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D3.7 – SUPPORT SESSIONS

ESTONIA, NOORUSE MAJA (RNUN)

4 – 15 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	D3.7 – Support Sessions – Estonia (Nooruse Maja (RNUN))
Lead beneficiary	RAAMA NOORTE UHING NOORUS MTU (Nooruse Maja)
Work package	WP3 – Practical Implementation of Support Systems
Project / programme	COMBATHATE | 101205522 | CERV
Activity period and place	04–15 September 2026; Pärnu, Estonia
Format / dissemination	English electronic report; PUBLIC (PU)
Version / cut-off	1.1 | Nooruse Maja partner-documentary synthesis | 21 September 2026
Evidence basis	Nooruse Maja agenda/calendar, eight attendance-record files, eight survey exports and other materials. See Section 10.

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1. Executive summary and scope

Nooruse Maja delivered an eight-session support programme in September, using a gradual pathway from recognition and first response to accessible documentation, service navigation and personal safety. The supplied profile and roster contain 25 people, exceeding the planned 20-person core group. The 25-person record set is preserved, with accompanying support and the limits of role-disaggregation made explicit. [N1–N3, A1–A8]

This deliverable documents the support-session phase following D3.3 Workshop – Estonia (RNUN). 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	25 people; role and attendance limitations are explained in Section 2
Returned questionnaires	200 session-feedback forms; repeated returns, not 200 unique people
Valid item ratings	2,000 ratings across 10 questions
Overall satisfaction (Q10)	4.52/5; 92.5% ratings 4–5; n=200 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, Nooruse Maja 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 4.39/5. Ratings of 4 or 5 account for 89.7% 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 Nooruse Maja profile records 25 participants: 20 men and 5 women. It describes the majority as users of social welfare and care services with intellectual and/or psychosocial disabilities. Approximately three quarters are described as living in residential care with 24-hour support, and the remainder as using daytime services. The service-setting distribution is retained as an approximation, without assigning exact counts. Support workers accompanied participants, and the source package does not provide a complete numerical role breakdown or age bands. [N1]

The profile describes a mixture of initially reserved participants and confident contributors. Small-group tasks, repeated contact and familiar working methods reportedly helped quieter people take part in wider discussions. Support workers helped with explanations and communication while participants were encouraged to express their own choices. Some post-break activities were shared with another peer group; these are not added to the eight-session count. [N1–N3]

Population measure	Recorded information
Planning target	Core group of 20 beneficiaries, with support/representation where needed
Nooruse Maja group / roster	25 participant entries
Participant gender – attendance basis	20 male; 5 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 and feedback records

Participant gender follows the attendance register. Feedback forms are repeated session responses, including assisted or representative completion where needed; equal counts do not establish independent self-completion or full individual attendance. [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 Nooruse Maja 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	04 Sep 2026	Hate speech, hate crime and support network	3 hours	25	A1; F1
2	07 Sep 2026	Psychological First Aid (PFA)	3 hours	25	A2; F2
3	08 Sep 2026	Incident Icon Form	3 hours	25	A3; F3
4	09 Sep 2026	Digital reporting tool	3 hours	25	A4; F4
5	10 Sep 2026	Help Map: Where can I get help?	3 hours	25	A5; F5
6	11 Sep 2026	Evidence Bundle	3 hours	25	A6; F6
7	14 Sep 2026	Legal pathway, letter templates and cyberbullying	3 hours	25	A7; F7
8	15 Sep 2026	Confidence, safety and closing	3 hours	25	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.

Local September delivery

All eight dated sessions fall between 4 and 15 September 2026. The reports describe small-group work and some wider peer activities. These are included within, not added to, the eight recorded sessions.

4. Support tools, materials and delivery

The Nooruse Maja materials connect the WP2 support system to repeated hands-on practice. The tools were introduced gradually and revisited in later sessions, rather than presented only as finished documents. [G1, N1–N3, M1]

Tool / support element	Session(s)	Documented use
Psychological First Aid model	2	Eight-step model; helpful/unhelpful responses; role-play and supportive first response.
Incident Icon Form	3	Who / What / Where / When; practice with a sample incident and visual communication.
Digital reporting tool / Digital Wizard	4	Practical exploration and comparison with the paper form.
Help Map and service navigation	5	Scenario-based discussion of needs, trusted support and referral options.
Evidence Bundle	6	Messages, screenshots and other evidence; preservation of originals and organised records.
Legal Pathway and letter templates	7	Case facts, selection of an appropriate template and possible next steps.
Personal support/safety planning	1, 8	Circle of Trust, personal strengths and identification of a first safe step.

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. [N1–N3, C1]

Materials included in the evidence package

The package includes a 96-page Estonian support-session slide PDF and a written agenda. The English agenda and session narratives in this report provide the public account of the material used; the large slide file is not duplicated as page images. [M1, G1]

5.1 Session 1: Hate speech, hate crime and support network

4 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Introduction and COMBATHATE project	Getting to know each other; Introduction to the project and its objectives; Creating a safe environment for the sessions
2	Understanding hate speech and hate crime	What are hate speech and hate crime?; Group mind map; Activity: What is hate crime for you?; Distinguishing between crime, hate speech, hate crime and inappropriate behaviour; Discussion of different case examples
3	Break	Scheduled break / transition
4	Who can support me?	Identifying people and organisations that can provide support; Family, friends, support persons, social workers, psychologists, doctors, police and NGOs; Activity: creating a personal Circle of Trust
5	Reflection, discussion and closing	Reflection, questions and closing; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

Participants were introduced to the COMBATHATE project and explored the concepts of hate speech and hate crime through practical examples, group work and guided discussions. They learned to distinguish hate-motivated incidents from other crimes and inappropriate behaviour and discussed how such incidents may affect victims. Participants also identified people and services they could trust and created their own Circle of Trust. A strong emphasis was placed on sharing ideas and learning from each other. After the break, participants joined their peers from another group who had been working on the same topic, allowing the activities and discussions to continue in a larger group and bringing together different experiences and perspectives.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.40/5; n=25	4.44/5; n=25

5.2 Session 2: Psychological First Aid (PFA)

7 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Icebreaker: A moment of support	Think about a time when someone helped you in a difficult situation; What did they do that made you feel supported?
2	What is Psychological First Aid?	Emotional support rather than therapy; Feeling safe, calm, listened to and supported; Connecting with people who can help
3	COMBATHATE 8-step PFA model	Group activity to explore the eight steps. People are divided in groups with the help of a puzzle (which is actually our PFA)
4	Break	Scheduled break / transition
5	Activity: Does this help or not?	Recognising helpful and unhelpful responses; Reading the lines and gluing them to the right chart
6	Role play	Working in teams; Person needing support / supporter / observers; Practising the eight PFA steps
7	Reflection and closing	Reflection, questions and closing; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

Participants learned about Psychological First Aid and how simple emotional and practical support can help a person after a difficult experience. The COMBATHATE 8-step PFA model was explored through small-group activities, discussions and practical exercises. Participants had many opportunities to discuss what helpful and unhelpful support looks like and to practise the model through role plays. After the break, the groups joined their peers who had completed the same introductory activities. In the larger group, participants continued with practical exercises, role plays and shared reflection, learning not only from the trainers but also from each other's approaches and experiences.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.04/5; n=25	4.00/5; n=25

5.3 Session 3: Incident Icon Form

8 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Communicating when words are difficult	Why can explaining an incident be difficult?; Using pictures and icons to support communication; Four basic questions: Who? What? Where? When?
2	Understanding the Incident Icon Form	Who was involved?; What happened?; Where and when did it happen?; Who is completing the form?; Exploring the different icons and their meanings
3	Break	Scheduled break / transition
4	Practical exercise: Completing the form	Working in the same teams; Creating or receiving a sample incident; Completing the Incident Icon Form together
5	Reflection and closing	How do I feel now?; What do I remember from today?; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

The session focused on communication barriers and the use of visual tools when it is difficult for a person to explain what has happened. Participants explored the Incident Icon Form based on the simple questions Who? What? Where? and When? Much of the session was organised as group work, with participants discussing how different icons could be understood and using the form to describe sample incidents. After the break, participants joined their peers from the other group and continued the practical work together. Working in the larger group made it possible to compare interpretations of the icons, discuss different solutions and identify where additional clarification might be needed.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.48/5; n=25	4.36/5; n=25

5.4 Session 4: Digital reporting tool

9 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Digital tools and accessibility	Have you used a digital tool that made a difficult task easier?; What makes a digital tool easy to use?; What makes a digital tool accessible?
2	Exploring the Digital Wizard	Introduction to the digital reporting tool; Testing the application together; Step-by-step practical use
3	Break	Scheduled break / transition
4	Paper form versus digital tool	Comparing the Incident Icon Form and the application; Which was easier to use?; Similarities and differences; Advantages and limitations of each format
5	Reflection and closing	A good digital tool reduces the burden rather than adding to it; Blob reflection activity; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

Participants explored how digital tools can make reporting an incident easier and more accessible. They tested the COMBATHATE digital reporting application and discussed what makes a digital tool understandable and user-friendly. Practical testing and discussion were central to the session. After the break, participants joined their peers from the other group and worked together in a larger group to compare the digital application with the paper-based Incident Icon Form. They discussed usability, accessibility, similarities, differences and possible limitations, sharing their own preferences and experiences with the two formats.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.52/5; n=25	4.48/5; n=25

5.5 Session 5: Help Map: Where can I get help?

10 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Knowing where to turn	Introduction to the COMBATHATE Help Map; What kind of help might a person need?; Police, web police and Victim Support; Emergency number 112 and Victim Support helpline 116 006; Palunabi.ee and other support channels
2	Exploring support options	When might I need the police?; When might I contact the web police?; When might I need Victim Support?; How can someone help me make contact?
3	Break	Scheduled break / transition
4	Activity: Where should I turn?	Working through different situations:; insulting comments because of disability; harmful online comments; threats; theft or exploitation; filming and publishing humiliating content; repeated harassment; physical aggression motivated by prejudice
5	Reflection and closing	Reflection, questions and closing; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

Participants learned where and how to seek help after experiencing hate speech, harassment, violence or other harmful incidents. Different support options, including the police, web police and Victim Support, were introduced and discussed. Participants worked with practical case examples and discussed in small groups where a person could turn for help in each situation. After the break, they joined their peers from the other group and continued working with the cases in a larger group. This enabled participants to compare different support pathways, discuss alternative choices and learn from the suggestions and experiences of a wider group.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.52/5; n=25	4.36/5; n=25

5.6 Session 6: Evidence Bundle

11 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Why evidence matters	What is evidence?; Why can documenting an incident be important?; Messages and screenshots; Photos and videos; Witness details; Offensive or threatening words; Other relevant material
2	How to collect and preserve evidence	Collect evidence as soon as possible; Keep original files; Do not edit or alter evidence; Ask a trusted representative for help when necessary; Keep materials together; Use the evidence checklist
3	Break	Scheduled break / transition
4	Practical exercise: Which evidence could help?	Working in groups; Examining different examples of evidence; What could be useful?; What may not be useful?
5	Reflection and closing	Reflection, questions and closing; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

The session focused on why evidence is important and how information related to an incident can be collected and preserved. Participants explored different types of evidence, including messages, screenshots, photographs, videos and witness information. Group work and discussion were used extensively to consider what evidence could be useful in different situations and how it should be collected and stored. After the break, participants joined their peers from the other group. In the larger group, they examined different examples of evidence, discussed what could or could not be helpful and compared the reasoning behind their choices.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.64/5; n=25	4.44/5; n=25

5.7 Session 7: Legal pathway, letter templates and cyberbullying

14 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Understanding the legal pathway	What may happen after an incident?; Exploring the COMBATHATE legal pathway; Understanding possible next steps
2	Practical exercise: Using letter templates	Working in teams; Receiving a case with facts; Selecting and completing the appropriate letter template
3	Break	Scheduled break / transition
4	Cyberbullying	Recognising different forms of cyberbullying; Threatening or abusive messages; Humiliating websites or groups; Sharing private information without consent; Impersonation or misuse of another person's account
5	What to do about cyberbullying	Save screenshots and other evidence; Report harmful content; Block the user when appropriate; Contact the web police for advice and support
6	AI and online content	What is AI?; Can we always tell what is real?; Short discussion and closing

Implementation summary

Participants explored the legal pathway following an incident and practised using letter templates with different case examples. Small-group work allowed participants to discuss the facts of each case and decide what information should be included in the relevant letters. After the break, participants joined their peers and continued the session in a larger group. The second part also addressed cyberbullying, including how to recognise different forms of online harassment, preserve evidence, report harmful content, block abusive users and seek support. Group discussions encouraged participants to share their own understanding of online risks and possible responses.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.76/5; n=25	4.52/5; n=25

5.8 Session 8: Confidence, safety and closing

15 September 2026 | Pärnu | 3 hours recorded

Sequence	Agenda block	Content / practical activity
1	Understanding confidence	What makes a person strong?; What does confidence mean to me?; Asking for help; Respect, safety and support
2	Building confidence	Recognising personal strengths; Discussion: What makes a person strong?; Understanding that support is available
3	Personal safety and support plan	My first safe step is…; The person I can call is…; The place or service where I can get help is…; The tool I now know how to use is…
4	Break	Scheduled break / transition
5	My strength	Individual reflection; “My strength is…”
6	Looking back at the COMBATHATE support tools	PFA; Incident Icon Form; Digital Wizard; Help Map; Evidence Bundle; Legal pathway and letter templates
7	Final reflection and closing	What is one thing you will take with you from these sessions?; Thank you and stay safe; feedback questionnaire collected immediately after the session. [C2]

Implementation summary

The final session focused on confidence, personal strengths, safety and the importance of asking for help. Participants reflected individually and in groups on what makes a person strong, who they can trust and what they can do when they need support. They developed a simple personal safety and support plan and reflected on the tools and skills gained during the programme. As in the previous sessions, peer learning and discussion played an important role. After the break, participants came together with the other group for shared activities and reflection. The larger closing group reviewed the COMBATHATE support tools, exchanged experiences from the eight sessions and discussed what knowledge, skills and ideas they would take with them after the programme.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
25 forms	4.80/5; n=25	4.84/5; n=25

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	200 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	2,000 valid ratings out of 2,000 possible item cells.
Missing / invalid answers	No blank or out-of-scale answers identified in the ten analysed item columns.
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.

The collection point was the close of each support session. Feedback results are reported against the corresponding session number and activity date in Section 3, as confirmed for this revision. [C2, G1, A1–A8]

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; 200 forms must not be described as 200 unique beneficiaries. [F1–F8]

Item	Indicator	Mean	Median	Valid n	4–5	5 only
Q1	Session clarity	4.21	4.0	200	87.5%	33.0%
Q2	Safety and respect	4.33	4.0	200	89.5%	43.0%
Q3	Facilitator clarity	4.32	4.0	200	89.5%	42.5%
Q4	Ease of using materials/tools	4.34	4.0	200	88.0%	46.0%
Q5	Understanding hate speech/discrimination	4.38	4.5	200	88.5%	50.0%
Q6	Knowing where to ask for help	4.43	5.0	200	88.5%	54.5%
Q7	Knowing how to report/ask for support	4.43	5.0	200	91.0%	52.0%
Q8	Usefulness in daily life	4.50	5.0	200	91.5%	58.0%
Q9	Interest in another session	4.47	5.0	200	90.0%	57.5%
Q10	Overall satisfaction	4.52	5.0	200	92.5%	59.5%

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: 4.52/5). The lowest is for session clarity (Q1: 4.21/5). Overall satisfaction is 4.52/5, with 185 of 200 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, 1,793 of 2,000 valid ratings are positive (89.7%), and 992 use the highest category (49.6%). The overall descriptive item mean is 4.39/5. This denominator counts ratings, not people.

Meaning of favourable feedback

Positive ratings support a conclusion of favourable perceived delivery and usefulness. Assisted participation, anonymous returns, the small local group and the absence of a baseline limit conclusions about individual learning gains or lasting effectiveness.

8. Session-level results

Session	Date	Forms	All-item mean	Positive item ratings	Q10 mean	Q10 n
1	04 Sep 2026	25	4.30	83.2%	4.40	25
2	07 Sep 2026	25	4.12	78.4%	4.04	25
3	08 Sep 2026	25	4.38	92.8%	4.48	25
4	09 Sep 2026	25	4.41	88.4%	4.52	25
5	10 Sep 2026	25	4.30	92.0%	4.52	25
6	11 Sep 2026	25	4.51	92.0%	4.64	25
7	14 Sep 2026	25	4.48	92.4%	4.76	25
8	15 Sep 2026	25	4.63	98.0%	4.80	25

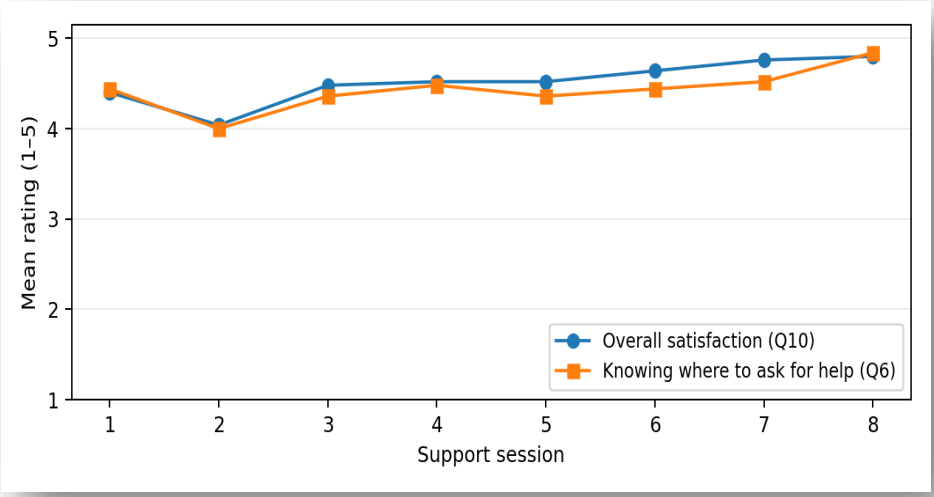


Figure 1. Descriptive session means. The vertical axis retains the full five-point response range. Lines connect session summaries, not individually matched observations. Source: recalculation of F1–F8.

How to use the comparison

Satisfaction ranges from 4.04 to 4.80/5 across the sessions. Session 1 records 4.40/5 and Session 8 records 4.80/5. 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 Nooruse Maja's observations. No ranking of partners or causal performance claim is made in this local deliverable.

9. Lessons, recommendations and conclusion

Progressive participation

The participant profile describes growing willingness to contribute among initially quieter participants. This is retained as a facilitator observation, not treated as a measured pre/post outcome.

Small groups followed by peer exchange

Short presentations were followed by concrete tasks and discussions, with some groups joining peers after the break. Different interpretations of the same case or icon were used as material for discussion.

Accessibility through choice and support

The evaluation describes differences in digital skills and preferences. Paper and digital tools, additional explanations and support-person assistance were all relevant to access.

Specific participant suggestion

The group suggested a simple "PFA for myself" element for moments when no trusted person is immediately available. This is recorded as a request for tool development, not as an already validated intervention.

Recommended follow-up actions

Priority / action	What should happen next	Responsible actor
Accessible self-support prompt	Develop and review a short "PFA for myself" companion with simple steps and a clear connection to trusted support; test it with users before wider circulation. Timing: Next tool-development cycle.	RNUN with the WP2 tool owner
Reinforce difficult content	Use short recaps and concrete practice for topics with lower clarity/usefulness scores rather than relying on written explanations alone. Timing: Next support cycle.	RNUN facilitators
Core-group continuity	Retain the 25-person register and document attendance and representative signing by session; distinguish support roles in future records. Timing: Ongoing support and records management.	RNUN
Retain accessible choice	Continue small-group preparation, paper/digital alternatives and supported expression of the person's own preferences. Timing: Ongoing local support.	RNUN support team

In conclusion, Nooruse Maja (RNUN) 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 | D3.7 | WP3 Support Sessions

Session number: ____ / 8 Date: ____ / ____ / 2026
Organising partner: Nooruse Maja (RNUN)

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	Agenda - support sessions.docx	Written eight-session agenda
N1	Aggregated Participant Profile.docx	Reported group and participation profile
N2	Day descriptions.docx	Session narratives
N3	Evaluation summary.docx / Evaluation Summary.docx	Partner evaluation interpretation
N4	Conclusions and Recommendations.docx	Specific recommendations
M1	ET Slides for support sessions.pdf	96-page Estonian slide material
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	1of8.pdf	04 Sep 2026
A2 / Session 2	2of8.pdf	07 Sep 2026
A3 / Session 3	3of8.pdf	08 Sep 2026
A4 / Session 4	4of8.pdf	09 Sep 2026
A5 / Session 5	5of8.pdf	10 Sep 2026
A6 / Session 6	6of8.pdf	11 Sep 2026
A7 / Session 7	7of8.pdf	14 Sep 2026
A8 / Session 8	8of8.pdf	15 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.