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D3.5 – SUPPORT SESSIONS

ESTONIA, SOLVE ET COAGULA OÜ (AMANITA)

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	D3.5 – Support Sessions – Estonia (Amanita)
Lead beneficiary	SOLVE ET COAGULA OÜ (Amanita)
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 AMANITA-documentary synthesis 21 September 2026
Evidence basis	Partner agenda/calendar, eight attendance-record files, eight survey exports and other materials. See Section 10.

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1. Executive summary and scope

Amanita delivered an eight-session practical support programme at Villa Amanita. The programme moved from recognising hate-related incidents and identifying trusted people to Psychological First Aid, accessible reporting, digital options, service navigation, evidence, legal communication and personal safety. AMANITA's profile reports an expanded group of 22 people, rather than only the planned core group of 20. [N1, N2, A1–A8]

This deliverable documents the support-session phase following D3.1 Workshop – Estonia (Amanita). 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	22 people; role and attendance limitations are explained in Section 2
Returned questionnaires	176 session-feedback forms; repeated returns, not 176 unique people
Valid item ratings	1,760 ratings across 10 questions
Overall satisfaction (Q10)	4.85/5; 100.0% ratings 4–5; n=176 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, AMANITA 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 4.63/5. Ratings of 4 or 5 account for 96.0% 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

AMANITA describes participants from social welfare and care services in Pärnu and other counties, including people who travelled to Pärnu for the activities. Its evaluation summary describes involvement of persons with intellectual and/or psychosocial disabilities. The profile records 22 participants: 13 men and 9 women. It provides no age-band distribution, diagnostic counts, or separately quantified guardian/staff participation. [N1, N3]

AMANITA reports a highly engaged and cooperative group. More confident participants contributed to discussion, while quieter participants were able to participate through smaller teams and additional time. Joint peer activities with another group took place after breaks on several days. They are part of the eight-session programme and are not counted here as extra sessions or extra participants. [N1–N3]

Population measure	Recorded information
Planning target	Core group of 20 beneficiaries, with support/representation where needed
Partner group / roster	22 participant entries
Participant gender – attendance basis	13 male; 9 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 13 male and 9 female from the attendance records and AMANITA profile. 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 AMANITA 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	22	A1; F1
2	07 Sep 2026	Psychological First Aid (PFA)	3 hours	22	A2; F2
3	08 Sep 2026	Incident Icon Form	3 hours	22	A3; F3
4	09 Sep 2026	Digital reporting tool	3 hours	22	A4; F4
5	10 Sep 2026	Help Map: Where can I get help?	3 hours	22	A5; F5
6	11 Sep 2026	Evidence Bundle	3 hours	22	A6; F6
7	14 Sep 2026	Legal pathway, letter templates and cyberbullying	3 hours	22	A7; F7
8	15 Sep 2026	Confidence, safety and closing	3 hours	22	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

AMANITA 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

The first day was mainly about creating a common understanding of hate speech and hate crime. The session started with introductions and a short presentation of the COMBATHATE project, followed by examples and group discussions. Participants worked together to decide whether different situations could be considered hate-related incidents, ordinary conflicts or other forms of inappropriate behaviour. This led to many questions and lively discussions, as the situations were not always straightforward. Another important part of the day was looking at personal support networks and identifying people whom participants could trust and turn to for help. After the break, the two groups came together and continued the activities with their peers. This gave everyone a chance to hear more opinions, compare answers and discuss the cases in a larger group.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.82/5; n=22	4.86/5; n=22



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

The second day focused on what people can do when somebody has experienced something frightening or upsetting. Psychological First Aid was introduced in a very practical way, using the COMBATHATE eight-step model as a guide. Instead of spending too much time on theory, participants discussed different ways of responding to a person in distress and considered which reactions would be helpful and which could make the situation more difficult. There was a lot of learning through doing: small-group tasks, conversations and role plays were used throughout the session. After the break, participants met with the peer group and practised together. Working with more people made the role plays especially useful because participants could see several different ways of approaching the same situation.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.82/5; n=22	4.82/5; n=22



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

On the third day the group looked at situations where explaining what has happened may not be easy. Participants were introduced to the Incident Icon Form and explored how pictures and symbols can support communication. The simple questions Who? What? Where? and When? provided the basic structure for the work. Participants first became familiar with the icons and then used them in different sample situations. A considerable part of the day was spent working in groups, comparing interpretations and discussing whether the meaning of each icon was clear enough. Following the break, the peer groups joined together. This was particularly useful because it showed that the same picture or symbol may not always be understood in exactly the same way by everyone.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.82/5; n=22	4.73/5; n=22



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

Day four moved from the paper-based tool to the digital environment. Participants had an opportunity to try the COMBATHATE digital reporting tool themselves rather than only seeing a demonstration. While testing it, they talked about what makes an application easy or difficult to use and where somebody might need additional support. The discussions naturally led to questions about accessibility and different levels of digital skills. In the second half of the session, the two groups joined together and compared their experiences. They also compared the digital tool with the Incident Icon Form used on the previous day. The larger peer discussion was useful for identifying both advantages and difficulties that individual users might encounter.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.91/5; n=22	4.82/5; n=22



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

The fifth day dealt with a very practical question: where can a person go when something has happened? Different support possibilities were introduced, including the police, web police and Victim Support. Rather than simply learning a list of services, participants were given different situations and asked to decide where they would seek help and why. This generated a great deal of discussion because different situations may require different responses. After the break, both groups worked together with their peers on additional cases. Comparing the choices made by different groups helped participants understand that finding support is not always about one “correct” answer, but about recognising the person's situation and immediate needs.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.95/5; n=22	4.82/5; n=22



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 sixth session concentrated on evidence and documenting an incident. Participants discussed what could become useful evidence and looked at examples such as messages, screenshots, photographs, videos, witness information and threatening or offensive comments. Attention was also given to practical details: keeping original files, avoiding unnecessary changes to material and collecting information as soon as possible. The topic was explored mainly through group tasks rather than presentation. After the break, the groups came together and examined different examples with their peers. They had to discuss which pieces of information might be useful and which might have little value. The exercise produced interesting differences of opinion and gave participants an opportunity to explain their reasoning to others.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.82/5; n=22	4.73/5; n=22



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

Day seven brought together several topics connected with taking action after an incident. Participants first looked at the legal pathway and then worked with practical cases and letter templates. In small groups, they had to identify the relevant facts and decide how these should be presented in a written communication. Later, the groups joined their peers and the session moved on to cyberbullying and harmful behaviour online. Examples included threatening messages, humiliating posts, sharing private information and using another person's identity or account. Participants discussed what they could do in these situations, including saving evidence, reporting content and seeking help. The day also included a short discussion about AI and the growing difficulty of deciding whether online content is genuine.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.77/5; n=22	4.64/5; n=22



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 day was more reflective than the previous sessions. Instead of introducing another reporting tool, the focus shifted to confidence, personal strengths and feeling safe. Participants discussed what makes a person strong and why asking for help can itself be an important skill. They also considered who they could contact and where they could go if they found themselves in a difficult situation. Individual reflection was mixed with small-group conversations and practical activities. After the break, everyone joined the larger peer group for the final part of the programme. Together they looked back at the tools and topics covered during the eight sessions and shared what had been most useful for them. The programme ended with a closing reflection in which participants identified something they wanted to remember or take with them from the training.

Feedback returned	Overall satisfaction (Q10)	Where to seek help (Q6)
22 forms	4.86/5; n=22	4.77/5; n=22

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	176 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	1,760 valid ratings out of 1,760 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; 176 forms must not be described as 176 unique beneficiaries. [F1–F8]

Item	Indicator	Mean	Median	Valid n	4–5	5 only
Q1	Session clarity	4.58	5.0	176	93.8%	64.8%
Q2	Safety and respect	4.88	5.0	176	100.0%	87.5%
Q3	Facilitator clarity	4.76	5.0	176	100.0%	76.1%
Q4	Ease of using materials/tools	4.28	4.0	176	86.4%	44.3%
Q5	Understanding hate speech/discrimination	4.44	5.0	176	93.8%	50.6%
Q6	Knowing where to ask for help	4.77	5.0	176	100.0%	77.3%
Q7	Knowing how to report/ask for support	4.49	5.0	176	97.7%	51.7%
Q8	Usefulness in daily life	4.51	5.0	176	90.3%	60.2%
Q9	Interest in another session	4.74	5.0	176	97.7%	76.7%
Q10	Overall satisfaction	4.85	5.0	176	100.0%	84.7%

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 safety and respect (Q2: 4.88/5). The lowest is for ease of using materials/tools (Q4: 4.28/5). Overall satisfaction is 4.85/5, with 176 of 176 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, 1,689 of 1,760 valid ratings are positive (96.0%), and 1,186 use the highest category (67.4%). The overall descriptive item mean is 4.63/5. 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	22	4.62	94.1%	4.82	22
2	07 Sep 2026	22	4.56	94.1%	4.82	22
3	08 Sep 2026	22	4.61	95.0%	4.82	22
4	09 Sep 2026	22	4.62	97.7%	4.91	22
5	10 Sep 2026	22	4.63	95.9%	4.95	22
6	11 Sep 2026	22	4.59	96.4%	4.82	22
7	14 Sep 2026	22	4.67	96.4%	4.77	22
8	15 Sep 2026	22	4.74	98.2%	4.86	22

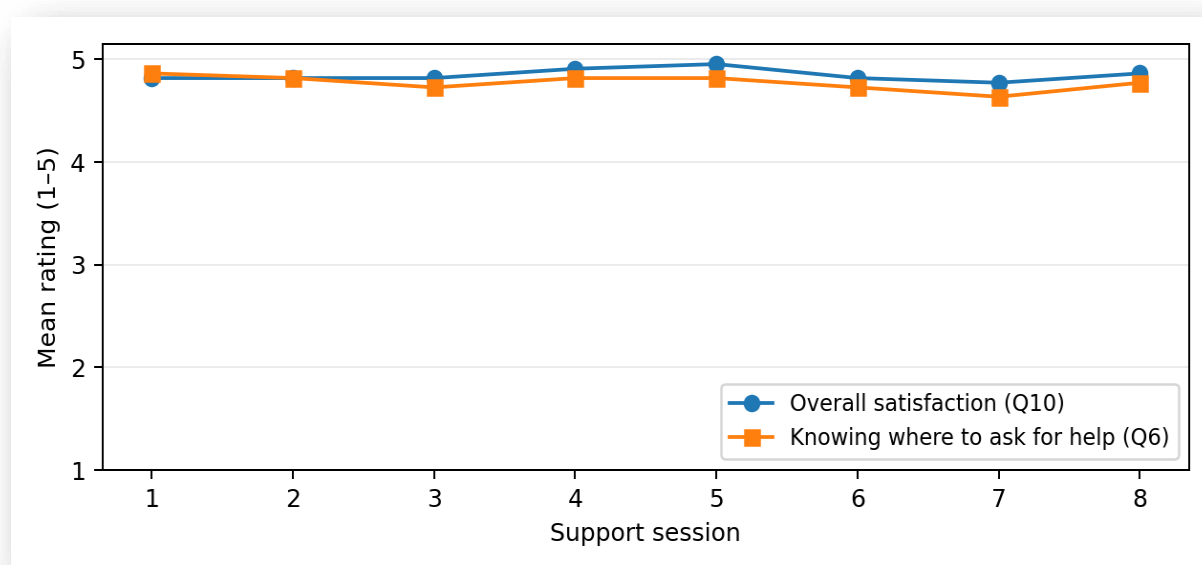


Figure 1. Descriptive session means. The vertical axis retains the full five-point response range. Lines connect session summaries, not individually matched observations. Source: recalculation of F1–F8.

How to use the comparison

Satisfaction ranges from 4.77 to 4.95/5 across the sessions. Session 1 records 4.82/5 and Session 8 records 4.86/5. 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 AMANITA's observations. No ranking of AMANITAs or causal performance claim is made in this local deliverable.

9. Lessons, recommendations and conclusion

Peer learning and group safety

The profile describes cooperation, respect for different opinions and growing participation by quieter people. Repeated small-group work followed by wider peer exchange was a prominent feature. These are facilitator observations, not a standardised measure of confidence.

Accessibility is not uniform

The evaluation notes that icons and scenarios were not interpreted identically by everyone. Testing the materials with users revealed where explanation or repetition was still needed.

Choice of paper or digital format

Participants compared both formats. The evaluation argues for retaining a choice and support, rather than assuming that one format is accessible to everyone.

Specific improvement requested

The Conclusions and Recommendations document asks for simpler explanations alongside terminology in the Legal Pathway. It does not report other specific participant recommendations.

Recommended follow-up actions

Priority / action	What should happen next	Responsible actor
Legal Pathway wording	Add short, plain-language explanations beside technical terms while retaining the precise terminology. Timing: Next revision of the tool.	Amanita with the WP2 tool owner
Participant and feedback metadata	Maintain attendance-based participant gender reporting and record questionnaire-completion mode separately in future feedback tools. Timing: Next support cycle.	Amanita
Supported attendance recording	Keep beneficiary and representative-signature information linked within the restricted attendance archive; record assistance separately in future sessions. Timing: Ongoing records management.	Amanita facilitators
Accessible continuation	Maintain small-group practice and the option to use either paper or digital tools in ongoing support. Timing: Subsequent local support.	Amanita support team

In conclusion, Amanita 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 | D3.5 | WP3 Support Sessions

Session number: ____ / 8 Date: ____ / ____ / 2026

Organising partner: Amanita

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 for this revision	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	Support session slides.ET.pdf	96-page Estonian slide material
F1–F8	Eight session-feedback Excel files in AMANITA 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	List signature session 1.pdf	04 Sep 2026
A2 / Session 2	list signature session 2.pdf	07 Sep 2026
A3 / Session 3	list signature session 3.pdf	08 Sep 2026
A4 / Session 4	List signature session 4.pdf	09 Sep 2026
A5 / Session 5	list signature session 5.pdf	10 Sep 2026
A6 / Session 6	list signature session 6.pdf	11 Sep 2026
A7 / Session 7	list signature session 7.pdf	14 Sep 2026
A8 / Session 8	list signature session 8.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.