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# D3.6 – SUPPORT SESSIONS

## ITALY, ASSOCIAZIONE GLI AMICI DI PUCK

## 2 JULY –8 SEPTEMBER 2026

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

# Document information and contents

| Field | Information |
|---|---|
| Deliverable | D3.6 – Support Sessions – Italy (Gli Amici di PUCK) |
| Lead beneficiary | Associazione GLI AMICI DI PUCK |
| Work package | WP3 – Practical Implementation of Support Systems |
| Project / programme | COMBATHATE \| 101205522 \| CERV |
| Activity period and place | 2 July–8 September 2026; Ercolano, Italy |
| Format / dissemination | English electronic report; PUBLIC (PU) |
| Version / cut-off | 1.1 \| GLI AMICI DI PUCK-documentary synthesis \| 21 September 2026 |
| Evidence basis | GLI AMICI DI PUCK agenda/calendar, eight attendance-record files, eight survey exports and other materials. See Section 10. |

## Contents

1. Executive summary and scope ..... 2
2. Participants and supported participation ..... 3
3. Calendar and attendance evidence ..... 4
4. Support tools, materials and delivery methods ..... 5
5. Session-by-session agendas and implementation ..... 6
6. Evaluation method and data quality ..... 14
7. Aggregated questionnaire results ..... 15
8. Session-level results ..... 16
9. Lessons, recommendations and conclusion ..... 17
Annex A. English feedback questionnaire ..... 18
10. Source register and evidence custody ..... 19

# 1. Executive summary and scope

Gli Amici di PUCK delivered a programme spanning July, August and September at the venue recorded in the attendance sheets in Ercolano. Eight dated sessions addressed recognition of hate incidents, supportive reception, non-directive listening, overload-sensitive responses, reporting choices, prevention, resilience and professional practice. The calendar and summaries use a distinctive local sequence, which is retained in the session-by-session account. [G1, N0, N1–N8, A1–A8]

This deliverable documents the support-session phase following D3.2 Workshop – Italy (Gli Amici di PUCK). It reports implementation and participant feedback rather than a clinical effectiveness study. The planned core group was 20; the supplied records are used to describe the actual reported group and questionnaire denominators against that planning target. [C1]

| Delivery / evidence indicator | Result |
|---|---|
| Sessions documented | 8 dated sessions with eight attendance-record files and eight survey exports |
| Duration recorded | 3 hours per session; 24 hours programmed in total |
| Reported participant group | 20 people; role and attendance limitations are explained in Section 2 |
| Returned questionnaires | 160 session-feedback forms; repeated returns, not 160 unique people |
| Valid item ratings | 1,599 ratings across 10 questions |
| Overall satisfaction (Q10) | 4.74/5; 98.7% ratings 4–5; n=159 valid answers |

## Purpose of the support sessions

The programme provided repeated opportunities to recognise harmful situations, practise accessible communication and reporting, understand support options and identify a safe next step. Guardians, tutors, family members and support workers assisted where required, including through representative signatures and feedback completion. [C1, C2, N1, F1–F8]

## What this public report does and does not establish

The report combines documented programme content, partner observations and recalculated questionnaire summaries. It does not count simulation exercises as real cases, assume that every signed name identifies a beneficiary answering independently, or infer individual progress from anonymous repeated feedback. Signed evidence remains outside the public report. The September sequence is complete by the reporting cut-off; no future session is recorded as already delivered.

**Headline evaluation finding**

The descriptive mean across all valid item ratings is 4.64/5. Ratings of 4 or 5 account for 98.7% of valid item answers. These are ratings of session experience and perceived usefulness, not a validated clinical outcome or an individual pre/post change score.

# 2. Participants and supported participation

The consortium brief identifies a core group of 20 beneficiaries and/or their tutors or guardians. PUCK's records document 20 named entries per session and 20 questionnaire records per session. Its narrative describes heterogeneous mental-health and support needs and extensive involvement of the family/professional support environment. The source set does not quantify beneficiary, family-member, guardian and professional roles separately, so the 20 records are not presented as 20 independently responding clinical beneficiaries. [C1, N0, N1–N8, A1–A8, F1–F8]

The session summaries describe flexible communication, pictures and AAC, sensory games, fine-motor tasks, role-play and simulations. Family and professional support are central to the local model; the final session is explicitly entitled Professional Training. That title and its content are retained, while the programme remains reported under the requested WP3 support-session deliverable. [N0, N1–N8]

| Population measure | Recorded information |
|---|---|
| Planning target | Core group of 20 beneficiaries, with support/representation where needed |
| GLI AMICI DI PUCK group / roster | 20 participant entries |
| Participant gender – attendance basis | 0 male; 20 female |
| Demographic reporting basis | The attendance register is the common source for participant gender reporting. Feedback-completer gender is not used to reclassify the registered participant group. |
| Questionnaire completion | Beneficiary, assisted or guardian/tutor completion; the exact completion-mode split was not recorded. |
| Age and disability detail | No participant-level age-band or diagnostic distribution is calculated for these support sessions. |

## Guardian and tutor signatures

Guardians or tutors often signed on behalf of beneficiaries who could not sign independently. The consortium also confirms that guardians or tutors frequently completed the feedback forms. This support is part of the participation arrangement and is not counted as an additional beneficiary. The records do not quantify self-completion, assisted completion and representative completion separately. [C1, C2, A1–A8]

### Attendance-based participant profile

The report uses 0 male and 20 female from the signed attendance records. The consortium explains that guardians/tutors often completed feedback forms. Their demographic entries are therefore not treated as an alternative participant profile. The original questionnaire ratings are unchanged. [C2]

Gender figures describe the registered participant/support arrangement. They are not inferred from names or signatures, and no individual diagnosis or beneficiary gender is inferred from a guardian's identity.

# 3. Calendar and attendance evidence

The calendar below follows the dated GLI AMICI DI PUCK evidence. The consortium described an implementation window of July–September; the actual local dates are shown rather than extending the programme across months in which no local session is documented. [G1, A1–A8]

| No. | Date | Session focus | Duration | Forms | Evidence |
|---|---|---|---|---|---|
| 1 | 02 Jul 2026 | Hate crime | 3 hours | 20 | A1; F1 |
| 2 | 06 Jul 2026 | Welcoming the victim and family members | 3 hours | 20 | A2; F2 |
| 3 | 13 Jul 2026 | Narrative collection and non-directive interviewing | 3 hours | 20 | A3; F3 |
| 4 | 03 Aug 2026 | Meltdown and shutdown | 3 hours | 20 | A4; F4 |
| 5 | 10 Aug 2026 | From narrative to reporting | 3 hours | 20 | A5; F5 |
| 6 | 01 Sep 2026 | Prevention and an environment that does not tolerate hate | 3 hours | 20 | A6; F6 |
| 7 | 07 Sep 2026 | Building resilience after a hate crime | 3 hours | 20 | A7; F7 |
| 8 | 08 Sep 2026 | Professional training | 3 hours | 20 | A8; F8 |

## Attendance record coverage

Eight dated, session-specific signed attendance records were supplied and are indexed in Section 10. The consortium reports that almost all members of the core group attended throughout the programme. The records document continuing supported participation; no individual retention percentage is inferred from anonymous feedback. Signed records remain outside this public report. [C1, C2, A1–A8]

## Programme hours and follow-up

The agendas and/or signed-record headers specify three-hour sessions. Twenty-four hours is therefore the documented programme duration, including breaks where shown in the agenda. Participant-hours are not calculated without a verified session-level attendance dataset. Repeated support across the eight meetings is documented; later individual follow-up contacts or outcomes are not quantified because no separate follow-up log is supplied.

**Written session agendas**

The following eight pages present the topics and activity sequences documented in the session summaries. Each session lasted three hours and concluded with feedback collected immediately afterwards. [G1, A1–A8, C2]

# 4. Support tools, materials and delivery

PUCK's local content operationalises the support pathway through accessible recognition, reception, documentation, choices and continuing support. The evidence does not demonstrate use of every named WP2 tool in every session, so the mapping below reflects what the local summaries actually describe. [N0, N1–N8]

| Tool / support element | Session(s) | Documented use |
|---|---|---|
| Accessible recognition and documentation | 1, 8 | Concrete cases; images/AAC; ABC structure; separating observations from interpretations. |
| First response and communication | 2, 3, 4 | Supportive reception, non-directive listening and overload-sensitive communication. |
| Reporting and referral choices | 5 | Visual comparison of internal reporting, services, authorities and specialist organisations. |
| Prevention and shared rules | 6 | Pictograms, behavioural traffic lights and consistent responses in everyday environments. |
| Continuing support and personal strengths | 7 | Routines, supported help-seeking and family/service involvement. |
| Support-person/professional competence | 8 | Language comparison, observation exercises, role-play and structured debrief. |

## Accessible delivery methods

The supplied narratives emphasise short explanations, visual supports, concrete examples, repetition, small-group work and practical role-play. Participants had opportunities to express choices through different communication methods. Support-person assistance is described at programme level; the exact number and type of assisted questionnaire completions were not recorded. [N0–N8, C1]

## Materials included in the evidence package

The package contains a calendar, eight substantial session-summary PDFs and a final programme report. The supplied PowerPoint has one slide without substantive extractable text; it is not used as proof of a complete presentation package. The narrative materials are the primary evidence for content and methods. [G1, N0–N8, M1]

# 5.1 Session 1: Hate crime

**2 July 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Recognising possible hate incidents | Discussion of ridicule, discrimination, exclusion, threats and humiliation, including incidents minimised as jokes; consideration of context, impact and unequal power. |
| Noticing signs and communicating accessibly | Behavioural, emotional, non-verbal and environmental warning signs; use of images, AAC supports, sensory and fine-motor activities to make examples concrete. |
| ABC documentation exercise | Antecedents, Behaviour and Consequences used to separate observed events from interpretation and to discuss possible safeguarding responses. |
| Reflection | Revisit the distinction between conflict and disability-related targeting, without requiring participants to disclose identifiable personal cases. |

## Implementation summary

PUCK introduced the recognition of hate incidents through concrete situations rather than definitions alone. The session summary links ridicule and exclusion with context, repetition, power imbalance and impact. Visual and experiential methods were used to support understanding, and the ABC exercise provided a structured way to record what happened before, during and after an incident. These are descriptions of the delivered activities, not counts of newly detected hate-crime cases.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.63/5; n=19 | 4.35/5; n=20 |

# 5.2 Session 2: Welcoming the victim and family members

**6 July 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| The reception setting | Consider the physical, relational and emotional environment: noise, excessive stimulation, time pressure and the presence of authority figures. |
| Five pillars of supportive reception | Sufficient time, validation, shared control, non-judgement and clarity about protection; simple language, silence and visual choices. |
| Reception role-play | Compare an inappropriate response with a respectful, paced approach in a scenario involving an adult accompanied by a family member. |
| Working with families | Discuss minimisation, blame, worry and guilt; practise supportive communication and accessible explanations of possible next steps. |

## Implementation summary

The session treated the first reception of the person and family as part of the support pathway. Participants examined how the environment, question style and pressure for detail can make disclosure easier or harder. The role-play contrasted two approaches, while the family discussion addressed reassurance and shared control. No individual family case or identifying account is reproduced in this public report.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.70/5; n=20 | 4.65/5; n=20 |

# 5.3 Session 3: Narrative collection and non-directive interviewing

**13 July 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Understanding a fragmented account | Consider silence, repetition, images, gestures and changes in chronology without automatically treating them as lack of credibility. |
| Non-directive listening | Sensitive opening; open prompts chosen to avoid pressure or suggested answers; the person controls what to share and where to begin. |
| Mirroring and protective closure | Reflect what has actually been communicated without adding interpretation; acknowledge effort and clarify support after the conversation. |
| Case discussion | Use the session's example to examine waiting, not completing sentences, respecting silence and avoiding blame or minimisation. |

## Implementation summary

The source summary describes work on listening without taking over the person's account. Participants considered non-linear narratives, non-verbal communication, mirroring and a supportive closing of the conversation. The case example served as an educational exercise. It is not treated here as evidence of an actual participant's diagnosis or as a validated interviewing competency score.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.80/5; n=20 | 4.50/5; n=20 |

# 5.4 Session 4: Meltdown and shutdown

**3 August 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Recognising overload | Explore the distinction between outwardly expressed meltdown and inwardly expressed shutdown as presented in the session material. |
| Safety-oriented support | Reduce unnecessary stimulation, use brief communication, respect physical space and the person's pace, and avoid forced touch or interrogation. |
| Alternative communication | Discuss gestures, pictograms, emotion cards, writing and yes/no responses when speech is difficult. |
| Role-play and debrief | Compare responses to a simulated overload situation and reflect on which actions increased or reduced tension. |

## Implementation summary

The session explored responses to emotional and cognitive overload in the context of possible discrimination or violence. The record describes scenario-based work on reducing stimulation, respecting space and pace, and using alternative communication. The activity is reported as support-oriented education; no clinical diagnosis, treatment outcome or incident reduction is inferred from the feedback.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.85/5; n=20 | 4.80/5; n=20 |

# 5.5 Session 5: From narrative to reporting

**10 August 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| From disclosure to choices | Explore fear, uncertainty, retaliation concerns and the risk of making decisions for the person rather than with them. |
| Four possible routes | Internal service reporting; social/protection services; law-enforcement reporting; and specialist rights or anti-discrimination organisations. |
| Accessible explanation | Use simple language and a visual comparison of routes; make possible next steps understandable without requiring an immediate choice. |
| Case-based discussion | Consider the person's safety, well-being, rights and family concerns; break a complex decision into manageable steps. |

## Implementation summary

PUCK focused on moving from a person's account to understandable choices. The four-route comparison made the support pathway concrete, while the case discussion explored safety and fear of retaliation. The summary emphasises that support should help the person understand possible actions without deciding for them. The records do not provide a count of real reports, referrals or legal outcomes arising from this session.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.90/5; n=20 | 4.70/5; n=20 |

# 5.6 Session 6: Prevention and an environment that does not tolerate hate

**01 September 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Rules and everyday culture | Distinguish formal anti-discrimination rules from the practices, silences and minimisation that shape the person's daily experience. |
| Accessible prevention tools | Review pictograms, emotion images, "game/not a game" situations and behavioural traffic-light examples. |
| Shared expectations | Discuss a small number of visible, understandable rules developed with the people who use them, including how to ask for help. |
| Consistent response | Reflect on the need for visible action when harmful behaviour occurs rather than relying only on displayed rules. |

## Implementation summary

The sixth meeting connected prevention to daily service and community practice. The materials distinguish written rules from behaviours that are tolerated in practice. Participants reviewed visual prevention tools and shared rules as ways of making expectations and help-seeking understandable. Changes to institutional policies are not counted as completed outcomes because no adoption records are supplied.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.80/5; n=20 | 4.80/5; n=20 |

# 5.7 Session 7: Building resilience after a hate crime

**7 September 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Safety, trust and personal strengths | Discuss resilience as rebuilding supported by the person's wider environment, not an obligation to forget the incident. |
| Practical support strategies | Review predictable routines, accessible emotional expression, opportunities for choice and ways of communicating a need for help. |
| Family and service involvement | Consider regular, clear communication with families and professionals, without blame or unnecessary overprotection. |
| Ongoing observation | Discuss signs of renewed engagement and signs of continuing distress; do not assume that apparent calm alone demonstrates recovery. |

## Implementation summary

The seventh session broadened the pathway from immediate response to continuing support. The source discusses routines, trusted relationships, strengths, accessible expression and family involvement. It also warns against interpreting silence or apparent calm automatically as recovery. These elements show the content covered; the evaluation contains no participant-linked clinical resilience measure or later follow-up observation.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.70/5; n=20 | 4.70/5; n=20 |

# 5.8 Session 8: Professional training

**8 September 2026 | Ercolano | 3 hours recorded**

Written content agenda based on the supplied session summary. Feedback was collected immediately after the session. [C2]

| Block | Documented agenda / practical activity |
|---|---|
| Maintaining practical competence | Review why professional and support-person responses need continuing practice, observation and reflection. |
| Hurtful / supportive language exercise | Compare minimising responses with validation, protection and respect for the person's pace. |
| Observing without interpreting | Distinguish factual behavioural descriptions from assumptions when producing notes or preparing a report. |
| Overload-response simulation | Use role-play and debriefing to examine tone, posture, physical distance, language and responses to meltdown/shutdown scenarios. |
| Continuation beyond the programme | The source presents short observation tasks, refreshers and further practice as proposals for subsequent professional learning, not as already completed follow-up. |

## Implementation summary

The final session explicitly addressed professional training and the continuing competence of people providing support. This emphasis is retained in the report rather than recast as a beneficiary-only session. The practice exercises linked respectful language, factual documentation and overload-sensitive responses. The precise numbers participating as beneficiaries, guardians, family members or professionals are not distinguished in the evidence package.

| Feedback returned | Overall satisfaction (Q10) | Where to seek help (Q6) |
|---|---|---|
| 20 forms | 4.55/5; n=20 | 4.55/5; n=20 |

# 6. Evaluation method and data quality

Feedback was collected immediately after each of the eight support sessions, as confirmed by the consortium. Eight Excel exports were analysed. Each contains ten closed questions on clarity, safety/respect, facilitation, materials, perceived understanding, help-seeking, reporting, everyday usefulness, further participation and satisfaction. The questionnaire language was English. [C2, F1–F8]

| Measure | Rule used in this report |
|---|---|
| Returned forms | 160 non-empty questionnaire rows across eight files; these are repeated session responses. |
| Rating conversion | 1 = Very low / No; 2 = Low; 3 = Medium; 4 = Good; 5 = Very good / Yes. Bulgarian equivalents are mapped to the same five levels. |
| Positive ratings | A rating of 4 or 5. The denominator is the number of valid answers to that item, not automatically the number enrolled. |
| Highest rating | A rating of 5 only. This is kept separate from the combined 4–5 percentage. |
| Valid item observations | 1,599 valid ratings out of 1,600 possible item cells. |
| Missing / invalid answers | One out-of-scale Q10 entry in Session 1 excluded item-wise; no imputation. |
| Pooled calculations | Means/medians and rating counts use all valid item answers. The overall item average is descriptive; it is not a validated psychometric scale. |

## Who completed the questionnaires

The consortium confirms that guardians or tutors often completed the questionnaires where beneficiaries needed support. The feedback therefore includes beneficiary, assisted and representative completion; the exports do not identify the mode for each record. Results describe session-feedback records and are not presented exclusively as independent beneficiary self-reports. [C2, F1–F8]

## Limits of interpretation

No stable participant code links answers across the eight files. Session comparisons therefore describe successive anonymous response sets, not paired individual change. There is no baseline test, wait-list/control comparison, documented referral-outcome dataset or later clinical follow-up in these packages. The questions ask about perceived experience and understanding; high scores do not establish clinical recovery, reduced hate incidents or confirmed legal redress.

# 7. Aggregated questionnaire results

Table 7 presents all eight sessions together. The analytical unit is an item answer in a returned session-feedback form. The same participant or support person may contribute at several sessions; 160 forms must not be described as 160 unique beneficiaries. [F1–F8]

| Item | Indicator | Mean | Median | Valid n | 4–5 | 5 only |
|---|---|---|---|---|---|---|
| Q1 | Session clarity | 4.58 | 5.0 | 160 | 97.5% | 60.6% |
| Q2 | Safety and respect | 4.63 | 5.0 | 160 | 98.1% | 65.0% |
| Q3 | Facilitator clarity | 4.61 | 5.0 | 160 | 98.8% | 62.5% |
| Q4 | Ease of using materials/tools | 4.58 | 5.0 | 160 | 98.1% | 60.0% |
| Q5 | Understanding hate speech/discrimination | 4.62 | 5.0 | 160 | 98.8% | 63.8% |
| Q6 | Knowing where to ask for help | 4.63 | 5.0 | 160 | 99.4% | 63.8% |
| Q7 | Knowing how to report/ask for support | 4.64 | 5.0 | 160 | 98.8% | 65.0% |
| Q8 | Usefulness in daily life | 4.64 | 5.0 | 160 | 99.4% | 64.4% |
| Q9 | Interest in another session | 4.69 | 5.0 | 160 | 99.4% | 70.6% |
| Q10 | Overall satisfaction | 4.74 | 5.0 | 159 | 98.7% | 77.4% |

Scale: 1–5. Percentages are based on valid item answers. Q9 is reported on the same ordinal scale; its top-two percentage is not relabelled as a binary “yes” rate.

## Main patterns

The highest pooled mean is for overall satisfaction (Q10: 4.74/5). The lowest is for session clarity (Q1: 4.58/5). Overall satisfaction is 4.74/5, with 157 of 159 valid answers rated 4 or 5. These differences identify topics for further attention; they do not constitute statistically tested differences between interventions.

Across all ten questions and all eight sessions, 1,578 of 1,599 valid ratings are positive (98.7%), and 1,044 use the highest category (65.3%). The overall descriptive item mean is 4.64/5. This denominator counts ratings, not people.

**Item-level exclusion**

All eight files contain 20 returned forms. Session 1 Q10 has 19 valid scale answers because one entry is “Opzione 6”. Pooled Q10 therefore uses n=159; the other questions use n=160. No substitute value was assigned.

# 8. Session-level results

| Session | Date | Forms | All-item mean | Positive item ratings | Q10 mean | Q10 n |
|---|---|---|---|---|---|---|
| 1 | 02 Jul 2026 | 20 | 4.47 | 94.0% | 4.63 | 19 |
| 2 | 06 Jul 2026 | 20 | 4.61 | 100.0% | 4.70 | 20 |
| 3 | 13 Jul 2026 | 20 | 4.67 | 99.5% | 4.80 | 20 |
| 4 | 03 Aug 2026 | 20 | 4.77 | 100.0% | 4.85 | 20 |
| 5 | 10 Aug 2026 | 20 | 4.73 | 100.0% | 4.90 | 20 |
| 6 | 01 Sep 2026 | 20 | 4.72 | 100.0% | 4.80 | 20 |
| 7 | 07 Sep 2026 | 20 | 4.66 | 100.0% | 4.70 | 20 |
| 8 | 08 Sep 2026 | 20 | 4.46 | 96.0% | 4.55 | 20 |

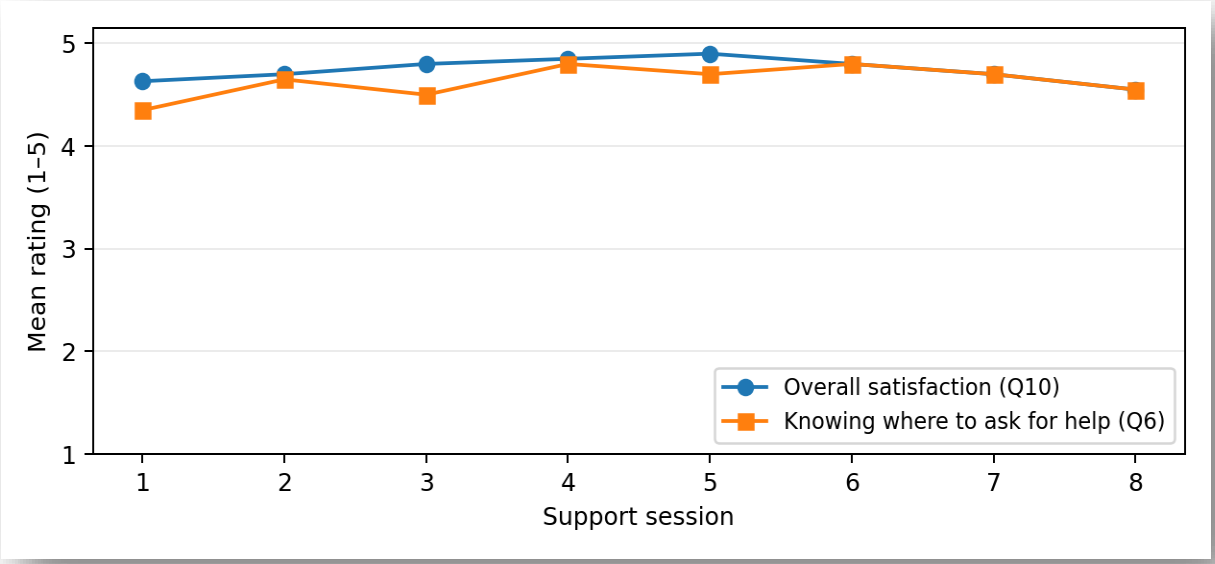



Figure 1. Descriptive session means. The vertical axis retains the full five-point response range. Lines connect session summaries, not individually matched observations. Source: recalculation of F1–F8.

## How to use the comparison

Satisfaction ranges from 4.55 to 4.90/5 across the sessions. Session 1 records 4.63/5 and Session 8 records 4.55/5. Differences in session topics, content and assistance may affect these figures. The change between two session means is not reported as an individual learning gain.

The appropriate use is formative: identify content that may need clearer examples, slower pacing or repeated practice, then compare that interpretation with the GLI AMICI DI PUCK's observations. No ranking of partners or causal performance claim is made in this local deliverable.

# 9. Lessons, recommendations and conclusion

### Accessible experiential methods

The final report describes alternating verbal explanation with visual supports, sensory and fine-motor activity, role-play and concrete situations. These approaches supported different forms of participation.

### Respectful reception and choice

The session reports emphasise non-directive communication, avoiding pressure for a complete narrative, and supporting choices about reporting. Family fears and support needs were addressed without treating relatives as substitutes for the person's preferences.

### Prevention beyond individual response

The programme connects support with the everyday culture of services and groups. Shared rules and consistent responses are presented as part of prevention.

### Continuity and support-person competence

PUCK recommends short refreshers, practical observation exercises and continued involvement of families and professionals. These are recommended next steps, not completed follow-up outcomes.

## Recommended follow-up actions

| Priority / action | What should happen next | Responsible actor |
|---|---|---|
| Supported participation records | Continue distinguishing beneficiaries, guardians, family members and professionals in future records, including sessions directed towards family/professional support. Timing: Next collection. | PUCK |
| Feedback form clean-up | Remove the accidental "Opzione 6" response option; retain the original answer and the exclusion rule in the internal analysis record. Timing: Before reuse of the form. | PUCK evaluation lead |
| Consistent participant profiling | Use the attendance register for participant demographics and keep questionnaire-completer information separate from the registered group profile. Timing: Future reporting and collection. | PUCK |
| Sustained practical support | Use short refreshers and accessible scenario-based checks, with family/professional involvement as recommended by the final report. Timing: Subsequent support activities. | PUCK support team |

In conclusion, Gli Amici di PUCK documented eight support sessions and supplied the corresponding agenda/content records, attendance files and feedback. The evidence supports a practical implementation and acceptability account. Continued refinement should follow the participant and facilitator feedback, while retaining the distinction between attendance, supported participation, anonymous perceptions and verified outcomes.

# Annex A. English feedback questionnaire

**COMBATHATE | D3.6 | WP3 Support Sessions**

Session number: ____ / 8  Date: ____ / ____ / 2026
Organising partner: Gli Amici di PUCK

Please choose one answer for each question. The report reproduces the ten item wordings and common response scale used in the supplied feedback exports. It does not include any participant answers or signatures.

**Response scale**

1 = Very low / No  2 = Low  3 = Medium  4 = Good  5 = Very good / Yes

| No. | Question | Choose one |
|---|---|---|
| 1 | Was the session clear and easy to understand? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 2 | Did you feel safe and respected during the session? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 3 | Was the facilitator clear when explaining the topic? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 4 | Were the materials and tools easy to use? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 5 | Did you understand better what hate speech or discrimination means? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 6 | Did you understand better where to ask for help? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 7 | Did you understand better how to report a bad situation or ask for support? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 8 | Was the session useful for your daily life? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 9 | Would you like to participate in another support session? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |
| 10 | Overall, how satisfied are you with today's session? | [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 |

## Administration and privacy note

Feedback was collected immediately after each support session, with guardian/tutor assistance or completion where needed. Participant gender in this report is based on the attendance register, not the identity of the person completing the form. Names, signatures, medical histories and identifiable incident details are not included in this public appendix. [C2]

# 10. Source register and evidence custody

| Ref. | Source supplied | Use |
|---|---|---|
| C1 | Consortium implementation brief | Target, scope, deadline and account of guardian/tutor signatures |
| C2 | Consortium clarifications | Supported completion; end-of-session collection; attendance-based participant profile |
| G1 | Training Programme Calendar.pdf | Eight dates and local session themes |
| N0 | Final Report on the Combathate Training Programme.pdf | Programme methods and conclusions |
| N1–N8 | Session 1 Summary.pdf through Session 8 Summary.pdf | Detailed session content |
| M1 | Presentazione senza titolo.pptx | One-slide file; not used as complete content evidence |
| F1–F8 | Eight session-feedback Excel files in the partner package; ordered by session number/date | Primary quantitative evaluation source |

## Restricted attendance index

| Reference / actual session | Source PDF filename | Printed activity date |
|---|---|---|
| A1 / Session 1 | Session 1.pdf | 02 Jul 2026 |
| A2 / Session 2 | Session 2.pdf | 06 Jul 2026 |
| A3 / Session 3 | Session 3.pdf | 13 Jul 2026 |
| A4 / Session 4 | Session 4.pdf | 03 Aug 2026 |
| A5 / Session 5 | Session 5.pdf | 10 Aug 2026 |
| A6 / Session 6 | Session 6.pdf | 01 Sep 2026 |
| A7 / Session 7 | Session 7.pdf | 07 Sep 2026 |
| A8 / Session 8 | Session 8.pdf | 08 Sep 2026 |

The eight attendance PDFs contain personal names and signatures and are not appended. They remain part of the restricted evidence package held by the organising partner/coordinator. Where a supporter signs for a beneficiary, the host retains the explanation and any required underlying authorisation. Presence evidence is not used as a substitute for independent consent or ethics documentation.

Public release check: no signed lists, identifiable participant photographs or individual survey rows are included. Programme and evaluation figures are drawn from the supplied records; implementation clarifications are identified as C2. Baseline and later follow-up outcomes are outside the available evidence.