184
SEMINAR 3	0	1	12	50	68

General Impression of the Seminar **Very Bad** **Bad** **Average** **Good** **Very Good**

TOTAL	104	123	337	439	350
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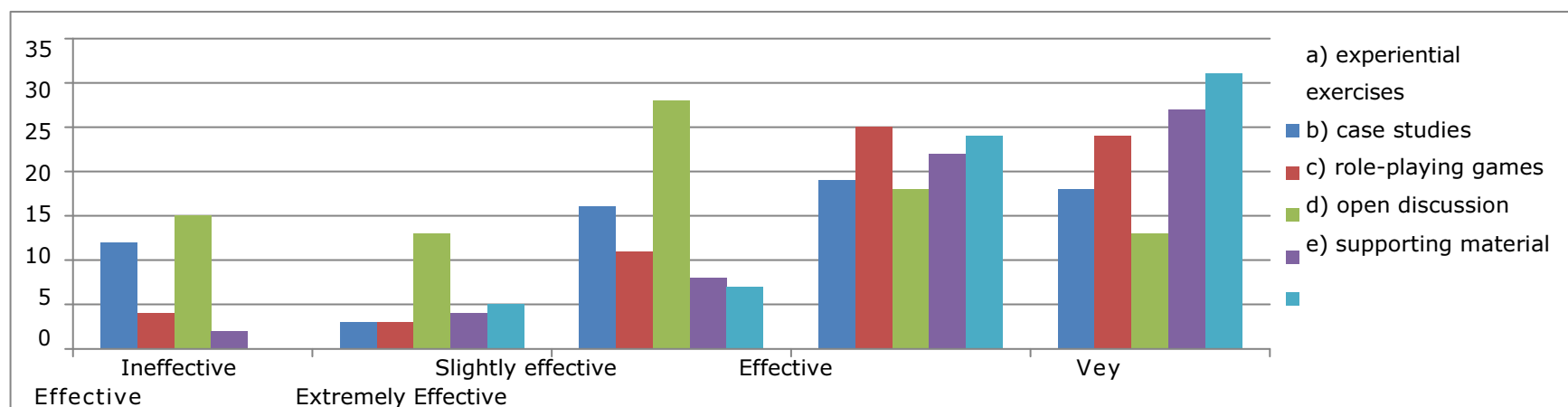
The general impression for all three Seminars is determined as **Good**



B) OVERALL ASSESMENT OF EDUCATIONAL MEDIA USED

20. Evaluate the educational media based on its effectiveness:

	Ineffective	Slightly effective	Effective	Very effective	Extremely effective
a) experiential exercises	12	3	16	19	18
b) case studies	4	3	11	25	24
c) role-playing games	15	13	28	18	13
d) open discussion	2	4	8	22	27
e) supporting material	0	5	7	24	31

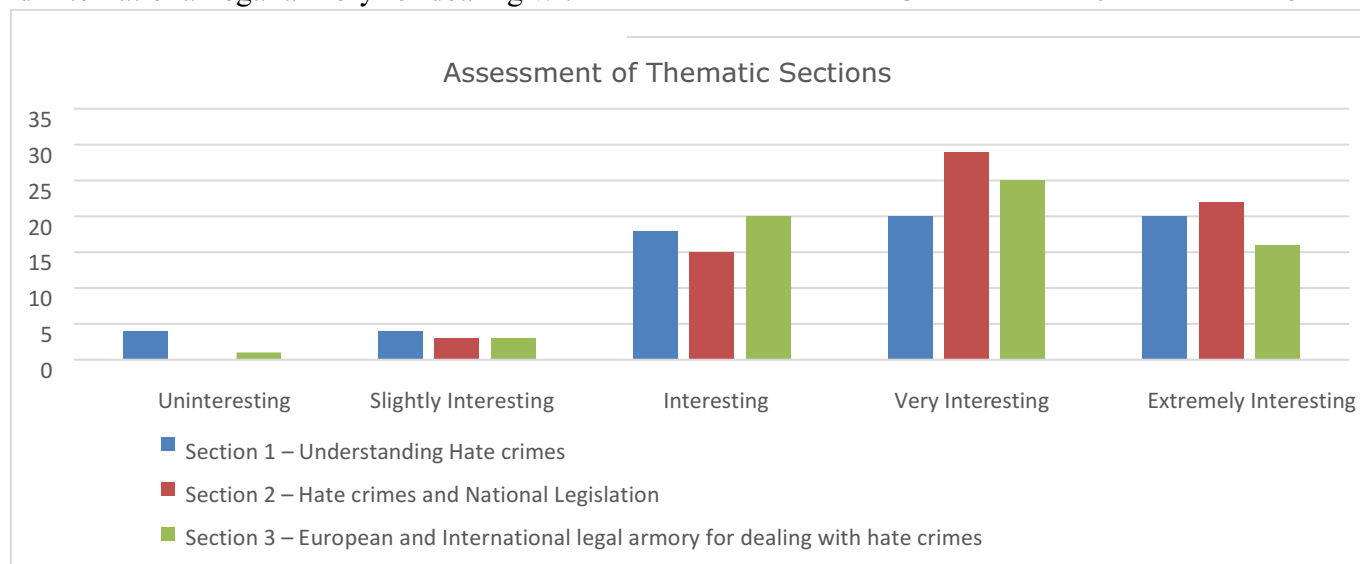


The most effective means of educational media is *experiential exercises* and *open discussion*.

Γ) GENERAL ASSESMENT OF THEMATIC SECTIONS

21. Evaluate each thematic section based on how interesting it was for you:

	Uninteresting	Slightly Interesting	Interesting	Very Interesting	Extremely Interesting
Section 1 – Understanding Hate crimes	4	4	18	20	20
Section 2 – Hate crimes and national legislation	0	3	15	29	22
Section 3 – European and International legal armory for dealing with hate crimes	1	3	20	25	16



Section 2 was evaluated as the most interesting section.

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