



# PRESERVE

Preventing Racism and Discrimination -  
Enabling the Effective Implementation of the  
EU Anti-Racist Legal Framework

PROJECT 101049763 - CERV-2021-EQUAL

# COMMON REPORT ON THE IMPLEMENTATION OF LEARNING AND TRAINING ACTIVITIES

Bulgaria, Cyprus, Greece, Italy,  
Malta, and the Netherlands

WP4-Deliverable 4.8  
"Implementation  
Common Report"



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# PRESERVE

Preventing Racism and Discrimination -  
Enabling the Effective Implementation of the  
EU Anti-Racist Legal Framework

PRESERVE is concerned with fighting intolerance, racism, xenophobia and discrimination against vulnerable ethnic and racial groups and, in particular, Roma, Jews, Muslims and people of African descent. Starting from the premise that any system tasked with protecting the vulnerable from discrimination must, first and foremost, rely on an effective legal framework, the project implements activities concerned with the better enforcement of the law.

## Partnership:



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# COMMON REPORT ON THE IMPLEMENTATION OF LEARNING AND TRAINING ACTIVITIES

LEAD WORK PACKAGE ORGANISATION:  
**STICHTING HOGESCHOOL VAN AMSTERDAM (HVA)**



## 1. INTRODUCTION

PRESERVERE, an acronym for ‘Preventing Racism and Discrimination: Enabling the Effective Implementation of the EU Anti-Racism Legal Framework,’ is a two-year project funded by the EU’s CERV programme. The project premise begins with the recognition that the EU possesses a sufficiently comprehensive legal structure to combat racism, discrimination, and xenophobia. Despite this, incidents of racist and discriminatory crimes against specific racial and ethnic groups have increased. This prompts inquiries into why the enforcement of this legal framework has not yielded expected outcomes. Potential reasons include insufficient protection for vulnerable groups within EU laws, inadequate transposition of laws into national legislation, or a lack of proper application of existing laws. For purposes of the PRESERVERE project, the four specific communities of Muslims, Jews, Roma, and people of African descent, are identified among the vulnerable groups.

PRESERVERE’s objective is to identify these shortcomings and propose training-based, capacity-building solutions to empower different groups of professionals to better advocate for the rights of the marginalised communities. Engaging eight partners across six EU member states, namely Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands, the project involves both academic and civil society organisations in countries facing issues or demonstrating positive approaches toward these vulnerable racial and ethnic groups. These countries were chosen based on their sizable populations of these groups and their experiences with discriminatory practices that the project seeks to address.

In Work Package (WP) 2 (*State of the Art Research and Legal Contexts Mapping*), a comparative review was conducted by each partner through means of literature review and desk research, focus groups and interviews. The findings and conclusions were published in an e-book entitled ‘The Implementation of the EU Anti-Racism Legal Framework in 6 European States: Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands’. The e-book consists of chapters from the abovementioned six EU Member States. It also

includes a chapter on the EU anti-racism legal framework, focusing on the Racial Equality Directive and Victims' Rights Directive, as well as a chapter providing comparative analysis between the different case studies. The findings of the e-book presented a baseline situation from which the needs and knowledge gaps were identified for training content development and implementation. The e-book and respective country chapters are available for download via [this link on Academia](#).

In WP3 (*Development of Training Package and PRESERVERE's Online Training Toolkit*), each partner was assigned a task of developing training materials that overall contributes to the learning outcomes of 1) what the EU directives on Victims' Rights and Racial Equality are; 2) how the Directives translate into the national context and; 3) how different stakeholders can tap into the Directives to apply into their work. Collectively the materials formed the PRESERVERE training toolkit. The toolkit comprised of materials targeted at three main target groups: Trainers/Educators, Legal Professionals and Frontline Workers. Subsequently, the English language toolkit was translated into the respective languages of the consortium partners, namely Greek, Italian, Bulgarian and Dutch.

In addition to the WP2 e-book, the translated toolkits were made available online on each partner's respective websites (refer to table 1 below).

PARTNER NAME	COUNTRY	WEBSITE
MULTI KULTI COLLECTIVE (MKC)	Bulgaria	<a href="https://multikulti.bg/en/projects/perservere">https://multikulti.bg/en/projects/perservere</a>
CENTER FOR SOCIAL INNOVATION (CSI)	Cyprus	<a href="https://csicy.com/preservere/">https://csicy.com/preservere/</a>
UNIVERSITY OF CENTRAL LANCASHIRE (UCLAN)	Cyprus	<a href="https://www.uclancyprus.ac.cy/eu-citizens-equality-rights-and-values-programme-preservere/">https://www.uclancyprus.ac.cy/eu-citizens-equality-rights-and-values-programme-preservere/</a>
CENTRE FOR EUROPEAN CONSTITUTIONAL LAW - THEMISTOKLES AND DIMITRIS TSATSOS FOUNDATION (CECL)	Greece	<a href="https://www.cecl.gr/kategoria-programmata/paroxithesmikis-texnognosias/2022/11/21/preservere-national-and-european-reports-ebook-1/">https://www.cecl.gr/kategoria-programmata/paroxithesmikis-texnognosias/2022/11/21/preservere-national-and-european-reports-ebook-1/</a>
LAI-MOMO	Italy	<a href="https://www.laimomo.it/sociale_post/preservere-preventing-racism-and-discrimination/">https://www.laimomo.it/sociale_post/preservere-preventing-racism-and-discrimination/</a>
COOPERATIVA SOCIALE SAN SATURNINO ONLUS (SANSAT)	Italy	<a href="https://www.coopsansaturnino.org/servizio/preservere/">https://www.coopsansaturnino.org/servizio/preservere/</a>
PEOPLE FOR CHANGE (PFC)	Malta	<a href="https://www.pfcmalta.org/preservere.html">https://www.pfcmalta.org/preservere.html</a>
HOGESCHOOL VAN AMSTERDAM (HVA)	Netherlands	<a href="https://digitalsocietyschool.org/project/preservere/">https://digitalsocietyschool.org/project/preservere/</a>

Table 1: Resource overview where the e-book from WP 2 as well as the training toolkits are hosted in the respective countries.

As a final deliverable for WP3, [the PRESERVERE online learning platform](#), which hosts the material developed for the training toolkit in English, Greek, Italian, Bulgarian and Dutch, will be launched at the

end of November 2023. By creating an online learning platform, PRESERVERE offers the professionals working in the anti-discrimination and anti-racism field tools in order to continue their knowledge-building on the topic to benefit their work and marginalised communities they work with.

In WP4 (*Learning and Training Activities Implementation*), the goal of the consortium was to train professionals from various target groups, namely, 70 Trainers/Educators, 210 Legal Professionals and 210 Frontline Workers. Attention was also paid to ensure at least a 50-50% mix of male vs female participants. As well, a goal was to collect good examples of implementation that will support the future spread, and effective implementation of the PRESERVERE Training Toolkit.

As deliverables for WP4, each partner was required to create a training implementation plan stating the approach to be taken to meet the target numbers of professionals to train. Another deliverable is the training evaluation toolkit which was prepared by the PRESERVERE's Project Manager. The intention of the evaluation was to assess if the trainings have been useful to the participants, and to evaluate if the train the trainer content package was clear and comprehensive enough to help trainers train the target audience on the Directives. One of the deliverables of WP4 are the six the National Report authored by each partner country. The last deliverable is the Common Report. A comparative analysis of the reports serves as a basis for this Common Report, which will be made available in the different partner languages of English, Bulgarian, Greek, Italian and Dutch. A decision was made by the consortium not to translate the Report into Maltese as English is an official language of the country and the target groups are well-versed in the English language.

## 2. ANALYSIS OF THE NATIONAL REPORTS

Over the course of February to November 2023, the partners enacted a series of activities to promote, recruit and train professionals from the three target audiences of the project. The detailed account of the methodologies, case study discussions as well as the evaluations from the trainings, are captured in the respective National Reports of Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands. In this section, an analysis will be made by comparing the methodologies and results achieved as well as the case studies presented during the trainings in the different countries.

### 2.1 The State of Implementation of Trainings in Partner States

For purposes of the PRESERVERE project, the trainings were aimed at addressing the needs of the following audiences:

- Trainers/Educators, e.g., Academic staff, police officer trainers, managers in legal offices, NGOs, national equality bodies, civil society organisations, public authorities e.g. (local) government
- Legal professionals, e.g., Professionals in the field of law, or law enforcement: e.g., lawyers, judges, prosecutors, trainee lawyers, Master students, Undergraduate law students

- Frontline workers, e.g., police officers, legal officers or other relevant employees in institutions and public/social services and NGOs (notably, professionals confronting racist or discriminatory incidents on a regular basis): e.g., legal officers in social services, prisons, asylum seeker reception centres, border control authorities, students who are about to pursue frontline worker/social work careers.

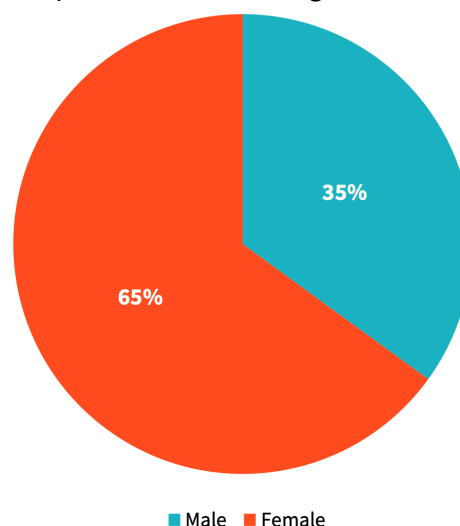
The following tables provide a global overview of the number of people who registered for the respective trainings per target group including the breakdown of the male/female ratio as well as their occupational profiles.

Below table shows the global overview of registrations and actual attendance of the training courses for trainers/educators:

COUNTRY	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES	NUMBER OF MALES	NUMBER OF FEMALES	OCCUPATIONAL PROFILES
BULGARIA	12	10	6	4	Trainers, human right activist, project manager
CYPRUS	12	12	6	6	Trainers
GREECE	12	10	2	8	Judges and prosecutors
ITALY	21	21	7	14	Police officers, legal office managers, professionals of civil society organisations, public authority, NGO, Trainers
MALTA	19	10	1	9	Professors from the faculty of law
NETHERLANDS	24	17	6	11	Trainers, professionals from anti-discrimination organisations
TARGET NUMBER		70			
TOTAL	100	80	28	52	

Table 2: global overview of registrations and actual attendance of the training courses for trainers/educators.

Below graph indicates the gender division of the participants at the trainings offered to trainers/educators:



Graph 1: Gender division of total trainers/educators who attended the training sessions.

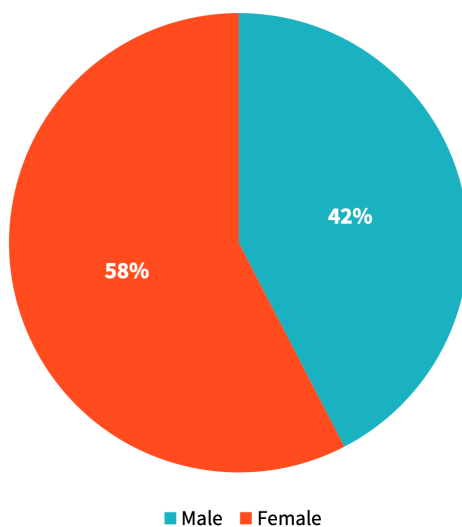


Below table shows the global overview of registrations and actual attendance of the training courses for legal professionals:

COUNTRY	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES	NUMBER OF MALES	NUMBER OF FEMALES	OCCUPATIONAL PROFILES
BULGARIA	33	33	13	20	Lawyers, case manager, law students
CYPRUS	184	140	88	52	Professionals in the field of law, undergraduate law students from UCLan Cyprus, persons with law degrees working in private companies
GREECE	87	83	16	67	Lawyers, judges, trainee lawyers and trainee judges
ITALY	90	69	23	46	Lawyers, Trainee Lawyer, Legal advisors; law students; Police officer, employees in public and private organisations with legal experience; Trainers
MALTA	34	9	4	5	Academia (scientific staff and students), civil society organisations, and NGO
NETHERLANDS	26	8	1	7	Professionals from anti-discrimination organisations from different cities in the Netherlands, lawyer
TARGET NUMBER		210			
TOTAL	454	342	145	197	

Table 3: global overview of registrations and actual attendance of the training courses for legal professionals.

Below graph indicates the gender division of the participants at the trainings offered to legal professionals:



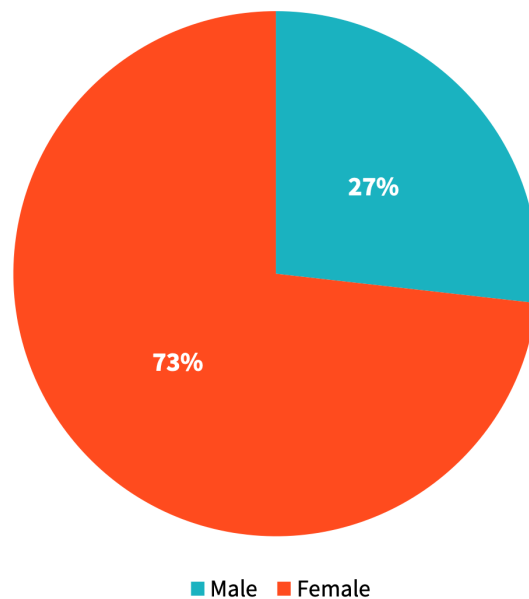
Graph 2: Gender division of total legal professionals who attended the training sessions.

Below table shows the global overview of registrations and actual attendance of the training courses for frontline workers:

COUNTRY	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES	NUMBER OF MALES	NUMBER OF FEMALES	OCCUPATIONAL PROFILES
BULGARIA	60	60	23	37	Directors, coordinator, cultural mediator, project manager, interpreters, social workers, students
CYPRUS	52	40	4	36	Social workers, educators, representatives of frontline national authorities, lawyer from the UNHCR, police officer
GREECE	51	32	8	24	Legal officers or social workers in social services and NGOs
ITALY	59	58	10	48	Legal officers and social workers in social services, lawyers, educators, case workers
MALTA	71	31	15	16	Police, professionals from NGOs
NETHERLANDS	31	3	0	3	Case workers from anti-discrimination organisations and policy maker from a local municipality
TARGET NUMBER		210			
TOTAL	324	224	60	164	

Table 4: global overview of registrations and actual attendance of the training courses for frontline workers.

Below graph indicates the gender division of the participants at the trainings offered to frontline workers:



Graph 3: Gender division of total frontline workers who attended the training sessions.

As evidenced from the tables and graphs above, the partner consortium collectively managed to meet and exceed the target numbers of participants from the three respective target groups as set out in the project plan. In addition, an important goal of achieving at least 50% female attendance was met. The percentage of female-male attendance is for the trainers' group is 65% vs 35%. For the legal professionals, the division is 58% female vs 42% male. For frontline workers, this percentage is 73% female vs 27% male.

## 2.2 Methodologies

In order for the PRESERVERE consortium to reach the target number of 70 trainers, 210 legal professionals and 210 frontline workers, each partner member completed a Training Implementation Action Plan which detailed the strategies and channels to take to successfully recruit participants.

An analysis of the six National Reports showed some similarities in approach:

- **Target Audience Consideration:** Partners emphasised the importance of tailoring training sessions to the availability and preferences of their target audience and geographical locations. They recognised the challenges faced by professionals, especially legal practitioners, in attending full-day sessions, hence opting for several shorter, more accessible training formats.
- **Utilising Online Platforms:** Partners acknowledged the advantages of conducting training online, to ensure broader accessibility and increased participation from participants across their respective countries. They made use of various online tools like Microsoft Teams, Zoom, WebinarGeek, and social media platforms like LinkedIn, Facebook and Instagram for promotions and reaching out to potential participants.
- **Networking and Recruitment:** Partners highlighted the significance of networking and using professional connections to recruit participants. Engaging academic institutions, professional networks, NGOs, and various stakeholders is a common strategy for attracting participants. In addition, personalised invites were sent by email to the network of the respective partner members.

As well, there were differences noted in the approaches across the different countries:

- **Training Format and Locations:** While some opted for online training across different countries, others conducted in-person sessions within specific regions, catering to a more localised audience. The choice of format and location varied based on the needs and preferences of the target groups in different regions. For example, in the Netherlands the in-person sessions did not draw many sign-ups from the frontline workers as most registrations were for the online version of the training, while in Cyprus the in-person sessions for the same target group attracted a substantial group of participants.
- **Recruitment Methods:** While most partners adopted similar approaches to recruitment, for example the use of social media like LinkedIn and Facebook, others used different channels (e.g. newsletters) and tools (e.g. posters) to reach out to the target audiences. Some like in Greece, relied on online registrations, professional networks, and direct invitations, while others for example in Bulgaria, emphasised media publications, national media coverage for example on National Radio Blagoevgrad, National Radio Sofia, NGO portal (biggest civil society media in Bulgaria), events like #MakeRacismHistory Festival in Sofia as well as providing attendance sheets for on-the-spot registrations. The emphasis on personal invitations and formal networks was also evident in some cases.

In summary, the range of strategies employed across different regions and organisations to cater to the training needs of trainers, legal professionals and frontline workers were extensive and varied. While they shared similarities in their adaptation to audience needs and use of online platforms, they also

displayed localised and targeted approaches to recruitment, training formats, and toolkit dissemination based on their specific regional contexts and target groups.

## 2.3 Examples of Successful Implementation of Training Activities

To ensure a balanced division of targets as set out in WP4, each country had a goal of training 12 trainers/educators, 35 legal professionals and 35 frontline workers. It should be noted that each partner had successes in implementing the training activities. This section lists out some examples of successful implementation of activities which can serve as learning points for future development of the PRESERVERE trainings.

### **Trainers/Educators**

Both the Netherlands and Italy surpassed the target goal of training 12 trainers/educators, with the former reaching 17 participants and the latter with 21 participants. In the Netherlands, working with an anti-discrimination organisation called Stichting Radar and promoting the training via their network proved to be effective in reaching a wide and relevant audience in the field. Personalised emails as well as LinkedIn invites were sent to focus group and interviewees from WP2, as well as to relevant trainers and professionals working in the field of anti-discrimination and anti-racism. Furthermore, having a respected trainer conduct the session helped with creating credibility and recognition for the topic and materials.

In Italy, the training sessions conducted by Lai-Momo and SANSAT aimed to engage diverse professionals in discussions around anti-discrimination and intersectional issues. Lai-Momo recruited a varied group, including focus group participants from WP2, legal support services, bar associations, and police officers. Despite challenges in finding suitable trainers, personalised invitations yielded positive responses. The online sessions were praised for their clear explanations, engaging discussions, and practical toolkit. SANSAT primarily drew participants from their internal network, hosting an in-person session attended by significant cooperative figures and representatives from local associations. Feedback from this session was positive, emphasising the relevance of the materials and suggesting a deeper focus on intersectional discrimination in future sessions. Both sessions highlighted the need for continued emphasis on practical applications of anti-discrimination concepts for legal practitioners and frontline workers.

In Cyprus, the training took place in-person, and was promoted through various channels. Publicity included a press release and visuals in national media, alongside a Facebook event. However, the primary outreach was via the professional networks of collaborating organisations CSI and UCLan Cyprus, as well as through the networks of key project staff: Athanasia Hadjigeorgiou, Vaggelis Gettos, and Katerina Kalaitzaki, who are actively involved in the PRESERVERE project.

CECL in Greece adopted a strategic approach in recruiting trainers and educators by leveraging esteemed institutions renowned for their focus on legal education, such as universities and the National School

of Judiciary. These institutions attracted individuals dedicated to legal instruction and pedagogy. To promote the train-the-trainers programme, CECL employed a targeted strategy, utilising social media platforms like LinkedIn and Facebook for advertisement. Additionally, personalised email marketing campaigns were executed, specifically targeting potential participants among lawyers and academic staff.

In Bulgaria, participants were invited through MKC's robust network using diverse methods such as email invitations, Facebook events and posts, promotion in Facebook groups and Instagram, as well as media coverage in prominent outlets like Bulgaria's largest CSO media, the national NGO portal. Invitations were extended to individuals from different sectors including state institutions like the State Agency for Refugees, local institutions such as social service complexes for children and families, NGOs, legal professionals, academia, and more.

For Malta, various methods were employed to recruit participants. Social media channels like Facebook, LinkedIn, and Instagram were used with multiple posts per training. Target groups were informed through direct emails, including academic, governmental, and civil society institutions. Specifically, trainers were approached through contacts at the University of Malta, primarily faculty law professors.

### **Legal Professionals**

Both Greece and Cyprus exceed the target number of legal professionals reached, with Greece training 83 participants and Cyprus training 140 participants. CECL strategically collaborated with universities, NGOs like MET Adrasi and Greece Council for Refugees, renowned for their support to vulnerable ethnic groups. This partnership served as a vital channel to identify and invite experts in human rights, migration, and discrimination issues. Leveraging their ties with the National School of Judiciary and past engagements with legal professionals, CECL ensured a pool of participants who are deeply invested in the relevant topics. CECL adopted a targeted approach, utilising social media platforms such as LinkedIn and Facebook alongside personalised email marketing to attract potential participants. This multi-channel strategy aimed to maximize visibility and engagement across diverse professional networks.

Similarly, UCLan Cyprus employed strategic methods to reach legal professionals. They liaised directly with the Cyprus Bar Council, offered CPD points for the training, and directly approached key figures in legal positions and educational institutions. Their hybrid workshop format, combining in-person and online sessions, drew substantial participation — exceeding expectations with 140 attendees, 20 in-person and 120 online.

Both organisations' approaches emphasised strategic partnerships, targeted outreach, and hybrid formats to effectively engage legal professionals, demonstrating the significance of these strategies in broadening participation and ensuring a diverse and engaged audience.

In Italy, both SANSAT and Lai-Momo have applied for recognition of training credits at the National Bar Association for workshops aimed at lawyers. SANSAT also collaborated with the European University of Rome, Faculty of Law, by organising an in-person workshop that attracted much interest not only from students but also from teachers, demonstrating the validity of the content proposed.

MKC in Bulgaria invited participants through diverse methods: emails, social media (Facebook, Instagram), and national media coverage. Invitations went out to various sectors: state institutions, local services, NGOs, legal professionals, and academia.

In the Netherlands, personalised emails and LinkedIn invitations were sent to individuals who participated in focus groups and interviews in WP2, as well as to legal professionals in the field and in academic who are active in the anti-discrimination and anti-racism domain. Furthermore, digital posters were placed around the Amsterdam University of Applied Sciences buildings to attract attention to the trainings.

Similar to the strategies used to attract trainers/educators, Malta utilised platforms such as Facebook, LinkedIn, and Instagram to share multiple posts about the trainings. Target groups received direct email notifications, encompassing academic, governmental, and civil society entities. Legal professionals were contacted via connections at the University of Malta, primarily through faculty law professors.

### **Frontline Workers**

A good example of successful implementation of in-person training for frontline workers (40 participants) is the case of CSI in Cyprus. CSI sent invitations to the heads of departments of public and private stakeholders, such as the Social Welfare Services of the Republic of Cyprus, and the Cyprus Pedagogical Institute who, in turn, officially assigned groups of representatives of theirs to participate in the workshop. Furthermore, CSI established a collaboration with the Cyprus Association of Social Workers who offered the trainings to their members. By providing the trainings through the Association, the trainings gained extra credibility and recognition. During the training period, Cyprus experienced an unprecedented series of organised attacks – pogroms – against migrant communities in Limassol and Paphos districts. These incidents triggered a tense public debate regarding integration, multiculturalism etc. that made the PRESERVERE trainings a timely and much-needed platform for learning and dialogue amongst the frontline workers.

In the cases of Bulgaria (60 participants) and Malta (31 participants), both countries illustrated comprehensive strategies employed to recruit participants for training sessions for frontline workers through various means and platforms.

In Malta, efforts were made to engage with universities, inviting students from law and social work disciplines to participate. In addition, the police were contacted to join the trainings. Leveraging media

publications and interviews, such as in Bulgaria’s biggest CSO social media and the Bulgarian National Radio, and taking part in events, served as additional promotional tools to reach a wider audience.

In both instances, social media played a crucial role, with Facebook, LinkedIn, Instagram, and other platforms utilised extensively to advertise the training sessions. Multiple posts were created to remind networks about the upcoming events, ensuring continuous visibility and engagement. Moreover, direct outreach through emails and engagement with networks of target groups to ensure a diverse participant base —such as academic, governmental, and civil society institutions—was emphasised in both approaches. Furthermore, the registration process was streamlined using tools like Google Forms and email reminders, ensuring a seamless process for interested individuals to sign up and receive event notifications. Both approaches also embraced a combination of physical and digital training sessions to accommodate different preferences to reach a larger audience.

CECL reached frontline workers through its network of public services, social organisations, and local NGOs aiding vulnerable groups. This strategy ensured a diverse pool of individuals with practical knowledge of anti-racism legal measures, enriching the training sessions with varied perspectives.

In the Netherlands, customised emails and LinkedIn invites were sent to frontline professionals involved in anti-discrimination and anti-racism initiatives. Furthermore, posts were placed on the student portal of the Faculty of Society and Law at the Amsterdam University of Applied Sciences in an attempt to attract students to join the trainings.

SANSAT deployed extensive publicity and significant networking efforts to ensure successful implementation of their training activity. The first training was held at ‘Casa Verde’, a shelter for women and children. This activity included preparatory meetings to discuss training goals and understand the discrimination faced by the predominantly migrant and refugee women, some of whom were victims of violence. As well, collaboration was made with CESC Project, a non-profit specialising in young volunteer training, to offer the PRESERVERE training. Lai-Momo orchestrated training activities in collaboration with Bologna Municipality’s Anti Racial Discrimination Desk, ‘SPAD’. These sessions targeted new front desk operators supporting discrimination victims and witnesses. To ensure the correct expertise, Lai-Momo collaborated with lawyers from the Association for Juridical Studies on Immigration ‘ASGI’ to conduct lectures in a hybrid format—combining Google Meet online sessions with in-person gatherings. The training specifically addressed significant Italian issues, exploring discrimination in education, qualifications recognition, housing access, workplace discrimination, health rights, and social benefit accessibility.

Overall, the approaches mentioned in this section highlight the importance of multi-channel strategies, leveraging social media, direct outreach through personalised invites, engagement with diverse

institutions, and a mix of digital and physical sessions to effectively recruit participants for training programs.

### 3. CASE STUDY ANALYSIS

The intention of the case studies was to present the challenges and opportunities of the trainings to the various target audiences of each local context. It was recommended for each partner to prepare one case study per target group (three in total) to get a broader view on the implementation of the trainings. At minimum, each partner was to prepare one (1) case study for either target group (frontline workers, legal professionals or trainers/educators) to be included in their respective national reports.

The case studies provided a discussion point for legal professionals, frontline workers, and trainers to engage in dynamic discussions on scenarios that encapsulated real-world challenges that shed light on the lived experiences of the vulnerable groups. Through focused analysis and open dialogue, participants explored for instance, issues related to child protection within the legal framework, discrimination in employment, and inclusive education for marginalised communities. These case studies not only prompted thoughtful consideration of legal and ethical implications but also spurred participants to reflect on best practices and the pivotal role each group plays in upholding justice, fairness, and inclusivity within their respective domains.

This section of the Common Report offers an exploration of the key insights, discussions, and consensus reached during the analysis of these case studies for each group.



### 3.1 Global Overview of the Case Studies Carried Out per Country per Target Group

Below table offers an overview of the case studies that were discussed during the trainings conducted for the target audiences in the respective countries.

COUNTRY	GROUP	TITLE OF THE CASE STUDY	NUMBER OF PARTICIPANTS
GREECE	Legal Professionals	Safeguarding the rights and well-being of child victims	79
GREECE	Frontline workers	Anti-discrimination in the context of employment	27
GREECE	Trainers / Educators	Educational inclusion of marginalised communities	10
CYPRUS	Legal Professionals	Practical scenario for application of the law	140
CYPRUS	Frontline workers	Emma: The intersectional discrimination case study	40
ITALY	Legal Professionals	The usage and interpretation of the terms 'race' and 'racial' in legal language	35
ITALY	Legal Professionals	Discrimination: the burden of cultural differences	11
ITALY	Legal Professionals	The discrimination and the individual freedom	24
ITALY	Frontline workers	The burden of proof in discrimination cases	27
ITALY	Frontline workers	The intersectional discrimination. How to deal with the problem	7
ITALY	Trainers / Educators	Rebalancing the general structure of training modules	11
MALTA	Legal Professionals	Job Application	3
MALTA	Legal Professionals	Health Service Policy	3
MALTA	Frontline workers	Job Application	9
MALTA	Frontline workers	Health Service Policy	9
MALTA	Trainers / Educators	Discrimination during Training	8
NETHERLANDS	Frontline workers	Health Service Policy	3
NETHERLANDS	Legal Professionals	Deployment of public funds for victims of criminal activitie	8
BULGARIA	Frontline workers	Job Application - Roma person	6
BULGARIA	Frontline workers	Discriminatory media articles	8

Table 5: Overview of case studies per country per target group.

## 3.2 Situation as Concluded from the Case Study Discussions per Country

The outcomes of the case studies for each country are discussed below. They are based on the general conclusions from the National Reports but especially on the descriptions of the different scenarios that were discussed, and any agreed solutions discussed during the trainings.

### **Bulgaria**

The two-case studies Bulgaria had executed provided concrete recommendations and conclusions. In the ‘Job Application - Roma Person’ case study, agreed-upon solutions included a social worker presenting options to empower the individual’s decision-making, advocating for them during interviews, reporting discrimination to the State Agency, and using emotional social media posts to highlight the qualifications and desire of Roma people for employment opportunities.

In the case study addressing ‘Discriminatory Media Articles’, participants reached a consensus on actionable solutions. These involved alerting the State Agency against Discrimination in cases of hate speech based on ethnicity, urging website owners through letters or petitions to remove offensive content, and reporting and removing discriminatory social media posts. Additionally, citizens were encouraged to voice their opinions, denouncing racism, and advocating against its tolerance on social media platforms. Further, proposing emotionally resonant posts showcasing successful Roma individuals aimed to shift prevailing narratives.

### **Cyprus**

In one case study, Cyprus has focused on the problem of Intersectional discrimination which refers to the overlapping or intersecting forms of discrimination that individuals may face due to multiple aspects of their identity, such as race, gender, sexuality, or socioeconomic status. This concept emphasises the need to consider the interconnected nature of these various social categories when addressing issues of discrimination and inequality. This case study subject was chosen in order to show that the mainstream, traditional discriminations theory (for example direct VS indirect) would not be able to resolve and interpret the interconnected (intersectional) layers of discrimination that this person experienced.

### **Greece**

For Greece, legal professionals, frontline workers, and trainers engaged in comprehensive discussions, delving into complex case studies and evaluating their practical implications. For example, in the case study entitled ‘Safeguarding the Rights and Well-being of Child Victims’, participants expressed a shared commitment to prioritising the well-being and rights of child victims, reinforcing the importance of specialised training and support mechanisms for legal professionals engaged in these cases. In another case study entitled ‘Anti-discrimination in the Context of Employment’, participants emphasised the need for continued education and awareness-building on anti-discrimination laws and practises, equipping

frontline workers with the tools to effectively advocate for the rights of individuals facing discrimination in various contexts.

### **Italy**

Italy implemented six case studies. Most of them were focused on practical problems one may encounter during cases of discrimination and anti-racism, for instance cultural differences. Also, like Cyprus, one case study focused on intersectional discrimination.

In one of the case studies implemented, entitled 'The Discrimination and the Individual Freedom' participants came up with the following recommendation: addressing discrimination demands a dual approach. Initially, it requires active combat in both the public and, where feasible, private sectors to safeguard fundamental human rights. Secondly, a cultural intervention is crucial, aiming to mitigate the emergence of cultural, racial, and social prejudices that undermine individual dignity and devalue entire communities. This entails efforts within educational institutions and social media platforms to curtail such biases. Another case study entitled 'Rebalancing the General Structure of Training Modules', participants agreed to try to encourage meetings between frontline workers and legal professionals so as to ensure a mutual exchange of expertise.

### **Malta**

Two of the case studies Malta implemented presented the scenario of a job application. A very common and realistic scenario and it was presented to the participants with questions like 'Is this a case of discrimination?', 'Where do they (the job applicants) need to report this?' and 'Who has the burden of proof in this case?'. The discussion in the case study evolved around amongst others, the appropriateness of type of questions that were asked during the interview and the difficulty of the burden of proof.

### **The Netherlands**

In the Netherlands, one case study regarded the policies in Health Services organisations. Participants shared diverse perspectives, discussing the possibility of revisiting and modifying organisational policies that inadvertently perpetuate discrimination.

The second case study focused on the deployment of public funds for victims of criminal activities around discrimination and racism. The thorough analysis during the case study discussion prompted a reflective evaluation of the strategies and policies essential for optimising the effectiveness and fairness of legal support to the victims of criminal activities.

### 3.3. Similarities and Differences between the Six Countries

Overall, it was evident that the similarities, in the type of cases discussed, the approach to discussion and the solutions, outweigh the differences after comparing the outcomes of the case studies implemented by the countries involved. The case studies revealed interchangeable topics, suggesting a recommendation for future case studies: employing identical case study setups with consistent themes. Distinctions arise in the implementation of legal frameworks across participating countries and the varying independence and funding structures of frontline worker organisations, whether governmental or non-governmental.

Most importantly, all the scenarios discussed as well as the solutions proposed during the case studies can be used in a yet to be established knowledge base. Establishing this centralised hub can function as a perpetual resource for professionals and advocates, fostering continuous learning and facilitating the effective implementation of the directives.

## 4. EVALUATIONS

At the end of each training session given to the different target audiences, the participants were asked to complete an evaluation form as prepared by the WP4 leader, HvA. The online evaluation form was structured into different sections and question formats to gather detailed feedback on various aspects of the training as follows:

#### 1. Rating Scale Statements:

Participants were asked to rate their agreement with a series of statements on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). These statements range from the whether the preparatory information was adequate, the quality of training organisation, the effectiveness of the activities during the training, the clarity of the training's objectives, the convenience of the timeslot and location, the level of participant involvement, and overall satisfaction.

#### 2. Aspect Satisfaction Ratings:

Participants were asked to rate specific aspects of the training on a scale from 1 (Very Bad) to 5 (Very Good), or 6 (Not Applicable). These aspects include peer/group work, materials provided, content shared, exercises that took place during the training, as well as the potential for further use and transferability of the knowledge gained.

#### 3. Interest in Further Trainings:

Participants were asked to express their interest in attending further trainings for consolidating the aspects presented during the training. They could choose between individual coaching, peer/group coaching, or indicate that they are not interested.

#### 4. Open-Ended Questions:

Participants were asked to provide textual input on questions such as which aspect(s) of the training was most valuable, points of improvement and additional comments and suggestions for future trainings.

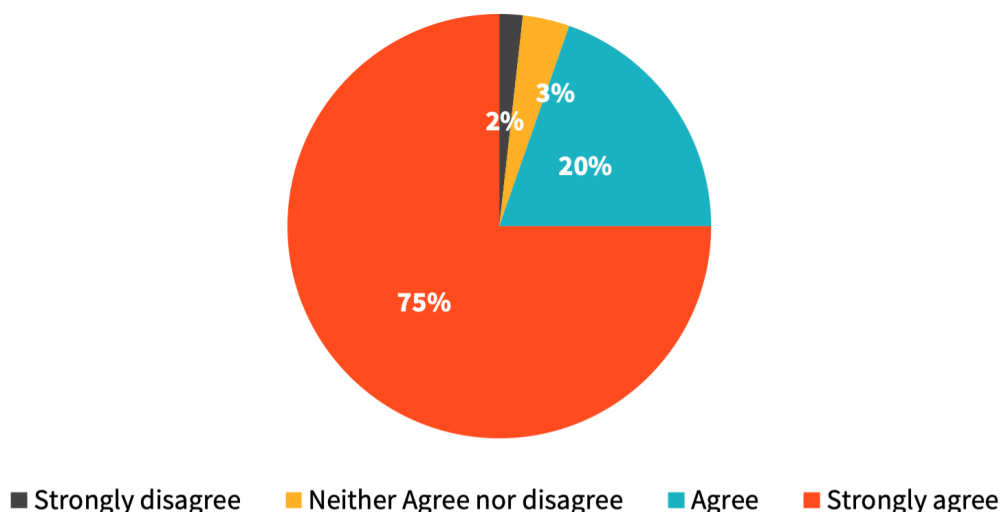
Taking a global view, it appeared that a common challenge several partners faced was the low response rate from participants to fill in the evaluation forms. This is especially the case for the online trainings that were conducted. A suggestion for the future is to allocate time during the (online) session itself to have participants fill in their responses.

### **Trainers/Educators**

The PRESERVE Training Toolkit was introduced to local trainers and educators who could benefit from the learnings about the EU directives about anti-discrimination and anti-racism. These trainings aimed to showcase the project, test the effectiveness of, and receive feedback on the training materials.

An analysis of the feedback collected from training sessions conducted for trainers and educators in the respective countries showed some commonalities and challenges. Commonalities among the sessions include positive feedback on the training content, suggestions for increased practical application, and a desire for more robust coverage of certain topics for instance on practical application of the material. Participants generally praised the trainers' competence and the comprehensiveness of the materials. Trainers in Italy, Greece and the Netherlands for instance were enthusiastic about continuing the training with peer/group coaching.

Below graph indicates the overall satisfaction level from the respondents of the trainers/educators group (56 out of 80 in total, across six EU states) who completed the evaluations after the training:



Graph 4: Overall satisfaction level of trainers/educators across all six EU states who responded to the evaluation.

Challenges identified included low response rates to evaluation forms from some countries, difficulties in attaining anticipated participant numbers, and constraints related to attendees' time availability due to busy schedules. Specific suggestions for improvement varied by country: trainers in Italy and the Netherlands emphasised the importance of interactive sessions, and Malta suggested more practical methods for training. Overall, while the trainings received positive reviews, suggestions for improvements

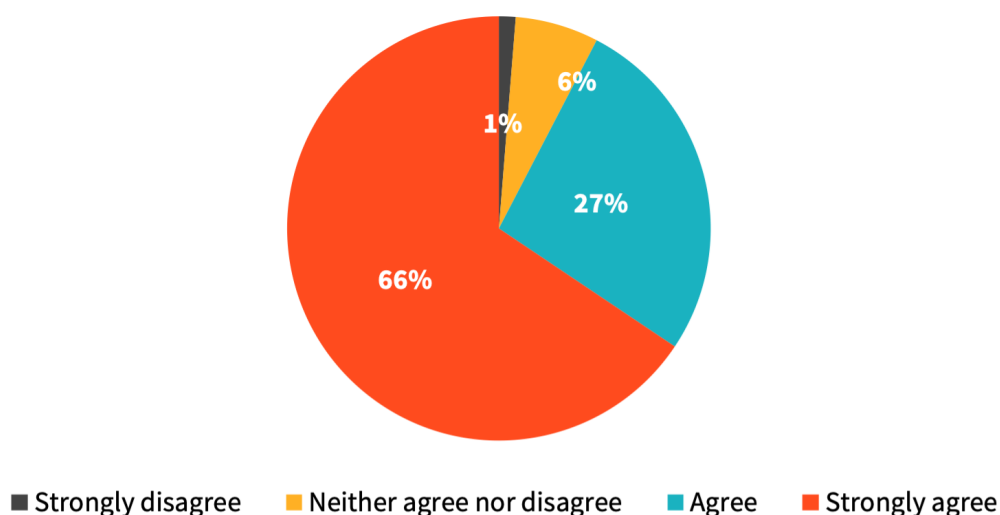
revolved around increased interactivity, practical application, and deeper coverage of certain topics to further increase their effectiveness.

### Legal Professionals

Respondents who attended the legal professionals’ trainings in Greece, Malta, the Netherlands, Italy valued practical aspects like case studies, interaction among participants, and discussions concerning victims’ rights and EU directives in their field of work. They highlighted the need for more interactive sessions and case law discussion. There was substantial interest among participants in understanding national and European antidiscrimination legislation, particularly through practical scenarios.

Participants in general across the six partner countries appreciated the clarity, relevance, and practical applicability of the training materials. They found the training and subsequent materials to be stimulating, engaging, and effective in imparting knowledge of legal frameworks.

Below graph indicates the overall satisfaction level of the legal professionals towards the trainings they received:



Graph 5: Overall satisfaction level of legal professionals across all six EU states who responded to the evaluation.

Across regions, common feedback where participants of the legal professionals training help were most useful included case studies, interaction among participants, learning about EU directives and its application which is relevant to their work. There was a common request for more peer learning opportunities and in-depth discussions among participants e.g. Bulgaria, Greece, the Netherlands and Malta.

Regarding improvement points, participants from Malta and Italy for instance, included making sessions more interactive, incorporating more case law, broader explanations of EU directives. For the Netherlands and Malta, participants suggested setting better expectations in advance about training levels.

Participants in Cyprus provided useful feedback about tailoring the sessions more to the occupational profiles of the participants, as well as to repeat the workshop more frequently. Regarding the adjustments

that were made to the training materials, the slides on the Victims' Rights Directive had to be revised, as they were too descriptive and overly relied on the provisions of the Directive. They were amended to be more critical of the law to enable better debate amongst the participants.

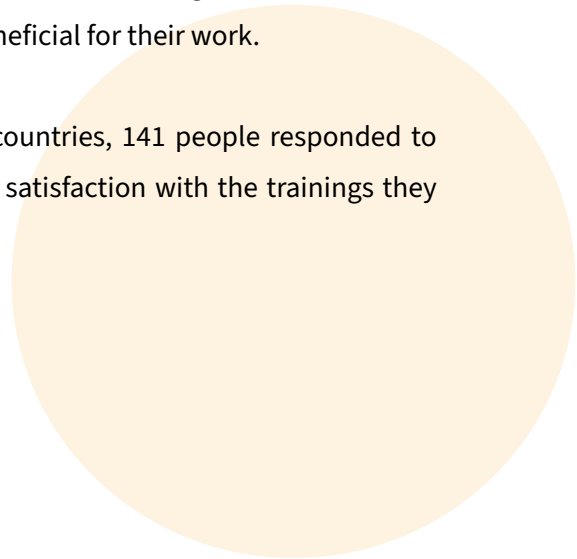
Preferences between online and in-person training varied among participants across the regions, with some legal professionals in Bulgaria favouring in-person sessions for better networking opportunities.

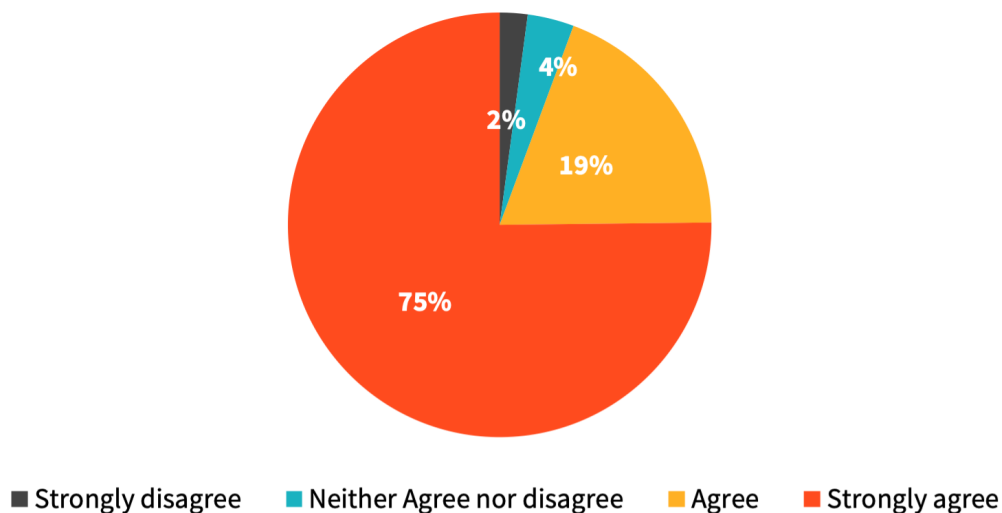
Overall, the insights gathered from the evaluation forms showcase the diverse preferences, needs, and feedback of legal professionals regarding training sessions, focusing on more in-depth practical application and collaborative learning experiences. At the same time, the insights underscored the significance of tailoring future programmes to cater to the needs and preferences of different groups of people. As with the trainer and educators' group, ensuring high response rate via the evaluation forms was a challenge. A solution to this issue is to include qualitative feedback that was received during the sessions conducted.

### **Frontline workers**

The feedback from diverse training sessions held across Bulgaria, Netherlands, Malta, Italy, Cyprus, and Greece revealed both similarities and differences in participant experiences. A diverse mix of professionals attended the sessions, ranging from civil servants, NGO workers, and lawyers to students, coordinators, social workers, interpreters, and directors. These participants generally expressed satisfaction with multiple aspects of the training. They commended the clarity of the training content, its methodological effectiveness, and the quality of materials provided. There was a consistent desire for more interactive elements within the sessions, such as practical exercises, case studies, and deeper analysis of legislation. Most participants across these sessions showcased a keen interest in understanding national and European anti-discrimination legislation, emphasizing the importance of comprehending legal frameworks and procedures which can be beneficial for their work.

Of the 224 people who attended the trainings across the six EU countries, 141 people responded to the evaluations. Below graph shows the frontline workers' overall satisfaction with the trainings they received:





Graph 6: Overall satisfaction level of frontline workers across all six EU states who responded to the evaluation.

Specific suggestions for improvements also varied. For example, participants in Malta and the Netherlands sought more interactive elements, additional case studies, and deeper analysis of legislation. Cyprus participants emphasized the need for longer workshops, frequent repetitions, and follow-ups with beneficiaries. Greece noted that some participants found the content slightly more legally oriented than anticipated, affecting engagement levels.

Each country's training sessions highlighted challenges faced during the sessions. Greece faced challenges with content alignment, the Netherlands struggled with low participation in feedback, and Cyprus emphasized the need for better schedule management.

Additionally, preferences regarding training length and frequency varied across these sessions. Frontline workers in Cyprus suggested longer workshops, while those in Greece desired more frequent and in-depth sessions.

## 5. CONCLUSION AND NEXT STEPS

The training toolkit that was developed by all the partners in WP 3 served as a useful resource base for trainers, legal professionals and frontline workers from Italy, Cyprus, Greece, Malta, Bulgaria and The Netherlands. The analysis of various PRESERVE training initiatives across regions reveals notable successes, challenges, and strategies for future improvements.

### **Bulgaria**

Bulgaria's acknowledgment of the necessity for capacity-building training in anti-racism and anti-discrimination signifies an opportunity. While splitting training sessions and conducting them online had advantages in accessibility, challenges in networking and participant engagement were evident. Incorporating evaluation forms within the training session to allow for a better response rate, and planning further sessions are key strategies for moving forward.



## **Cyprus**

Post-training evaluations in Cyprus showcased opportunities for expanding training reach, evidenced by increasing demand from institutions like the Cyprus Police Academy and the Association of Social Workers. The introduction of new perspectives through workshops demonstrated potential for deepening the project's impact. Sustaining awareness via digital platforms and workshops is a key strategy.

## **Greece**

In Greece, training initiatives significantly raised awareness and enriched the skills of legal professionals and frontline workers in child protection and discrimination issues. Recommendations include utilising digital platforms, tailoring outreach programs, and establishing a centralised resource repository for continuous support and learning.

## **Italy**

Italy's implementation of the PRESERVERE Training Programme garnered positive evaluations despite challenges regarding resource availability. Tailoring programmes, building stakeholder networks, and ensuring flexibility were successful strategies. The initiative not only raised awareness but also engaged diverse professional groups, leading to a well-established network for future dissemination of outcomes.

## **Malta**

Efforts in Malta, led by PfC, effectively broadened project outreach through comprehensive research, diverse training programs, and engagement with various stakeholders. The emphasis on sustained advocacy, roundtable events, and empowering trained individuals underscores a commitment to inform and support potential victims of discrimination.

## **Netherlands**

Despite falling short of attendance targets, the PRESERVERE training initiatives in the Netherlands brought positive outcomes, notably raising awareness among key stakeholders. However, the challenge of participants' time constraints and resource limitations impacted registration versus actual attendance. To address this, suggestions include balancing session content and length, aligning training with current events, and launching an online learning platform for self-paced learning.

While each region faced unique challenges and implemented specific actions, strategies for broadening the impact of training initiatives showed similarities as well. All regions underscored the importance of balancing theory with the practical applications of the content within the training, aiming to enrich participants' skills to empower them as advocates for justice and equality. A common theme was to have an adaptable and inclusive approach through different formats of the training (online and in-person) to cater to a wider range of schedules and geographical locations. The flexibility of formats recognises the

need to cater to diverse participant needs and contexts for them to better advocate for marginalised communities' rights.

Additionally, sustainability remained a key focus, with each region emphasising continuous learning, updates, and refresher courses to navigate evolving landscapes. Utilising the online digital platform as developed in WP3, diversifying engagement activities such as collaborating with various institutions to offer training programmes, and offering tailored outreach were recurring strategies across regions to extend the reach of their programmes. Addressing challenges related to time resource limitations of the participants to join the training, and continued effective dissemination efforts remains a priority for future success of the PRESERVERE trainings on anti-discrimination and anti-racism.