How to Deliver Effective & Engaging Equality, Diversity, and Inclusion Training in Policing

A Guide for Best Practice Based on Findings from Interviews Conducted with Police Officers & Staff

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Contents

Acknowledgments

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Executive Summary

Evidence shows that current EDI (Equality, Diversity, and Inclusion) training initiatives within policing, including but not limited to unconscious bias training, often fail to reliably reduce prejudiced attitudes or increase overall inclusiveness within the organisation.

This report is intended to provide concrete and employable strategies found to be effective at both engaging training participants and creating attitude change. The vast majority of participants reported current trainings in policing to be inadequate and ineffective. Current trainings were considered by participants as a box-ticking exercise, providing knowledge without allowing attendees to interact with or integrate the information, overly formal, mandated without a sense of choice, and too short in duration.

Results of the report highlight the importance of contextualising the training to a policing environment and roles. The behaviour and credibility of both trainers and leaders should be well-aligned with the goals of the training. Opportunities to embed strategies or practices within organisational culture should be leveraged. However, the term "EDI" was charged, evoking feelings of pressure and other negative associations in participants; consideration should be given to how to lessen these negative associations, including potentially removing EDI labels.[1] A key factor is to remove fear associated with the training; participants often reported worry about making mistakes or saying the wrong thing during the course of training, and the repercussions that may follow. It is critical that trainings inspire trust, psychological safety, and openness.

Results also highlighted the benefit of including strategies that help motivate people to care about diversity and inclusion in ways that are meaningful for them and fit with their personal values.[2] One strategy we found to be important was outlining a clear, compelling, context-specific rationale for attending the training. Highlighting the importance of inclusion behaviours was especially important in getting training attendees to buy into, or internalise, the goals of the training. Similarly, engaging representatives from diverse communities to come in and share their perspectives and personal experiences with discrimination made a positive impact on interview participants, even years later. Creating a safe and non-judgemental space for reflection, discussion and learning, and providing the necessary support and resources to develop skills and confidence were cited as necessary for an effective training. Overall, these strategies support attendees' sense of volition to be a leader in inclusion, competence in undertaking change, and allow attendees to personally connect the training to their identity, personal values and sense of empathy.

We have summarised our findings into chronological strategies that can be easily incorporated into existing diversity training programmes. We recommend implementing specific strategies that can increase the efficacy of training. We also recommend avoiding strategies that reduce the efficacy of training. These barriers to successful training are presented within the In-Depth Discussion section. Some of these harmful strategies include: mandating training in response to a negative incident, using outdated or generic training materials, focusing on abstract theoretical or legal content, labelling people (e.g., as racist) and shaming, and limiting opportunities for consistent and in-depth engagement.

The problem of prejudice and exclusion continues to be a pressing issue for policing. EDI trainings are intended to remedy this problem and may focus education on diversity, equity and inclusion in addition to raising awareness of unconscious bias and providing skills to overcome it to reduce prejudice.[3] It is difficult to change attitudes and behaviour through EDI training and especially in a short, stand-alone session.[4,5] Even harder is changing attitudes of those who are strongly biased or less supportive of inclusion practices in the first place.[6,7]

Studies undertaken within U.K. policing show mixed results of EDI training. For example, one study showed that although unconscious bias training for stop and search practices was well received by officers and saw small, positive changes in knowledge, attitudes and anticipated behaviours, the training did not translate to behavioural change.[8] In another study within U.K. policing, responses from nearly 35,000 attendees of EDI trainings saw beneficial, but variable and negligible, effects on prejudiced attitudes.[9]

Unconscious bias training is currently being phased out from the civil service with a recommendation that other public services, including police forces, follow suit.[10] Following this, a recent government report by the Commission on Race and Ethnic Disparities further recommends that unconscious bias training be stopped by all organisations including the Police.[11]

Where we see the least success is when EDI training is introduced as a reaction to a negative incident. Often, training is mandated, legislation is reinforced and there is pressure to conform. When personal failings (biases) are highlighted attendees can feel criticised or punished. This kind of training can backfire, resulting in reinforcing bias or counterproductive behaviours.[12-15]

Regardless of whether training provides information (i.e., about one's own attitudes), or the opportunity to ask questions and relate to others, an important precursor is that the training is used to help people discover their own reasons to change and supports them in making those changes. Having motivation to change behaviours and attitudes is more likely to result in positive action. Indeed, this was observed in the earlier referenced study with 35,000 respondents within U.K. policing.[9,16] The common factors present in strategies that work is the satisfaction of three basic psychological needs that all people have; a feeling of *choice and personal importance* driving their actions, feeling *capable* of doing something well and *relating closely* to others.[2]

Researchers also argue that training initiatives should be embedded within organisational culture. An example in practice is the engagement of key decision makers (leaders) in solving problems of inequity, diversity or inclusion through participation in mentoring, advocacy or recruitment drives.[14] This leverages the individual's capabilities and skills (offering them a sense of proficiency), relies on voluntary participation and provides an opportunity to develop a close relationship with individuals from minority groups; aligning closely with the three basic psychological needs as outlined above.

Information presented in this report highlights qualities and strategies that diversity representatives and people involved with creating and facilitating trainings fine make diversity training effective, specifically with police officers and staff within U.K. policing. With government authorities placing the spotlight on current unconscious bias training practices, it is an opportune time to review and apply best practice consistently across all forces to maximise diversity outcomes within U.K. policing.

Introduction

Demographics

Twenty police officers and staff from various forces across England and Wales participated in in-depth one-on-one interviews lasting approximately 30-45 minutes. Interviews were conducted over video call. Questions were asked regarding existing diversity trainings in addition to the specific components which make an effective training versus a counterproductive training. Responses are participant's personal views of what an effective (or ineffective) training looks like.

Participants were aged 30-62 years

60% of participants identified as female and 40% identified as male

Most participants self-reported being of a White British background (80%), with 10% Asian, 5% Hispanic, and 5% Jewish

75% of participants were police staff and 20% were police officers, with 5% worked for a county council

Ranks of officers included Constable (5%), Sergeant (5%), Chief Inspector (5%), and Chief Superintendent (5%)

70% of participants have worked in policing for more than 10 years (with range of less than 1 year to over 20 years of service)

50% of participants were diversity representatives within policing

65% of participants have helped to either run or develop E&I/Diversity training sessions

After interviews, themes were assessed across interview participants. Below we discuss the major themes that emerged, noting the specific percentages of participants that mentioned the theme.

Key Factors for an Effective Training

Training in Context
Before the training begins

The Trainer is Important
Credible - Engaging - Supportive

mentioned by
60%
of participants

Lived experience: First-hand knowledge of the topics discussed

The trainer's values matter: Motivated to support people, believes in the cause

Has a story to tell, inspires and motivates attendees

"People who tell a good story and been there and done that, but 'yeah this person has enough credibility that it's worth me listening to.'"

Lead by Example
Involve Management

mentioned by
55%
of participants

Buy-in from the top: Management fully supports the training

Management plays an active role and acts as role-models

Leaders are involed with the training and/or take part in the training

"I think we've all got a part to play, we are all responsible irrespective of our level of engagement, role or grade but for me it needs to come from the top and the leadership is really important."

Integrated within the Culture
Informal - Organic - Embedded

mentioned by
30%
of participants

Ongoing training rather than a one-off

Normalise the ideas/actions of inclusion and embed them into everyday practices

"Making [inclusion] a regular thing, part of our normal vocabulary. I want to get it to a stage where [inclusion] is normal. At the moment, it's weird, we ask why is someone talking to me about inclusion, what have I done wrong? We need to embed it as part of our daily practices."

Framed as Proactive
Pre-emptive, Useful Training

mentioned by
25%
of participants

Feelings of choice about taking the training

Training is seen as being done because of its inherent value

Training as a reaction to a negative event can be seen as punishment

"After Equality Act – first thing you get is "here we go again", we all get re-trained because something has gone wrong in the force."

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Key Factors

Set the Scene
Within the first 15 minutes of the training

Inclusion Focused

Highlights the goal and value of an inclusive environment

mentioned by
35%
of participants

Focus on inclusion, with bias being secondary

"Honing in on what inclusion means and making it personal" is what counts.

Treats All as Equals

mentioned by
15%
of participants

Engages with the audience as equals

"People need to not talk to each other condescendingly, but as equals."

Gives Rationale
Clear Justification & Motivation

mentioned by
45%
of participants

Clearly conveys why participating in the training is important

"Defining right at the beginning why is this still important?... Earlier you can say why it's still important. Or else officers will think "here we go again". Why?"

Including statistics describing the extent of the problem, and the personal value that can be derived from participating

Creates a Safe Space
Audience can Speak Freely

mentioned by
85%
of participants

Emphasises there will not be repercussions for what is said during the training

Clearly conveys that attendees can ask any questions, share experiences and views openly

"The whole thing around questions... they're afraid to ask. If they can ask it and get an answer, rather than wondering if they can or can't say that."

Dispels Current Fears
Reassures Attendees

mentioned by
15%
of participants

Attendees have fears related to the topic

Calms fears to encourage attendees' openness and lowers defence

"I think there's a lot of fear in the force about where things will go.... If I say this comment, will this end up in police enquiry, am I going to lose my job?"

Quizzes, tests of knowledge, anything that appears judmental is avoided

Key Factors

Content of the Training
Specific content to include

Tailored to Police
Know the Audience

mentioned by
55%
of participants

Uses content specific to policing and the roles of the attendees

Avoids "generic" trainings with irrelevant examples; tailors to different roles and each force

"Deliver it in a way that is meaningful and resonates with their own force and staff. How can we let it fit "our" force?"

Education on Topic
Education on Equality, Diversity & Inclusion

mentioned by
60%
of participants

"AIDS awareness week – done some good stuff around that... get officers to understand and educate that they aren't at risk. Dispelling myths around these things."

Increases awareness of present issues

Dispels common misconceptions

Myth busting

Challenges Traditional Thinking
Problem Solving - Reasoning - Logic

mentioned by
60%
of participants

Uses content that invokes critical thinking

Challenges common thoughts and perceptions

"An environment where people are challenged and maybe makes them a wee bit uncomfortable."

Offers Time for Reflection
Employs Reflective Practices

mentioned by
60%
of participants

After imparting information, allows time for reflection

Reflection allows attendees to absorb and internalise information

"We seem to jam-pack the modules with a lot of content. Tick the box of knowledge but it doesn't always create the space for learning."

Practical Applications Made Clear
Practically Use the Content Learned

mentioned by
55%
of participants

Explores how the information can be used within specified contexts

The information is shown to improve job performance

"If you're coming away thinking "I'm gonna use that" then that was worthwhile."

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Key Factors

Goals of the Training
The ideal attendee experience

Felt Relatedness to Others

mentioned by
65%
of participants

Empathy-inspiring interactions relate back to attendees personal experiences, or feels relatable on a human level

"It's usually about the human connection, and the connection you make with someone that can change people."

mentioned by
55%
of participants

Perspective Taking of Others

Attendees are inspired to put themselves in someone else's position and understand their perspective

"One guy who was changed by training he went through... His view was quite hostile. Getting him to go beyond that... Imagine you're someone else, if it was you and how would you feel?"

Emotional Connection to the Content

mentioned by
40%
of participants

Content invokes empathy to engage attendees on a deeper level

"They are real stories and I've empathised with the person in front of me, rather being told yet again how to deal with it."

mentioned by
50%
of participants

Connects to Personal Values

Content is personal to what the attendees believe are key values

Appeals to the attendee's ethical values and principles

"I'd rather build on strengths than criticise. Takeaway–"the last time I saw you at your best was"- struck my values and I internalised it."

Internal motivation is promoted

Feelings of Acceptance

mentioned by
55%
of participants

Unconditional regard is conveyed from the trainer: The trainer values attendees even when they do not agree with the views of attendees

Trainers role-model open and honest conversations based in mutual respect

"Facilitate honest and open conversations, explore and share experiences, explore their biases and what that means for individuals. Doing it in a safe and supportive way is what works best."

Key Factors

Strategies of the Training
Ways to accomplish the goals of the training

Visuals are Best

mentioned by
40%
of participants

Best training is live, even if this is over video

Use of videos to portray content is also utilised

"Live sessions – you feel like you're talking to a real person. When I'm talking to someone real, doesn't have to be a [in-person] lecture, could be teams"

mentioned by
75%
of participants

Engages & Interacts
Discussions - Role-playing - Games

Instead of lecturing at, engages with attendees

Mutual effort from both the trainer and attendees

"The type of people who are drawn to be in the police aren't the type of people who want to look at PowerPoint or e-learning – they respond better to engagement."

Discussion-Focused
Share Views - Thoughts - Opinions

Gives attendees the opportunity to engage with one another

mentioned by
60%
of participants

Allows a free exchange of ideas between attendees and the trainer

Share ideas, exchange views, and brainstorm to help to bring information to life

"Seeing what everyone's views are. To make sure everyone understands and not just listens."

Story-Telling and Real World Examples
Different Points of View

mentioned by
85%
of participants

Real life experiences help to contextualise information and make it real

Uses guest speakers or videos, with emphasis on personal stories/experiences

"I think we are more drawn towards the personal story. They're more interested in people, as often people who come into the force are "people people"."

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Key Factors

Strategies of the Training
Ways to accomplish the goals of the training

Contact with People of Different Backgrounds
Encourages Communication & Connection

mentioned by
40%
of participants

Increased representation of different backgrounds and cultures

Encourages asking respectful questions regarding people of different backgrounds

"Having someone coming in from the transgender community coming in and talking about their experiences... If we can speak to these people and listen to their stories we may be able to understand it a bit more, rather than reading about it online. That way it gives you more of an understanding"

Learn from Past Mistakes
Understand and Reflect on the Past

mentioned by
30%
of participants

Uses recent and relevant examples from past mistakes within policing

Allow consideration on what could have been done differently

Encourages audience members to reflect on their own past mistakes

"Acknowledging mistakes and reflective practice... making mistakes and trying to learn. I like a culture where professional standards is more open and honest, and allowing people to make mistakes and not be penalised."

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Key Factors

Feelings of Competence

mentioned by
35%
of participants

Feeling bolstered with a sense of expertise on the topics discussed

Provides tools and resources to support competence

"It's good to hear these things and makes you feel a part of the team and gives you confidence. If you have confidence in yourself and your team you'll be a better person in your team and community."

Gain Knowledge of Resources

mentioned by
35%
of participants

Learn where to access and how to use post-training resources

Support networks available to join, as an identifying group member or an ally

"It's nice for the trainer to offer some support afterwards, being able to ask questions after... Signposting to where you can find more info and people to sit down and discuss issues that the training may have brought up for you."

A point of contact to ask questions/concerns is identified

Knowledge of Innapropiate Language/Behaviour

Guidance on appropriate language is provided

Education on ways to call out language/ behaviour in a safe and effective way

Establishes and encourages accountability without eliciting fear

mentioned by
35%
of participants

"Real life examples, contextualising it for policing, not something off the shelf that Tesco might use. For the issues people are dealing with, stuff around language what is and isn't appropriate and how it's moved on."

Discussion of Training Practices

Training in Context

The facilitator is essential to the effectiveness of the training program.[17,18] Police officers and staff whom we interviewed described the ideal trainer as being engaging and supportive to the audience. They also described that a desirable quality includes credibility (i.e., being someone "worth listening to"), which could include someone who has direct experience (lived experience) of the topics discussed. The prototypical ineffective trainer was described by participants to be reading off slides without connecting with the audience.

Leading by example is not a new concept, and interview participants often referred to middle management as the vital leaders that drive positive change through modelling it. This view is consistent with research showing that leadership promotes a positive culture within workplaces, or more directly within teams.[19,20] In a few instances, participants also described supervisors exempt from a training as a contextual quality that would harm their perceptions of the training's validity.

Participants described the training as something that should be integrated within the culture within policing. This includes having ongoing trainings (instead of a one-off training), and the trainings themselves feeling more relaxed and informal. Half of participants negatively referred to a mandatory (forced attendance) and overly formalised training.

Several participants also described the harm of the training being seen as reactive, or only implemented because of a negative event occurring in the force. The training needs to be seen as proactive, being done because the training is useful, instead of as a form of punishment.

Set the Scene

Several participants described the goal of creating an inclusive environment should be made clear within the training. A focus on inclusion was discussed in direct contrast to the traditional focus on bias. Previous research supports that a "positive" focused training may be more effective, where the clear goal is to improve inclusion, and information relating to bias and prejudice is secondary.[21]

Audience members need to feel they are being treated as equals during the training. A few participants described damaging trainings as one in which audience members are treated in a condescending manner. Such descriptions highlighted the importance that the trainer can role-model an inclusive culture directly through positive interactions.

Participants suggested that one way to get audience members on board is to give a meaningful rationale that describes, in a specific and relevant way, the importance and need for training. It is important this is done in a way that connects to attendees' own values and is free from judgment and shaming. Such an approach is supported by previous studies which found that providing a rationale helps individuals identify the reasons that a goal or action is personally important to them (re: autonomy).[9] One participant also described a lack of rationale as detrimental to the goals of the training.

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Almost all the participants emphasised the need for a safe space when conducting an inclusion training. The audience needs to feel as if they can speak honestly and freely, including asking any questions. This includes the trainer stressing that there will not be repercussions for what is said during the training.

Most participants referred to the fact that there are many fears around the topic of diversity within policing. A couple suggested that the training should seek to dispel those fears. Fears may also be exasperated by negative connotations associated with diversity training; a few participants mentioned these connotations as a barrier to an effective training.

Content of the Training

Training content should be tailored to its specific audience.[22,23] Half of the participants mentioned the need for the training to be specific to policing and the roles within policing (e.g., officers versus staff). Participants also described generic or non-specific trainings to be detrimental to the credibility of the course.

When describing the ideal content, most participants described some form of information or education. Education in this context includes busting commonly held myths and misconceptions, as well as increasing the awareness of issues relating to inclusion. Education was described both positively and negatively by participants. The negative aspects of education include conveying too much information without supporting attendees' ability to integrate that information (i.e., without applying or allowing reflection on the content), too much focus on legislation (which is either described as boring or punitive), and an overall focus on rules or consequences to actions (which creates fear).

Most participants described beneficial content as that which challenges traditional thinking, such as discussion that challenged their perceptions and allowed for deeper, critical thinking. Conversely, content that was seen to be too simple or failed to provoke thought was also described by some as harmful to the impact of the training.

Allowing time for reflection helps audience members make sense of, and therefore internalise, the information they have learn. With time, attendees can think carefully about what aspects of training they can agree with, and how new information aligns with their existing values and identity. Most participants mentioned time for reflection, as well as employing reflective exercises, as things which would make the training more effective.

More than half the participants described the ideal training to have practical applications, as in content which can be used practically in everyday life. For example, outlining real-life scenarios from a policing context will help attendees apply the content. In addition, offering information which can be taken away and applied to their specific role was described as especially helpful.

Goals of the Training

Most participants described feelings of relatedness as an experience within the training that impacted them even years later. They described feeling related to other audience members, to the trainer, or to a guest speaker. The feeling of relatedness came from identifying and connecting with another person which was described as creating the biggest impact.

When attendees were encouraged to take the perspective of others, the experience facilitated buy-in to inclusion goals. Over half the participants reported this experience was important for their own attitude change. Perspective taking included imagining they were in someone else's position and understanding the views, emotions, and challenges that others faced. They described the best way to promote perspective taking involved telling or visualising actual stories.

Similar to relatedness and perspective taking, feeling emotional connection to the content was described by participants as being important for the content to resonate. This includes encouraging empathy and including content which could potentially move the audience emotionally. While relatedness and perspective taking are experienced through interaction, creating an emotional connection to the content can be experienced through other means, for example through videos.

Half of participants mentioned the importance of connecting with attendees moral and ethical values. This was talked about as especially important to police officers and staff to abide by, including the Code of Ethics as an example of key values to promote.

Feeling accepted was described by over half of the participants as an essential component to the training. This experience was characterised by the trainer providing unconditional support – the experience that one is valued even when others disagreed with one's views. It was contingent on providing an open, honest safe space for speaking. Participants also described that this experience was undermined in previous training when trainers labelled attendees as biased or racist, which produced further negative attitudes toward the training and content.

Strategies of the Training

Participants noted that a training delivered live, including over video call, would be more effective than those that delivered information over text. Nearly all participants noted e-learning, an online practice that mostly employs text, was entirely ineffective. The use of visuals throughout the training was also discussed as something which would be positive. Such materials include photos or videos that effectively illustrate the training content.

Nearly all participants described the ideal training as engaging and interactive. Interactive activities to be employed in the training can include discussions, role-playing (if not forced on the participants), and games. Lecture-style sessions were uninspiring, and it was the activities that helped to keep attendees engaged and interested.

Similarly, more than half of participants recommended utilising a discussion focused training, whereas the attendees have multiple opportunities to engage with one another, as well as with the trainer. These discussions encourage a free exchange of ideas, which served to promote a sense of openness and facilitate internalisation of the materials.

Finally, nearly all participants mentioned to use a guest speaker, or personal story conveyed over video, as a moment that would stay with attendees for a long time after the training has concluded.

Similar to the use of real stories, participants described contact with people of different backgrounds as a potential characteristic of training that they believe would have real impact on attendees. They described that this contact can be attained by increased representation of individuals from various backgrounds and cultures to share training sessions and engage in open discussions about their unique experiences, or perhaps more feasibly through inviting a guest speaker from a different background that attendees can connect with and ask questions of. The use of contact is supported by previous research as effective at eliciting attitude change.[24]

Participants mentioned learning from past mistakes as a way to apply the content, encourage critical thinking, and shift the perspectives of training attendees. The past mistakes could be those previously made within policing, with the trainer taking care to allow a free discussion of these past mistakes without implying shame or guilt. Instead of shaming, the focus should be on "what could have been done differently?" and by offering time for reflection. This could also be done by having attendees reflect on their own past mistakes in an open and non-shaming manner oriented towards learning where they can choose to undertake a journey of improvement.

Takeaways

Alongside effectively conveying the rich and personal value of pursuing inclusive goals, the best training also provided concrete takeaways to attendees to guide them on how they can behave in line with inclusive goals.

Participants described feeling competent to pursue inclusive goals to be an important outcome of training. They described a sense of expertise and feeling of being bolstered as confidence boosting. With this takeaway, participants felt that training could be connected to job performance. As we see in motivational research, feeling competence helps individuals adapt to complex and changing environments and improves overall well-being.[25]

Participants described that an effective training also built knowledge of available resources for police officers and staff to access and use. Resources include support networks that were available for attendees to join, a point of contact for questions and concerns relating to diversity and inclusion, as well as physical resources (handout, website etc) that employees within policing can access when they are unsure of the considerations or terminology to take into account with various social groups, or when the training has brought up issues for them personally.

Participants also described benefits when trainers educated attendees on how they can correct inappropriate language and/or behaviour. They described the importance of guidance about appropriate language, as well as methods for intervening in a safe and effective way when inappropriate language and behaviour was observed.

Next Steps

This report outlined key findings from our investigation into effective strategies for engaging police officers and staff and promoting positive attitude change. We found that the best training fosters internal motivation to engage inclusion and reduce prejudice. It does this through activating values and linking those to identity (i.e., as police officer or staff), creating an open and safe learning space, and fostering curiosity and respectful discussion. Through support and non-judgment, it also role-models mutually respectful relationships. And finally, it gives attendees the skills and knowledge to act effectively on values and goals gained in the training.

We discussed themes that emerged chronologically for a training (i.e., education) session, including: aspects to consider before the training begins, ways to get buy-in within the first 15 minutes of the training, specific content to be included, goals for the attendees' experience and strategies to accomplish those goals, and finally, takeaways for attendees to use to continue engaging in inclusion practices after the training.

Limitations of this research merit consideration. This report was based on responses from a relatively small sample of twenty police officers and staff. Most respondents were white and police staff; results may not extend to diverse groups. Lastly, this report was based on qualitative data that reflected the shared opinions of those interviewed based on training they underwent. Additional work can be conducted to empirically model how themes identified relate to attendee outcomes, such as well-being and behaviour.

We highly recommend that police forces standardise and evaluate their EDI training, so that training can be further improved over time. Robust examples of an effective training include observing a quantifiable difference in the number of racial and ethnic minority community members targeted for stop and search across forces after implementing the training recommendations, as well as a noticeable difference in the experience of prejudice and inclusion by employees who identify as marginalised group members. Additionally, it is important to understand how the training is received and the ways that individuals believe their attitudes are affected. Feedback from attendees might therefore include open-ended questions that call for descriptions and not just scale-based ratings, to allow participants to elaborate on their personal experiences of the training.

There is a relative lack of efficacy and return on investment from EDI trainings. It is clear that an expert research-guided approach to designing and standardising EDI interventions is needed. An important first step should incorporate robust theory and scientific evidence into concrete solutions. For example, this could include providing training facilitators with the knowledge, understanding and critical thinking skills to become expert practitoners. The second step must be to trial interventions under robust and transparent conditions in real-world settings; so that we can reliably and scientifically test and measure the impact of new interventions and draw conclusions with confidence. The content of this report is adapted from interviewees' opinions without empirical assessment. Adopting a research-informed approach will give the best opportunity to design training that truly creates an impact in reducing prejudice and increasing inclusion in our communities.

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