

LEARNING TOGETHER ONLINE TO RESPOND EFFECTIVELY TO HATE CRIME AND HATE SPEECH*

Findings from Facing Facts' latest research

MULTI-STAKEHOLDER APPROACHES WORK

Police, victim support and monitoring specialists, policy makers, and equality bodies each have a role to play and need learning spaces for challenge and dialogue across institutional and community boundaries.

ATTITUDES TOWARDS ONLINE LEARNING ARE CHANGING

Increased exposure to online learning leads to increased enthusiasm about online learning. However, limited internet access, security restrictions for police learners and other infrastructure challenges can undermine access to the full range of digital education options for many learners.

POLICY GAPS MUST BE ADDRESSED

Multi-stakeholder online learning on hate crime and hate speech is not clearly covered by the EU's Digital Education Action Plan and risks being excluded from its generational pledge to 'reset education and training for the digital age'.



HARNESS INNOVATION

Empirical studies, robust evaluation and AI innovation must be continuously developed for this under-served area.

ONLINE LEARNING MUST BE SOCIAL

Covid accelerated the adoption of online learning but also created 'digital fatigue'. Cohort-based programmes and peer-to-peer learning ensure a social dimension and strengthen connections. Tutor support brings expertise.

CHANGE AGENTS NEED SUPPORT

Those working at the centre of hate crime and hate speech responses can feel isolated. Professional recognition and opportunities for continuous skills

“ I'm a believer in online learning and I think that the tools for doing it well are only improving. That's not to say we can't make it better. ”



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RECOMMENDATIONS

Future efforts should focus on policy alignment, robust evaluation frameworks, strengthened multi-stakeholder collaboration, strategic leadership support, and supporting innovation in learner-centred design.



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* Learning about Hate Crime & Hate Speech Online: Needs & Motivations of a Multi-stakeholder Community of Practice