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D3.8 – SUPPORT SESSIONS

BULGARIA, PROVISION INTERNATIONAL

20 JULY – 14 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	D3.8 – Support Sessions – Bulgaria (PROVISION)
Lead beneficiary	PRO VISION INTERNATIONAL
Work package	WP3 – Practical Implementation of Support Systems
Project / programme	COMBATHATE | 101205522 | CERV
Activity period and place	20 July–14 September 2026; Bansko, Bulgaria
Format / dissemination	English electronic report; PUBLIC (PU)
Version / cut-off	1.1 | PROVISION partner-documentary synthesis | 21 September 2026
Evidence basis	PROVISION agenda/calendar, eight attendance-record files, eight survey exports and other materials. See Section 10.

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1. Executive summary and scope

PROVISION implemented eight support sessions in Bansko between July and September. The supplied Bulgarian agenda starts with hate-related incidents and support networks, introduces the icon form in Session 2 and Psychological First Aid in Session 3, and then progresses through digital reporting, Help Maps, evidence, legal communication and personal safety. This local ordering is preserved. [G1, N1, N2, A1–A8]

This deliverable documents the support-session phase following D3.4 Workshop – Bulgaria (PROVISION). 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	1,600 ratings across 10 questions
Overall satisfaction (Q10)	4.78/5; 100.0% ratings 4–5; n=160 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, PROVISION 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 4.73/5. Ratings of 4 or 5 account for 100.0% 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 tutors or guardians. The attendance sheets list 20 entries, and each feedback export contains 20 records with a gender split of 7 male and 13 female. Neither the survey nor the roster identifies all beneficiary/support-person roles or the identity of the person who actually selected each answer. The numbers are therefore presented as registered participant and respondent records, without diagnostic or age-band assumptions. [C1, A1–A8, F1–F8]

The implementation summary describes discussions, mind maps, group exercises, practical tool testing, role-play and a final personal safety/support plan. The programme provided repeated opportunities to practise steps of the support pathway. The eight session files record recurring group participation; they do not constitute eight separate groups of 20 unique people. [N1, G1]

Population measure	Recorded information
Planning target	Core group of 20 beneficiaries, with support/representation where needed
PROVISION group / roster	20 participant entries
Participant gender – attendance basis	7 male; 13 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 PROVISION 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	20 Jul 2026	Hate speech, hate crime and support network	3 hours	20	A1; F1
2	28 Jul 2026	Incident Icon Form	3 hours	20	A2; F2
3	03 Aug 2026	Psychological First Aid (PFA)	3 hours	20	A3; F3
4	11 Aug 2026	Digital reporting tool	3 hours	20	A4; F4
5	17 Aug 2026	Help Map: Where can I get help?	3 hours	20	A5; F5
6	24 Aug 2026	Evidence Bundle	3 hours	20	A6; F6
7	07 Sep 2026	Legal pathway, letter templates and cyberbullying	3 hours	20	A7; F7
8	14 Sep 2026	Confidence, safety and closing	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.

Session documentation

The eight sessions are presented in chronological order. The calendar, agendas, feedback summaries and restricted attendance index use the same session numbers and activity dates. [C2, G1, A1–A8]

4. Support tools, materials and delivery

The PROVISION 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, N2, M1]

Tool / support element	Session(s)	Documented use
Psychological First Aid model	3	Eight-step model; helpful/unhelpful responses; role-play and supportive first response.
Incident Icon Form	2	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, N2, C1]

Materials included in the evidence package

The package includes a Bulgarian agenda, a bilingual implementation summary, Bulgarian and English feedback summaries and a presentation file with substantial image-based content. The English account below translates/summarises these materials without adding new session activities. [G1, N1, N2, M1]

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

20 July 2026 | Bansko | 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

The implementation summary reports an introductory discussion of the COMBATHATE objectives, a safe learning environment, case comparisons and a personal Circle of Trust. The agenda concentrates on distinguishing hate-related incidents from other harmful or inappropriate behaviour and on identifying trusted people and support organisations.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.60/5; n=20	4.65/5; n=20

5.2 Session 2: Incident Icon Form

28 July 2026 | Bansko | 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 group worked with the icon-based incident form using Who, What, Where and When. The source agenda includes a shared completion exercise using a sample incident, with discussion of how icons can help when verbal explanation is difficult. Feedback is analysed as perceived clarity and usability, not as a scored test of reporting accuracy.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.60/5; n=20	4.70/5; n=20

5.3 Session 3: Psychological First Aid (PFA)

3 August 2026 | Bansko | 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

The summary reports practical use of the COMBATHATE eight-step Psychological First Aid model. A puzzle/group exercise, helpful-versus-unhelpful responses and role-play were used to discuss safety, calmness, listening and connection to support. The source presents PFA as supportive first response rather than therapy.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.95/5; n=20	4.70/5; n=20

5.4 Session 4: Digital reporting tool

11 August 2026 | Bansko | 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 tried the digital reporting tool and compared it with the paper icon form. The source agenda uses questions about accessibility, ease of use and the burden created by digital tasks. The exercise concerns practical testing of the project tool; the report does not imply that real personal reports were submitted through an operational service.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.95/5; n=20	4.70/5; n=20

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

17 August 2026 | Bansko | 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 (Estonian good-practice examples for comparison).
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? (Estonian good-practice examples for comparison).
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

The Help Map session used scenarios to connect different needs with appropriate support routes. Estonian services in the shared materials were presented as comparative good-practice examples, as clarified by the consortium. They supported discussion about service navigation, accessible reporting and coordinated victim support, while remaining distinct from Bulgarian referral destinations. [C2, G1, N1, M1]

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.95/5; n=20	4.70/5; n=20

5.6 Session 6: Evidence Bundle

24 August 2026 | Bansko | 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 summary records work on messages, screenshots, photographs, witness information and other evidence, emphasising preservation of originals and organised storage. The group exercise considered which information could help in a sample case. No count of real evidence bundles or authority referrals is available in the package.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.60/5; n=20	4.70/5; n=20

5.7 Session 7: Legal pathway, letter templates and cyberbullying

07 September 2026 | Bansko | 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 practised using letter templates from case facts and discussed harmful online behaviour, reporting options and digitally manipulated content. The sequence connected accessible documentation with possible next steps. The report does not turn the session into individual legal advice or claim a legal outcome that was not recorded.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.60/5; n=20	4.70/5; n=20

5.8 Session 8: Confidence, safety and closing

14 September 2026 | Bansko | 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 revisited the project tools and personal strengths. The implementation summary reports a personal safety/support plan covering a first safe step, a trusted person and a support route. This is a reported activity output; there is no later follow-up dataset establishing sustained behavioural change.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
20 forms	4.95/5; n=20	4.70/5; 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 Bulgarian, with an English translation in this report. [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	1,600 valid ratings out of 1,600 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.

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	4.86	5.0	160	100.0%	85.6%
Q2	Safety and respect	4.57	5.0	160	100.0%	56.9%
Q3	Facilitator clarity	4.66	5.0	160	100.0%	65.6%
Q4	Ease of using materials/tools	4.86	5.0	160	100.0%	86.2%
Q5	Understanding hate speech/discrimination	4.80	5.0	160	100.0%	80.0%
Q6	Knowing where to ask for help	4.69	5.0	160	100.0%	69.4%
Q7	Knowing how to report/ask for support	4.71	5.0	160	100.0%	70.6%
Q8	Usefulness in daily life	4.62	5.0	160	100.0%	61.9%
Q9	Interest in another session	4.74	5.0	160	100.0%	73.8%
Q10	Overall satisfaction	4.78	5.0	160	100.0%	77.5%

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 ease of using materials/tools (Q4: 4.86/5). The lowest is for safety and respect (Q2: 4.57/5). Overall satisfaction is 4.78/5, with 160 of 160 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, 1,600 of 1,600 valid ratings are positive (100.0%), and 1,164 use the highest category (72.8%). The overall descriptive item mean is 4.73/5. This denominator counts ratings, not people.

Ceiling effect

Every valid response is either Good or Very good/Yes. This is a favourable acceptability signal, but it leaves no lower-score variation with which to identify difficulties. It should not be interpreted as proof that every participant mastered every tool.

8. Session-level results

Session	Date	Forms	All-item mean	Positive item ratings	Q10 mean	Q10 n
1	20 Jul 2026	20	4.67	100.0%	4.60	20
2	28 Jul 2026	20	4.68	100.0%	4.60	20
3	03 Aug 2026	20	4.70	100.0%	4.95	20
4	11 Aug 2026	20	4.72	100.0%	4.95	20
5	17 Aug 2026	20	4.75	100.0%	4.95	20
6	24 Aug 2026	20	4.78	100.0%	4.60	20
7	07 Sep 2026	20	4.75	100.0%	4.60	20
8	14 Sep 2026	20	4.76	100.0%	4.95	20

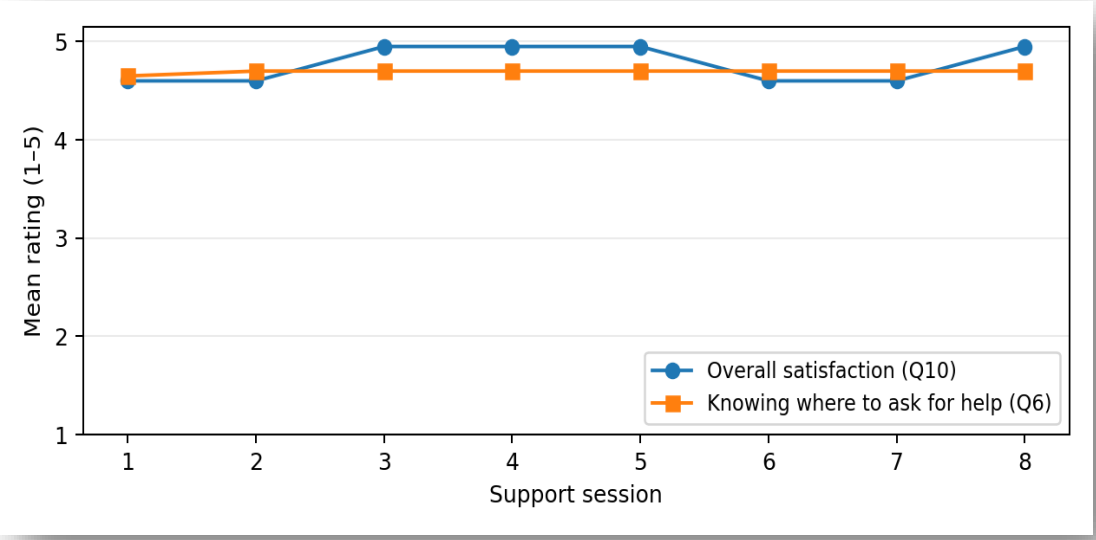


Figure 1. Descriptive session means. The vertical axis retains the full five-point response range. Lines connect session summaries, not individually matched observations. Source: recalculation of F1–F8.

How to use the comparison

Satisfaction ranges from 4.60 to 4.95/5 across the sessions. Session 1 records 4.60/5 and Session 8 records 4.95/5. 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 PROVISION's observations. No ranking of partners or causal performance claim is made in this local deliverable.

9. Lessons, recommendations and conclusion

Practical pathway from recognition to action

The bilingual implementation summary describes practice with the icon form, PFA model, digital reporting, Help Map, evidence materials and legal templates, ending with a personal safety plan.

Constructive interpretation of very positive feedback

PROVISION's English feedback summary identifies accessible materials and clear explanations as strengths, while proposing more trust-building, simpler service information and additional case practice.

Targeted improvements

The summary recommends making PFA examples more directly relevant to daily life and explaining institutions in smaller steps. Legal terminology and evidence tasks can also benefit from additional guided practice.

Boundary of the evidence

Statements in the narrative about successful learning and confidence are retained as PROVISION interpretations. The questionnaires are end-of-session perceptions and do not establish objectively measured skills or sustained outcomes.

Recommended follow-up actions

Priority / action	What should happen next	Responsible actor
European good-practice exchange	Retain clearly country-labelled examples for comparing support approaches; use the Bulgarian Help Map for local referral information. Timing: Future local support activities.	PROVISION with the WP2 tool owner
Accessible practical consolidation	Allocate more time to service distinctions, realistic PFA examples and legal-template exercises, following the supplied evaluation summary. Timing: Next support activities.	PROVISION facilitators
Improve feedback discrimination	Keep the current scale for continuity, while offering accessible ways to flag difficulty and record assistance without pressure to give favourable answers. Timing: Before the next collection.	PROVISION evaluation lead
Documentation continuity	Maintain attendance, agenda and feedback records under the shared session references A1–A8 and retain the signed evidence securely. Timing: Ongoing project records management.	PROVISION project team

In conclusion, PROVISION 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 | D3.8 | WP3 Support Sessions

Session number: ____ / 8 Date: ____ / ____ / 2026
Organising partner: PROVISION

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; immediate feedback; session references; Estonian good-practice examples
G1	Програма.docx	Bulgarian eight-session agenda
N1	Summary.docx	Bilingual implementation account
N2	Summary of the feedback in EN.docx; Summary of the feedback- BG.docx	PROVISION feedback analysis
M1	Untitled presentation.pptx	Presentation material, including Estonian good-practice examples
F1–F8	Eight session-feedback Excel files in the PROVISION package; ordered by session number/date	Primary quantitative evaluation source

Restricted attendance index

Evidence / session	Restricted attendance record	Activity date
A1 / Session 1	Signed attendance record – Session 1	20 Jul 2026
A2 / Session 2	Signed attendance record – Session 2	28 Jul 2026
A3 / Session 3	Signed attendance record – Session 3	03 Aug 2026
A4 / Session 4	Signed attendance record – Session 4	11 Aug 2026
A5 / Session 5	Signed attendance record – Session 5	17 Aug 2026
A6 / Session 6	Signed attendance record – Session 6	24 Aug 2026
A7 / Session 7	Signed attendance record – Session 7	07 Sep 2026
A8 / Session 8	Signed attendance record – Session 8	14 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.