ANTI-RACIST *TRAIN THE TRAINER* PROGRAMS:

A MODEL

by

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A.   What Is An Anti-Racist *Train the Trainer* Program?

An anti-racist *Train the Trainer* program is intended to produce graduates who are able to plan, design and deliver appropriate and effective anti-racist training within organizations. This is not training to convince people that racism exists; it is education to develop knowledge, skills, and abilities in people to take leadership roles individually and together in challenging racism and other inequities in their organizations.

B.   Who Is This Document For?

If you are: This document is for you to use:

A **FUNDER**

∃   As a yardstick to help evaluate requests for funding anti-racist *Train the Trainer* programs. The document will clarify which programs have increased likelihood of successful implementation and should, therefore, be funded/supported.

AN **AUTHORIZER**

∃   As a tool to decide whether to give permission for an anti-racist *Train the Trainer* program to be offered within your organization. The document will clarify which programs have increased likelihood of successful implementation and should, therefore, be supported.

A **SPONSOR**

∃   As a guide to help decide whether to implement anti-racist *Train the Trainer* programs. This document will clarify that anti-racist training is one organizational change strategy that is

based on changing the racist nature of power relationships within organizations and with consumers/customers/clients and communities.

<table>
<tr><td>**A**
TRAINER</td></tr>
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∃   As a guide to help plan, design and deliver anti-racist *Train the Trainer* programs. The document will assist you in developing appropriate content, methodology and processes for an effective anti-racist *Train the Trainer* program. You will be the primary user of this document.

C.   Why This Document?

As organizations in Ontario grapple with the issue of how to meet the needs of an increasingly multiracial society, many people in those organizations see training as one response. An important challenge is that of creating equitable organizations: equity in employment and equity in task (production and/or service).

Organizations now implementing anti-racism and related initiatives are selecting individuals to carry out training. These people often think they do not have the required expertise in this area. Sometimes, too, funders and sponsors do not understand that anti-racist training is only one of the tools to help create anti-racist organizations.

In response, the Ontario Anti-Racism Secretariat has identified the need for an increase in the numbers and use of anti-racism trainers, in particular from racial minority communities. This need has been confirmed by consultation with anti-racism consultants and trainers, who are now working in organizations to help make anti-racist organizational change happen. In addition, research into models for effective training of trainers in anti-racist organizational change has only recently begun to be published in North America.

We have written this document to begin to close the information gap: for funders, for authorizers, for sponsors and for anti-racist trainers of trainers.

D.   What=s In This Document?

In this document, we describe:

ELEMENTS OF AN ANTI-RACIST *TRAIN THE TRAINER* PROGRAM

∃   definition of an anti-racist *Train the Trainer* program;

∃   indications of when an anti-racist *Train the Trainer* program is needed;

∃   outcomes of an effective anti-racist *Train the Trainer* program for participants and for organizations;

CHARACTERISTICS OF TRAINERS/PARTICIPANTS

∃   a rationale for mixed race teams of trainers;

∃   participant pre-requisites;

∃   a description of required knowledge and skills of trainers and participants;

A MODEL ANTI-RACIST *TRAIN THE TRAINER* PROGRAM

∃   preparations for an anti-racist *Train the Trainer* program;

∃   description of organizational characteristics which have an impact on the training;

∃   recommended organizational supports for an anti-racist *Train the Trainer* program;

∃   recommended length of an effective anti-racist *Train the Trainer* program;

∃   method, process and content of an effective anti-racist *Train the Trainer* program;

∃   comments about evaluation of an anti-racist *Train the Trainer* program;

ADDITIONAL RESOURCES

∃   working descriptions of racism and anti-racist organizational change;

∃   the benefits and limitations of multiculturalism and race reations strategies; and

∃   a practical approach to understanding anti-racist organizational change;

∃   some frameworks that have been used to understand effective anti-racist *Train the Trainer* programs.

∃   examples of training designs which have been used; and

∃   a list of suggested readings.

E.   What=s Not In This Document?

This document is not:

∃   intended to provide a step-by-step guide to design and delivery of an anti-racist *Train the Trainer* program.

> Each organization (or significant part) is at a different place and training strategies have to be custom designed for each organization. This document will point the user (funder, authorizer, sponsor or trainer) in useful directions to discover what is most appropriate in any given situation.

∃   a guide to adult education principles.

> We assume that trainers and participants will be competent adult educators. Additional information in this document about adult education is directed at what will make participants **anti-racist** adult educators (trainers).

∃   a guide to anti-racism training in organizations.

> The focus of this document is on training anti-racist trainers. Therefore, when we refer to training in this document, we=re referring to training of trainers. We use Aeducational activities≅ to refer to anti-racist training, in order not to confuse the two.

∃   a guide to training Aboriginal peoples as anti-racist trainers.

> It is important that discussions of racism include the experiences of Aboriginal peoples. In addition, if anti-racist training will include issues related to Aboriginal peoples, then at least one Aboriginal person should be a co-trainer, with status equal to that of the other trainers.

A Note about Naming. In this document, we refer throughout to AAboriginal people(s).≅ This is the term we are using to refer to the descendants of the original peoples who inhabited the North American continent prior to the arrival of Europeans. Another name recommended by these people to refer to themselves in Canada is First Nations peoples. Another name that is becoming increasingly common is First Peoples.

It is a commentary on the nature and limitations of language that either new names have to be developed or old ones redefined in order that ideas be communicated in anti-racist work.

F.   What Does Research Say About Anti-Racist *Train the Trainer* Programs?

There are very few research results available which will give explicit guidance with respect to questions such as the following:

∃   Who should anti-racist trainers be?

∃   How should they be trained?

∃   What should the content of their training be?

∃   How should their competence as anti-racist trainers be evaluated?

Based on our research - which included a review of relevant literature; interviews of trainers and sponsors; and analysis of a questionnaire administered to sponsors of, and participants in several anti-racist training of trainer programs - we have formulated the following conclusions about anti-racist *Train the Trainer* programs:

∃   Attention must be paid to the organizational conditions which support or discourage effective anti-racist *Train the Trainer* programs. These conditions should form part of the content of the programs.

∃   Trainer teams and participant groups must consist of women and men who are from racial minority groups <u>and</u> from white groups.

∃   What a program is called makes a difference. Despite the discomfort the term Aanti-racist≅ causes for some, the term should be used in the name of the *Train the Trainer* program.

∃   An effective anti-racist *Train the Trainer* program requires a minimum of 10 days, spread over several months.

∃   Explicit attention must be paid to outcomes of anti-racist *Train the Trainer* programs for participants and for their organizations.

Our research document: AA REPORT ON A STUDY OF ANTI-RACIST TRAIN THE TRAINER PROGRAMS≅ expands on the conclusions described above. It is available from the Ontario Anti-Racist Secretariat.

These conclusions and our own experience have validated the process we have recommended for an effective anti-racist *Train the Trainer* program described in this document.

G.   What Are the Key Conditions for Program Success?

The following conditions for successful anti-racist *Train the Trainer* programs are valid in all sizes and types of organizations (e.g. in the public and private sectors; in not-for-profit organizations; and in labour organizations). They are also valid for all trainers (e.g. internal and/or external; novice and/or experienced).

Here are the conditions:

> ! Before the training program begins, sponsors and trainers must make an assessment of the readiness of the organization for such training.

> ! Funders, authorizers and sponsors must ensure that supports are in place during and after the training in order to increase the odds that participants can use their skills within their organizations. Examples of such supports are rewards and sanctions; accountability structures; and mentoring programs.

> ! Authorizers and sponsors and trainers must plan for adequate follow-up and monitoring to ensure that the training is successful.

> ! Anti-racist training of trainers is best done by a team that demonstrates democratic anti-racist power relations. Therefore, authorizers and sponsors must ensure that training is carried out by a team. At least one team member must be a racial minority person whose role on the team is equal to that of the other team members. White trainers should not form a majority on the training team.

> ! Sponsors should ensure that at least a core of racial minority persons are included as participants and that they represent a mix of racial identities.

SECTION I   WHAT=S THIS ALL ABOUT?

A.   What Is An Anti-Racist *Train the Trainer* Program?

B.   How Are We Using Our Terms?

C.   When Is an Anti-Racist *Train the Trainer* Program Indicated?

D.   What Will Be the Outcomes of An Anti-Racist *Train the Trainer* Program for Participants?

E.   What Will Be the Outcomes of An Anti-Racist *Train the Trainer* Program for An Organization?

Civilization is to be judged by its treatment of minorities.

Mahatma Gandhi

SECTION I   WHAT=S THIS ALL ABOUT?

A.   What Is an Anti-Racist *Train the Trainer* Program?

An anti-racist *Train the Trainer* program, like other train the trainer programs, is a professional development activity focusing on a particular area of knowledge, understanding and/or skills. In this particular case, the area is anti-racism. The program is aimed at those people within an organization who have demonstrated a prior interest in anti-racism, have shown a commitment to working for anti-racist change, have taken leadership in promoting such change and wish to play an educational role in the organization with respect to anti-racism. Thus, the purpose of an anti-racist *Train the Trainer* program is to develop a group of people within an organization who would:

> !   provide training to others in the organization,

> !   serve as role models, and

> !   be resources to the organization by being equipped with the design and facilitation skills needed to conduct anti-racist programs for their colleagues and others in the organization with a view to assisting in the creation and maintenance of an anti-racist organization.

B.   How Are We Using Our Terms?

A **participant** is a person who intends to be a graduate of an anti-racist *Train the Trainer* program.

A **trainer** is a person who designs and delivers an anti-racist *Train the Trainer* program and evaluates its participants.

A **sponsor** is a person who intiates an anti-racist *Train the Trainer* program. This could be a Race Relations Officer (in a school board), a Director of Training or Staff Development (in the private sector), a Program Coordinator (in the not-for-profit sector), an Employment Equity Manager (in the Ontario Public Service) or an Education Officer (in a union).

An **authorizer** is a person who decides whether an anti-racist *Train the Trainer* program will proceed. This person might be a Superintendent of Personnel (in a school board), a Vice President of Human Resources (in the private sector), an Executive Director (in the not-for-profit sector), an Assistant Deputy Minister or a Deputy Minister (in the Ontario Public Service) or the President/Executive Board (in a union).

A **funder** is a person who decides whether an anti-racist *Train the Trainer* program should be supported financially. The funder may be internal or external. If internal, the funder and the authorizer are likely to be the same person(s). Examples of external funders are: private foundations; government agencies; and umbrella organizations like the United Way.

C.   When Is Anti-Racist *Train the Trainer* Program Indicated?

When anti-racist organizational change is required, anti-racist training is one strategy among many that can - and, indeed in some cases, should - be used to bring about needed change. In addition, different types of training are required at different points, and for different audiences.

The purpose of training adults is usually to provide information, transmit knowledge, develop understanding, enhance skills, build commitment and introduce new practices related to impending or ongoing change within an organization. Workplace-related training of adults is often voluntary; affected by the life experiences and social, cultural and racial identities of participants; participatory; related to daily activities and interactions; and measured through changes in new behaviours and attitudes pertaining to the changes in their place of employment and in how they deal with clients/customers.

For these reasons, workplace-related training of adults is useful, effective and successful when it is timely, planned, related to improved performance and organizational environment, and located within a systematic and ongoing change process. Training is not a substitute for clearly articulated organizational policy, mission, philosophy and goals, communication, organizational commitment, mechanisms for conflict resolution, performance expectations, accountability and so on. It is a support to these and depends, for results, on the presence of these. These are needed for creating the conditions within which successful training occurs.

Sometimes, of course, training may also be needed in order to help people formulate a policy or mission statement, develop vehicles for conflict resolution or carry out performance appraisals. Generally speaking, however, systematic training is part of an overall organizational change process and may take place at various points and with different groups of participants during that process. That is, training must not treat the organization as an island; rather it should help participants to look at the organization in the context of the larger society and the expectations of all members of the society.

Anti-racist trainers of trainers need to be aware of all these possibilities and must be able to help participants in an anti-racist *Train the Trainer* program learn how to be effective in the multitude of situations in which they find themselves. Readers should refer to the reading, University to Poly-versity[8], for a description of organization stages on the path to an anti-racist organization.

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D. **What Will Be the Outcomes of an Anti-Racist *Train the Trainer* Program for Participants?**

The outcomes of an anti-racist *Train the Trainer* program for the participants include:

i) **Personal Development**

! knowledge and skills related to all aspects of planning, designing, facilitating and evaluating anti-racist programs which lead to action;
! knowledge of how racism works and affects social relations;
! skills for challenging racism both at the organizational and individual levels; and
! effectiveness in addressing various forms of racism.

ii) **Work Practices**

! understanding of how challenging racism is a part of the work they do;
! insights into different practices in their work which challenge racism;
! skill and vocabulary to challenge racism; and
! willingness and ability to take informed risks.

iii) **Impact on Organizational Change**

! ability to act as a resource to the organization, to colleagues and to others;
! understanding of the politics of organizational change, and strategies to deal with it;
! ability to build and strengthen a team which can influence anti-racist change in the organization;
! understanding of how anti-racist work is integral to the organization=s work, and not an add-on;
! skills in setting priorities and identifying primary targets of work for integrating anti-racist change into the organization=s work; and
! ability to make a realistic assessment of the constraints and supports for making anti-racist change in the organization.

E. **What Will Be the Outcome of an Anti-Racist *Train the Trainer* Program for an Organization?**

The outcome of an effective anti-racist *Train the Trainer* program for the organization will be:

! a group of people who are individually and collectively able to assist an organization advance its anti-racist organizational change strategy through the group=s delivery of appropriate anti-racist educational activities.

A.   How Should Trainer Teams Be Constituted?

B.   What Should Participants Bring Into the Program?

C.   What Should the Personal Characteristics of Trainers and Participants Be?

D.   What Should Trainers and Participants Know and Be Able To Do?

Racism is not something we think
or necessarily what you intend or contrive
it is something we experience
ways you accept
benefits a system
excludes our lives
welcome to culture, Canadian style!

Lillian Allen

A.   How Should Trainer Teams Be Constituted?

This work is complex and demanding; effective training events are long and require a variety of perspectives. Therefore, the work should be done in at least a team of two, preferably one woman and one man. Team members must have equal status and tasks/roles, particularly between men and women.

It is crucial that anti-racist trainers of trainers have an understanding of the dynamics of racism, both personally and theoretically. Therefore, at least one member of the team must be a member of a racial minority group who brings a real life perspective of the experience of racism. **In addition, there should never be a majority of white trainers in a training team.** It is also vital that racial minority team members have status at least equal to that of the other team members.

B.   What Should Participants Bring Into the Program?

At a minimum, participants must enter an anti-racist *Train the Trainer* program with the intention of:

- !   participating actively;

- !   working collaboratively with other participants to design and facilitate learning activities;

- !   taking responsibility for their own learning, especially by providing feedback/information to trainers about how the program is meeting their needs; and

- !   taking responsibility for giving feedback to, and receiving feedback from, other participants, as appropriate.

C.   What Should the Personal Characteristics of Trainers and Participants Be?

Trainers and participants must:

> !   have compassion, sensitivity and integrity;
> !   have demonstrated concern for the social conditions which create and maintain conditions of power of some groups at the expense of others;
> !   be non-neutral in the politics of race;
> !   hold and act on values and ideologies of equity; and
> !   be aware of their own needs for control, inclusion and affection.

Trainers and participants must be non-neutral in politics in that they have an analysis of the issues of equity and social justice, and do not believe that all views are equally acceptable. When necessary, they are prepared to challenge views which are racist or sexist or offensive to people with disabilities. Non-neutrality in the politics of race differentiates these trainers and participants from those others who act as Aobjective facilitators≅; they must remember always that Asame treatment isn=t necessarily equal treatment≅. Likewise, these trainers and participants fully recognize and accept that there are different styles of expression, and that they are to be valued and allowed expression. They do not Atreat everyone equally≅ by ignoring differences and behaving in an ethnocentric manner.

These characteristics are crucial in order that trainers and participants are able to encourage, surface and effectively deal with confusion, conflict and questioning instead of suppressing them.

D.   What Should Trainers and Participants Know And Be Able to Do?

Anti-racist trainers of trainers and participants must have the knowledge of experienced adult educators. It is important to recognize that this knowledge and these skills are not necessarily learned in formal, officially sanctioned, accredited institutions. The knowledge and skills may have been obtained in workshops, as volunteers or on the streets.

Knowledge and skills must be related to content (subject matter) as well as process - i.e. the principles and procedures of adult/popular education.

N.B.: Items starred below with an asterisk (*) refer to knowledge and skills <u>required</u> of trainers. These need not be learned by participants. Participant graduates must be skilled in these non-starred areas, at the end of the program.

Trainers and **graduate** participants must:

Content

Be Able To	*Know*
Deliver or surface information about	Issues in anti-racism, race relations, human rights, employment and service equity and multiculturalism;
Deliver or surface information about	Social structures, prevailing ideas and interpersonal dynamics that support discrimination and inequity on grounds of race and ethnicity;
Deliver or surface information about	Dynamics of prejudice and the systemic nature of discrimination, particularly as they affect racial minority and Aboriginal women and men;
Surface discussions about	Dynamics of the ranking of forms of oppression; e.g. racism vs sexism;
Help participants learn	How organizations change and how they remain the same, particularly related to issues of race, gender and power;
	A coherent social, political and economic analysis of Canada in general and Ontario in particular;
Deliver or surface information about	The relationship between society=s values, personal beliefs, intentions, actions and judgement;
Critically reflect on	Practice that leads to action for anti-racist change;
Use a variety of	Approaches to problem solving;
Lead discussion about	Impact of their own race in the training situation;
Surface discussion about	Impact of trainer=s power/position on co-trainers and/or the group; and
Surface discussion about	Theories and principles of power involved in co-trainer behaviours with respect to issues of race, gender and class.

Process

Be Able To	*Know*
* Help participants learn	How to be effective trainers;
Carry out and use the results of	Training needs analysis;
Act appropriately in response to a	Diagnosis/assessment of an organization, a group and/or individual;
Use	Oral communication, active listening, visual communication, non-verbal communication, interpersonal communication, directing group discussion, exploratory questioning, lecturing, and debriefing;
* Apply	Modern adult learning theories;
Apply	Theories of course design techniques; different approaches to designing, implementing and evaluating learning and learning systems;
Use	Current evaluation techniques related to program materials; information about role of evaluation in learning and objectives of evaluation;
Apply	Theories of conflict: surfacing, resolving/handling them;
Use	Models of group development; the difference between task and growth groups, initiating, information or opinion seeking/giving, clarifying, summarizing, consensus testing, encouraging, expressing group or individual feelings, harmonizing, modifying and gatekeeping (e.g. ensuring that discussion and decision-making are democratic and include everyone in the group, keeping people and discussion on track, preventing domination of the group by a few, keeping time);
Be Able To	*Know*
Use	Meaning and process of adult learning; retention; effect of changing adult roles on learning; effect of feelings, attitudes, interests and motivation on learning; effect of self-image and environmental factors on learning; role of the trainer in

learning, cross-cultural education; and cognitive versus experiential learning;

Use appropriately	Various methods of instruction and instructional processes such as brainstorming, case studies, demonstrations, use of the in-basket, lectures, video/filming problem-solving, role playing and apprenticeship; and
Use appropriately	A variety of instructional equipment such as the VCR, slide projector, overhead projector, flipchart, and handout material.

E.   What Should Participants Be Able To Do at the End of Their Anti-Racist *Train the Trainer* Program?

At the end of training, participants should be able to:

Process

!   design, facilitate and evaluate educational activities on racism;

!   find alternative sources of information and use them creatively;

!   question effectively to check the meaning behind people=s words and gestures;

!   argue more persuasively against racist ideas;

!   work democratically with others to analyse and challenge injustice;

!   communicate respect and encourage the best in others with whom one is working; and

!   organize and run effective meetings and discussions on different aspects of racism.

Content and Strategies

!   recognize racism when they see and hear it;

!   analyse the systems, prevailing ideas and individual practices which sustain racism in organizations;

!   be clearer about how racism affects them, why they are fighting it, and the roles they

can play in doing so;

! analyse print and audiovisual materials for racist perspectives and messages;

! recognize and draw upon allies at different levels in the organization(s) and in the larger community; and

! seek support and help when they need it.

SECTION III WHAT IS A MODEL ANTI-RACIST *TRAIN THE TRAINER* PROGRAM?

A. How Do We Prepare For An Anti-Racist *Train the Trainer* Program?

B. What Organizational Supports Help Ensure the Success of An Anti-Racist *Train the Trainer* Program?

C. How Are Things ADone≅ in the Organization?

D. How Long Should An Effective Anti-Racist *Train the Trainer* Be?

E. How Should We Design An Effective Anti-Racist *Train the Trainer* Program?

F. How Can We Measure the Impact of An Anti-Racist *Train the Trainer* Program?

For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other....

Pierre Elliott Trudeau

SECTION III   WHAT IS A MODEL ANTI-RACIST *TRAIN THE TRAINER* PROGRAM?

A.   How Do We Prepare For An Anti-Racist *Train the Trainer* Program?

Before designing a *Train the Trainer* program, the trainer must understand the terrain in which the training by participants will eventually occur; and on which the participants= training is supposed to have some impact. In a few organizations, the training has emerged because there is a requirement to have people trained to provide educational activities in very specific areas such as employment equity, new programming, and the education of staff in how to create accessible services. Sponsors and trainers can use the AUni-versity to Poly-versity≅8 Model in Section IV A-Part 5 to asssess the organization, and to determine key roles which training should equip participants to play immediately. Staff lay-offs, previous experiences with training, parallel processes of organizational review, recent changes in management, unresolved tensions, new initiatives, board elections are all examples of experiences which affect the potential effectiveness of training.

Finally, some administrative issues are very important to resolve.

If someone other than the sponsor needs to approve the selection of participants, the design, or anything else, establish a process and timeframe for doing this from the outset. If supervisors have to approve release time for staff, get their signatures on registration forms which explain the time and support required. Agree on whether the sponsor will be attending the training - as a trainer, an intern, or a participant. (There should be no observers.)

B.   What Organizational Supports Help Ensure the Success of An Anti-Racist *Train the Trainer* Program?

> !   public statements from decision-makers on the importance of this training;

> !   a person or persons inside the organization whose time is fully allocated to the planning and follow-up of the training;

> !   the allocation of adequate funding to the training;

> !   plans for follow-up activities in the organization which use the learning and skills of the Agraduates≅ and a statement of how participants= skills will be used in the organization;

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! a description of how follow-up will be structured (e.g., through a committee);

! follow-up sessions to this training which are planned to share experiences and further develop the skills of participants;

! acknowledgement in the description of follow-up that participants will need support and recognition for their work in the organization;

! clear statements of the connections of this training to other anti-racist work in the organization;

! implementation of, or plans for, a supporting anti-racist policy which people in the organization know about and refer to;

! frank discussion of the possibilities and limitations in anti-racist work in the organization;

! interest in participating in an anti-racist training program on the part of people working in the organization;

! willingness on the part of different people in the organization to have input into the planning and design of anti-racist *Train the Trainer* program; and

! willingness on the part of supervisors and managers to hear from participants in the training program, and to put them on the agendas of their meeting.

C. How Are Things ADone≅ in the Organization?

Participants must have an understanding of how their own organization works: i.e. how the organization=s culture, structure, strategy and practices will contribute to or detract from the effectiveness of the training, if the training is to equip them to deliver anti-racist educational activities and to act strategically to challenge racism.

! Who makes decisions about what?

   The trainers and sponsor need to look at the organization chart and ask some questions about who informal decisions-makers are. The decision-makers will affect the capacity of the trained participants to put their learning into practice?

! How valued is training?

   Are employees permitted time off for educational activities? Are volunteers,

part-time and full-time staff paid for the time they take to develop their training skills? These factors will influence how participants view the training, and how their colleagues view their time off work to take the training.

! What gets rewarded and what doesn=t?

Are people rewarded for speaking up critically against practices and policies they consider unfair or inequitable? If they are, then training must build a network of support for participants to be able to make such criticisms and to train others how to challenge racism.

! What are taboo subjects?

In many organizations conflict is avoided and suppressed. Sometimes people feel alone and isolated, and while there is talk of collegiality, people tend to hide their fears and anxieties about their work or the climate of the workplace, except from a few close colleagues. It may be necessary for the trainer to build skills for dealing with conflict, for example.

! Where are there differences between groups?

Where the participants are both teachers and principals, or volunteers and staff, or managers and sales people or professional and support staff, for example, the design of the program must ensure equal participation even though status and confidence may be unequal in the organization. Where participants are from different schools, different branches, different departments, or in different roles, program design will have to ensure that participants are not worried about confidentiality or competitiveness. And where participants are mixed in terms of gender, disability, age, and race, design will have to ensure that people work together in ways which challenge stereotypes.

! What agendas are at play?

We have found it useful to examine four possibly different agendas - of authorizers, sponsors, trainers and participants. For example, the authorizers may want to advance anti-racist work, but may be somewhat anxious that the training does not Ago too far.≅ The sponsor (often the Race Relations Advisor or an Employment Equity Officer) may want to build a core of commited and skilled people to really advance the anti-racist work of the organization.

The trainers want their training to have an impact, not just on the lives and practices of individuals, but on the capacity of the organization to practise equity, and to advocate for increased social justice in the larger community. The participants may have a variety of goals ranging from getting some much needed training in Arace relations≅ which will advance their careers, to personal consciousness-raising, to

action-oriented, practical learning.

Readers should review Section IV-A.4 for the elements of an organization which should be examined to answer AHow are things done?≅

D.   How Long Should An Effective Anti-Racist *Train the Trainer* Program Be?

We recommend 14 days, spread over a period of six to eight months. A format might be:

a)   an evening and two days (preferably in a retreat setting). This time is used to:

> !   allow people to get to know each other and begin to build the group;

> !   introduce and practise using a framework for recognizing and analysing racism in the workplace and society;

> !   do some work on the history and other sources of racist systems and ideas; and

> !   establish work teams.

b)   three consecutive days. This time is used to:

> !   examine racist messages which bombard us daily;

> !   examine the connections between racist messages and the economic and social realities of which they are a part;

> !   look at the dynamics of racism in the workplace in more detail and begin to practise some strategies for addressing that racism;

> !   look at questions of power in the organization;

> !   look at the practice and methodology of effective anti-racist training; and

> !   practise setting objectives and designing anti-racist workshops.

c)   three more consecutive days, about a month to six weeks later. This time is used to:

> !   provide opportunity for participants to discuss experiences in their organizations over the previous months;

> !   provide opportunity for each work team to facilitate its workshop;

! provide opportunity for participants to practise giving critical feedback to each other;

! provide opportunity to consolidate some of the learning about addressing racism as it arises in training situations; and

! further consolidate learning about how to design and facilitate anti-racist training.

d) **three more consecutive days, about six to eight weeks later. This time is used to:**

! allow participants to learn how to surface and deal with conflict;

! provide opportunity for participants to facilitate training about changes in organizational systems, culture and structure;

! to provide opportunity for participants to practise leading training sessions related to organizational - client/customer issues; and

! to allow participants to practise all aspects of training evaluation.

e) **a final evening and two full days (preferably in a retreat setting). This time is used to:**

! take up issues which participants have raised throughout the program such as the connections between racism, sexism and other forms of opopression;

! examine specifics of the organization in which they will be doing their training;

! examine questions of group process;

! develop some approaches to planning for strategic action;

! identify and plan for specific follow-up; and

! evaluate the program and participants= learning.

An important part of follow-up will include plans for learning more about racism and further skill development. Authorizers and sponsors should look for opportunities to encourage (graduate) participants to team up with other anti-racist trainers - even, perhaps, in other organizations - to ensure that they keep all their skills in use. It is especially important that participants have opportunities to use their training skills in Stage 5 and Stage 6 organizations, since there are still very few of them.

E.   How Should We Design An Anti-Racist *Train the Trainer* Program?

All *Train the Trainer* programs will be different - necessarily geared to organizational realities, desired impact, and to the particular participants. However, we have found from our research and our experience that there are some essential elements of content, process, and methodology which increase the odds that training will be effective. On the following page, we offer a model for a *Train the Trainer* program, after which we elaborate on some aspects of this model.

CONTENT
! Racism
! Anti-Racism Strategies
! Understanding Organizations and Anti-Racist Organizational Change
! Participant Skills
Details on page III-9

ΔTHE SPIRAL≅
PARTICIPANT=S LEARNING PROCESS

PARTICIPANT CONDUCTS ANTI-RACIST EDUCATIONAL ACTIVITIES IN HER/HIS ORGANIZATION

Methods
* small group tasks
* paired discussions
* drawing
* charting
* skits/roleplays
* storytelling
* sculpturing
* brainstorming
* collage
* songwriting

Methods
* debating
* process observers
* case studies
* roleplay
* drama
* team presentations
* videotaping
* challenging
* feedback sessions
* problem solving

Methods
* lectures
* questioning
* films
* readings
* speakers
* case studies
* graphic frameworks

ONGOING PROCESS - TRAINER
⊄ drawing on strengths of inter-racial team
⊄ modelling democratic teaching & learning
⊄ challenging stereotypes/assumptions
⊄ building courage
⊄ naming and drawing on difference

⊄ surfacing conflict
⊄ addressing conflict
⊄ ensuring equal participation
⊄ challenging undemocratic behaviours
⊄ connecting racism to everyday life & work
* encouraging debate
* posing new questions
* acknowledging learning from each other
* building teams
* giving and getting feedback
* having fun
* energizing
* evaluating and revising
* moving the process along
* summarizing
* uncovering the process to participants
* giving support and suggestions
* challenging people to listen to each other
* ongoing documentation to participants

Methods
* small group reports
* analytical charts
* flipchart processing
* lineups
* collage
* drawing
* ads

**STARTING FROM/USING
OWN EXPERIENCE**

**PRACTISING NEW
SKILLS**

**ANALYZING
PATTERNS**

**ADDING NEW
INFORMATION**

8 Barb Thomas, DMI. 1992

CONTENT

!   Racism

⊇   Racism in the organization
⊇   Social identities
⊇   Racism in society

- Dominant Images of Aboriginal Peoples & Racial Minority
- Impact of Racism
- Connecting Racism to other forms of oppression
- Racism in the media
- Immigration policies and trends
- Models for analysing racism
- Dynamics of racism
- Colonialism
- Analysing how racism works

! Anti-Racism Strategies

a)   Personal
- Identifying personal stakes in challenging racism
- Identifying risks and supports
- Principles of anti-racist work
- Developing clear vocabulary
- Challenging racist behaviours

b)   Organizational/Institutional
- Legislation
- Equitable Access to Services
- Employment Equity
- Identifying barriers in the systems
- Identifying areas for anti-racist work

! Understanding Organizations and Anti-Racist Organizational Change

- Workforce analysis
- Organizational culture
- Organizational strategies (Mission/Mandate)
- Relationship between organizations and clients/customers
- How organizations work and change to become anti-racist
- Assessing Organizations

! Participants Skills

- Planning anti-racist educational activities
- Designing anti-racist educational activities
- Practising anti-racist educational activities
- Evaluating anti-racist educational activities
- Working democratically in teams
- Giving and getting feedback
- Surfacing, dealing with conflict
- Working with differences
- Understanding and Using Power
- Planning strategically

CONTENT

! **Racism**

⊇ Racism in the organization
⊇ Social identities
⊇ Racism in society
⊇ Dominant Images of Aboriginal Peoples & Racial Minority
⊇ Impact of Racism
⊇ Connecting Racism to other forms of oppression
⊇ Racism in the media
⊇ Immigration policies and trends
⊇ Models for analysing racism
⊇ Dynamics of racism
⊇ Colonialism
⊇ Analysing how racism works

! **Anti-Racism Strategies**

a) *Personal*
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⊆ Principles of anti-racist work
⊆ Developing clear vocabulary
⊆ Challenging racist behaviours
b) *Organizational/Institutional*
⊆ Legislation
⊆ Equitable Access to Services
⊆ Employment Equity
⊆ Identifying barriers in the systems
⊆ Identifying areas for anti-racist work

! **Understanding Organizations and Anti-Racist Organizational Change**

⊂ Workforce analysis
⊂ Organizational culture
⊂ Organizational strategies (Mission/Mandate)
⊂ Relationship between organizations and clients/customers
⊂ How organizations work and change to become anti-racist
⊂ Assessing Organizations

! **Participants Skills**

⊄ Planning anti-racist educational activities
⊄ Designing anti-racist educational activities
⊄ Practising anti-racist educational activities
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⊄ Working democratically in teams
⊄ Giving and getting feedback
⊄ Surfacing, dealing with conflict
⊄ Working with differences
⊄ Understanding and Using Power
⊄ Planning strategically

The model illustrates four aspects of anti-racist training of trainers - the Participant=s
Learning Process, the Trainer=s Methods and Process and the Content. The following

elaborates on each of these briefly.

i)   Participant=s Learning Process

The process outlined here is the Aspiral≅ model of popular education developed by the Doris Marshall Institute.[1] It begins with people=s experiences, looks at the patterns in those experiences, adds new information as needed, and engages people in practising new knowledge, skills, and actions. This learning is developed as the training proceeds and in educational activities conducted in the organization.

We use this model for four reasons. First, it is a model of learning and action appropriate to helping participants learn how to be anti-racist trainers. It explicitly connects learning about oneself, one=s colleagues, racism, and the organization to specific educational activities individuals and groups of people can take to contribute to equity.

Second, it acknowledges and draws upon the different learning styles which will be present in any group of people. Many people can only make sense of new information when they have considered what they already know; or when they begin to see patterns and themes in the issues they are grappling with. For those whose preferred learning style is to experiment, or to hear what the experts say first, the trainer should indicate that activities which cater to these styles will be used throughout the program.

Third, this learning process acknowledges the personal understandings and commitments, and the knowledge of each other necessary for people, as individuals or in groups, to help people and organizations learn how to challenge racism effectively. This method deliberately begins with what people already perceive and know. Often what we know is partial or distorted. Anti-racist trainers need to think about the sources of their information, and the ways they already make sense of new information. If these are not based on false assumptions, we can work to reconceptualize our understanding of racism.

Fourth, this model challenges the traditional notion of the trainer as expert purveyor of all knowledge, and, instead, challenges the group to learn from and teach each other. This is a critical process for people who are to continue to work together as co-leaders of educational activities.

A word about reality. Often a session in the training process may begin with participants= experience, move to patterns, and then to new content, and go back again to patterns and experience, depending on the novelty of the issue. Participants may do this a few times before they are ready to practise applying their learning.

ii)   Trainer=s Methods

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[1] Arnold, Rick, Bev Burke, Carl James, D=Arcy Martin, Barb Thomas. **Educating for a Change.** Doris Marshall Institute for Education & Action, and Between the Lines, 1991. (Chapter 2)

These are methods common to any *Train the Trainer* educational activity. We expect that trainers and participants - as experienced adult educators - will be familiar with all of them. The intent of placing examples of methods beside each stage of the Participant=s Learning Process is not to be prescriptive, but to suggest the range of methods trainers can use for different purposes.

iii)   Trainer=s Process

Process is the **way** trainers use methods and the learning climate they create to make their methods effective. The processes which are particularly important in anti-racist *Train the Trainer* programs are identified with a ($\not\subset$) on the model.

iv)   Content

There are four organizing themes which connect these content areas:

- !   racism;
  - -   what it is,
  - -   how it works,
  - -   its history,
  - -   its impact,
  - -   its connection to other forms of social oppression;

- !   anti-racism strategies;
  - a)   personal
    - -   risks and benefits in challenging racism, and
    - -   social identities and power,
  - b)   organizational/institutional
    - -   legislation,
    - -   equity programs, and
    - -   anti-racist efforts in other organizations, cities and countries;

- !   understanding organizations and anti-racist organizational change;
  - -   workforce analysis,
  - -   assessment of anti-racist stage of organizations,
  - -   understanding organizational systems and their racist impact,
  - -   understanding organizational strategies and their racist impact;

- !   developing participant skills in anti-racist educational activities
  - -   planning,
  - -   designing,
  - -   facilitating, and
  - -   evaluating.

The trainer=s task is to work with the basic elements of this content in ways which make sense to the particular participants, and the organizational context(s) in which they will be doing their work.

F.   How Can We Measure the Impact of An Anti-Racist *Train the Trainer* Program?

Train the Trainer programs should look in three areas for evidence of results - the strengthened knowledge, understandings, skills, and courage of **participants** to be anti-racist trainers; the indicators of a **strengthened group** to challenge organizational racism; and the **impact on the organization**=s anti-racist change efforts.

i)   The Participants

Some approaches to assessing participants= learning during training are:

> !   writing up participant learning goals on the first day so that participants can return to them half-way through or at the end of the program to assess their own progress;

> !   individual written reflections by participants at the end of each day - a kind of journal which they can use for tracking their own progress and share with the group as desired;

> !   spoken reflection by the group at the end of each day - what did you learn; what did we do that helped you learn that; how can you apply it?;

> !   Ahangovers≅ to begin the morning of each session. Some people take longer than others to process what they have learned. AHangovers≅ to start the morning allows these people to put words to new learning and questions. It is here that participants often bring in newspaper clippings, a story about something they are noticing for the first time, or a tale about something they have tried in their workplace. Make this a regular time to allow people to anticipate the opportunity;

> !   Aprocess observers≅ - two volunteers for each day who agree to observe the pacing, participation, group dynamics, shared leadership of the day, and to report their findings and suggestions for improvement to the trainers and participants;

> !   listening and watching for new questions, new behaviours, new excitement, new curiosity, new risk-taking, new words on the part of each participant;

> ! the workshops/feedback sessions done by participant teams, to practise design, facilitation, strategic skills; and
>
> ! informal conversations in which participants reflect on what they are learning and trying in their workplaces.

ii)   The Group

Strengthening participants as a group is key to building the support necessary for anti-racist training. The group is beginning to build itself when participants:

> ! begin to address each other in discussion, rather than the facilitators;
>
> ! begin to challenge each other=s comments and behaviours;
>
> ! begin to refer back to what another participant has said;
>
> ! seek to help each other solve a problem - see it as Aour problem≅, rather than Ayour mess-up≅;
>
> ! interrupt each other less; and if they do, get challenged;
>
> ! begin to build ground rules for working together which they hold each other to;
>
> ! can joke about each other=s foibles in ways that are affectionate and don=t hurt;
>
> ! move easily from one small group to another without cliquing;
>
> ! begin to challenge the trainers in their consistency; the appropriateness of an activity; the effectiveness of an intervention;
>
> ! stay present even when there are tensions in the group, with everyone trying to work it out; and
>
> ! equalize their own participation - the noisier ones waiting amiably while the quieter ones find words for what they want to say.

iii)   The Organization

The real test of the training will be in what people **do** in the organization. Ideally, training is spread over six to eight months with people coming together for a few days and then returning to their workplaces. Participants should begin to bring back stories of

confronting racist behaviour, raising questions about stereotypes in organizational materials, talking about their own educational activities in a staff meeting and so on. These are important first efforts for some to put their learning into practice, and the training should provide space for exchanges of such stories.

After the training program has been completed, sponsors might look for some of the following indicators:

- ! specific educational opportunities participants are being requested to lead inside and outside the organization;

- ! new people involved in some of the tasks the group has undertaken; and

- ! requests from participants for new materials, new community contacts, and ideas for different ways of approaching the organization=s work.

SECTION III WHAT IS A MODEL OF AN ANTI-RACIST *TRAIN THE TRAINER* PROGRAM?

What Are the Key Points in This Section?

If you are: Make sure you have:

> **A FUNDER**

!   clear evidence that an organizational assessment has been carried out.
!   clear desired outcomes that training should have on the anti-racist change
                                in the organization.
                        !   supports and follow-up plans for the
                                training.
                !   reasons for the choice of participants.
                !   some clear measurements to evaluate the impact of
                        the training.

> **AN AUTHORIZER**

!   clear evidence that an organizational diagnosis has been carried
out.
!   a statement of desired outcomes that the training should have.
!   indications of how the training is connected to other anti-racist
change in the organization.
                !   supports and follow-up plans for the training are in
                        place.
                !   trainers have been chosen according to criteria of
                        anti-racist training effectiveness.
                !   clear measurements to evaluate the effectiveness of
                        the training on the organization and the participants.

> **A SPONSOR**

                !   a clear description of where your organization is in its
anti-racist change process.
!   clear indicators of how the training will help your anti-racist
efforts.

!   clarity on the desired outcomes of the training.

         !   indicators of the support and follow-up plans for the training.

         !   people assigned to organizing training and follow-up.

       !   appropriate criteria for selecting the trainers.

A TRAINER

!   access to accurate information about where the organization is in its change process.

!   clear outcomes that the training is to produce.

!   access to information about what else is going on in the organization that will affect the training.

         !   time to do a needs assessment of the participants.

         !   adequate resources to produce the desired outcomes in the *Train the Trainer* program.

         !   evidence of organizational support for the training effort.

         !   a person in the organization assigned to help plan, comment on design, and follow through on action.

         !   at least one person who will provide organizational support to participants as they go through the training.

         !   clear measurements for evaluating the impact of the training.

SECTION IV WHAT ARE SOME HELPFUL RESOURCES?

A.   What Are Some Helpful Frameworks for Anti-Racist *Train the Trainer* Programs?

B.   What Might Some Training Designs Look Like?

C.   Where Can I Read More About These Issues?

Two white men and a black man were removed from a South African courtroom after receiving their sentences. While they were en route to prison, the first white man turned to the second and asked, AWhat=d you get?≅

ATwo years for murdering a black man,≅ he moaned, adding more cheerfully, Abut I=ll be out within a year with good behavior. What about you?≅

ASix years for murdering a black family. But I=ll be out in three with good behavior.≅

After a short silence, they both turned to the black man and asked what he had gotten. ALife,≅ he replied, beginning to weep. AI got life for riding my bike without lights. But,≅ he said, brightening, AI should be out in 15. It wasn=t even dark.≅

SECTION IV WHAT ARE SOME HELPFUL RESOURCES?

A.   What Are Some Helpful Frameworks for Anti-Racist *Train the Trainer* **Programs?**

1.   What Is Racism?

Racism involves the exercise of power - **whether intended or not** - so that people of colour and Aboriginal peoples have an unequal access to decision-making and resources. There are three different forms of racism, i.e. the exercise of discriminatory power: **systemic or structural; ideology or prevailing ideas**; and **individual attitudes and behaviours**.

Systemic or Structural Racism

This form of racism consists of established laws, procedures and practices which are consistent with, and produce racial inequity in, Canadian society. Systemic racism need not be conscious or intended. Most often it is not.

Because racism is pervasive in society, any institution which does not take into account the impact of racism in how it uses its resources, and how it carries out its mission, is perpetuating systemic racism.

In society, systemic racism is visible through the unequal **results** of laws, policies and practices. White people dominate the legal, educational, political and cultural institutions of Canada. White perspectives are evident in the accepted versions of history, current events and portrayals of people of colour.

Other indicators demonstrate an even more devastating impact. Some people in racial minority groups are at greater physical risk. For example, they experience higher rates of suicide, of infant mortality, of disease susceptibility, of arrest and imprisonment, of emotional and physical stress, of poverty, and of unemployment. They achieve differential rates of formal education, occupational prestige, household income and earnings.

It is important to stress that systemic racism is most often unintended. Systemic practices are supported by prevailing ideas about who and what is important - ideas that are usually, themselves, unexamined and unconscious.

Ideology or Prevailing Ideas

Ideological racism is a set of beliefs in the superiority of one race over other races. In Canada, ideological racism is expressed through stereotypical perspectives of the implements, arts, music, languages, beliefs, religions, family structures, traditions, struggles, agriculture, political and economic systems of peoples of colour and Aboriginal peoples. These stereotypes cumulatively suggest that the cultures of peoples of colour and Aboriginal peoples are inferior to, less important and less advanced than those of white people.

While some might protest that Ainferiority≅ is too strong a word, consider the ways in which the dominant culture is portrayed as Anormal≅. Think about the impact of the **omission** of peoples of colour and Aboriginal peoples in so many of the prevalent images of our society. Consider common notions of people who are Aviolent≅, Aaggressive≅, Asubmissive≅, Ainscrutable≅, Adrug-dealing≅, Aalcoholic≅ and Aunreliable≅. The ideology of racism justifies unequal treatment by describing racial minority people as Adeviant≅, Apathological≅, Alacking Canadian experience≅, Aimmigrant≅, Aexotic≅, Abackward≅, Aincompetent≅, Amilitant≅ and Alawless≅.

Ideological racism leads to strange distortions of fact, reflected in everyday language. For example, many books and other media suggest that white people practise **religion**, and African peoples practise **superstition**; white people live in **homes**, and people in Third World countries live in **huts**; white people wear **clothing**, and South East Asian peoples wear **costumes**; white people **achieve victories in their wars to advance civilization** while Aboriginal peoples **participate in massacres to block the progress of Europeans**.

History, literature, science, mathematics, economics, art, music, home and industrial crafts focus on the study of European thought and achievements in these areas. Seldom do these studies make explicit that they are European cultural studies, that they are written from a particular perspective, and that this perspective often demeans and marginalizes the achievements of non-European cultures and peoples.

Individual Racism

Individual racism is a personal set of beliefs and practices which is <u>uncritical of</u> and <u>consistent with</u> the systemic and ideological racism in the society. Such biased attitudes are often referred to as prejudices (or pre-judging).

Individual racist attitudes and behaviours are not confined to white people. People of colour and Aboriginal peoples are just as susceptible to misinformation about other groups as are white people, and just as likely to act on their prejudices at an individual level. But in Canada, in general, people of colour and Aboriginal peoples do not have the economic, social or political power that white people do to practise systemic and ideological racism against each other. This is why we maintain that racism is the exercise of power plus prejudice in order to disadvantage people of colour and Aboriginal peoples.[1]

2.   What Is Anti-Racist Organizational Change?

Anti-racist organizational change examines and transforms the organization=s workforce, systems and strategy to ensure that the best choices are made about who does what tasks in the public interest of everyone. These choices are made in ways that ensure that power is not used to preserve the disadvantage of one racial group relative to another.

Anti-racist organizational change is a process of dismantling visible and invisible barriers to the full social participation of racial minority people and Aboriginal peoples in the larger community and of ensuring equitable results for all people (employees and customers/clients, alike).

These barriers continue to exist in labour organizations; in public sector organizations; in private sector organizations; in co-operatives; and in not-for-profit organizations.

Visible barriers to employment include qualifications and requirements that are not job related such as unnecessary certification and credentials, or ACanadian experience.≅ Visible barriers may also include working conditions, such as racial harassment or lack of reasonable accommodation for special needs. Visible barriers to service include a requirement that clients Aspeak the language;≅ or a stated policy that says, in effect AWe don=t recognize colour here; everybody is treated alike≅. Another visible barrier includes advertising which shows only white people as purchasers of housing, for example. Or conversely, which shows racial minority people in stereotypical roles.

Invisible barriers are unstated but widely accepted assumptions such as what constitutes an acceptable accent; stereotypes about different racial groups and their abilities; as well as failure to recognize or give weight to knowledge of cultures and languages. Other invisible

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[1]This definition of racism has been adapted from Alok Mukherjee and Barb Thomas, ed., **Anti-Racist Education in Practice: Experiences from the Toronto Board of Education**. Submitted to the Toronto Board of Education for publication, December 1990.

barriers are: ignoring the contributions of people of colour in meetings; expecting white people to be leaders of meetings; excluding people of colour from informal but important sessions.

Three key roles are needed for anti-racist organizational change:

!	change advocate: individuals or groups - from inside and/or outside the organization - who are requesting or demanding that the organization become anti-racist

!	change agents: people who have responsibility for ensuring that the change occurs

!	change audience/target: individuals who, and/or systems which are intended to be changed.

In summary, anti-racist organizational change is about fundamental change. Its purpose is to ensure that organization members **at all levels** - including especially people of colour and Aboriginal peoples - reflect the communities from which the organization draws its employee population and that the organization performs its task (service or production) in ways which are equitable for all clients/customers.

## 3.	How Is Anti-Racist Change Different from Cross/Intercultural Education and Race Relations?

In Canada today, the increasing diversity of the population is still challenging all of us to find effective ways of working together. Access to, and equity in employment and services are particularly problematic for people who are members of some racial minority groups.

In order to meet those challenges, some people in organizations have identified education as the key to change. These education efforts have been largely directed at the behaviour and attitudes of individuals. These education approaches have been called cross-cultural/intercultural and race relations training.

Intercultural communication training focuses on:

!	developing knowledge, awareness and understanding of cultural similarities and differences as expressed in different patterns of behaviour, communication styles, custom and language;

!	facilitating service delivery for a multicultural population and improving interpersonal relations in a multi-cultural workforce through effective cross-cultural communication skills; and

!	an awareness of race relations issues and employment equity issues.

Race relations focuses on colour as the key factor in developing harmonious interpersonal

relationships. Therefore, race relations training focuses on:

- ! increasing awareness and eliminating discriminatory behaviour based on differences in skin colour and other racial features;

- ! skills required to resolve and/or prevent such expressions of racism as racially motivated hostilities; inequities in client treatment; harassment; and bias in evaluation;

- ! an awareness of employment equity issues and inter-cultural communication in the workplace.

When well done and anchored in an organizational effectiveness context, intercultural and race relations training are important. They can contribute to the reduction of discrimination especially those overt forms directed at individuals.

But race relations and intercultural training do not address the problem of racism through means that would change the balance of power in organizations or in society. Anti-racist efforts take an explicitly structural viewpoint to change the balance of power.

Alok Mukherjee has developed a framework that will help understand these various approaches to training in organizations. (See Table 1 below).

TABLE I

From Racist to Anti-Racist Change8