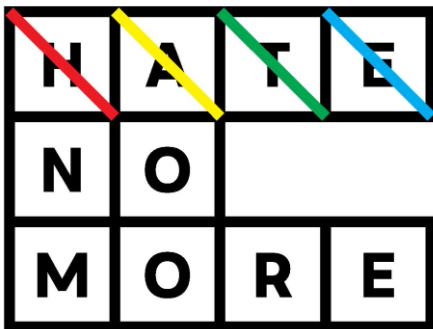


„Accommodating the needs of the victims of homophobic and transphobic hate crimes – raising the competences of law-enforcement institutions“



# EVALUATION REPORT

*Trainings for police officers & police cadets*

Association LGL - 2016

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The evaluation report is composed of following chapters:

- Explaining the evaluation methodology, form (questionnaire)
- Background information on the aims of the training, learning objectives and the composition of the groups that received training
- Analysis of the questionnaire responses
- Insights from direct observation & feedback from the trainers
- Recommendations for future trainings

## EVALUATION METHODOLOGY - THE EVALUATION FORM (QUESTIONNAIRE)

This evaluation report is based on the results of the evaluation forms anonymously completed by the participants of the training, the insights of the direct observations and feedback from trainers.

The aim of the evaluation is to objectively analyze the execution of the series of trainings in the framework of the project *“Accommodating the needs of the victims of homophobic and transphobic hate crimes – raising the competences of law-enforcement institutions”*; to assess the level of knowledge pertaining to the learning objectives identified prior to the training and the changes after the training, changes in understanding of training topics; provide recommendations in order to have an ability to improve it in the future.

The evaluation form (questionnaire) was partially developed following *Kirkpatrick's Four-Level Training Evaluation Model*. However due to the nature of the trainings, being one day one-off events, the form is limited to assessing reaction to the training, learning and perception change. It does not assess the level of change in behavior (i.e. how the trainees apply the information) or results (i.e. this includes outcomes that are determined to be good for institution, good for the officers, etc.)

The evaluation form consisted of multiple choice options, and of open-ended questions.

The form was developed to address following areas:

- **Reaction.** This level aims to assess how the people being trained, reacted to the training, whether they perceived the training as valuable experience. The first part of the form is designed to measure execution of the training – the material, its presentation, the time allocated to present the material, ability to interact with the trainer (e.g. ask questions), and finally the usefulness of the knowledge gained and applicability in practice. It's important to measure reaction, because it helps to understand how well the training was received by the

audience. It also helps to improve the training for future, identifying important areas or topics that were missing from the training. An open ended question directly inquired on the topics that participants thought would be useful, but there not included in the present training agenda.

- **Learning.** This level measures what the trainees have learned. How much has their knowledge increased as a result of the training. When planning the training session a list of specific learning objectives/topics were identified, total of 14 items (e.g. victims' experience of the crime; victimization; LGBT terminology; special needs of the victims; victims' rights Directive; effective communication, etc.) these should be the starting point for your measurement. The participants were asked to rate (from 1 – no knowledge or skills to 5 – strong skills/knowledge) the level of their knowledge/skills regarding each topic that they had prior to the training and after. The aim of this section was to measure changes to the level of knowledge/ skills.
- **Perception.** This level is similar to the level measuring learning, it aims to measure changes in perception towards bias, discriminatory views, stereotypes; the effects hate crimes have on victims, their family, society; the specific needs/experiences of the victims of biased motivated violence (hate crimes).

## BACKGROUND INFORMATION

### Who attended the trainings?

- 4 training session for Police School cadets (altogether 105 cadets)
- 2 training sessions for patrolling police officers (29 officers)
- 2 training sessions with investigating police officers (23 officers)

### Level of professional experience:

The police officers groups were more diverse in terms of duration of their service on the force, and levels of experience/knowledge of the issues directly addressed in the trainings (hate crimes, victim protection measures, etc.). Ranging from 2 to 20+ years of professional experience.

The groups from Lithuanian Police School were the most homogenous, meaning that all of the participants were studying in the same course, at the time of the training they received the same level of education in the School and had not previous work experience in the law enforcement.

**The gender composition of the groups:** overall the training was attended by more male participants, with exception to the police investigating officers, where 2/3 of the groups were composed of women.

**The recruitment of the participants.** The trainings in the Police School were delivered as part of the curricula, therefore the attendance was compulsory.

Participants to the trainings for patrolling police officers were selected by the Police Department. Police department also helped to disseminate the invitation to the trainings amongst the Vilnius district investigation officers. Since the desired number of officers from Vilnius did not sign up, the call was forwarded to Kaunas district.

# Analysis of questionnaire responses

## Evaluating reaction to the training

- Absolute majority of responses from *Police School cadets* to the first section of the evaluation (i.e. training material, style of presentation and time spent to present the material, opportunity to interact with the trainer, applicability of the knowledge in practice) questionnaire indicated that participants were generally satisfied with how the training was delivered; found the material presented at the training in line with own expectations; knowledge and skills obtained during the training to be useful and applicable in practice.
- Those that provided additional comments wished for more real-life case examples, more interactive games, role-playing that would allow to emphasize with victims experiences, video material and fewer slides.
- The investigating officers group were mostly positive towards the execution of the training (e.g. presentation and content of the material, interaction with trainers), but indicated hesitation whether obtained knowledge and skills will be useful in practice, although mostly agreeing that it would. The remarks regarding the training material concerned case examples, more in depth discussion/analysis of how to qualify hate crime incidents/crimes during investigation.
- The majority of the group of police patrol officers agreed that the material presented and obtained knowledge/skills were relevant and applicable in practice. They also indicated positive reaction towards the execution of the training itself.

## Learning: self-rated knowledge/skills level prior & after the training (by group)

This section presents the self-rated level of knowledge/skills prior and after participating in the training. The material was presented in three thematic blocks – hate crimes, LGBT related terms, overview of the legal and social conditions, victims’ rights Directive.

The themes/topics were directly related to the training material the Toolkit. During the training course participants had a chance to discuss and receive more in depth information on separate topics. However the themes/topics that may emerged during the discussion are not included in this evaluation.

Table 1. Learning objectives. Topics and themes covered in the training material.

	No.	
LGBT terminologija ir tinkamas jos vartojimas	1	LGBT terminology and appropriate use of terms
LGBT asmenų teisių apsauga Lietuvoje	2	Legal protection of LGBT rights in Lithuania
LGBT asmenų socialinė padėtis Lietuvoje	3	Social situation of LGBT community in Lithuania
Išankstinės nuostatos, kaip veikia stereotipai ir kaip su jais kovoti	4	How stereotypes and biases work, and the ways to confront /prevent them
Viktimizacijos sąvoka (antrinė ir pakartotinė	5	Notion of victimization (secondary

viktimizacija)		victimization)
Nepranešimo apie nusikaltimą priežastys	6	Reasons for not reporting an incident/crime
Nusikaltimo pasekmės aukai	7	The effects of the crime on the victim
Specialių aukos apsaugos poreikių apibrėžimas (Direktyva)	8	Special victims protection measures (Victims' rights Directive)
Priemonės ir metodai specialiems aukos apsaugos poreikiams nustatyti	9	Tools and methods to assess the special protection needs of the victim
Neapykantos nusikaltimų požymiai	10	Hate crime indicators
Skirtumai tarp neapykantos nusikaltimų ir diskriminacijos atvejų	11	Difference between hate crime and cases of discrimination
Baudžiamosios teisės taikymas neapykantos nusikaltimų atveju	12	Application of criminal law in hate crime cases
Neapykantos nusikaltimų viktimizacijos pasekmės aukoms	13	Consequences of hate crime victimization experience on the victim
Įgūdžiai kaip efektyviai ir tinkamai bendrauti su nusikaltimo aukomis	14	Skills of effective communication with the victim/person who suffered victimization

The comparison of the level of knowledge/skills pertaining to each of the theme/topic area (see Table 1) prior to the training and after completing the training presented in Table 2, Table 3 and Table 4.

The **yellow column** represents the self-rated level of the knowledge/skill on a certain topic/theme **prior** to the training. While the **green column** indicates the level of knowledge/skill **after** the training.

Values on the horizontal axis (from 1 to 14) represent topics/themes (see Table 1) pertaining to the learning objectives of the training.

Values on vertical axis (from 0 to 5) indicate the level of knowledge/skill self-rated in the scale from 1 to 5 (1= poor; 2= fair; 3= good; 4= very good; 5= excellent).

Table 2. Self-rated level of knowledge/skills of Police School cadets



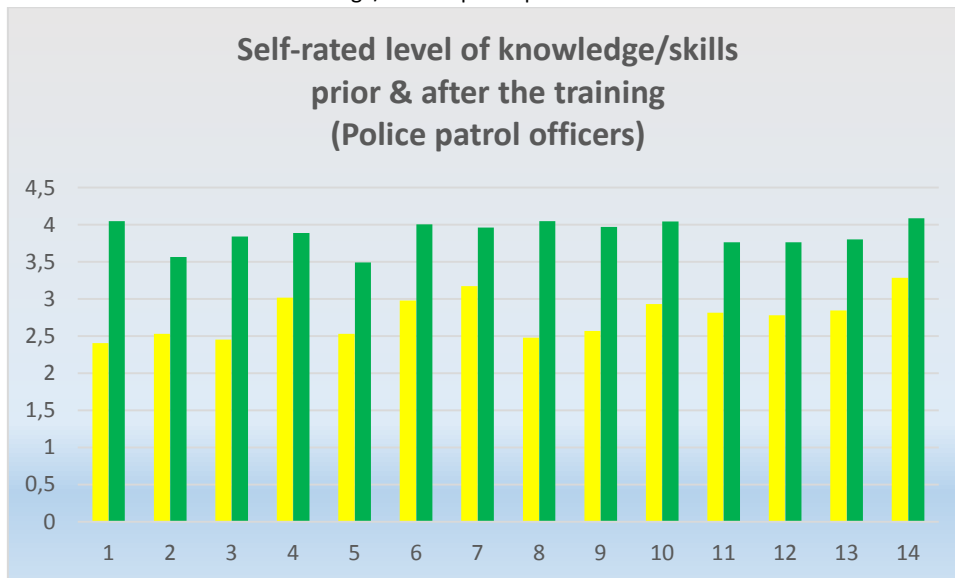
Considering self-reported improvement of knowledge/skills, few areas stand out:

- LGBT terminology and appropriate use of terms (1.92 points)
- Skills of effective communication with the victim/person who suffered victimization (1.89)
- Tools and methods to assess the special protection needs of the victim (1.68 points)
- Application of criminal law in hate crime cases (1.61 points)

The least improvement of knowledge/skills has been reported in these areas:

- The effect of the crime on the victim (1.21 points)
- Notion of victimization (secondary victimization) (1.28 points)
- Reasons for not reporting an incident/crime (1.31 points)

Table 3. Self-rated level of knowledge/skills of police patrol officers



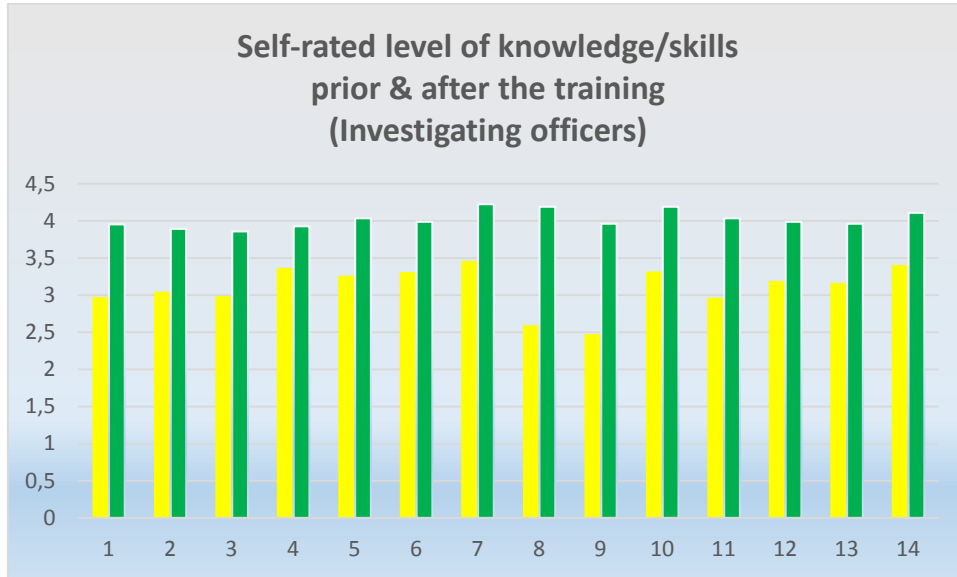
Considering self-reported improvement of knowledge/skills, few areas stand out:

- LGBT terminology and appropriate use of terms (1.64 points)
- Special victims protection measures (Victims' rights Directive) (1.57 points)
- How stereotypes and biases work, and the ways to confront /prevent them (1.43)

The least improvement of knowledge/skills has been reported in these areas:

- The effect of the crime on the victim (0.79 points)
- Skills of effective communication with the victim/person who suffered victimization (0.8 points)
- Difference between hate crime and cases of discrimination (0.95 points)

Table 4. Self-rated level of knowledge/skills of investigating police officers



The biggest increase of the knowledge/skills have been indicated in these areas:

- Special victims protection measures (Victims' rights Directive) (1.6 points)
- Tools and methods to assess the special protection needs of the victim (1.49 points)
- Difference between hate crime and cases of discrimination (1.07 points)

The least improvement of knowledge/skills has been reported in the areas of:

- How stereotypes and biases work, and the ways to confront /prevent them (0.56 points)
- Reasons for not reporting incident/crime (0.68 points)
- Skills of effective communication with the victim/person who suffered victimization (0.7 points)

### **Conclusions:**

Overall the greatest learning improvement, as the evaluation indicates, was recorded amongst the Lithuanian Police School cadets (Table 2) with an average of **1.49 points** (out of 5). Police patrol officers indicated the increase of knowledge/skills in the areas addressed by the training on average at **1.14 points** (Table 3). The police officers leading investigations reported an overall **0.91 point** of improvement of their knowledge/skills (Table 4).

The areas in which participants of the trainings reported the most significant improvement of knowledge/skills varied according to the group, e.g. *"LGBT terminology and appropriate use of terms"* have been evaluated as most significant learning outcome in the group of Police School cadets and police patrol officers. Both groups of police officers indicated the highest increase of knowledge in the area of *Special victims' protection measures* (Victims' Rights Directive). At the same time relating to the knowledge of *"difference between hate crime and cases of discrimination"* prior and after the training both groups indicated quite the opposite learning outcomes – the investigating officers rated it as one of the most significant learning outcomes (1.07 points), while patrol officers indicated this topic as one in

which their knowledge increased the least (0.95 points). Similar ratings may be observed with the topic of “*how stereotypes and biases work, and the ways to confront /prevent them*” – the investigating officers showed little improvement related to this topic (0.56 points), while police patrol officers rated it as the area in which their knowledge/skills improved the most (1.43 points).

Such differences in the self-reported increase of the knowledge/skills can be partly attributed to the emphasis on certain topics that lecturers made during the training to these different groups of police officers. As well as the perceived prior competence of particular topic/skill.

High learning increase reported by the police cadets, may be explained by the fact, that the topic of hate crimes (criminological aspects, legal definition, etc.), measures of victims protection and victims’ rights, were essentially new material to the trainees.

### Evaluating perception change

- Judging responses to the questions on changes of level of the perception, the Police School students to larger degree indicated changes in perception/understanding of the bias, stereotypes and discriminatory attitudes (approx. half of the respondents). More than half reported no change to the understanding of the harm caused by hate crimes to the victim, those close to the victim or society in general. Majority of responses (approx. 2/3) to the question regarding the understanding of hate motivated crime victims special needs indicated no change.
- Both groups of police officers indicated no change in perception or understanding regarding the subject of discriminatory attitudes/stereotypes, harmful effect of the hate crimes or special needs of the hate crime victims (approx. 2/3 of responses).

Few of the selected quotes may help to illustrate the effect the subject/topics of the training had on the trainees. Lithuanian Police School cadets:

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*“No one should be judged on the basis of their opinions or desires that may differ from the rest. Everyone has their rights and freedoms, thus we should not judge, we need more tolerance”.*

*“I learned more on why the hate crimes are perpetrated and ways to combat them”.*

*“It helped to resolve some of the stereotypes, understand the reasons for bias to occur”.*

*“It helped to understand how victims who experienced hate crime feel”.*

*“After interacting with the person from very different environment, I realized that they are affected by it [hate crimes] much more than I’ve suspected”.*

*“I learned how to communicate with the victim after the crime/incident”.*

*“Every citizen must have equal rights, no matter their points of view or orientation”.*

*“I realized that hate can do a lot of damage”.*

*“The representative from LGL have changed (a little) my opinion against the same-sex people relationships”.*

*“I came to realize their [LGBT community] problems and the legal gaps, that laws in Lithuanian are not adapted to everyone equally”.*

*“I realized that words, even the ones that don’t mean it can do harm”.*

*“I learned that preconceptions [prejudices] does not correspond to reality”.*

*“It expanded my views on people, no matter how they are, we all have same rights”.*

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*“The material lacked scientific explanation were do LGBT people come from”*

*“It was important to learn how to identify such [hate crime, bias motivated] incidents/crimes in a timely manner”.*

*“To my opinion the presence of LGBT people and sharing real-life experiences were very useful”*

*“The examples presented illustrated LGBT community members situation in Lithuania”*

*“I did not have any preconceived opinions”*

*“Had a chance to get accustomed with the form [special protection needs]”*

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Selected quotes from the evaluation forms of the police officers:

It is true that change of perception might be more difficult to record and measure. The responses should be judged carefully, as it may be that some of the participants of the training already had good understanding of the issues, or possessed a favorable attitude towards the social group (LGBTQ people) in question, therefore significant change could not be recorded or achieved. It is advisable to indicate more specific multiple choice answers in the future evaluation

#### **Conclusions:**

Having in mind one of the aims of the training was to relay information on the social reality of LGBT persons in Lithuania, challenge possible preconceptions, build understanding of sexual orientation and gender identity, and give evidence to the risks of violence LGBT community face, the comments shared by police cadets indicate the positive shift towards the goal. The police officers were more reluctant to share their views on the topic of LGBT

## INSIGHTS FROM DIRECT OBSERVATION & FEEDBACK FROM THE TRAINERS

The common reactions from the police officers participated at the training that were voiced during discussions:

- The problem of hate crimes against LGBT community in Lithuania was perceived as exaggerated or non-existent. The problem itself was deemed not to be very important.
- Perception on the level of Lithuanian society as tolerant differed from group to group (8 out of 10, 5 out of 10). Although was consistent within each group.
- When it comes to the experience investigating hate motivated crimes, participants indicated to have more commonly exposed to cases related to race, ethnicity, language (Russian, Polish minorities).
- When discussing Baltic pride events in Vilnius, the opinions were divided. Interestingly some of the officers in the training were involved in the security operation during the March for Equality in 2010, 2013 and 2016. The argument whether such events (march for equality) is the best way to engage in dialogue with society, the “show off” the lifestyle or that in fact such “public display” only creates aggression and resentment from society. Some of the police officers mentioned the high costs to the police and city budget.
- In general the audience did not exhibit direct hostility towards the trainers or the LGBT topics, seemed to be engaged in the discussion, but demonstrated rigid views on what is “acceptable”. For instance the picture of Mangirdas and Pijus kissing (shown during the presentation as

exemplary case of hate speech investigation) generally did not provoke reactions of support. Participants of the training maintained the view, that such behavior provokes understandable consequent reaction (e.g. hate messages, threats) from the public.

- The victims' rights Directive by some of the training participants was perceived as unnecessary and excessive. Some of the trainees expressed the opinion that the main goal of criminal justice system is to find and punish the perpetrator, and not to focus on what victim experiences. They agreed that special attention to the victim should be paid only in cases of sexual crimes/assaults or cases involving children.
- When presented with examples of bias motivated incidents (race, ethnicity, sexual orientation) majority of participants attributed the responsibility to the victim, e.g. he should of known not to go there, she (Muslim woman) might provoked the incident.
- The participants were noticeably less engaged (fewer questions raised, reluctant to participate in discussion) during the presentation of the victims' rights Directive, methods for assessing special needs of the victim.
- Finally the opposition towards topics of the training was felt more in the group where trainees did not choose to attend the training on their free will, but were delegated by the human resources.

Regarding the content and the form of training course, the trainers agreed that it was useful to break down the material into three blocks (hate crimes, LGBT issues and victims' rights Directive). That the sequence of topics was logical. Overall the design of methodology and material presented also was in-line with the goals of the project.

"Probably it is impossible to change deep-rooted beliefs towards the victim or the entire criminal justice system. Our goal is to plant the seed of doubt, maybe next time [when dealing with the victim] they will think more carefully".

"To change attitudes takes a long time, but if we don't do nothing, if we don't push nothing will change".

## RECOMMENDATIONS FOR FUTURE TRAININGS

- Set realistic, attainable goals. Have clearly identified learning objectives.
- It might be beneficial when talking about victimization (experience of victimization) to psychologist's expertise.
- It might be beneficial to include the figure of authority to deliver the training. Trainees tend to react more favorably to the person of similar professional background (police officers, prosecutor, etc.).

- Distinguish amongst the target audience/profile of trainees design training material accordingly.
- Allow more time for discussions in the small groups, integrate small group exercises, use situation re-enactment.
- Draw on the experiences of injustice/discrimination of the trainees themselves or those close to them. Make connections to the systematic mistreatment of “others” (i.e. minorities, vulnerable groups).
- Accentuate the harm that hate motivated violence does, not only directly to the victim, but to society at large (e.g. peaceful co-existence, social cohesion, public safety). Refer to the core principles of law-enforcement work “Protect, Serve, Help”
- In order to avoid talking about hate crimes as an abstract (statistics) also use real-life case examples or victim testimonies where possible.
- Use diverse forms of communication to present the material, both printed handouts, publications, but also video material.

The rating of learning outcomes suggests that certain areas saw larger improvement of the knowledge or skills. Thus it is advisable to emphasize the areas which participants rated as having fewer competences prior to the training, e.g. stereotypes and bias, understanding notion and consequences of victimization (Police School cadets); special protection measures laid out in the Victims’ Rights Directive, LGBT terminology and it’s appropriate use (patrol officers); Victims’ Rights Directive, tools and methods to assess the special protection needs of the victim (investigating officers). In the course of the training only minor changes were made to training material presented to different groups. Therefore designing training agenda and materials with a focus on specific groups could help to address the lowest competences.