



PRESERVERE

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

PROJECT 101049763 - CERV-2021-EQUAL

THE PRESERVERE PROJECT IMPLEMENTATION:

*Lessons Learned and
Recommendations*

Work Package 5 (WP5) D5.2
2nd e-Book



Co-funded by the
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PRESERVERE

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

PRESERVERE 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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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.

To achieve the project objectives presented above, the PRESERVERE work programme was divided into five interconnected Work Packages (WPs). Besides the horizontal activities dedicated to management, monitoring and quality assurance (WP1) and dissemination, communication and exploitation of project results (WP5), the work programme included three WPs dedicated to research and valorisation of good practices (WP2), development of a Training Package (WP3) for target groups described below and testing and implementation of the Training Package (WP4).

In WP2 (*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**.

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.

The translated toolkits were made available online both on **Academia website** and on each partner’s respective websites (refer to table 1 below).

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

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 **PRESERVE 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, PRESERVE 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 PRESERVE Training Toolkit. These results are presented in this publication.

In fact, this text represents the second publication, in the form of an e-Book, produced in the course of the project. It is developed in ideal continuity with the first e-Book 'The Implementation of the EU Anti-Racism Legal Framework in 6 European States: Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands'. It contains:

- The overall analysis of the Piloting activity of the Training Toolkit, taken from the Common Report (Del. D4.8).
- The extract of the 7 national Piloting Reports, containing Case Studies and representing 7 white papers that will critically evaluate the existing European legal framework and the national laws and procedures transposing it in the respective partner countries.
- Lessons learnt and recommendations.

2

THE PILOTING OF THE TRAINING PACKAGE



As already mentioned, the consortium developed a Training Package and Online Training Toolkit consisting in a) the instructional design of an informed and needs oriented training package for target groups, b) the development of innovative learning tools and the online platform for the digital form of the training package, and c) the creation of the project's Training Toolkit which contributed to the delivery of the training package by the consortium's team of trainers (and will contribute to the delivery by trainers of other organisations that might use it).

The Training Package was tested by the partners in each country. They developed National Reports detailing the piloting of the training courses carried out in their countries. This chapter presents the results of the piloting.

2.1 An overall analysis

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.

2.2 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.

2.2.a 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.

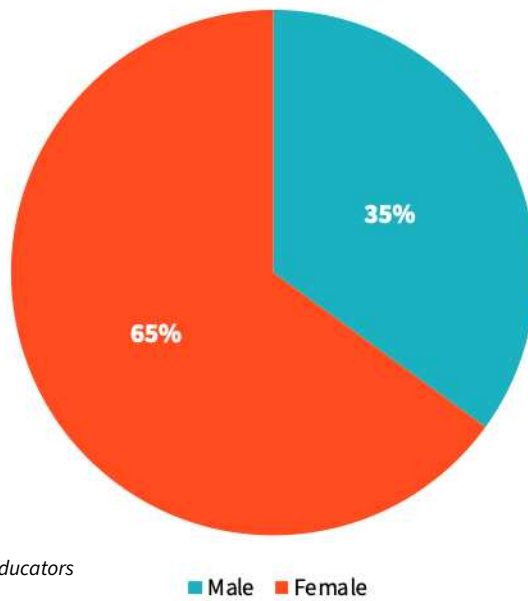
The following tables provide a global overview of the number of people who registered for the respective trainings per target group including the breakdown of the male/female ratio as well as their occupational profiles.

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.



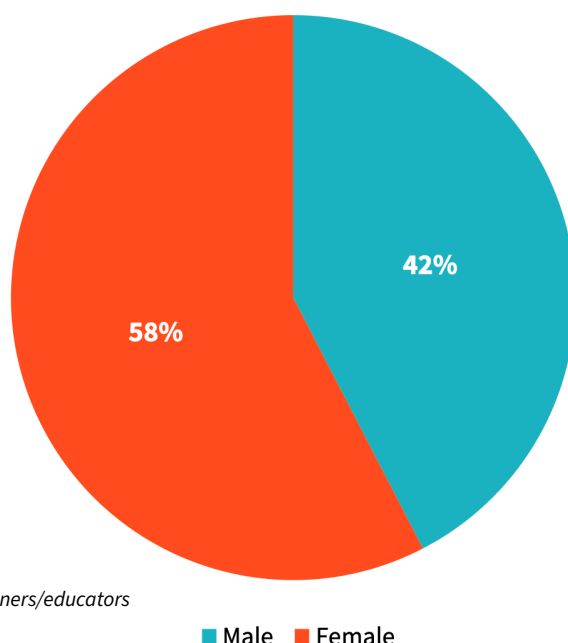
Graph 1: Gender division of total trainers/educators who attended the training sessions.

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.



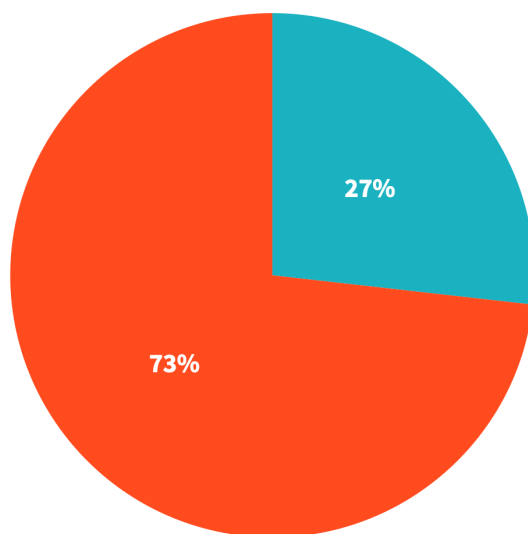
Graph 1: Gender division of total trainers/educators who attended the training sessions.

Below table shows the global overview of registrations and actual attendance of the training courses for **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.

■ Male ■ Female

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.b 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 #Make-RacismHistory 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.

2.2.c 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.

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.

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.

3

CASE STUDY ANALYSIS



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	NO. 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 activities	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.

The outcomes of the case studies for each country are discussed below, in the chapter 4.

3.2 Situation as Concluded from the Case Study Discussions per Country

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 NATIONAL REPORTS



4.1 Bulgaria

Multi Kulti Collective (MKC) contributed to the activities of Work Package (WP) 4 of the PRESERVERE (Preventing Racism and Discrimination – Enabling the Effective Implementation of the EU Anti-Racist Legal Framework) project as follows:

Organizing three training events using the training materials developed in WP3 for the envisaged three target groups:

- Legal professionals.
- Frontline workers.
- Trainers/educators/facilitators.

MKC managed to realize these activities with the support of two experienced trainers:

- Dilyana Giteva, one of Bulgaria's most reputable lawyers working in the field of anti-discrimination and anti-racism with more than 20 years of experience. She had the pleasure of leading two trainings for legal professionals and frontline workers.
- Bistra Ivanova, MKC's co-founder and chairperson, an experienced trainer and facilitator with more than 10 years of experience. She had the pleasure of leading one training session for trainers.

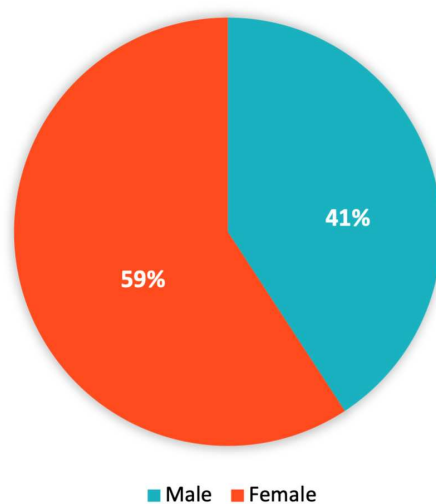
MKC is the only Bulgarian organization of the European Network against Racism ENAR and had the pleasure of hosting an event in Sofia in the framework of the pan-European #MakeRacismHistory Festival. Therefore, Ms Ivanova gave a lecture about the PRESERVERE national report findings (WP2), presented the training tools developed in WP3 and invited the participants to join the upcoming PRESERVERE training events (WP4). In addition, the team was in touch with the Sofia University to invite their students in Law and Social work. Besides this, the Bulgaria's most popular civil society platform NGO portal published information about the upcoming training events (WP4). Earlier in the year, the Bulgarian National Radio interviewed the Bulgarian project manager and she was able to promote the upcoming training sessions. Social media was also used to promote the events, through Facebook events, Facebook groups, etc. Racism and discrimination have been a problematic issue in Bulgaria for decades. They are wide-spread (especially towards Roma and other vulnerable groups) but they are “normalized” and don't receive enough

public attention¹. When conducting the fieldwork in the framework of WP2 within the same project, the research team discovered that both legal professionals are not sufficiently aware about the relevant EU legislation- they were much better acquainted with the national legal framework- and frontline workers knew very little about both and were not knowledgeable enough to support their beneficiaries. In this regard, the training sessions provided in WP4 were very useful and needed.

To cover a broader range of territory, MKC decided to organise the training sessions online (via Zoom) so that participants from the whole country can attend. That was indeed the case and we welcomed participants from various cities such as Sofia, Plovdiv, Varna, Burgas, Stara Zagora, Ruse, etc.

TARGET GROUP	HOURS	DATES	FACILITATORS	REGISTRATIONS	PARTICIPANTS	MALE	FEMALE
TRAINERS/EDUCATORS/ FACILITATORS	1	21.11.2023	Bistra Ivanova	12	10	6	4
FRONTLINE WORKERS	8	1.11.2023/ 10.11.2023	Dilyana Giteva	43	60	23	37
LEGAL PROFESSIONALS	8	31.10.2023/ 1.11.2023	Dilyana Giteva	23	33	13	20
TOTAL				78	103	42	61

Table 6: Overview of trainings given to respective target audiences in Bulgaria.



Graph 4: Participant's gender

¹ Ivanova, B., Chafkarov, P. Transposition and implementation of the EU anti-racism legal framework in Bulgaria, https://www.academia.edu/90918559/Transposition_and_implementation_of_the_EU_anti_racism_legal_framework_in_Bulgaria

Methodology

All training sessions were based on the WP3 training toolkit developed by all project partners. The trainers had the chance to get to know the material and adapt it to their own needs and vision.

Bulgaria is a country with high levels of racism (especially towards Roma and other minority groups) and not enough knowledge on the topic, especially when it comes to the EU legal framework². Therefore, we decided that giving the trainings online will allow more participants from all across the country attend and benefit from them.

The participant invitation process was organized through the well-established network of MKC and included email invitations, Facebook events, Facebook posts, Facebook groups promo, Instagram, media publications (for example, in Bulgaria's biggest CSO media the national NGO portal). The invited participants came from various sectors – state institutions (for example, State Agency for Refugees), local institutions (several Complexes for social services for children and families), NGOs, legal professionals, academia, etc. In addition, the team reached out to the Sofia University and invited their students in Law and Social Work. The invitations were very clear and already outlined the main areas of the training to attract more participants and give them a clear idea what to expect.

When sending the invitations, we did include a Google registration form but also already published the Zoom link. We were particularly aware that we want to attract students and they might not be familiar with the well-established NGO practice of registering to an event and then receiving the link. As such, we did not want to create any additional barriers for the participants. As a result, there were some participants who did not register but directly showed up at the events.

The trainings were all successful and reached their numbers of participants. However, they were not as interactive as we hoped. We think that there were many students who might have felt shy. Most did not even turn on their cameras. In any case, there were some fruitful discussions but we have to note that in-person trainings always achieve a much higher level of interactivity and in this regards, the Zoom sessions were not the best choice.

Another challenge we faced was the little number of participants who filled in the evaluation forms, despite the emails sent and the link that was shared in the chat of the Zoom calls. Again, in-person trainings secure that each participant does fill in the paper form provided at the end of the training, but this is another downside of the Zoom calls.

² Ivanova, B., Chafkarov, P. Transposition and implementation of the EU anti-racism legal framework in Bulgaria, https://www.academia.edu/90918559/Transposition_and_implementation_of_the_EU_anti_racism_legal_framework_in_Bulgaria

Case Studies

1st Case Study: Job Application - Roma person

- Date of the session in which the case study emerged: 10 November 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 6.
- The participants were coming from various organizations across the country.

Problem definition

The case study was brought up by a social worker who works with the Roma community. It is a typical case when Roma people are seeking a job and face discrimination and racism there.

Narrative of the actual case

A Roma person reads the job offers online on the most popular website. He is qualified for the position and sends his documents (CV, motivation letter). Then he receives a phone call for an interview. When he arrives at the office for the interview, the employer is not interested any more to interview him but quickly says that the position is already taken.

- Then the questions were:
- Is there a case of discrimination?
- Is it possible to report it and where?
- Is it possible to influence the employer that the Roma person is qualified and should be at least given the equal chance as the other candidates?
- Would it be helpful to involve some media attention?

Description of the different scenarios that were discussed and any agreed solutions

There were many ideas discussed and different participants chose different scenarios for their work:

- A social worker needs to present the possibilities for the Roma person so he can take his own decision.
- A social worker can accompany the applicant at the interview and advocate to the employer that he is a good worker and can do the job.
- The State Agency against Discrimination can be alerted for discrimination based on ethnicity.
- An emotional social media post can be published on how Roma people want to work and are qualified for the job but nobody gives them the opportunity.
- An emotional post on the social media about some successfully working Roma to change the narratives.

2nd Case Study: Discriminatory media articles

- Date of the session in which the case study emerged: 10 November 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 8.
- The participants were coming from various organizations across the country.

Problem definition

The case study was brought up by a participant who has witnessed some racist media articles in the local media against Roma.

Narrative of the actual case

Some online media in Bulgaria do not respect human rights and publish openly racist and discriminatory articles, many of which are fake. This often happens around national and local elections.

Not only that they are unethical and misinformative as such, but they are harmful, they spread hate and strengthen negative stereotypes against Roma people.

- Then the questions were:
- Is there a case of racism?
- What is our power as organizations and people to stand against it?
- Is it possible to report it and where?

Description of the different scenarios that were discussed and any agreed solutions

There were many ideas discussed:

- The State Agency against Discrimination can be alerted for hate speech based on ethnicity.
- The owner of the website can receive letters, or a petition to remove the content.
- The posts on the social media (FB) can be reported and taken down.
- Citizens can comment on the social media and expose that this racist and should not be tolerated.

Conclusions and next steps

MKC is satisfied with the opportunity to provide training in these areas because they are not very popular among stakeholders.

It was definitely a good decision to split the trainings into to half-days because it is difficult to attend a full day training (for lawyers, for students...).

The decision to do it online had advantages and disadvantages. On one hand, we were able to include participants from the whole country which was a very big plus. On the other hand, it was difficult to reach the same level of networking and engagement as an in-person training.

The evolution forms must also be incorporated in the training itself and not be left for “after” because then participants might not find time.

MKC plans to build on the WP4 success and organize further training sessions and activities in the field of capacity building with a particular focus on anti-racism and anti-discrimination.

4.2 Cyprus

Three main activities have taken place under WP4. A preliminary event when Center of Social Innovation (CSI) and University of Central Lancashire Cyprus (UCLan) launched the project in Cyprus, shared research findings on the anti-racism legal framework in the country and introduced the idea of trainings that would be delivered to frontline workers and legal professionals. This ‘train the trainer’ event took place in April 2023, in person in Nicosia, and was attended by 12 persons. The second event involved training of frontline workers on the anti-discrimination legal framework and took place in October 2023. The event was held in person in Nicosia and was delivered in Greek. It was organised in collaboration with the Cyprus Association of Social Workers and attracted 40 participants, among them teachers, police officers, NGO staff, and civil servants. Finally, the training for legal professionals also took place in October 2023. This was delivered in hybrid format (both in person at the campus of UCLan Cyprus and online) and the language of instruction was English. The organisers collaborated with the Cyprus Bar Association to attach continuous development points to the training, which was attended by 140 legal professionals. Included in these were law students, lawyers and persons with law degrees working in private companies.

The main feedback from all three activities is that there is a need for more training on the anti-discrimination legal framework in Cyprus. This is evidenced by the oversubscription of both frontline workers and legal professionals in their respective trainings. Discussions are currently taking place with the Cyprus Association of Social Workers to organise a second training on these themes for more of their members. Similarly, the Human Rights Office of the Republic of Cyprus Police has expressed an interest in receiving tailored training on anti-discrimination law for police officers who are working on the front line. This training, which UCLan Cyprus and CSI will be delivering to an additional 40 police officers from all over Cyprus, has been scheduled to take place in January 2024.

PRESERVERE has also been impactful in terms of shaping policy making at the national level. UCLan Cyprus staff who have been working on the project presented PRESERVERE to representatives of the Ministry of Justice and were subsequently invited to help draft a National Strategy on Combatting Anti-Semitism, that civil servants of the Republic of Cyprus are currently working on.

Below, the detailed agendas of each of the training events can be found.

PARTS	TOPICS	SESSIONS / HOURS	DATE/S	TRAINER/S	NUMBER OF ATTENDEES
TRAINERS / EDUCATORS / FACILITATORS	Registration and Coffee	11.00	10.4.2023	N/A	12
	Welcome and Introductions	11.10	10.4.2023	Vaggelis Gettos	12
	A short introduction to PRESERVE	11.15	10.4.2023	Nasia Hadjigeorgiou	12
	The Cyprus Report	11.25	10.4.2023	Nadia Kornioti	12
	The training toolkit and forthcoming workshops	11.45	10.4.2023	Vaggelis Gettos	12
	Q&A	11.55	10.4.2023	Vaggelis Gettos Nasia Hadjigeorgiou Nadia Kornioti	12
	End of event	12.15	10.4.2023	N/A	12
FRONTLINE WORKERS	Registrations	9.00 - 9.15	4.10.2023	N/A	40
	Introductions	9.15 - 9.30	4.10.2023	Vaggelis Gettos	40
	Presentation of PRESERVE's main pillars	9.30 - 9.40	4.10.2023	Vaggelis Gettos	40
	EU law and protection of Human Rights	9.40 - 11.00	4.10.2023	Vaggelis Gettos	40
	Break	11.00 - 11.10	4.10.2023	N/A	40
	Directive of Equal Treatment	11.10 - 12.20	4.10.2023	Vaggelis Gettos	40
	Directive of protection of victims' rights	12.20 - 13.30	4.10.2023	Vaggelis Gettos	40
	Break	13.30 - 14.00	4.10.2023	N/A	40
	Practical Scenarios	14.00 - 15.40	4.10.2023	Vaggelis Gettos	40
	Evaluation and closing	15.40 - 16.00	4.10.2023	Vaggelis Gettos	40
LEGAL PROFESSIONALS	Reliance in EU law in domestic courts, institutions and daily practice	10:00-11:30	9.10.2023	Katerina Kalaitzaki (assisted for online participants by Nasia Hadjigeorgiou)	140
	Coffee Break	11:30-11:40	9.10.2023	Nasia Hadjigeorgiou & Katerina Kalaitzaki	140
	The provisions of the Racial Equality Directive	11:40-13:40	9.10.2023	Nasia Hadjigeorgiou (assisted for online participants by Katerina Kalaitzaki)	140
	Lunch Break – Light Lunch was provided	13:40-14:20	9.10.2023	Nasia Hadjigeorgiou & Katerina Kalaitzaki	140
	The provisions of the Victims' Rights Directive	14:20-15:50	9.10.2023	Katerina Kalaitzaki (assisted for online participants by Nasia Hadjigeorgiou)	140
	Coffee Break	15:50-16:00	9.10.2023	Nasia Hadjigeorgiou & Katerina Kalaitzaki	140
	EU Discrimination Law – Practical Scenarios	16:00-17:00	9.10.2023	Nasia Hadjigeorgiou (assisted for online participants by Katerina Kalaitzaki)	140

Table 7: Overview of course schedule.

Methodology

Trainers

This training event was designed and took place in person. Prospective participants were reached through publication of the event's press release and visual in the national media, as well as through a Facebook event. But, above all, trainers were reached through the professional network of the two cooperating organisations, CSI and UCLan Cyprus, as well as the activation of the professional network of the three main staff members who work on PRESERVERE project, namely Nasia Hadjigeorgiou, Vaggelis Gettos and Katerina Kalaitzaki. Registrations were not available online but only on the spot, through an attendance sheet. Invitations were sent personally to prospective participants so that the attending audience consisted of professionals who have proven previous experience/are trainers in relevant fields. Throughout that workshop, participants were acquainted with the main purposes of the PRESERVERE project as well as the pillar upcoming training activities. PRESERVERE staff asked for their support during the recruitment of participants for the upcoming workshops and ended the meeting by forming an informal synergy towards these training events. The quantitative indicator was reached (12 participants). According to the evaluation forms, participants expressed their strong interest in the upcoming training activities and the overall concept and methodology of the project pointing out that PRESERVERE constitutes a rare attempt to initiate a discussion regarding antiracism and pro-victims EU law and national legislation issues in Cyprus.

Frontline workers

Frontline workers were reached through a strategically designed procedure. First of all, CSI established a synergy with the Cyprus Association of Social Workers who sought an opportunity to offer relevant training to their members. This synergy was a catalyst for the success of the training as it added recognition and legitimacy to the training. CSI sent invitations to the heads of pillar public and private stakeholders, such as the Social Welfare Services of the Republic of Cyprus, and the Cyprus Pedagogical Institute who, then, officially assigned groups of representatives of theirs to participate in the workshop. The Facebook event that had been created was proven to be only of secondary contribution to the above targeted promotion. It was clear from the beginning of the recruitment process that interested parties had never received similar training in the past – the training event's supporter (Cyprus Association of Social Workers) provided CSI with relevant impressions and feedback. Also, the partners' research through the National Report also confirms that general impression. Beyond that, just before the implementation 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 brought the PRESERVERE workshop in the epicenter of attention of major frontline stakeholders. Thus, the quantitative indicator was again outreached (40 participants out of the 52 who had registered through the online form that had been available by Center for Social Innovation).

CSI decided to conduct the workshop exclusively face-to-face in order to encourage physical active participation – especially given the tense situation that exists in Cyprus following the racist incidents described above. The workshop was conducted on a debate-learning base, thus, the trainer continuously provoked discussion and self-reflection that was led by the learning material. The feedback that was provided to the trainer was quite positive regarding several aspects of the training.

Legal Professionals

UCLan Cyprus approached mainly legal professionals by contacting the Cyprus Bar Council and attaching 6 verified CPD (Continuous Professional Development) points to the training. UCLan Cyprus also advertised the training directly by talking to people that were in key positions – for example, they disseminated information about the training to the Ministry of Justice and to the Law Academy of the Law Office of the Republic of Cyprus. UCLan Cyprus also approached students by mentioning the training in LLB and LLM classes of the University that are related to EU Law. The workshop was conducted in a hybrid format and the quantitative indicator was surpassed (140 in total – 20 in person, 120 online). The registrations took place through an online form.

Case Studies

1st Case study: Emma: The intersectional discrimination case study

- Date of the session in which the case study emerged: 4 October 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 40.
 1. Police officers, legal officers or other relevant employees in institutions and public/social: 1
 2. Services and NGOs, who confront racist or discriminatory incidents on a regular, even daily, basis. NUMBER: 10.
 3. Legal officers in social services, prisons, asylum seeker reception centres, social welfare services and border control authorities. NUMBER: 14.
 4. Teachers and educators from private and public education. NUMBER: 7.
 5. Students at Social Work Faculties. NUMBER: 8.
- The audience of this case study comprised social workers, educators, representatives of frontline national authorities, a lawyer from the UNHCR and a police officer.

Problem definition

The topic that was being discussed focused on the various types of discrimination. Participants seemed quite familiar with the definitions of direct and indirect discrimination but were quite reluctant to define what intersectional discrimination means. Above all, they found it quite difficult to distinguish it from multiple discrimination.

The video that was included in the PRESERVERE training material and which was projected in the training sessions, was proven to be the best way to introduce participants to this term. Participants were quite surprised by the way intersectional discrimination functions. They asked several questions in order to better understand it and some of them brought additional examples to the table to explore if situations that they had encountered in their job would fall under the definition of intersectional discrimination.

Narrative of the actual case

Participants watched a TEDx talk (included as an option in the training material created by PRESERVERE project partnership) by Kimberlé Crenshaw who coined the term ‘intersectional discrimination’ in 1989 while being a professor at Columbia Law School and at UCLA School of Law, after her chance encounter with Emma DeGraffenreid. Emma, along with other black women, sued General Motors in 1976 for discrimination, claiming that the company did not hire them because of a combination of their race and gender. The judge dismissed the lawsuit because General Motors employed both black persons and women. However, the issue that Emma was raising was that black workers at the company, who usually performed industrial jobs, were men. Equally, women employees at General Motors, who generally did secretarial work, were white. The judge refused to allow Emma to combine her race and gender claims because he believed that would give her preferential treatment. However, neither black men nor white women experienced simultaneous oppression on both fronts. At that time, the problem did not have a name, and it was difficult for individuals to incorporate new facts into their way of thinking. Kimberlé came up with the analogy of an intersection that might allow judges to see Emma’s dilemma. The roads to the intersectional discrimination were the way that the workforce was structured by race and gender. Given Emma was black and female, she was positioned where those roads overlapped and experienced more than one type of social injustice.

Description of the different scenarios that were discussed and any agreed solutions

The scenarios that were discussed were based on a ‘what if’ convention, meaning that participants were invited to think what would happen if Emma tried to fight against the obviously discriminatory decision of her exclusion from the factory solely on the basis of one out of the two following scenarios:

- as a woman who is denied work because she is a woman.
- as a black person who is denied work because of her race.

This method 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.

2nd Case study: Practical scenario for application of the law

- Date of the session in which the case study emerged: 9 October 2023.
- Type of participants LEGAL PROFESSIONALS. TOTAL NUMBER: 140.
PROFESSIONALS in the field of law or law enforcement (including lawyers, judges, prosecutors).
NUMBER: 123.
 1. Trainee lawyers. NUMBER: 1
 2. Master students. NUMBER: 0
 3. Undergraduate law students. NUMBER: 16
- Professionals in the field of law, were individuals who are based in Cyprus, but are not necessarily Cypriot. Most of them attended the training online, a few of them in person. The students were undergraduate law students from UCLan Cyprus, all of whom attended the training in person. These students are all based in Cyprus but have different nationalities. Some of the students are members of the vulnerable groups the PRESERVERE project aims to empower (Muslims, Jews, Roma or persons of African descent).

Problem definition

The participants were given the following scenario:

‘Jean, a Cameroonian national, has entered Rubinia, an EU Member State, irregularly and has applied for asylum. While waiting for his asylum application to be processed, he is told that asylum seekers are not allowed to work in any industry and therefore receive a monthly stipend. The stipend covers his accommodation but does not leave him with enough money to eat by the end of the month; it is, by law, 60% of the minimum salary guaranteed to Rubinian nationals. Two months later, his asylum application is approved, and he is granted refugee status. As a refugee, he is only allowed to work in the farming and agricultural sectors. He is told that this is a necessary governmental policy in order to ensure that the refugee application system is not abused and overwhelmed by economic migrants. When he does get a job, he realises that he is earning less than half of the salary that is earned by other employees that are Rubinian nationals. When he complains about this, he is told mockingly by the manager: ‘What are you going to do? Work as an IT consultant?’ Jean complains to the authorities and is immediately fired from his job for ‘stirring up unnecessary trouble with other employees’. Due to staff shortages and budgetary cuts,

the authorities end up investigating the complaint three years later, by which time all witnesses claim to have forgotten the exchange between Jean and his manager.

Kuda isa good friend of Jean. He is a national of Rubinia and although not a person of African descent, he has a darker complexion. The manager mistakenly thinks that he was also a refugee, getting paid a reduced salary and is also planning to complain to the authorities. Just to be on the safe side, he fires him too.

Finally, Jean's wife, Ayshe, is a Muslim and wears the burqa. She wants to get a job as a receptionist, but she is told that she must have a university degree and an excellent command of the Rubinian language. This had not been part of the job advertisement that she had seen when applying for the job; it was mentioned for the first time during the interview. When she attempts to go to university and to enroll in language classes, she is told that one cannot be a student if they are wearing the burqa. As a result, she is unable to attend University. When leave the University's administration office, she spots a poster that says 'This University supports "Radicals out of Rubinia"'. The poster prominently displays a picture of a woman wearing a burqa.'

Participants were asked to identify any potential instances in which EU anti-discrimination law was violated and explain why they think a violation took place. They were given 10 minutes to read the scenario and either think to themselves, or discuss with a partner, their answer. Then a 40-minute discussion followed. Participants debated between themselves a number of issues that arose from the scenario, including the following:

1. Whether a prohibition to wear the burqa was a violation of anti-discrimination law or not. We discussed the provisions of the Racial Equality Directive and how these can potentially contradict with case law from the European Court of Human Rights (in particular, *Leyla Sahin v. Turkey* (App. No. 44774/98, Grand Chamber decision of 10 November 2005); *Dogru v. France* (App. No. 27058/05, 4 December 2008); and *SAS v. France* (App. No. 43835/11, Grand Chamber decision of 26 June 2014)).
2. Whether Jean was discriminated as a result of his nationality, or his ethnicity. If he was discriminated as a result of his nationality, participants debated whether the Race Equality Directive could nevertheless be interpreted in a particular way to help him. In this debate, they relied on cases like Judgment of 6 April 2017, *Jyske Finans*, C-668/15, ECLI:EU:C:2017:278 and the Swedish Court of Appeal case: Göta Court of Appeal case no. T 1666-09 *The Equality Ombudsman v. Skarets Fastigheter Aktiebolag*, judgment of 25 February 2010.
3. Whether the Race Equality Directive protects asylum seekers and, if not, whether there are any provisions of international law that can fill the gap.

Narrative of the actual case

How the discussion took place: The discussion took place in hybrid format. Online participants wrote their answers in the chat function, which were then read out by the facilitator. In-person participants raised their hand and participated in the debate directly. In this way, there was interaction between the online and in-person participants, as a person from one group could ask a question that was then answered or complemented by a member of the other group. In case online participants had numerous follow-up questions, these were sometimes also answered in the chat by a second facilitator that was participating in the training. Both facilitators have extensive experience in providing training in hybrid formats.

What important elements emerged: That EU law can be complemented by international law in order to yield even more protective results for vulnerable groups. Also, that EU law can be interpreted both broadly and narrowly, as the provisions of the different Directives are open-ended. Whether a different perspective was put on the problem/a specific aspect was deepened: During the discussion, the scenario was used only as a starting point to illustrate the different ways in which EU law could be utilized. So, participants themselves often asked questions like ‘What if the facts of the scenario were different in X way?’ This allowed facilitators to practically illustrate the limits of the legal provisions by showing how they would apply in one circumstance, but not necessarily in another.

Whether participants presented direct experiences: Participants were not only legal professionals and law students, but also, sometimes, members of the vulnerable groups themselves (mainly Muslims). Others were also nationals of EU Member States other than Cyprus, which allowed them to bring their different personal perspectives in the conversation.

Conclusions and next steps

In Cyprus, as it was shown throughout the impressions that were gathered before and after the implementation of the training event, there are quite a few opportunities that can be seized upon to expand the training to a wider audience. For instance, the Cyprus Police Academy has requested a special training exclusively for police officers and police staff in general. It has been scheduled to take place in January 2024. Additionally, the Cyprus Association of Social Workers has a waiting list comprising some of their members and other frontline workers who did not manage to take part in the 4 October 2024 workshop for frontline workers. It is also very probable that another workshop takes place in 2024 with this target group. Also, UCLan Cyprus and CSI will also take the opportunity of the Final Conference that will take place in Cyprus in January 2024 to further disseminate the trainings and training materials of PRESERVERE.

As for ensuring sustainability of the content developed to ensure more awareness for the directives to help the marginalised, Cypriot partners believe that the landing page that was created by Lai-Momo

and which contains the entire training material is a great tool for Cyprus since we can disseminate the project outcomes directly through emails & social media posts, thus, directly reaching all prospective beneficiaries, beyond the ones who are already in contact with the project's partnership. In general, the three workshops that were implemented in Cyprus opened a new window for all types of target groups since the implementation of the two Directives is not a mainstream topic they frequently come across within their job. The fact that there are pending repetitions of the workshops (see above) is expected to further reinforce the discussion that the project initiated in Cyprus.

As for future solutions for the recruitment and training processes, that could be a longer training duration to accommodate at ease the very long length of the produced training material and the involvement of trainers who took part in the first workshop in re-initiations of the workshops.

4.3 Greece

The research team at CECL orchestrated a series of immersive sessions, comprising two full-day trainings for legal professionals, two full-day trainings for frontline workers, and a half-day training for trainers. Through a carefully designed methodology, these sessions fostered an environment of robust dialogue and experiential learning, ensuring that each participant gleaned invaluable insights. The observations and feedback garnered from participants in the research conducted in Work Package 2³, strongly align with the objectives and outcomes of the training activities conducted within Work Package 4, as detailed in this national report. The identified gaps in training provisions for legal professionals and frontline workers resonate with the targeted approach adopted by the CECL in designing and delivering their sessions. Specifically, the demand for specialized, practical training over theoretical overviews of Directives mirrors the methodology employed in the two full-day training sessions for legal professionals. Similarly, the recognition of the need for applied training, particularly in the context of safeguarding potential victims, underscores the importance of the tailored training for frontline workers. Moreover, the overarching conclusion drawn from participant feedback—that the absence of state-provided training has impeded the effective application of the anti-racism legal framework—reinforces the significance of initiatives like those conducted under Work Package 4. By addressing these critical gaps, the training activities presented in this report not only bridge a crucial knowledge deficit but also pave the way for more effective implementation of anti-racism legal measures in Greece.

Methodology

In the pursuit of assembling a diverse and engaged cohort for the training activities within the framework of Work Package 4 of the PRESERVERE project, the research team at CECL executed a multifaceted

³ *The Implementation of the EU anti-racism legal framework in 6 European States: Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands* https://www.cecl.gr/wp-content/uploads/2022/11/Preservere_FULL_E-book1-compressed.pdf

recruitment strategy tailored to the specific needs and backgrounds of legal professionals, frontline workers, and trainers. Leveraging established partnerships with key organizations, CECL identified legal experts deeply invested in human rights, migration, and discrimination issues. Additionally, a targeted approach was employed to engage frontline workers, drawing upon their invaluable first-hand experiences and insights into the challenges faced by marginalized communities. For trainers and educators, CECL turned to reputable institutions known for their commitment to legal education. Complementing these efforts, a robust digital presence was established through social media platforms, including LinkedIn and Facebook, while personalized email marketing messages were sent to potential participants. This comprehensive approach ensured that the training activities reached a wide and diverse audience, primed to contribute meaningfully to the overarching objectives of the PRESERVERE project.

Legal professionals

To engage legal professionals, CECL strategically leveraged an extensive network of pertinent organizations. This included collaborations with universities, local NGOs, such as METAdrasi and Greece Council for Refugees, known for their provision of legal services to vulnerable ethnic and racial groups, notably migrants and Roma communities. CECL's established partnerships with these organizations served as a pivotal conduit for identifying and inviting legal professionals. This approach ensured that participants were drawn from a pool of experts deeply invested in issues related to human rights, migration, and discrimination. Additionally, CECL's existing involvement with the National School of Judiciary and its broader engagement with legal professionals through various training activities provided an invaluable platform to extend invitations. This method not only streamlined recruitment but also ensured that participants were primed to contribute meaningfully to the training sessions, given their existing expertise in the field.

Frontline workers

In reaching out to frontline workers, CECL employed a similarly targeted strategy. The organization harnessed its well-established network of relevant entities, which encompassed public and social services as well as local NGOs actively engaged in serving vulnerable populations. By collaborating closely with these organizations, CECL was able to tap into a rich pool of frontline workers who possess first-hand experience and insights into the challenges faced by marginalized communities. This method of recruitment ensured that the training sessions were populated by individuals with a deep understanding of the practical applications of anti-racism legal measures. Moreover, the engagement of frontline workers from various sectors ensured a diverse range of perspectives, enriching the training experience and fostering a holistic understanding of the issues at hand.

Trainers and educators

For recruiting trainers and educators, CECL strategically turned to reputable institutions with a strong emphasis on legal education. This included universities and the National School of Judiciary, which ser-

ved as natural hubs for individuals dedicated to legal instruction and pedagogy. By engaging with these academic and professional entities, CECL ensured that the training sessions benefited from the expertise of seasoned educators. This approach was particularly effective in ensuring that the training activities were grounded in robust pedagogical principles, optimizing the learning experience for all participants. Additionally, leveraging the established reputation of these institutions facilitated the recruitment process, as prospective participants were more likely to respond positively to invitations extended by well-regarded educational entities.

Cross-group approach

In all participant groups, CECL implemented a targeted approach using various social media platforms, including LinkedIn and Facebook, to advertise the train-the-trainers program. This digital outreach was complemented by email marketing efforts, wherein personalized messages were sent to potential participants, including lawyers and academic staff. These tactics ensured a multi-channel approach to recruitment, maximizing visibility and engagement with the training activities across diverse professional networks.

Impact and reach

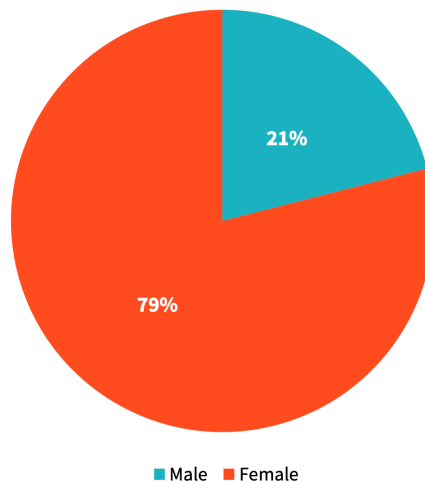
The training sessions were conducted through the versatile and accessible ZOOM platform. This digital approach allowed participants to engage from any location, at their convenience, thereby enhancing flexibility and convenience in their learning experience. By removing geographical barriers, learners could seamlessly integrate their training with existing commitments, ultimately fostering heightened engagement. Online training environments are inherently efficient due to their accessibility and flexibility. This not only reduces the logistical challenges associated with in-person training, such as travel time and expenses, but also accommodates diverse schedules and commitments. Learners have the ability to fit their training around their professional responsibilities and personal obligations, leading to increased engagement and retention of information. Additionally, digital platforms often offer interactive features that enhance the learning experience, such as chat functions for real-time questions and discussions.

The CECL received an overwhelming response, with 87 registration and consent forms submitted by legal professionals, 51 by frontline workers, and 12 by trainers. This high level of interest and participation underscores the significance and relevance of the training sessions tailored for these distinct groups. Across three distinct sessions, CECL orchestrated a series of comprehensive training activities. Specifically, on the 13th and 14th of June 2023, two full-day training sessions were dedicated to legal professionals, immersing them in the intricacies of the EU and national anti-racism legal framework. Subsequently, on the 27th and 28th of June 2023, two additional full-day trainings were tailored for frontline workers, providing them with practical insights and applications of the relevant legal provisions. Finally, on the 11th of July 2023, a half-day session was exclusively dedicated to trainers and educators, equipping them with the tools and knowledge to effectively disseminate this critical information. In

total, **83 legal professionals, 32 frontline workers, and 10 trainers** actively participated in these enriching training sessions, further underlining the program’s broad impact and reach across various professional domains.

TARGET GROUP	LOCATION	DATES	REGISTRATIONS	PARTICIPANTS	MALE	FEMALE
LEGAL PROFESSIONALS	Online	13-14/6/23	87	83	16	67
FRONTLINE WORKERS	Online	27-28/6/23	51	32	8	24
TRAINERS/EDUCATORS	Online	11/7/23	12	10	2	8
TOTAL			150	125	26	99

Table 8: Registrations and number of participants.



Graph 5: Participant’s gender.

Each participant who successfully completed the training was duly recognized for their dedication and effort, receiving a certification of successful completion of learning activities. This tangible acknowledgment serves to validate the participants’ commitment to advancing their knowledge and expertise in the realm of anti-racism legal frameworks. Post-training, CECL ensured that participants had the opportunity to provide valuable feedback on their learning experience. All participants were furnished with a link to an evaluation form, allowing them to share their insights, suggestions, and reflections on the training program. Additionally, participants were invited to contribute to the broader assessment of the PRESERVERE project itself. They received a link to an evaluation survey provided by the European Commission. This inclusive approach not only empowers participants to have a voice in shaping future initiatives but also contributes to a comprehensive and well-informed analysis of the project’s impact and effectiveness.

Case studies

The case studies provided a profound platform for legal professionals, frontline workers, and trainers to engage in dynamic discussions on intricate scenarios that encapsulated real-world challenges. Through focused analysis and open dialogue, participants explored crucial issues related to child protection within the legal framework, discrimination in employment, and inclusive education for marginalized 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 summary offers an in-depth exploration of the key insights, discussions, and consensus reached during the analysis of these case studies for each group.

1st Case study: Safeguarding the rights and well-being of child victims

- Date of the session in which the case study emerged: 13 June 2023.
- Type of participants: LEGAL PROFESSIONALS. (Lawyers, judges, trainee lawyers and trainee judges).
TOTAL NUMBER: 79.

Problem definition

The case study for legal professionals centred on a complex scenario involving child abuse allegations, highlighting the intricate dynamics and challenges faced during criminal proceedings. The discussion emerged from a presentation on child protection laws and the role of legal professionals in safeguarding the rights and well-being of child victims. Participants engaged in a robust discussion, sharing diverse perspectives and experiences related to similar cases they had encountered in their practice. There was broad agreement on the critical importance of prioritizing the child's well-being and ensuring their participation in proceedings in a manner that prioritizes their safety and comfort.

Narrative of the actual case

In the narrative of the actual case, several crucial elements emerged. Participants underscored the need for specialized support for the child, including access to mental health professionals and child advocacy services. They also emphasized the importance of creating a child-friendly environment during testimonies, which should be conducted in a sensitive and supportive manner. The potential trauma experienced by the child due to repeated testimonies was a key concern, leading to a consensus on the need for alternative methods of evidence gathering, such as video-recorded interviews conducted by trained professionals.

Description of the different scenarios that were discussed and any agreed solutions

During the discussion, participants considered various scenarios and proposed solutions. They advocated for the child's right to legal representation and agreed that a qualified legal representative should be appointed to protect the child's interests. Additionally, participants emphasized the necessity of comprehensive training for legal professionals handling child abuse cases, ensuring they possess the requisite skills and sensitivity to address these complex situations effectively.

Overall, the case study prompted a thoughtful examination of the challenges and best practices in handling child abuse cases within the legal framework. Participants expressed a shared commitment to prioritizing the well-being and rights of child victims, reinforcing the importance of specialized training and support mechanisms for legal professionals engaged in these cases.

2nd Case study: Anti-discrimination in the context of employment

- Date of the session in which the case study emerged: 28 June 2023.
- Type of participants: FRONTLINE WORKERS (Legal officers or social workers in social services and NGOs). TOTAL NUMBER: 27.

Problem definition

The case study for frontline workers examined a discriminatory incident in the context of employment, shedding light on the nuances of direct and indirect discrimination. This case prompted a focused discussion on anti-discrimination laws and the role of frontline workers in addressing such situations. The participants engaged in a lively conversation, drawing from their professional experiences and knowledge gained in the previous training modules.

Narrative of the actual case

In the narrative of the actual case, several crucial elements emerged. Participants recognized the blatant act of discrimination against Mr. G based on his race, highlighting the employer's prejudiced decision. They explored the legal definitions of direct and indirect discrimination and collectively determined that this case constituted a clear instance of direct discrimination, as Mr. G was directly denied employment due to his skin colour.

The discussion deepened as participants considered the appropriate actions Mr. G should have taken. There was consensus that he should have filed a complaint with relevant authorities, seeking legal recourse for the discriminatory treatment he experienced. Additionally, participants emphasized the importance of Mr. G documenting the incident and collecting any evidence that could support his case.

Description of the different scenarios that were discussed and any agreed solutions

Regarding the role of professionals in such a situation, participants shared their perspectives on providing support and guidance to individuals facing discrimination. They discussed the importance of referring affected individuals to legal resources and advocacy organizations, offering them practical advice on how to navigate the legal process.

Throughout the analysis, participants explored various scenarios and proposed solutions, reinforcing the critical role of frontline workers in identifying and addressing discrimination. They emphasized the need for continued education and awareness-building on anti-discrimination laws and practices, equipping frontline workers with the tools to effectively advocate for the rights of individuals facing discrimination in various contexts.

3rd Case study: Educational inclusion of marginalized communities

- Date of the session in which the case study emerged: 11 July 2023.
- Type of participants: TRAINERS/EDUCATORS (Judges and prosecutors). TOTAL NUMBER: 10.

Problem definition

The case study for trainers delved into a complex scenario involving the educational inclusion of marginalized communities, namely Roma children and asylum seekers. The discussion revolved around the application of the Victims Directive and the Racial Equality Directive in addressing the challenges faced by these vulnerable groups.

The problem definition highlighted the systemic barriers faced by Roma children and asylum seekers in accessing education. Participants engaged in a thoughtful discussion, expressing their concerns about the discriminatory attitudes exhibited by the local population. Disagreements arose as some participants questioned the adequacy of existing legal frameworks in effectively protecting the rights of these children.

Narrative of the actual case

In the narrative of the actual case, participants identified critical elements that underscored the urgency of the issue. They emphasized the importance of combating xenophobia and racism, while also recognizing the need for proactive measures to ensure the safety and well-being of the affected children. The discussion provided a platform for participants to share their direct experiences and insights into similar challenges they may have encountered in their professional roles.

Description of the different scenarios that were discussed and any agreed solutions

The exploration of different scenarios led to a consensus on the paramount importance of education as a fundamental right for all children, irrespective of their ethnic or social background. Participants recognized the need for targeted interventions and policy measures to dismantle the existing barriers to education. Additionally, they emphasized the role of trainers in advocating for inclusive educational policies and fostering a supportive environment for marginalized children.

In sum, the case study served as a catalyst for a robust discussion on the critical issues surrounding the educational inclusion of Roma children and asylum seekers. Participants left with a heightened awareness of the challenges at hand and a commitment to advocating for policies that promote equal access to education for all children, regardless of their background.

Conclusions and next steps

Based on the conducted training and learning activities in Greece, significant strides have been made towards enhancing awareness and understanding of critical directives relating to child protection, discrimination, and inclusive education for marginalized communities. Legal professionals, frontline workers, and trainers have engaged in comprehensive discussions, delving into complex case studies and evaluating their practical implications. The training's emphasis on specialized knowledge and practical applications has enriched the skill sets of these professionals, empowering them to champion justice and equality.

However, there remains an opportunity to further expand the reach of this training to a wider audience. Leveraging digital platforms and partnerships with educational institutions, NGOs, and governmental bodies can facilitate broader access to the content. Moreover, the development of tailored outreach programs and workshops can extend the training's impact beyond the initial cohort of participants.

To ensure sustainability, it is imperative to establish a repository of resources, including case studies, legal frameworks, and best practices. This centralized hub can serve as an ongoing reference for professionals and advocates, promoting continuous learning and implementation of the directives. Additionally, regular updates and refresher courses will be crucial in keeping participants informed about evolving legal landscapes.

Looking forward, enhancing the recruitment process for participants can involve targeted outreach efforts to reach a diverse pool of candidates. Tailoring the training to specific professional contexts and offering flexible formats, including both in-person and virtual options, can accommodate a wider range of schedules and preferences. Overall, the future lies in a dynamic, adaptable, and inclusive approach to training and learning activities that empower a broad spectrum of professionals to champion the rights of the marginalized.

4.4 Italy

Lai-momo società cooperativa Sociale and Cooperativa Sociale San Saturnino Onlus opted to organise separate training sessions in their respective local contexts (Bologna and Roma). This made it possible to diversify the audience of participants and to ensure the dissemination of the project and the training kit over a wider area. They reached a total of 148 participants in face-to-face, online and blended modes.

Measures have been taken to ensure the maximum success of the proposed initiatives, trying to overcome difficulties and obstacles and use them as a stimulus to reflect on good practices and future scenarios.

The implementation of the training courses followed the methodologies defined in the specific action plans created by partners during the preparation phase, in order to fully meet the specific needs and objectives of each target-group. Some minor changes and revisions of the action plans were made to meet the needs of participants and ensure the best results. In particular, the calendar was revised to complete the bureaucratic formalities necessary for lawyers' continuous development credits and to meet the availability of trainers and trainees.

The possibility of organising meetings in an online, face-to-face, or blended format was considered evaluating the feedback gathered during the project's dissemination phase and by discussing with the stakeholders involved. The decision to use different platforms and tools for registration and attendance monitoring was made according to the different characteristics of the training courses, the specific needs of the target groups and the preferences expressed by trainers.

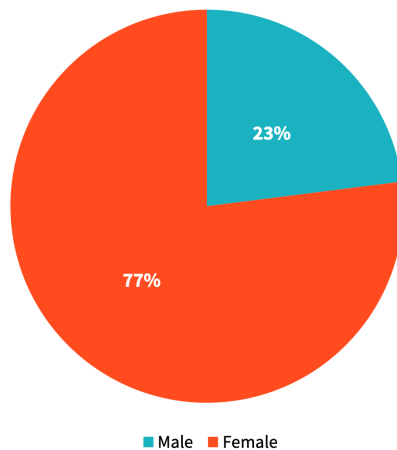
As can be seen from the diagram and graph below, the planned objectives were achieved.

4.4.a Bologna

This part illustrates the results of the activities implemented by **Lai-Momo soc. coop. soc.**

	TARGET GROUP	LOCATION	DATES	REGISTRATIONS	PARTICIPANTS	MALE	FEMALE
LAI MOMO	TRAINERS/EDUCATORS	Online	26 April 2023	5	5	2	3
		Online	27 April 2023	6	6	2	4
	FRONTLINE WORKERS	Blended	12-14-26 June 2023	27	27	6	21
	LEGAL PROFESSIONALS	Online	28 September 2023	55	35	7	28
	TOTAL			93	73	17	56

Table 9: Registration and number of participants.



Graph 6: Gender division of total frontline workers who attended the training sessions.

As hoped, more women were involved than men.

Trainers and Educators

According to the Project plan, the PRESERVERE Training Toolkit was introduced to local trainers and educators who may make use of it in their work. This introduction aimed to present the project, test the effectiveness of the educational program, and receive feedback on the training materials. It was also a means to disseminate the project and create useful contact for the next trainings.

Participants in the training held by Lai-momo were selected through the professional network of the organisation. A diverse group of professionals was reached, including those who participated in the focus groups and interviews, key individuals from local legal support services, lawyers bar associations and police officers.

Finding trainers and educators who met the project's requirements and were willing to participate in the event proved to be a complex challenge. Taking a targeted approach, personalized invitations were sent to those identified as potential participants. These invitations provided a detailed description of the event, highlighting the many benefits of participation.

11 people actively took part in the Lai-momo ToT events, including 2 police officers, 3 legal office managers, 4 members of civil society organisations, 1 public authority, and 1 member from an NGO.

Enrolment of course participants was managed via Google Meet Form.

The training meetings took place on 26 and 27 April 2023 in two sessions of two hours each. The meetings took place online via Microsoft Teams.

The agenda for these sessions included an introduction to the project, a presentation of the training approach, an analysis of the training materials, open discussions, and final evaluations. The collection of participants' feedback was managed via Google Forms. Participants highly valued the training sessions

for their clear explanations, engaging discussions, and comprehensive project coverage. The versatility of the materials presented, and the possible practical uses of the toolkit were particularly emphasised.

Frontline Workers

The training course aimed to provide participants with specific skills to deal with discrimination and offer support to victims.

The training activities led by Lai-momo were organized in collaboration with the Anti Racial Discrimination Desk of the Municipality of Bologna 'SPAD'. In particular, training activities were aimed at the new front desk operators who will provide support and guidance to victims and witnesses of discrimination. In order to ensure an adequate level of expertise, the training sessions were organised in cooperation with the lawyers from the Association for Juridical Studies on Immigration 'ASGI', who provided the lectures.

The recruitment process for frontline operators took place between February and June 2023 and required a differentiated approach. Directly involving an existing service by providing detailed information about the project and involving them in the planning of the event proved to be an effective strategy. The primary challenge at this stage was to coordinate the various actors and to schedule sessions according to the different availability of the operators. This challenge was successfully overcome through meticulous planning and continuous communication with all stakeholders. A total of 27 people attended the meetings, 24 legal officers and social workers in social services and 3 lawyers.

Enrolment of course participants was managed by filling out both paper registration forms and Google forms.

The training event occurred on 12, 14, and 26 June 2023, employing a hybrid format that included both online sessions via Google Meet Platform and in-person sessions. The total duration of the training amounted to nine hours, divided into three separate meetings, each lasting three hours. The speakers, all of whom were lawyers and legal professionals affiliated with ASGI, delved into the proposed topics using slide presentations, case studies analysis, practical exercises, and interactive discussion sessions for sharing experiences.

Throughout the sessions, a comprehensive exploration was undertaken with the examination of Italian, European, and international legal sources, coupled with relevant jurisprudence. The training also covered the functions of UNAR (National Office Against Racial Discrimination) and various forms of protection, compensation, and remedies available in the event of discrimination. Furthermore, the training delved into specific areas of particular significance in the Italian context, such as discrimination in access to education and the recognition of qualifications and protections, discrimination in access to housing and

related safeguards, workplace discrimination and associated protections, the protection of the right to health, and access to social benefits.

The collection of participants' feedback, managed via Google Forms, revealed that most of the participants provided very positive feedback on the training.

Legal Professionals

The training course aimed at legal professionals was designed to offer them a comprehensive understanding of antidiscrimination laws and their practical applications.

Involving legal professionals proved challenging for both partners. Lawyers, in particular, were reluctant to devote time to training. To overcome this problem, participation was encouraged by requesting training credits from the National Bar Council.

The recruitment process led by Lai-momo lasted from February to September 2023. Personalised email invitations were sent out to disseminate comprehensive information and facilitate enrolment. Social media platforms, especially the Facebook and LinkedIn pages of the PRESERVERE Project, as well as those of Lai-momo, were used for wider dissemination. Collaboration with the stakeholders played a key role in extending recruitment and building trust among potential participants. A total of 55 people registered for the course, which testifies to the effectiveness of the communication activities carried out and the widespread interest in the topic. However, 20 people who registered did not actually attend the meeting. The reason may be due to the fact that the recognition of credits by the national forensic council took place after the course had ended.

A total of 35 people attended the meetings organised by Lai-momo: eight Lawyers; one Trainee Lawyer; 13 Legal advisors; two law students; one Police officer (member of the local equal opportunity committee); 10 employees in public and private organizations with legal experience. In addition to the target groups, the presence of stakeholders was also noted, in particular from NGOs and other anti-discrimination organisations, who were not specifically reserved for a training event but showed considerable interest in the topic. Enrolment of course participants was managed via Microsoft Teams.

The training course occurred online, utilizing the Microsoft Teams platform, on 28 September 2023, with a total duration of four hours. Five highly qualified speakers led the course, including a full professor of European law at the University of Bologna, a lawyer who is a member of ASGI, a lawyer affiliated with the Association 'Officina Giuridica', an expert in anti-discrimination law and UNAR representative, and a manager of the anti-discrimination office at the Municipality of Bologna. Through the presentation of slides, analysis of case studies, and discussion sessions, the following topics were addressed: The European legal framework against racism: Primary and Secondary Sources; Civil and criminal aspects

of antidiscrimination law in Italy; Procedural aspects of antidiscrimination law and remedies in civil and administrative contexts against discrimination; The role and functions of equality bodies in combating discrimination; The role of the Anti-Discrimination Office of the Municipality of Bologna (SPAD).

The collection of participants' feedback, managed via Google Forms, revealed that most of the participants provided very positive feedback on the training.

Case Studies

1st Case study: Rebalancing the general structure of training modules

- Date of the session in which the case study emerged: 26 April 2023.
- Type of participants: TRAINERS / EDUCATORS / FACILITATORS. TOTAL NUMBER: 11.
- Coming from: Local Police; Civil Society Organisations, Legal Services, Local Municipality, NGOs.

Problem definition

The current case study emerged during the training of trainers organised by Lai-momo Società Cooperativa Sociale for the presentation of the PRESERVERE training toolkit.

After the speaker's presentation, a broad discussion took place on the **general structure of the training modules**. A key-point that emerged from this discourse pertained to achieving equilibrium within the modules, specifically concerning the distribution of theory, practical activities, and the exchange of ideas and experiences among participants.

Furthermore, it was suggested that the training program could greatly benefit from facilitating opportunities for **interaction between legal professionals and frontline workers**. This would enable the inclusion of diverse professional perspectives and the amalgamation of various skill sets, enhancing the overall training experience.

Narrative of the actual case

According to the proposed Training Program, the optimal structure for training modules should maintain a balance of 40% theory, 40% practical activities, and 20% dedicated to group discussions among participants. However, during the meeting, a significant debate emerged regarding the **allocation of time for discussions and exchange of topics**. Many participants stressed the paramount importance of these exchanges, considering the allotted 20% as insufficient.

Some participants emphasized the vital role of exchanges in mutual training and growth. For less experienced participants, listening to shared experiences can be extremely beneficial, often surpassing the value of predominantly theoretical training. Therefore, it was proposed that **the time**

designated for exchanges should be increased and positioned more centrally within the training modules.

Moreover, the discussion highlighted the need to **create opportunities for legal professionals and frontline workers to meet**, promoting dialogue, exchanging experiences, and pooling expertise. This would be especially valuable in complex fields like mental health or migrant reception, where legal issues frequently arise.

In the context of legal professional training, it was agreed to reduce the emphasis on theoretical content, given participants' strong theoretical backgrounds. Similarly, for frontline worker training, the focus on theory can be diminished, directing participants toward self-directed learning with the provided materials. In general, the allocated time could be more effectively utilized for interactive exchanges and hands-on laboratory exercises, known for their significant motivational and practical value.

Scenarios and agreed solutions

The discussion highlighted the need to appropriately balance theory, practical activities and group discussion in the training modules. It was agreed that favouring face-to-face meetings, where theory would constitute only 20% of the time, could be the ideal solution to ensure greater involvement of participants and encourage the exchange of experiences, thus contributing to more effective and meaningful learning. It was also agreed to try to encourage meetings between frontline workers and legal professionals, so as to ensure a mutual exchange of expertise.

2nd Case study: The burden of proof in discrimination cases

- Date of the session in which the case study emerged: 26 June 2023
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 27
- Coming from: New front desk operators who will provide support and guidance to victims and witnesses of discrimination for the Anti-Discrimination Desk of the Municipality of Bologna.

Problem definition

This case study refers to a discussion that emerged during the training for frontline workers organised by Lai-momo Società Cooperativa Sociale.

It refers to the insights requested by participants during a presentation by a lecturer, a lawyer and member of the Association for Legal Studies on Immigration (ASGI), on the **basic principles of the burden of proof in anti-discrimination law**.

Through the analysis of case studies, exchange of experiences and discussions, the topics of interest were explored in depth and questions posed by participants were clarified.

Narrative of the actual case

The discussion took place following the relator's citation of Article 2697(I) of the Italian Civil Code on 'the burden of proof', which states that 'whoever wants to assert a right in court must prove the facts on which it is based'. This reference aroused the interest of the participants, who sought further clarification as to who is required to present evidence, what kind of evidence is required in the case of alleged discrimination, and whether the use of covertly made environmental recordings is legitimate as a means of proof in a court case in which one is a party to protect one's right.

The in-depth study of the relevant legal framework, the analysis of real cases and the contribution of participants' personal experiences stimulated a highly participative discussion that was much appreciated by all participants.

Scenarios and solutions

The following emerged from the discussion.

In cases of alleged discrimination, the need to provide valid evidence in a legal context is of paramount importance. Different approaches can be followed to find useful evidence.

Witnesses play a key role; whenever possible, it is advisable to be accompanied by a third person, so that they can then act as a witness.

Keeping a written record of interactions is equally important, reasoned responses in writing are particularly valuable and can be requested by PEC or registered mail. Failure to reply in writing may also constitute evidence of discrimination.

In the event of a lack of evidence, 'situational tests' can be used, which allow one to replicate the situation in which discrimination is alleged to have occurred by replacing the victim with a similar person, except for the discriminating factor. The test result can be used as evidence to support proof of discrimination.

A further approach may be to collect evidence of similar discriminatory conduct from several individuals, demonstrating a discriminatory practice.

With regard to audio or video recordings, they can be used as valid evidence, allowing for the recording of interviews or events where one is present, if these recordings are used to protect one's rights in a legal context.

3rd Case study: The usage and interpretation of the terms ‘race’ and ‘racial’ in legal language

- Date of the session in which the case study emerged: 28 September 2023.
- Type of participants: LEGAL PROFESSIONALS. TOTAL NUMBER: 35.
- Lawyers; Legal advisors; Police officers; Employees in public and private organizations with legal experience.

Problem definition

The case study pertains to a discussion that arose during the online training course for Legal Professionals titled ‘National and European Anti-Discrimination Legislation on the Grounds of ‘Racial’ and Ethnic Origin: Legal Safeguards and Other Forms of Protection’, organized by Lai-momo Società Cooperativa Sociale.

Specifically, the discussion centred on an intervention made by participants during a presentation by a lecturer who is a professor of European Union Law at the University of Bologna. The lecturer’s presentation focused on the analysis of the primary and secondary sources within the European legal framework against racism.

Based on the content presented by the lecturer, participants expressed their interest in gaining further explanations and insights into the **precise meanings and interpretations of terminologies used in European legislation regarding various forms of discrimination based on ethnic origin.**

The lecturer emphasized the significance of the issues raised and provided comprehensive and clarifying answers, illustrating relevant rulings of the Court of Justice of the European Union as examples. The participants concurred with the explanations provided by the lecturer.

Narrative of the actual case

The case study began with participants seeking clarifications during the presentation of the secondary legal framework, particularly Council Directive 2000/43/EC of 29 June 2000, which implements the principle of equal treatment between individuals regardless of their racial or ethnic origin.

At the conclusion of the presentation, participants expressed perplexity regarding the terminology used in the legislative framework. They expressed a keen interest in gaining a deeper understanding of the terminological distinctions within the European legal framework, including discrimination based on ‘race,’ discrimination based on ‘skin colour,’ and discrimination based on ‘ethnic origin.’ Participants also sought specific clarifications regarding how the term ‘race/racial’ is interpreted at the legislative level, given its lack of scientific basis.

The lecturer, a professor of European Union Law at the University of Bologna, emphasized the significance of the issue raised and initially clarified that certain legal terms may, in practice, be considered outdated because they result from the consolidation of linguistic formulas that have become entrenched not only in European Union law but also in international law.

He proceeded to explain that the jurisprudence of the Court of Justice of the European Union suggests the necessity to develop a collective notion that is shared by all and takes into account various factors.

As an illustrative example, the lecturer analysed the Court's (First Chamber) judgment dated 6 April 2017 in the case of *Jyske Finans A/S v Ligebehandlingsnævnet*. This judgment pertained to a common practice among some European credit institutions, which involved requesting identity documents, such as a copy of a passport or residence permit, from applicants seeking loans for the purchase of motor vehicles and who were identified as third-country nationals (individuals from countries outside the European Union or the European Free Trade Association) by their driving license.

The judgment emphasized that ethnic origin cannot be determined solely on the basis of a single criterion. Instead, it must take into account several elements, including some that are objective (such as nationality, religious faith, language, culture, and living environment) and others that are subjective. Relying solely on the country of birth as a criterion is insufficient for establishing ethnicity. It cannot be assumed that there is only one ethnic origin within every sovereign state. Determining ethnic origin requires the consideration of a variety of factors, and country of birth alone cannot automatically presume belonging to a particular ethnic group.

The Court of Justice's ruling provides insight into the concept of 'ethnic origin.' Notably, the ruling avoids mentioning either 'race' or 'skin colour,' which is deliberate, as EU law does not consider these terms suitable for legal qualification. Instead, the focus is on addressing discrimination based on ethnic origin.

Scenarios and solutions

Efforts to combat racial discrimination primarily target discrimination based on ethnic origin. Ethnic origin encompasses a range of objective and subjective factors shared among individuals. The terms 'race' and 'skin colour' are essentially regarded as synonymous with the term 'ethnic origin.'

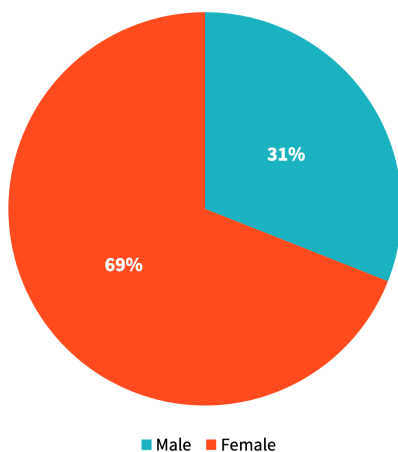
Efforts are underway to remove obsolete terminology from legal language, as evidenced by the Court of Justice of the European Union's decision not to ascribe legal significance to the term 'race'.

4.4.b Rome

This part illustrates the results of the activities implemented by **San Saturnino**.

TARGET GROUP	LOCATION	DATES	REGISTRATIONS	PARTICIPANTS	MALE	FEMALE
TRAINERS/EDUCATORS	blended	4 – 11 May 2023	10	10	3	7
FRONTLINE WORKERS	In-presence	19 June 2023	7	6	0	6
	Online	25 July 2023	25	25	4	21
LEGAL PROFESSIONALS	Online	20 October 2023	12	11	7	4
	In-presence	8 Nov2023	23	23	9	14
TOTAL			77	75	23	52

Table 10: Registration and number of participants.



Graph 7: Participants' gender.

We can say that the goal of involving more women than men has been largely achieved.

Trainers and Educators

According to the Project plan, the PRESERVERE Training Toolkit was introduced to local trainers and educators who may make use of it in their work. This introduction aimed to present the project, test the effectiveness of the educational program, and receive feedback on the training materials. It was also a means to disseminate the project and create useful contact for the next trainings.

Participants of the training held by **San Saturnino** were selected for the most part in the internal network of the organization, for the reason explained below.

The first **ToT meeting** took place in presence, at the headquarters of the Cooperative, on 4 May 2023. **7** people participated in the session, **6** of whom were significant figures of the cooperative, who perform dual functions of both direct work with beneficiaries and coordination and relationship with stakeholders. **This is to ensure that the content of the training is disseminated to the wider professional network of the cooperative.** Within the group, there was 1 representative of associations operating in the territory of the Municipality of Bracciano (a municipality of the metropolitan area of Rome).

Subsequently, on 11 May, an online session was held to deepen and test the contents, in which 1 psychologist - who then joined the staff of the project - and 1 professional who works as a consultant to different realities participated. The representative of the associations of Bracciano who had already participated in the previous meeting had also registered for this meeting. However, connection problems prevented his active participation. In summary, 2 trainers participated in this session.

In both cases, the agenda was followed: Introduction to the project with presentation of the training approach; Presentation of the training material addressed to the frontline workers; Presentation of the training material addressed to legal professionals; Discussion and evaluation. The evaluation was carried out through the filling out of the paper forms and the discussion.

The feedback was definitely positive. The contents have aroused much interest and the materials have been judged suitable for the types of recipients. The content judged more interesting - and even more complex - was the concept of **intersectional discrimination**. In this regard, it was suggested that the concept be emphasised more in the material intended for both legal practitioners and frontline workers.

In addition to the above, it should be noted that a specific training action was addressed to an organisation (CESC Project), in collaboration with which was then carried out a session addressed to frontline workers (that of 25 July). In addition to the organisational meetings (during which the objectives were illustrated and the materials shown), one female CESC trainer actively participated in the July session. In total, 10 people attended the Trainers and Educators' course sessions implemented by San Saturnino.

Frontline Workers

The training courses aimed to provide participants with specific skills to deal with discrimination and offer support to victims.

For the successful implementation of the activity led by San Saturnino, a meticulous planning with several shooting adjustments, a wide publicity and a very demanding network work was necessary.

Two course meetings were held, aimed at two different groups of workers.

The first meeting implemented by San Saturnino took place on 19 June 2023 with a duration of 4,5 hours, at the service “Casa Verde” (Green House), a home-shelter for women with children. The session was preceded by two organizational meetings in order to explain the training objectives, during which the trainers were able to get to know the beneficiaries of the service and to become more aware of the difficulties caused by the discrimination they experience (most of the women are migrants or refugees - some are victims of violence).

6 workers attended the session: 3 educators, 2 social workers, 1 case-worker.

Both directives have been explained and intersectional discrimination concept has been focused which, as reported below in Case Study no. 1, has aroused much interest.

Also in this case, the evaluation was carried out through the filling out of the paper forms and the discussion. The second meeting was held online via Skype by San Saturnino. It took place on 25 July, with a duration of 4,10 hours.

25 young workers, students and volunteers participated. As already specified, the session was organized with the collaboration of CESC Project, a non-profit organization that works for the training of young volunteers. A CESC trainer attended the session.

The two directives and the practical scenarios have been explained. Taking into account the profile of participants, the definition and the different types of **discrimination** have been deepened. This topic aroused much interest and appreciation.

Enrolment of course participants and the session evaluation were managed via Google forms.

Legal Professionals

The training course aimed at legal professionals was designed to offer them a comprehensive understanding of antidiscrimination laws and their practical applications.

Involving legal professionals proved challenging for both partners. Lawyers, in particular, were reluctant to devote time to training. To overcome this problem, participation was encouraged by requesting training credits from the National Bar Council.

The recruitment process led by San Saturnino lasted from February to October 2023, through the sending of personalized email invitations, use of social media platforms, both of the cooperative and of the PRESERVERE Project, and extensive networking work.

Even in this case, two meetings were held, aimed at two different groups of workers.

The first session implemented by San Saturnino took place on 20 October 2023 in online mode via Skype, with a duration of 4,5 hours. 11 lawyers participated. Among them, a legal advisor of the CIR - Italian Council for Refugees.

After the Introduction to the Project and the Objectives of Training, the two Directives were extensively examined. The most recent Directive [Directive (EU) 2023/970 of the European Parliament and of the Council of 10 May 2023 to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms] was explained. It defines for the first time in Europe the concept of intersectional discrimination at regulatory level: *An intersectional approach is important for understanding and addressing the gender pay gap.* A specific analysis was then dedicated to the Judicial Protection in the Italian Legal System and the EU Protection Order.

Enrolment of course participants and the session evaluation were managed via Google forms. So far, 7 participants have completed the evaluation modules. The feedback (including the one that emerged from the discussion) has been very positive. All said they wanted a new training meeting.

The second training course implemented by San Saturnino took place on 8 November 2023 in-presence, at the European University of Rome, with a duration of 3,5 hours. A light lunch was offered by San Saturnino. The session was prepared thanks to a careful networking work with the University, which showed great interest in the proposed content.

24 people attended the course: 4 professors and 20 students of Faculty of Law. Another professor (prof. Carmelo Leotta) contributed to the course with a report on the anti-discrimination penal rules and on the procedural profiles provided by the Mancino Decree (Italian Decree).

The discussion focused on the practical scenarios presented, in particular the risk of political and ideological influences against discriminatory judgments. In this regard, the need for analysis of the contexts in which these judgments were issued.

The evaluation was carried out through the filling out of the paper forms. most of the participants provided very positive feedback expressed the desire to deepen the topics through meetings in small groups, with more space for case studies.

Case Studies

1st Case study: The intersectional discrimination. How to deal with the problem

- Date of the session in which the case study emerged: 19 June 2023.
- Type of participants: FRONTLINE WORKERS (Educators; Social Operators; Caseworkers). TOTAL NUMBER: 7.
- Coming from: The internal service “Casa Verde” (Green House), a home-shelter for women with children.

Problem definition

This case study refers to a discussion that emerged during the training for frontline workers organised by Cooperativa Sociale San Saturnino onlus (in-presence session). After the presentation, the participants asked numerous questions, linking the content addressed with the problems and needs of the women received in their service. In fact, this session took place at an internal service of the cooperative: a community that welcomes single women with children to accompany them towards autonomy. Most of these women are migrants from Africa. Many are Muslims. They present many difficulties in their path of inclusion. The most interesting topic was **intersectional discrimination**.

Narrative of the actual case

This case study refers to a discussion that emerged during the online training for Legal Professionals.

Participants asked for more in-depth study of the topic and brought examples of women who suffer from such discrimination. With the help of trainers, they sought to better understand the **difference** between intersectional discrimination, multiple discrimination and additive discrimination. The distinction seems very subtle but interesting for the work.

Trainers used the now famous example of the crossroads developed by Kimberlé Crenshaw, later taken up by numerous authors, including Italian experts such as Sabrina Marchetti, Barbara Giovanna Bello, etc.

In a paper uploaded on Academia.edu, B. G. Bello (Discriminazioni multiple e intersezionalità: queste sconosciute!) proposes three observations:

1. Depending on how the discrimination manifests itself, a person may also suffer all these forms of multiple, additive and intersectional discrimination;
2. Traditionally we speak of these discriminations mainly with reference to the factors 'gender' and 'race', but they may concern the most varied combinations of discriminatory factors (e.g. sexual orientation of migrants or refugees; disabled foreigners, etc.);
3. Discrimination based on two or more factors (whether additive or intersectional), just like discrimination based on a single factor, takes the typical forms of direct or indirect discrimination, harassment, orders to discriminate and retaliation.

Scenarios and agreed solutions

The question participants asked themselves was: *“Once intersectional discrimination has been identified in case management, how can this help frontline workers in their advocacy work?”*

Bringing examples from other projects developed, the trainers emphasised that intersectionality allows marginalised groups and their experiences to be given a voice. Adopting an intersectional approach therefore means recognising the uniqueness of each person’s experience, including the possible discrimination and exclusion they experience.

Putting the person at the centre of the intervention is the cooperative’s usual approach. However, intersectionality gives added value as it recognises the simultaneous and simultaneous importance of the different mechanisms of discrimination that the person experiences.

The need to be considered in one’s entirety was expressed very effectively by Dianne Pothier (1954-2017), a Canadian law professor and activist with a visual impairment due to albinism, when she wrote: “I can never experience gender discrimination except as a person with a disability; I can never experience disability discrimination except as a woman. I cannot disaggregate myself nor can anyone who can discriminate against me. I do not fit into separate boxes of grounds for discrimination. **Even when only one ground of discrimination seems to be relevant, its effects affect my whole person**”. Pothier highlighted one of the major difficulties still faced by people subjected to multiple discrimination today, that of being ‘dismembered’ and put into ‘separate boxes of grounds for discrimination’.⁴

⁴ Dianne Pothier, *Connecting Grounds of Discrimination to Real People’s Real Experiences*, in *Canadian Journal of Women and the Law*, vol. 13(1), 2001, pp. 37-73. <https://www.informareunh.it/intersezionalita-e-disabilita/>

2nd Case study: Discrimination: the burden of cultural differences

- Date of the session in which the case study emerged: 20 October 2023.
- Type of participants: Lawyers TOTAL NUMBER: 11.
- Coming from: Law firms.

Problem definition

The case study looked at the difficulty in dealing with religious and anti-Roma discrimination. In Italy these represent the most widespread forms of discrimination especially in the areas of employment, housing and education. Muslims are often discriminated against because they are identified as a fundamentalist people whose religion implies the denial of women rights as well as a very strong profession of faith with participation in mosques. People of Roma origin are often subject to cultural biases that portray them as people of poor hygiene and with a tendency to steal. This makes the Roma community very gated. Roma women rarely work at public facilities or with private individuals, and even more rarely do Roma rent apartments because landlords fear squatting.

Roma children are also frowned upon in schools.

This has raised the debate between discrimination and integration of the Muslim and Roma communities. It has been noted how on the one hand both communities tend to remain very rigid and closed in on themselves and how poorly they integrate with the general population. Emblematic have been in recent years the cases of Muslim women who, for wanting to live “Western-style,” have been barbarically slaughtered by their own family. (Saman’s case is famous).

Equally emblematic are the cases of train captains alerting passengers over the microphone to the presence of Roma on the carriages and urging them to be careful with their belongings. Many participants noted how these extremely closed cultures are themselves at the root of discrimination not so much as cultural bias but as the absence of points of contact with “host countries.” Many employers refuse to hire Muslims fearing “dangers” from their religious faith.

Many landlords refuse to rent apartments to Roma people fearing squatting. In schools and sports or play activities, Roma children are often excluded, and girls wearing headscarves are often singled out by their classmates. Some participants also raised a “problem within the problem” that is, how Muslim women even more than men experience discrimination both because they are Muslims and because they are women. So on the one hand, lack of integration creates discrimination and in turn discrimination prevents integration.

Scenarios and agreed solutions

The “solution” shared by all is that of a path that is neither simple nor short that must on the one hand not homologate the Islamic community to generic stereotypes and on the other hand be based on respect for cultures. This path that must involve society at different levels. Obviously, legislators and legal practitioners must be aware and properly prepared.

3rd Case study: The discrimination and the individual freedom

- Date of the session in which the case study emerged: 8 November 2023.
- Type of participants: LEGAL PROFESSIONALS (Lawyers, Professors, Students).
- TOTAL NUMBER: 24.
- Coming from: European University of Rome.

Problem definition

A strong issue raised during the in-presence workshop at the European University of Rome was the motivation for discrimination. Apart from the case of “discriminatory speech” (“dirty nigger,” or “ugly Muslim,” or “Roma thief”), which, however, is punished in Italy only if it represents defamation (if the insults are uttered in front of third parties) because insult was decriminalized in 2016, the rest of discrimination takes place “in the mind” of the discriminator. That is, can the employer be punished because he chooses not to want to hire Muslims, Roma, people with tattoos, or adherents of a political or football faith other than his own? It is basically the motivation that is discriminatory.

But the motivation “belongs” to the mind of the author. Can the legislature, therefore, require an employer or owner to conduct business or employment relations with persons for whom he or she has no “sympathy”? When does the motivation for discrimination become relevant and thus require intervention of the legislature, and when must the individual’s freedom to “choose” whom to hire, to whom to rent, etc., be protected?

Narrative of the actual case

Obviously the “answer” to the question is delicate, often political. Certainly, two aspects must always be kept in consideration: the first is respect for the fundamental rights of man: whoever he may be: so the hospital, the school cannot “refuse” their services to someone just because he is Roma or Muslim or black. The same is said for public exercises that must serve everyone (bars, restaurants, hotels). The second is the harm the discriminated suffers that must be quantifiable and protectable in court. Basically, if A decides to sell his car to B (white Italian) and not to C (Muslim) probably the legislator cannot intervene because although there is discrimination it remains at the level of “cultural motivation” and “free choice” of the private individual.

That is, discrimination represents a choice: precisely a discrimen that everyone makes or can make at various times in life without being able to be “punished” for it.

Scenarios and agreed solutions

Apart from the fact that some norms should be revised (such as the decriminalization of injury), one cannot think that the solution lies in handing over to the judges all the behaviours and opinions of people. It would run the risk of infringing freedom of opinion.

The “solution” to the problem of discrimination must therefore certainly be combated in the public sector and in all private sectors (where possible) to protect fundamental human rights; secondly culturally through schools and social media to prevent or limit the formation of cultural, racial and social prejudices that harm the dignity of the person and belittle the entire community.

4.4.c Conclusions and next steps

The implementation of the PRESERVERE Training Program in Italy can be positively evaluated. Despite the challenges faced by partners during the implementation of the training, results in term of interest and participation are generally good. The issue of anti-discrimination has proved to be a topic of great concern to the professional groups involved and the need for training on the legislation was recognised as a central element by all stakeholders. Despite this great interest for the topic and the recognition of the need for specific programs, significant obstacles were encountered during the implementation phase of the trainings. The main problem concerns the availability of professionals. Lack of time and resources seem to be the biggest obstacles for those interested in gaining a better knowledge of the legal framework and legal instruments for the protection of victims. In Italy, refresher courses for workers are required by law, but there is often a lack of time and resources to carry them out. This means that people often attend training courses out of personal interest and therefore need appropriate training courses that take place outside working time. All these factors were taken into account by partners in the organisation and implementation of the training activities. The challenge was to ensure comprehensive and in-depth training within a reasonable timeframe and to ensure that participation was constant and continuous.

Some examples good practice can be signalled by referring to the training experience in Italy. It is first of all necessary to build a wide network of stakeholders working in the relevant sector and to understand their needs and expectations. Cooperation with an existing service (e.g. a public office or a company) proves to be an excellent means of reaching a large number of people and ensuring easy access to the target of the project. Once a specific audience has been identified it is important to clarify the needs in terms of availability and interests and to establish a tailor-made program that could meet the expecta-

tions. Flexibility and adaptability are the key words when working with professionals. Last but not least, recognition of training credits or some reimbursement of expenses for participants is certainly a way to ensure participation and recognise commitment.

The main result of the trainings was to make the project known to a large number of people and professional groups. This certainly ensured increased attention to the topics covered and increased interest in the training activities. A great number of professionals and stakeholders has been involved not only in the training phase but also during the assessment and preparation phase. Professional associations, NGOs and other national associations and organisations, local municipalities and social services have been contacted in the preliminary phases to present the projects and its aims and were involved in the training implementation. A wide network has been created that will allow the dissemination of project results and the realisation of further training and awareness-raising initiatives.

Through the social channels of the project and those of the partners it will be possible to maintain contact with those involved and to promote further initiatives. In particular, it will be possible to disseminate the online platform and ensure that numerous professionals can use the proposed content.

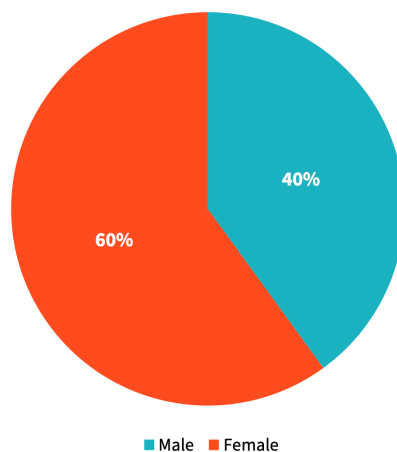
4.5 Malta

PfC provided trainings on the subject matter to legal professionals, frontline workers, and trainers between July and November 2023. In particular, trainings for all three stakeholders were carried out on 4 July and 14 July 2023. Another training of trainers took place on 18 July 2023 and, finally, trainings for legal professionals and frontline workers took place on 2 August 2023 and 6 November 2023. In total, 43 people registered for the trainings on 4 July, while 15 registered for the trainings on 14 July, 21 registered for the training on 18 July, 24 registered for the trainings on 2 August, and 21 registered for the trainings on 6 November through a digital registration form using Google Forms. Consent was obtained based on the project's consent form which was referenced in the registration form. The sessions in August were provided on-site in Valletta, Malta's capital, while the remaining sessions were carried out in an online setting using the platform ZOOM. In the end, out of the 124 people registered for trainings, 50 participated (attendance rate of 40,32%) and PfC trained 10 trainers, 31 frontline workers, and 9 legal professionals. An overview of the trainings is listed below.

Course schedule

PARTS	TOPICS	SESSIONS / HOURS	DATE/S	TRAINER/S	NUMBER OF ATTENDEES
TRAINERS /EDUCATORS/ FACILITATORS	Topic 1	3	4 July 2023, 14 July 2023, 18 July 2023	Jean-Pierre Gauci, Christine Cassar	10
	Topic 2	3	4 July 2023, 14 July 2023, 18 July 2023	Jean-Pierre Gauci, Christine Cassar	10
	Topic 3	3	4 July 2023, 14 July 2023, 18 July 2023	Jean-Pierre Gauci, Christine Cassar	10
	Topic 4	3	4 July 2023, 14 July 2023, 18 July 2023	Jean-Pierre Gauci, Christine Cassar	10
FRONTLINE WORKERS	Topic 1	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	31
	Topic 2	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	31
	Topic 3	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	31
	Topic 4	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	31
LEGAL PROFESSIONALS	Topic 1	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	9
	Topic 2	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	9
	Topic 3	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	9
	Topic 4	3	4 July 2023, 14 July 2023, 2 August 2023, 6 November 2023	Jean-Pierre Gauci, Andreas Kotelis	9

Table 11: Overview of the course schedule implemented in Malta.



Graph 8: Participants' gender.

Methodology

To recruit participants for the training sessions, PFC used different methods, channels, and tools. First, the staff advertised through the social media, namely Facebook, LinkedIn, and Instagram. For each training, they created up to four posts to remind our networks of the upcoming trainings. Furthermore, as stated in the implementation plan, the facilitators approached and informed networks of the target groups about the trainings, including academic, civil societal, governmental, and private institutions: we hence addressed academic and governmental stakeholders as well as NGOs and CSOs in Malta directly through e-mail in order to inform them about the training sessions. To reach trainers and legal professionals, PFC mostly contacted stakeholders from the University of Malta, such as professors from the faculty of law. They not only participated in training sessions themselves but also offered us to host a lecture at the university for law students. However, due to technical restrictions from the side of the university, we could not carry out this lecture. To reach frontline workers, PFC contacted NGOs and CSOs. Since PFC is very well connected with other NGOs and CSOs in Malta, they could motivate many frontline workers and trainers to participate in the sessions. Additionally, they contacted the police force directly who had a very positive response to the invitation and sent several police officers to attend the sessions.

That said, it must be addressed that Malta is a particularly small country with a limited number of CSOs and NGOs. Thus, the staff faced difficulties to meet the a priori indicated target numbers of the project even though they contacted all CSOs and NGOs on the islands. While they managed to reach the indicated numbers of trainers and reached many frontline workers, it was particularly difficult to reach legal professionals.

Regarding the registration process, we used Google Forms for interested people to register for a respective training session, already asking for their expectations, questions, and wishes in regard to topics and content of the respective training sessions. Moreover, we wrote two e-mails and used a Google Calendar invitation to ensure that registered people were reminded of the event.

When it comes to the actual training sessions, we used different methods, channels, and tools to convey knowledge and skills on the topics of anti-discrimination and anti-racism. First, two training sessions (2 August 2023 for frontline workers and legal professionals) were carried out on-site in Valletta, the capital of Malta. Since we are well connected with other NGOs, we easily found a venue to host our training. The remaining training sessions (4 July, 14 July, 18 July, and 6 November 2023) were carried out in a digital setting using the platform ZOOM. This ensured that a greater number of people could participate as they could remotely attend the sessions. To adjust the training methodology to the Maltese setting, we used a participatory and cross-professional approach, meaning that we first engaged all groups (legal professionals, frontline workers, and trainers) with each other and provided background information on the project and its objectives, and then split into different expert groups consisting of the respective professionals.

This ensured not only a common knowledge background regarding the topics of anti-discrimination and anti-racism but, at the same time, that the training sessions were used for networking beyond one's professional scope. We got positive feedback with respect to our training methodology and would like to propose it as a good practice for future training sessions.

When it comes to difficulties encountered during the training sessions, it must be noted that many more people signed up for the training sessions than those who finally participated. Moreover, it was challenging to have participants fill out the evaluation forms. Even though we were asking participants to fill out the evaluation at the end of each session and followed up with two emails which reminded them of the completion, far fewer people participated in the evaluation when compared to the number of participants in the training sessions (further information in the evaluation section).

Case Studies

1st Case study: Health Service Policy

- Date of the session in which the case study emerged: 2 August 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 9, LEGAL PROFESSIONALS. TOTAL NUMBER: 3.
- Participants were legal professionals and frontline workers from different fields, including academia (scientific staff and students), police force, CSOs, and NGOs.

Problem definition

The case study followed the introduction and discussion of the EU Action Plan against Racism and the introduction and discussion of its implementation in Malta. The case was selected as an example from daily practices in health care, however, the specific policy was fictional and does not exist.

Narrative of the actual case

The case study was presented in the following form:
The country's policy is that only nationals get access to the range of health services on offer whilst migrants (irrespective of the particular status) only receive access to urgent care.
The following question was asked to engage participants in a discussion:
Is this form of differentiated treatment unjustified discrimination for the purposes of the law?
After discussing the first case, a second, adjusted case was presented.

The case study was presented in the following form:

The country has reversed its policy and now migrants are entitled to healthcare. However, in the first months since the reversal of the policy, and informed by public concern, some health centres have continued to avoid treatment for non-urgent matters to some groups of migrants and instead referred them to NGOs that offer services specifically to migrant populations.

The following question was asked to engage participants in a discussion:

Is this form of differentiated treatment unjustified discrimination for the purposes of the law?

Description of the different scenarios that were discussed and any agreed solutions

After an engaged discussion, the participants agreed on the following solution: Whilst this kind of policy can fall within the exclusion criteria of the directive (given that it is a policy based on nationality), there are various grounds to consider not least the fact that national insurance payments are collected from such migrants.

On the adjusted scenario, the solution was that this was clearly a case of discrimination however, it reflects the need for awareness of changes of policy and the risks associated with discriminatory policies in the first place.

2nd Case study: Job Application

- Date of the session in which the case study emerged: 2 August 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 9, LEGAL PROFESSIONALS. TOTAL NUMBER: 3.
- Participants were legal professionals and frontline workers from different fields, including academia (scientific staff and students), police force, CSOs, and NGOs.

Problem definition

The case study followed the introduction and discussion of the EU Action Plan against Racism and the introduction and discussion of its implementation in Malta. The case was selected as an example from daily experiences of migrants in Malta.

Narrative of the actual case

The case study was presented in the following form:

A and B applied for a job. A is a migrant in the country, with the right to work. A is also of mixed ethnic origins. B is a Maltese national. The job advert highlighted the need for experience. A and B have similar qualifications and whilst A has more experience, B has completed an additional online course in the subject matter. At the interview, A is asked a question about the location of his

family and his commitments to remaining in Malta, a question he is happy to answer. B is offered the job.

The following questions were asked to engage participants in a discussion:

- Is this a case of discrimination?
- What might be some of the challenges that A faces in knowing whether this is discrimination?
- Where do they need to report this?
- Who has the burden of proof in this case?
- What are the other relevant issues to consider?

Description of the different scenarios that were discussed and any agreed solutions

After an engaged discussion, the participants agreed on the following solution:

- The job advert highlighted the need for experience, as well as the fact that he was asked for location of family members indicates discrimination.
- Some people highlighted the difference / appropriateness around asking these types of questions, and whether there is a reason to ask these questions as a matter of courtesy or friendliness. However, this is inappropriate in the particular setting.
- B has an additional online course, but the advert emphasized the need for experience rather than training.
- This indicates that even if the course is the reason for selecting B rather than A, then there is discrimination since the advert criteria were not the actual criteria used to make selection.
- In the Maltese context, this would need to be reported to DIER, which is the equality body on labour issues.
- However, there are challenges – A has no way of knowing what experience B has, or what the employers know about B's experience. Interviewees most often do not know each other, have no access to documentation and discussions held in the interview.
- A has the burden of proof prima facie, but once a claim of discrimination is made the burden of proof would fall onto B.
- This means that A would require a significant amount of resources (knowledge, access to documentation) to even make the complaint, followed by an understanding of the legal framework, knowledge of where to complain, and the skills to complete a complaint; and that therefore this is a very unlikely situation in which a person would be able to make a complaint.

3rd Case study: Discrimination during Training

- Date of the session in which the case study emerged: 18 July 2023.
- Type of participants: TRAINERS / EDUCATORS / FACILITATORS. TOTAL NUMBER: 8.
- The trainers came from various backgrounds, including academia (law faculty), the NGO and CSO sector, and the police academy.

Problem definition

The case study followed the introduction and discussion of the EU Action Plan against Racism and the introduction and discussion of its implementation in Malta. The case was selected as an example from daily practices of trainers.

Narrative of the actual case

The case study was presented in the following form:

You are running a training on discrimination to a group of colleagues working at a retail company. One of the participants, who is a manager in the company, has passed some comments about how there is no discrimination in the company, and that this type of training is not necessary.

You can see that some of the participants are uncomfortable.

The following questions were asked to engage participants in a discussion:

What do you do and why?

Description of the different scenarios that were discussed and any agreed solutions

After an engaged discussion, the participants agreed on the following solution:

- One key consideration when organising trainings is who is in the room and the types of hierarchies that would be present, so that before organising such a session we would need to consider having different training sessions for different levels within a company.
- Ask questions about how and why the manager feels that there is no discrimination at the company: Do they have policies that cover this, and how/whether they are followed? Who is responsible to make sure that there are safe ways to report any such behaviour within the company?
- Using case studies for participants to discuss, in order to elicit experiences and understandings of discrimination that do not necessarily point fingers back at the company itself.
- Splitting the group into smaller group discussions.
- Ensuring that some of the feedback and discussion is anonymous (possibly avoiding whole-group presentation of working group discussions).

- Providing space for anonymous feedback (whether on paper after the training or otherwise / online)
- Encouraging critical thought into what might happen in the future (to reduce the focus on what is or isn't happening in the present)

Conclusions and next steps

Throughout the implementation period of the project, PFC has conducted research on the project's subject matter, contributed to the publication of an eBook, provided training sessions to trainers, legal professionals, and frontline workers, and contributed to the creation of an online toolkit. Moreover, PFC has constantly advertised and advocated for the project and its various elements through social media and through talks with stakeholders from academia, politics, and the civil society sector. This has brought the project and its topic to a broader audience in Malta.

In the future, we are planning on continuing this advertisement and advocacy to ensure the sustainability of the objectives of the project. In particular, we are planning to organise further projects and events on the subject matter of anti-racism and anti-discrimination. For instance, we want to offer roundtables for the trainers we have trained within the project and support them in organising and conducting trainings themselves. Finally, we want to further address the starting point of the project – the experiences of (potential) victims of discrimination and racism. We want to inform those who have been and could be victims about their rights and the measures that exist to prevent and protect them, and the mechanisms to prosecute perpetrators.

4.6 The Netherlands

The methodologies adopted by HvA to reach out to as many of the project's target audience as possible were listed out in the Training Implementation Action plan prepared by in February 2023. In general, the plan was adhered to except for one deviation for the trainers' group where instead of providing two separate trainings to cater to the level of experience of the trainers, we decided to merge them into one as the background of the participants indicated a more uniform experience level.

This section on Methodology will provide more detail about the activities taken as well as the various tools and channels employed for each specific target group over the course of the period February to October 2023.

As a whole, the Netherlands achieved the following results regarding the implementation of the training activities.

TARGET GROUP	TOPICS	HOURS	DATE/S	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES	MALE ATTENDEES	FEMALE ATTENDEES
TRAINERS/EDUCATORS/FACILITATORS	Topics 1-4	1.5	17 May, 2023	24	17	6	11
FRONTLINE WORKERS	Topics 1-4	2	2 October, 2023	12	3	0	3
LEGAL PROFESSIONALS	Topics1-4	2	25 May, 2023	14	8	1	7
TOTAL			77	50	28	7	21

Table 12: Overview of trainings given to respective target audiences.

Trainers

The online Train-the Trainer session took place on 17 May, 2023 from 10h00 to 11h30 CET. The number of people who registered for the session is 24, of which 11 females and 6 males eventually participated. For this target group, HvA worked with Ms. Sidris van Sauers, a trainer from an anti-discrimination agency called RADAR. RADAR is committed to promoting equal treatment and combating discrimination by advising and supporting reporters in cases and feelings of discrimination; registering and reporting on discrimination incidents; researching into equal treatment; providing training and workshops as well as advising on policy. Through the RADAR network as well as HvA's general promotion, we received a substantial amount of interest in the Train the Trainer session. While the initial action plan was to conduct two separate sessions to cater to trainers of differing experience level, the decision was made to combine the sessions into one as the general level of the participants was relatively high. The session was created using an online tool called WebinarGeek which allowed for polls and chat functionality to enable interaction with the trainer and fellow participants.

HvA offered two formats for the trainings to frontline workers. One was an online version of two hours, and one version was an in-person session of three hours, to be hosted at the University. The following table indicates the breakdown of the various sessions and the number of registrations per session.

FORMAT	DATE/S	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES
IN-PERSON	1 June, 2023	2	Moved to online session 19 June
IN-PERSON	16 June, 2023	0	0
ONLINE	22 May, 2023	2	0
ONLINE	19 June, 2023	9	Moved to 11 September
ONLINE	29 June, 2023	1	Moved to 11 September
ONLINE	11 September, 2023	5	Moved to 2 October
ONLINE	2 October 2023	12	3
TOTAL		31	3

Table 13: Overview of options for trainings and registrations for frontline workers.

Social media posts were made on LinkedIn to reach out the professionals working in the field of anti-discrimination and anti-racism. Personal LinkedIn messages were also sent to potential participants who fit the target audience profile. Furthermore, personal emails were sent by the HvA team to the focus group and interviewed participants from WP2, as well as to colleagues from the Faculty of Society and Law to



invite them and share the trainings in their networks. Information about the training was also shared with participants who took part in the Train the Trainer session held on 17 May, 2023.

Enrolment for the in-person and online training was done via HvA website.

In addition to the online promotion on LinkedIn and personal emails to industry and academic professionals, the students of the Faculty of Society and Law were also approached via their learning portal as well as Instagram to entice them to join the training.

Image 1: Poster designed to promote the trainings to students from the University's Faculty of Society and Law.

Two options were offered: 26 June and 3 July 2023. An attractive poster was created to draw the students' attention. Despite the effort and promotion amongst the students, none of the students registered for the training. A separate attempt for the training for the students was organised for 5 October, 2023. None of the students registered for the session.

Due to an unexpected circumstance with the trainer, the session on 19 June, 2023 could not take place. As a result, the decision was made to move the registrants to the next training session on 11 September, 2023. Three people showed up to the session in September. Together with the trainer and participants, it was concluded to move the session to 2 October, 2023 instead to try to get more participants to ensure a better learning experience.

The session on 2 October, 2023 was eventually concluded with three participants (females) in attendance.

Legal Professionals

Similarly, HvA offered two possibilities for the trainings to legal professionals. One was an online version, and one was an in-person session to be hosted at the University. There were multiple dates offered for people to sign up. The table below indicates the overview of the various options offered and the number of attendees to the training.

FORMAT	DATE/S	NUMBER OF REGISTRATIONS	NUMBER OF ATTENDEES
IN-PERSON	2 June, 2023	2	Moved to 26 June
IN-PERSON	23 June, 2023	2	Moved to 26 June
ONLINE	25 May, 2023	13	8
ONLINE	9 June, 2023	2	Moved to 14 September
ONLINE	26 June, 2023	4	Cancelled due to trainer issues. Moved to 14 September
ONLINE	14 September, 2023	1	Moved to 2 October
ONLINE	2 October 2023	1	0
TOTAL		25	8

Table 14: Overview of options for trainings and registrations for legal professionals.

In addition to a general sharing about the training via social media (LinkedIn) as well as sending personal invites via email to the project team's network within and outside of the HvA.

The information of the trainings was shared with educational programme managers as well as teachers from the HvA's Faculty of Society and Law. In addition, a poster was created and put on various screens throughout the university to generate interest and awareness for the trainings.

The session took place on 25 May 2023 where eight people attended, of which one was male and the other seven participants were female.

Case Study

The case studies under the PRESERVERE project in the Netherlands provided a significant platform for legal professionals and frontline workers to delve deeply into realistic scenarios encompassing the challenges faced in the implementation of the EU anti-racism legal framework. The discussions were insightful, shedding light on the lived experiences of the vulnerable groups, with a special focus on exploring, understanding, and seeking resolutions to issues of indirect discrimination within the legal and professional domains.

1st Case study: Health service policy

- Date of the session in which the case study emerged: 2 October 2023.
- Type of participants: FRONTLINE WORKERS. TOTAL NUMBER: 3.
- Three participants from anti-discrimination organisations and a local municipality.

Problem definition

This case involving a coordinating staff member from the blood department of a hospital, the dialectics of religious belief and professional requirements were explored. The staff member, due to her religious beliefs, preferred to keep her arms fully covered while at work. Contrarily, the hospital's policy mandated keeping forearms uncovered due to hygiene considerations, illuminating a case of indirect discrimination.

Narrative of the actual case

A lively and thoughtful discussion ensued, where participants deliberated on the concept of 'indirect discrimination.' They examined the hospital's policy juxtaposed against the employee's religious beliefs, seeking a balance between upholding hygiene standards and respecting individual religious practices. The dialogue deepened, exploring whether existing policies inadvertently affected certain groups, particularly those with specific religious attire requirements.

Description of the different scenarios that were discussed and any agreed solutions

Participants shared diverse perspectives, discussing the possibility of revisiting and modifying organizational policies that inadvertently perpetuate discrimination. They also reflected on practical aspects such as how an employee can be reintegrated into the work environment following a conflict, underscoring the importance of fostering a supportive and respectful workplace atmosphere.

2nd Case study: Deployment of public funds for victims of criminal activities

- Date of the session in which the case study emerged: 25 May 2023.
- Type of participants: LEGAL PROFESSIONALS (the participants were comprised of professionals from anti-discrimination organisations from different cities in the Netherlands and a lawyer). TOTAL NUMBER: 8.

Problem definition

The case study involving legal professionals was an insightful exploration into the deployment of public funds for victims of criminal activities, guided by the framework established by ‘Donner’. The discussion primarily revolved around the critical evaluation of the justifications required for government expenditure in supporting victims of criminal offenses. A meticulous examination of ‘Donner’s’ rationale revealed that victims of severe crimes undoubtedly deserve assistance to facilitate their recovery process and return to a sense of normalcy. Furthermore, victims of criminal acts should receive adequate support to secure compensation from the offenders successfully.

Narrative of the actual case

The discourse unravelled a multifaceted viewpoint that emphasized the necessity of governmental assistance in helping victims reclaim their damages from the perpetrators. However, it also illuminated the boundaries of governmental responsibilities, questioning the extent of its involvement in ensuring the compensation of victims. ‘Donner’ introduced an essential perspective that cautioned against unrestricted governmental guarantees for the payment of compensation in cases where the offender is financially incapable. Such an approach requires rigorous justification to ascertain its fairness towards victims of various criminal activities and those affected by other adversities.

Description of the different scenarios that were discussed and any agreed solutions

The conversation unfolded a nuanced understanding of the governmental role, advocating for a balance that avoids the provision of a blank cheque in compensation guarantees. The approach suggested by ‘Donner’ encouraged a recalibration of the advance payment arrangements, limiting them to amounts that, based on past experiences, are realistically recoverable.

This concept echoes a resonating emphasis on the necessity of a practical and justifiable approach, where the government's financial assistance is meticulously aligned with the actual potential for recovering the compensation, ensuring a fair and balanced support system for all victims. This thorough analysis prompted a reflective evaluation of the strategies and policies essential for optimizing the effectiveness and fairness of legal support to the victims of criminal activities.

Conclusions and Next Steps

In the case of the Netherlands, several actions as described in the earlier sections were taken to create awareness and opportunities for training to the various target audiences. Although the number of participants who eventually attended the trainings was not up to target, it is crucial to note the positive outcome of the past months. Several important stakeholders ranging from anti-discrimination agencies, academic organisations, (local) government departments, the police and non-governmental organisations were approached and made aware of the PRESERVERE trainings- an outcome that is overall beneficial to the project.

In spite of the interest and desire to learn more about the topic in relation to their own work in the anti-discrimination and anti-racism field, the main challenge faced by the target audiences was to find a suitable block of time for them to commit to the training. This was reflected in the preference for the online trainings as opposed to the in-person trainings which would have required a bigger time investment. As well, the interest for the trainings as evidenced by the registration number versus the actual attendance number show the lack of time and resource that the professional can ultimately spare for the trainings. It would be a logical next step, based also on the evaluations filled in, to find a right balance between the content and the length of the session to maximise the learning value for the participants.

With the launch of the online learning platform as an output of WP3, we will be able to offer our respective target audiences with the resources and materials online for them to review at their own pace. Furthermore, timing the trainings with current affairs and events might create more synergies and urgency for the topic. For example, linking the trainings to national congresses related to anti-discrimination and anti-racism might help to create more visibility and need for the PRESERVERE trainings. A good way to stay in touch with the stakeholders of trainers, legal professionals and frontline workers is to inform them about the online training platform and inviting them to meetups around the topic and/ or launch of the PRESERVERE platform to allow for peer-exchange and learning.

For the next steps, we envision a more structural approach to integrating the training to the target audience of students who are enrolled in study programmes for frontline and legal professional work. This will ensure a steady stream of participants to the trainings. Partnering with an anti-discrimination agency to offer the trainings will also ensure a closer link between the training content and real-life field experiences,

which will add value to the trainings as they will not be offered in isolation. Lastly, a possibility is also to offer customised trainings to anti-discrimination organisations once a year as a refresher course to the people working in the field.

In conclusion, the trainings developed by the PRESERVERE consortium is a useful tool for the trainers, legal professionals and frontline workers working in the anti-discrimination and anti-racism field. With continued promotion and effort, we are confident that more professionals will benefit from the content to apply the knowledge in their practice for the benefit of the marginalised groups.

5 OVERALL EVALUATION



At the end of each training session given to the different target audiences, the participants were asked to complete an evaluation form 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

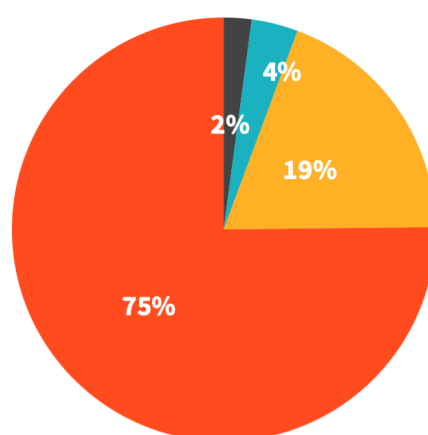
that were conducted. A suggestion for the future is to allocate time during the (online) session itself to have participants fill in their responses.

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:



■ Strongly disagree ■ Neither Agree nor disagree ■ Agree ■ Strongly agree

Graph 9: 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

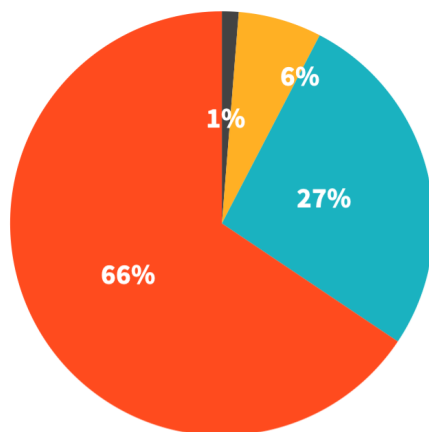
methods for training. Overall, while the trainings received positive reviews, suggestions for improvements revolved around increased interactivity, practical application, and deeper coverage of certain topics to further increase their effectiveness.

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:



■ Strongly disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Graph 10: 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.

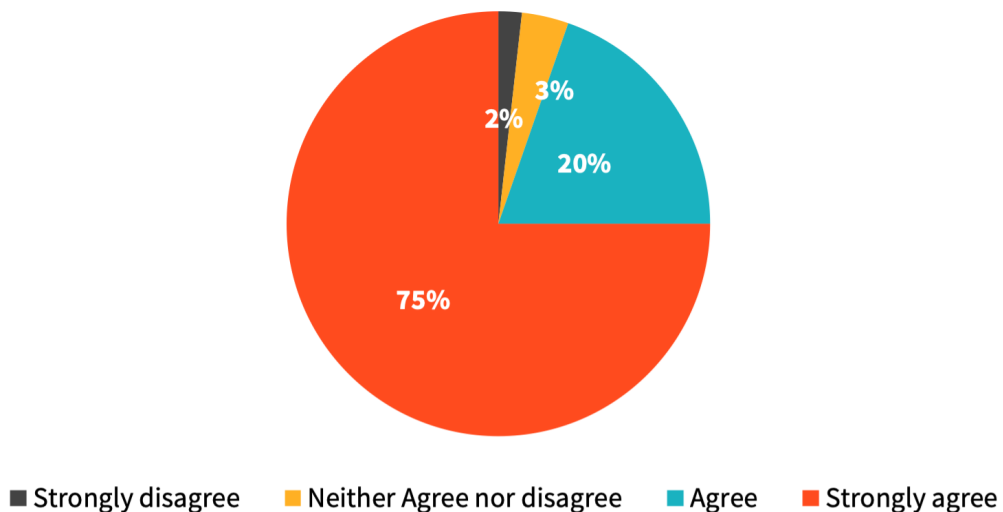
Of the 224 people who attended the trainings across the six EU countries, 141 people responded to the evaluations. Below graph shows the frontline workers' overall satisfaction with the trainings they received:

The PRESERVERE Project Implementation

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.



Graph 11: Overall satisfaction level of frontline workers across all six EU states who responded to the evaluation.

6

CONCLUSION AND NEXT STEPS - THE LESSONS LEARNT



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 PRESERVERE 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.

In conclusion, we can state that the basic assumptions of the project were confirmed by the experience of both the research (WP2, first e-Book) and the experimentation of the Training Toolkit, in the confrontation with the participants:

- European directives are only superficially known in most cases, as is their correct transposition into national legislation.
- Intersectional discrimination is a concept that is still little known to the general public.
- There is little awareness of the real picture of the different forms of discrimination and the existing tools to combat it.
- Training is a relevant need, especially non-compartmentalised training that uses a holistic approach.

This eBook and all the PRESERVERE Project's publications are available on **Academia**:

- *PRESERVERE eBook#1 - The implementation of the EU anti-racism legal framework in 6 European states: Bulgaria, Cyprus, Greece, Italy, Malta, and the Netherlands.*
- *An Overview and Critical Analysis of the EU Anti-Racism Legal Framework*
- *Comparing the EU Anti-Racism Legal Framework in six EU Member States*
- *PRESERVERE Training Toolkit*
- *Common Report on the Implementation of PRESERVERE Learning and Training Activities*
- *PRESERVERE Training Implementation: Case Studies Collection*

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