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D2.7 – TRAINING SESSION SUMMARIES AND EVALUATIONS

SYNTHESIS OF THE THREE WP2 STAFF TRAININGS ON SUPPORT PROTOCOLS, LEGAL RIGHTS, AND PSYCHOLOGICAL FIRST AID

COMBATHATE
COMBATING HATE SPEECH AND HATE CRIMES AGAINST INDIVIDUALS WITH MENTAL DISABILITIES.

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ABOUT THE PROJECT

PROJECT NAME
COMBATHATE (Combating Hate Speech and Hate Crimes Against Individuals with Mental Disabilities)

PROJECT NUMBER
101205522

EU PROGRAMME
Citizens, Equality, Rights and Values (CERV)

WHY THIS PROJECT?
Individuals with mental disabilities frequently face hate speech and hate crimes that undermine their dignity, safety, and well-being. COMBATHATE seeks to address this challenge by developing tailored support systems, raising public awareness, and strengthening cooperation between civil society and public authorities (including law enforcement).

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PROJECT CONSORTIUM

1. DOCUMENT CONTEXT AND SCOPE

COMBATHATE addresses hate speech and hate crimes against individuals with mental disabilities by developing tailored support systems, strengthening staff capacity, and building cooperation between civil society organisations and public authorities.

Deliverable D2.7 was defined in the Grant Agreement as a public report summarising and evaluating the three WP2 staff trainings, including feedback from participants and trainers, lessons learned, recommendations for future training, and validation of the developed support systems.

Project	COMBATHATE - Combating Hate Speech and Hate Crimes Against Individuals with Mental Disabilities
Reporting basis	D2.4 Staff Training Session 1 on Psychological First Aid (Pärnu, Estonia); D2.5 Staff Training Session 2 on Legal Rights (Bansko, Bulgaria); D2.6 Staff Training Session 3 on Support Protocols (Torre del Greco, Italy)
Evaluation sources	Session agendas, evaluation reports, daily micro-feedback questionnaires, final assessment questionnaires, and cross-session synthesis prepared for D2.7
Coverage	3 completed trainings | 30 participants per training | 450 daily micro-feedback responses | 90 final assessment questionnaires

Approved training sequencing clarification

With the acceptance of the Project Officer, the implementation order of WP2 staff trainings was adjusted to ensure stronger operational coherence: D2.6 Support Protocols was delivered first in January 2026 (Italy), D2.5 Legal Rights followed in February 2026 (Bulgaria), and D2.4 Psychological First Aid was completed in March 2026 (Estonia). The adjustment did not affect training quality or objectives.

For the purposes of this synthesis, the three trainings are analysed in their actual delivery sequence, because this best reflects how lessons accumulated across the WP2 capacity-building cycle.

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2. EXECUTIVE SUMMARY

3 completed WP2 staff trainings	**540** completed evaluation instruments
4.73/5 overall average for 'met expectations' across sessions	**87/90** final-assessment respondents recommending the training

Across the three trainings, staff consistently reported strong satisfaction, high perceived relevance, and clear practical applicability of the COMBATHATE tools and workflows. The evaluation evidence also shows that participants most valued hands-on formats: role-play, case work, study visits, accessible tools, and cross-country peer exchange.

Taken together, the training cycle confirms that the support systems developed under WP2 are usable for real-world implementation and sufficiently robust to move into WP3 piloting, while also identifying targeted areas for consolidation and follow-up support.

3. EVALUATION FRAMEWORK AND ANALYSIS APPROACH

The synthesis combines session-level evidence and cross-session comparison. Each training used a mixed evaluation approach that combined daily formative feedback with final summative questionnaires. The combined evidence therefore captures not only whether the trainings were well received, but also how the support tools were understood, practised, and adapted across the week.

No separate standalone trainer questionnaire was used across all three sessions. For D2.7, the facilitator perspective is synthesised from the delivery experience reflected in the session reports and from the recurring adjustment needs evidenced through daily micro-feedback.

Component	What it captured	How it was used in D2.7
Daily micro-feedback	What was clear and useful, what was difficult, and what should change the next day	Used to identify learning progression, recurring practical needs, and themes that shaped adaptation during each training week
Final assessment	Session-level satisfaction, clarity, relevance, recommendations, and readiness/confidence indicators	Used to compare training outcomes across the three sessions and identify the strongest and weakest dimensions
Cross-session synthesis	Repeated qualitative themes emerging in all three trainings	Used to formulate facilitation lessons, validation conclusions, and implementation recommendations

4. OVERVIEW OF THE THREE WP2 TRAININGS

Training	Dates and location	Host	Participants	Main validation contribution
D2.6 Support Protocols 20-24 Jan 2026	Torre del Greco, Italy	PUCK	30 staff	Validated intake-to-closure workflow, role allocation, documentation, and consent/proxy practice.
D2.5 Legal Rights 23-27 Feb 2026	Bansko / study visits in Razlog and Bansko, Bulgaria	Provision	30 staff	Validated legal-rights guidance, reporting/referral basics, evidence, consent/privacy package, and service mapping.
D2.4 Psychological First Aid 17-21 Mar 2026	Pärnu, Estonia	Nooruse Maja	30 staff	Validated first-response tools, Look-Listen-Link, accessible communication, reporting support, boundaries, and self-care.

JAN 2026 D2.6 Support Protocols	FEB 2026 D2.5 Legal Rights	MAR 2026 D2.4 Psychological First Aid

Note: D2.7 uses the actual delivery order (January–March 2026) rather than the original numbering sequence.

5. SESSION SUMMARY - D2.6 STAFF TRAINING ON SUPPORT PROTOCOLS

Delivered in Torre del Greco, Italy, this training translated the support protocol into practical, operational skills for intake, triage, safeguarding, documentation, referral and follow-up.

Core dates	20-24 January 2026 (+ travel on 19 and 25 January)
Location	Hotel Sakura Centro Congressi, Torre del Greco, Italy
Host	Associazione Gli Amici di PUCK
Focus	Support protocol workflow: intake, triage, case management, evidence, GDPR and referrals
Evaluation	150 daily micro-

Evaluation highlights

Overall, the training met expectations
4.73 / 5
Training objectives were clear
4.80 / 5
Facilitation was clear and supportive
4.83 / 5
Felt able to apply the workflow after the training
4.27 / 5
Would recommend to colleagues
29 of 30
Follow-up support needs
21 ready | 7 refresher | 2 more case simulations

	feedback responses and 30 final assessments	

The programme focused on operational workflow rather than general awareness. Participants worked through the full sequence from first contact to case closure, with strong emphasis on safeguarding, accessible documentation, risk assessment, evidence handling and warm referrals.

Evaluation findings show a clear consolidation effect across the training week. The proportion of participants reporting nothing confusing increased markedly between Day 1 and Day 5, while final ratings were strongest for facilitation, clarity of objectives, and the overall balance between theory and practice.

The session also generated the clearest direct validation evidence for the end-to-end support protocol itself. Participants identified the intake-to-closure workflow as the most useful module, indicating that the developed protocol had become understandable as a practical routine rather than as a purely conceptual framework.

What participants valued most

- The full support protocol workflow from intake to closure was repeatedly described as the most useful part of the training.
- Risk assessment, safeguarding explanations and referral decision-making were highly valued, especially when delivered through role-play and case work.
- Documentation, GDPR, consent and proxy-reporting topics were perceived as directly applicable to everyday support work.

Main improvement needs

- More time for documentation and evidence-handling practice in a small number of sessions.
- A short refresher and additional case simulations for participants who wanted more consolidation before routine use.
- Retention of the daily micro-feedback mechanism, which supported responsive facilitation adjustments.

6. SESSION SUMMARY - D2.5 STAFF TRAINING ON LEGAL RIGHTS

Delivered in Bansko, Bulgaria, this training strengthened staff capacity to recognise hate incidents, explain victim rights, preserve evidence, support reporting, and cooperate safely with legal and public institutions.

Core dates	23-27 February 2026 (+ travel on 22 and 28 February)
Location	Olimp Hotel, Bansko; study visits in Razlog and Bansko, Bulgaria
Host	PROVISION International
Focus	Legal rights, reporting pathways, evidence basics, consent/privacy and service mapping
Evaluation	150 daily micro-

Evaluation highlights

Overall, the training met expectations
4.70 / 5

Legal rights content was clear and understandable
4.67 / 5

Improved understanding of legal pathways
4.73 / 5

Better understood how to support access to legal remedies
4.77 / 5

Practical examples and case studies were useful
4.70 / 5

Would recommend to colleagues

	feedback responses and 30 final assessments	**30 of 30**

The training combined classroom sessions, case simulations, referral practice and two study visits that connected legal content with real local services. Participants practised accessible explanation of rights, incident documentation, referral letters and case note writing.

Daily feedback indicated a consistently positive learning experience, with particular appreciation for cross-country comparison of legal systems, reporting pathways and the practical value of study visits. The final assessment confirmed strong learning outcomes regarding legal pathways and support to victims accessing remedies.

This training provided the clearest validation of the legal component of the support system. Participants highlighted case studies, simulations, cooperation with authorities and rights-of-victims content as the most useful building blocks for real application.

What participants valued most

- Reporting procedures, referral tools and evidence basics were seen as practical and immediately relevant.
- The study visits in Razlog and Bansko were repeatedly described as enriching and helpful for understanding rights in practice.
- Consent, privacy and neutral case documentation were recognised as essential for ethical support work.

Main improvement needs

- More time for group tasks, clarifications and discussion in multilingual settings.
- Facilitation strategies that help large-group discussion remain inclusive and easy to follow.
- Continued use of concrete case studies and step-by-step exercises, especially for cooperation with authorities.

7. SESSION SUMMARY - D2.4 STAFF TRAINING ON PSYCHOLOGICAL FIRST AID (PFA)

Delivered in Pärnu, Estonia, this training strengthened first-response capacity through the PFA framework, language awareness, accessible communication, reporting tools, boundaries and self-care.

Core dates	17-21 March 2026 (+ travel on 16 and 22 March)
Location	Nooruse Maja / Aleksandri Guest House area, Pärnu, Estonia
Host	Nooruse Maja (RNUN)
Focus	PFA basics, Look-Listen-Link, communication, reporting pathways, study visits and self-care
Evaluation	150 daily micro-feedback responses and 30 final assessments

Evaluation highlights

Overall, the training met expectations
4.77 / 5

Objectives of the training were clear
4.77 / 5

Training content was relevant to work
4.53 / 5

Understood the basic principles of PFA
4.83 / 5

Felt more confident supporting a person in distress
4.67 / 5

Would recommend to colleagues
28 of 30

The training created a strong reflective foundation by linking Psychological First Aid with language, stigma, inclusion and respectful first response. The programme then moved into Look-Listen-Link, accessible communication, reporting tools, and real-life service exposure through study visits in Pärnu.

Daily micro-feedback shows that participants valued the emotionally safe learning climate, practical exercises, group work and the opportunity to connect first-response theory with real support environments. The final assessment was especially strong for understanding basic PFA principles and for the perceived usefulness of practical exercises.

This session validated the first-response and stabilisation component of the support system. The evidence indicates that the PFA tools, accessible communication principles and linked reporting/help-map elements are understandable and transferable to everyday work.

What participants valued most

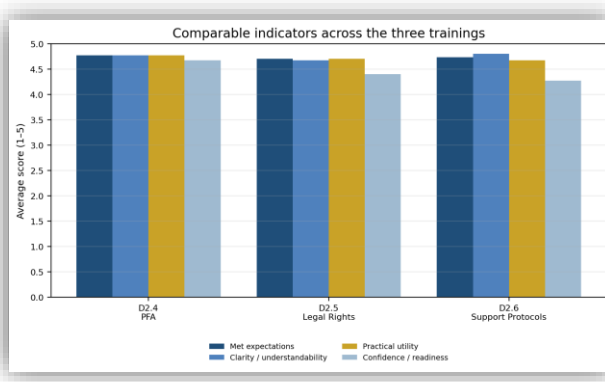
- The Look-Listen-Link model and practical exercises were understood as clear, useful and directly transferable.
- The workshop on language, labels and stigma created an important ethical basis for first response.
- Guest testimony, reporting tools and study visits were seen as powerful bridges between theory and practice.

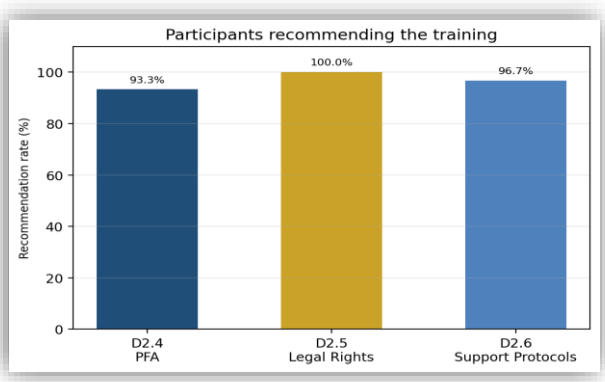
Main improvement needs

- More time for discussion and practice in some sessions, especially where language confidence varied.
- Continued use of multilingual-friendly pacing, visual supports and small-group facilitation.
- Retention of interactive formats that help participants process emotionally sensitive content safely.

8. CROSS-SESSION COMPARATIVE FINDINGS

Although each training had a distinct thematic focus, the combined evidence reveals a consistent pattern: the more strongly the sessions linked theory to practice, the more positively participants rated relevance, clarity and confidence for application.





Recurring participant feedback messages

Practical exercises, role-play and case studies were valued most consistently across the three sessions. Study visits and real-life service exposure were cited repeatedly, especially where the training structure included them. Cross-country exchange was a learning asset, particularly when comparing legal systems, support routines and service models. Participants repeatedly requested clearer pacing, scenario practice time, and multilingual group moderation in some mixed-language groups.

Comparable indicator	D2.4	D2.5	D2.6	Cross-session reading
Met expectations	4.77	4.70	4.73	High and stable across all three trainings
Clarity / understandability	4.77	4.67	4.80	Very strong clarity in all sessions
Practical utility	4.77	4.70	4.67	Consistent high practical use
Confidence / readiness	4.67	4.40	4.27	Positive, but lower than clarity - indicates need for light follow-up practice

9. FACILITATOR SYNTHESIS AND LESSONS LEARNED

No separate standalone trainer questionnaire was used across all three sessions. For D2.7, the facilitator perspective is therefore synthesised from the delivery experience reflected in the session reports and from the recurring adjustment needs evidenced through daily micro-feedback.

Facilitator lesson	Evidence across the trainings	Implication
Practice-first design works best	Role-play, scenarios, case studies and tool-based exercises were repeatedly named as the most useful formats.	Future training should continue to combine short theory blocks with guided practical application.
Real contexts deepen transfer	Study visits in Bansko and Pärnu, and the strong emphasis on case-based practice in all sessions, strengthened application.	The next cycle should expand service-mapping whenever local contexts support it.
Multilingual pacing matters	Some participants requested slower pacing, more time for group tasks, and clearer instructions in multilingual settings.	Facilitators should use plain language, visual supports, and deliberate pausing, especially in mixed-language groups.
Daily micro-feedback is an effective quality tool	Across all sessions, day-to-day feedback helped identify practical issues before the next day of training.	The method should be retained for future trainings and implementation follow-up.
Confidence grows after clarity, not at the same speed	Readiness/confidence scores were positive but consistently lower than clarity scores.	Refresher inputs and implementation coaching are needed after the intensive training weeks.

Cross-session lessons learned

- The three themes are stronger when treated as one integrated support pathway rather than as isolated topics.
- Training transfer improves when participants work with tools they can immediately review: mini packs, reporting forms, checklists, case note templates and service maps.
- Ethics and accessible communication are not standalone topics; they must run through PFA, legal rights, documentation and cooperation modules.
- Participants benefit from sequencing local services exploration before abstract concepts. This is particularly important for referral pathways and first-response support.
- A short refresher or post-training case clinic is a proportionate response to the lower readiness scores observed in the final assessments.

10. VALIDATION OF THE SUPPORT SYSTEMS DEVELOPED UNDER WP2

A central purpose of D2.7 is to assess whether the support systems developed under D2.2 and operationalised through D2.3 were not only conceptually sound, but also workable in real practice. The combined training evidence confirms that the core tools and workflows are usable and adaptable across the partner contexts.

Support system component	Validation evidence from the three trainings	Conclusion
First response / PFA	D2.4 provided very strong scores for understanding PFA principles and for the usefulness of practical exercises. Look-Listen-Link was repeatedly named as a concrete, transferable first-response tool.	Validated as an accessible and teachable basis for first response.
Hate incident recognition and reporting	D2.4 and D2.5 confirmed first-response with practical reporting tools, Help Maps, and accessible incident guidance. D2.6 reinforced referral logic and warm reporting practice.	Validated as a workable bridge between support work and reporting action.
Rights information and referral	D2.5 showed strong gains in understanding legal pathways and rights-of-victims content. D2.6 reinforced referral logic and warm referral practice.	Validated as a practical component of beneficiary support.
Documentation and data protection	D2.5 and D2.6 both highlighted GDPR, consent, and neutral documentation as highly relevant and strongly useful.	Validated, with a clear recommendation to retain practice-led rehearsal in future cycles.
End-to-end protocol workflow	D2.6 participants most frequently selected the workflow module as most useful and reported strong clarity of the practical steps.	Validated as operationally coherent and ready for implementation.
Multi-agency cooperation and local service mapping	Study visits, service mapping, referral letters, and cross-country exchange showed the value of connecting each theme to real support environments.	Validated as transferable, but dependent on continued local mapping and relationship-building.
Digital wizard prototype	The reporting logic and accessibility principles behind the digital wizard were reinforced through training on the icon-based form, proxy reporting and accessible communication; however, no dedicated live user-testing round for the wizard itself was completed within WP2.	Partially validated at concept level; requires focused user-testing during WP3 for full operational validation.

Overall validation statement

The three trainings confirmed that the support mechanisms developed under WP2 are not merely theoretical products. Participants were able to understand them, practise them, and relate them to real organisational routines. The key implementation requirement now is continued consolidation through practical use, refresher inputs, and monitoring during WP3.

11. RECOMMENDATIONS FOR FUTURE TRAINING AND IMPLEMENTATION

The three completed trainings provide a clear basis for future capacity-building inside COMBATHATE and for any replication beyond WP2. The recommendations below distinguish between training design improvements and implementation-oriented follow-up actions.

Recommendation area	Action recommended
Training design	Keep the blended structure of concise expert input, guided practice, structured reflection and, where possible, site visits or local service exposure.
Scenario practice	Increase the volume of case simulations and role-play in multilingual, ethically safe learning settings.
Refresher support	Offer shorter follow-up sessions or case clinics several weeks after intensive training.
Multilingual facilitation	Use slower pacing, clearer instructions, recap slides, visual anchors and small-group support to reduce language-related barriers.
Accessible tools	Continue to prioritise plain language, icon-supported forms, practical checklists and ready-to-use mini-packs that participants can transfer directly into daily work.
Monitoring and quality assurance	Retain daily micro-feedback and end-of-day group reflection as a lightweight but highly effective quality assurance mechanism.
Implementation follow-up	Track how the trained staff use the tools during WP3 and document specific cases where the support systems improve intake, documentation, referral or response.
Cross-sector cooperation	Maintain local service mapping and strengthen relationships with legal, health and social actors so that referral pathways remain current and operational.

These recommendations are intended not only for future training cycles, but also for the next implementation phases of COMBATHATE. In particular, they should inform how partner organisations coach staff after the training and shape the consolidation evidence collected for later work packages.

12. CONCLUSION

D2.7 confirms that the three WP2 staff trainings collectively achieved their intended purpose. Together, they created a structured learning pathway that equipped staff with practical tools for first response, legal rights support and operational case management in relation to hate speech and hate crimes affecting individuals with mental disabilities.

The evaluation evidence demonstrates that the training package is relevant, well received and practically oriented. The consistent positive pattern across satisfaction, clarity, recommendation and perceived real-world transfer confirms that the remaining challenge is not conceptual validity, but consolidation: ensuring that staff continue to practice the tools, apply them consistently and receive light-touch follow-up in implementation progress.

On this basis, the support systems developed under WP2 can be considered validated for real-world implementation within the scope of WP2 training and simulation evidence, with clearly identified recommendations for continuous improvement, additional testing where needed, and replication.

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