

NEIWA Whistleblowing Training Guide: Comparative Overview and Recommendations

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THE WHISTLEBLOWER
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This working paper was prepared as an outcome of the Network of European Integrity and Whistleblowing Authorities (NEIWA) working groups on whistleblower support and whistleblowing reports.



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GLOSSARY

Competent authority – designated authority competent to receive information on breaches falling within the scope of the Directive (EU) 2019/1937 and national law able to give appropriate follow-up to the reports.

Information Centre – this report identifies authorities providing support measures under Article 20 of Directive (EU) 2019/1937, including independent information, advice, assistance with protection against retaliation, or legal aid for criminal and cross-border civil proceedings, as having a ROLE of Information Centre. Although the Directive states that support may come from an information center or an independent authority.

1 EXECUTIVE SUMMARY

The purpose of this report is to examine a particular part of the educational activities conducted by members of NEIWA (Network of European Whistleblower Authorities) that are aimed at potential whistleblowers. The aim of these activities is to develop trust and build confidence to blow the whistle when necessary. To analyse the activities of NEIWA authorities, a qualitative and quantitative survey was conducted.

Overall, 73% of NEIWA members participate in educational initiatives. Notably, authorities that are actively involved in whistleblower education tend to have dedicated staff and operate at a national level, often extending their support beyond the public sector. The report identifies that NEIWA authorities generally implement three to four educational activities, with a primary focus on their websites, in-person training, and whistleblower guides. A minimum number of members utilize podcasts and e-learning courses.

Written resources for potential whistleblowers include whistleblower guides and websites. While websites serve as the main source of information about whistleblowing, many do not provide information about external resources beyond the authority's activities. There is room for improvement in accessibility and engagement, particularly by including personal whistleblower stories. Guides can be further enhanced by including practical advice and tailored support for specific whistleblower situations.

Despite over half of NEIWA members is participating in whistleblowing training, many authorities concentrate mostly on in-person formats. Only a limited number of institutions offer webinars and e-learning courses, indicating a significant gap in educational outreach, especially for understaffed authorities that need to pool their resources.

Regarding new media forms, fewer than half of the members have created short educational videos, and only a few produce podcasts. Currently, both formats tend to focus on legal aspects, suggesting an opportunity to incorporate storytelling more effectively to strengthen connection and impact.

By combining different educational tools such as websites, guides, podcasts, and face-to-face training, NEIWA members can maximize the effectiveness of whistleblower education. Sharing best practices across the network can further strengthen support for whistleblowers throughout the EU, ultimately creating a safer reporting environment.

2 INTRODUCTION

Whistleblowing plays a key role in upholding moral standards within organizations, but many potential whistleblowers hesitate to report wrongdoing due to fears of retaliation and a lack of information about available protections. The EU Whistleblowing Directive stipulates that member states create accessible resources to educate individuals about reporting procedures and protective measures, including the establishment of independent information centers for guidance. The report focuses on educational activities aimed at developing trust and confidence in blowing the whistle, highlighting various informational and educational efforts.

Whistleblowing has become an acknowledged and valuable aspect of corporate and public sector governance, making possible the identification of fraudulent, corrupt, or other unethical practices that can harm the public interest. Whistleblowers, however, are often deterred from reporting due to fears of reprisals and lack of knowledge about possible safeguards and assistance that might be available to them. One of the approaches to advance the reporting of such breaches is to equip the public with all necessary information on whistleblowing policies and available protection measures. Thus, educating potential whistleblowers on whistleblowing procedures and rights is an essential tool for increasing trust and encouraging reporting.¹

The EU Whistleblowing Directive requires member states to establish a whistleblowing infrastructure that enables a reporting person to make an informed decision about whether, how, and when to report. The focus is especially on clear, easily accessible information about reporting procedures, available remedies, protection measures, and the rights of the persons concerned.

The Directive imposes an obligation to provide this information to three types of actors. Namely, the companies that are obliged to set up internal whistleblowing systems, the competent authorities for external whistleblowing, and the Information Centre.

Organizations responsible for internal or external whistleblowing have a duty to provide clear and comprehensible information on the whistleblowing process, as well as on other matters specifically enumerated in the directive. Article 13 provides a full list of the information the competent authority should provide on external whistleblowing processes, protection, and support measures. The directive also states that this information should be easily accessible, in a visible place, understandable, clear, and trustworthy. The aim is to promote reporting by providing reliable information.

Article 20 obliges the member states to establish an independent institution for providing information and individual whistleblowing advice free of charge. Information centers should provide complex, detailed, and straightforward in-

¹ 1998 Recommendation of the OECD Council on Improving Ethical Conduct in the Public Service. Principle 4: Public servants should know their rights and obligations when exposing wrongdoing.

formation to the public, as well as confidential individual guidance to persons considering reporting about applicable rules for whistleblowing procedures and protection, e.g., signposting. The purpose is to ensure proper use of the whistleblowing infrastructure and to enable early detection of malpractice or breaches.

While most NEIWA authorities serve as competent authorities for external whistleblowing, many also act as information centers. In these roles, NEIWA members carry out a variety of outreach activities, which can be divided into three main groups based on their focus.

Particularly:

1. **awareness raising** (e.g., media campaigns, social media presence, public relations, talks and conferences participation),
2. **education about whistleblowing procedures, protection, and rights** (e.g., whistleblower guides publications, training, and webinars, dedicated websites),
3. **another education** for specific target groups (e.g., judges, prosecutors, students, or designated persons responsible for internal whistleblowing systems) or wider topics related to whistleblowing (like education focused on corruption prevention, integrity, and public ethics).

This report focuses on more complex educational activities about whistleblowing procedures, protection measures, and rights. These activities are more comprehensive in the amount of information they deliver, especially compared to public awareness-raising campaigns, where the message is simpler. The primary objective of in-depth education is to increase potential whistleblowers' confidence and trust in speaking up when necessary. Such activities vary significantly among NEIWA members and differ by format and target group.

Figure 1: Most common forms of education



The report is divided into sub-chapters by the different forms of education for potential whistleblowers, and it gradually looks into the details and highlights the competent authorities' practices. It summarizes the learning from experience if it has been mentioned. It also tries to list the main pros and limitations, if they can be evaluated for the time being.

The text does not go into detail about the differences in educational formats across the target groups. Overall, the most common target groups are:

- Employees of specific organizations or employees of chosen sectors.
- Managerial employees or representatives of the authorities.
- Professional audience (organized civil society, law firms, auditors, etc.).
- Groups classified by their level of knowledge, including beginners and those with a more advanced understanding of the content.

3 METHODOLOGY

To learn about NEIWA members' educational activities, a two-phase survey has been conducted.

In the first phase, an in-depth semi-qualitative survey was conducted among the selected 14 members² at the end of 2023 and the beginning of 2024. The individual institutions were interviewed using a short open-ended questionnaire and, where appropriate, follow-up emails or calls provided additional details to support the answers. The educational activities and practices of these 14 NEIWA members regarding the whistleblowing process and protection served as the basis for categorizing the main types of activities by form and possible content scope.

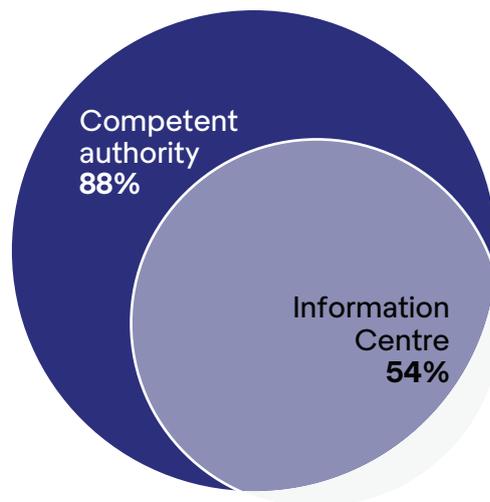
In the second phase, a quantitative questionnaire was distributed to all members in December 2024. The purpose of the questionnaire was to track activities related to whistleblowing education and assess engagement among NEIWA members. A total of 26 out of the 32 members participated in the survey, resulting in a response rate of 81%. While this response rate is relatively high, the significant variability among NEIWA members in terms of the types of institutions and activities they perform makes it difficult to generalize the findings to those who did not participate. Consequently, the results primarily reflect the efforts of the most active members within the network.

² Oficina Anadaluza Antifraude, Centre for Integrity whistleblowing, Oficina Antifrau de Catalunya, The Ombudswoman of the Republic of Croatia, Ministry of Justice (CZ), Défenseur des droits, Autorita Nazionale Anticorruzione (IT), State chancellery of Latvia, Lithuania's General prosecutors' office, Agency for Prevention of Corruption (Montenegro), Ministry of Justice (RO), Whistleblower Protection Office Slovakia, Dutch Whistleblowers Authority, Agència Valenciana Antifrau.

4 THE ROLE OF NEIWA MEMBERS IN WHISTLEBLOWING INFRASTRUCTURE AND WHISTLEBLOWING EDUCATION

A NEIWA survey found that 88% of members act as competent authorities for external whistleblowing, with 54% also serving as information centers. About 73% engage in educational activities, while 19% do not participate in any outreach work. Those involved in whistleblower education have significantly more staff dedicated to whistleblowing and are more likely to operate on a national scale, covering not only the public sector.

Graph 1: The role of NEIWA members in whistleblowing



The vast majority (88%) of survey participants served as competent authorities for external whistleblowing, and half (54%) served as whistleblower information centers. Both roles hold 46% of the NEIWA members. Being just in the role of an information center is very uncommon among the NEIWA members. Only two members are functioning as such, without acting as competent authorities for external whistleblowing as well.³

In terms of outreach activities, 73% of participating members were involved in educational activities related to whistleblowing; the same proportion is active in other educational activities, and 65% of members carry out awareness-raising work. A small percentage of authorities (19%) do not engage in any of the listed initiatives.

Overall, 19 NEIWA authorities are active in whistleblowing education. Not all these authorities serve as information centers. In fact, 86% of members serving as information centers engage in more complex educational efforts on whistleblowing, while 58% of members who do not hold this position also participate in such in-depth whistleblowing education. Theoretically, information centers should serve as the primary resource for providing comprehensive advice and sharing knowledge with individuals who wish to report misconduct. However, this is not the only practice currently adopted by NEIWA authorities. Activities such as training sessions, webinars, guide publications, dedicated websites, and podcasts on whistleblowing are not the exclusive responsibility of authorities acting as information centers for whistleblowers. These initiatives are often undertaken by competent authorities involved in external whistleblowing as well.

Members who actively engage in whistleblower education typically have sig-

³ If you are wondering which authorities, it is Luxembourg the Office for Whistleblowers, and Belgium the Federal Institute for the Protection and Promotion of Human Rights.

nificantly more personnel dedicated to both whistleblower support and educational activities. We calculated the total number of personnel involved in whistleblowing efforts by considering part-time staff as equivalent to 0,5 full-time employees. On average, NEIWA members involved in whistleblower education have 10 personnel dedicated to whistleblowing activities and 5 individuals focused on educational efforts. This is four times as many as those who are not engaged in whistleblower education. See Table 1.⁴

Table 1: Number of staff dedicated to whistleblowing

Number of staff dedicated to whistleblowing	Mean	Median
NEIWA members n=25 (1 answer missing)		
Recalculated total of staff dedicated to whistleblowing		
Members involved in WB education	10,4	6
Members not involved in WB education	2,8	3
Recalculated total of staff dedicated to whistleblowing education		
Members involved in WB education	5,3	4
Members not involved in WB education	0,9	0

Graph 2: Education about whistleblowing by covered sectors

NEIWA members engaged in whistleblower education, n=19



Another observation is that authorities active at the national level are more likely to participate in whistleblowing educational efforts (95%) than those that provide whistleblowing functions only within a specific community or region (14%).

⁴ A Kruskal-Wallis Test was performed to determine if the median number of personnel was the same for members who were active or inactive in whistleblowing education. A total of 25 members were used in the analysis. The test revealed that the median number of personnel differs between the two groups (H = 4,426, p = 0,036).

5 TYPES OF EDUCATIONAL ACTIVITIES ABOUT WHISTLEBLOWING

The NEIWA authorities engage in an average of 3 to 4 types of educational activities. In this report, we focus on initiatives with a particular emphasis on supporting potential whistleblowers through training and resources. While most authorities provide information online and engage in face-to-face or virtual training, there's less emphasis on podcasts and e-learning courses.

The NEIWA authorities engage in various educational activities, including training sessions, webinars, the publication of whistleblower guides, talks, and presentations. The purpose of these actions is to develop a supportive environment for whistleblowers. The content of these educational activities varies, with main topics including whistleblowing, integrity, and anti-corruption education. This report focuses on the activities related to whistleblowing. Whistleblowing education is adapted to different target groups, including designated persons, professionals, and potential whistleblowers. Educational activities aimed at potential whistleblowers are the main focus of this analysis. The goal of this education is to bolster the confidence and trust of potential whistleblowers so they can speak up when necessary. This is achieved by educating individuals about whistleblowing processes, relevant laws, and available protections.

Graph 3: The most frequently used whistleblower educational activities by NEIWA members
All NEIWA members who participated in the survey, n=26

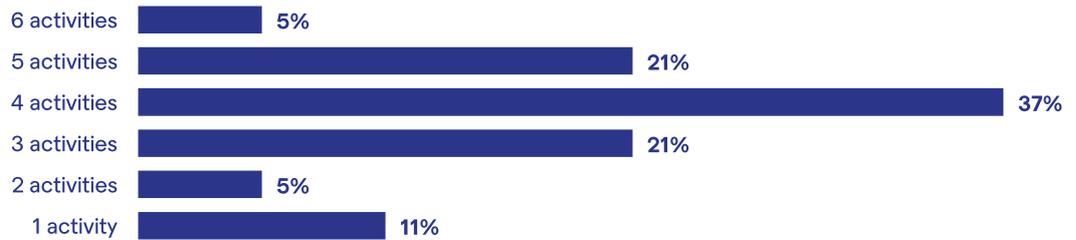


The majority of authorities that participated in the survey provide information about whistleblowing on their websites. Alongside face-to-face or online training, these tools are the most commonly utilized activities for educating whistleblowers. In contrast, podcasts and e-learning courses are the least frequently used educational activities. On average, NEIWA members who participate in whistleblower education engage in 3 to 4 activities. Refer to Table 2 and Graph 4.

Table 2: The number of types of educational activities for whistleblowers

The number of types of educational activities for whistleblowers	Mean	Median
NEIWA members engaged in whistleblower education n=19		
Total n=19	3,7	4
Those involved in all outreach initiatives n=13	4,3	4
Those involved in 2 outreach initiatives n=8	2,3	3

Graph 4: The number of types of educational activities NEIWA members are involved in
NEIWA members engaged in whistleblower education, n=19



Approximately 50% of NEIWA members are actively involved not only in whistleblower education but also in awareness-raising and other educational efforts. These authorities tend to offer a broader range of whistleblower educational activities (see Table 2). In contrast, authorities that engage less in outreach initiatives typically have a whistleblowing webpage and one additional educational activity.⁵ On average, authorities that participate in more outreach activities conduct four educational activities, and a significantly higher proportion are involved in training sessions and producing short videos.

However, factors such as the role played (whether as a competent authority or an information center) and the number of employees dedicated to whistleblower education do not appear to have a statistically significant impact on the variety of educational activities provided. Unfortunately, this survey cannot assess how the number of staff focused on whistleblower education influences the volume of activities offered, as we only inquired about activities in general terms.

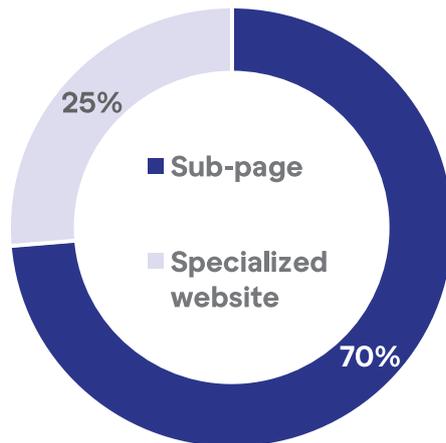
5.1 INFORMATION ON THE WEB PAGE

Most NEIWA authorities actively educate on whistleblowing through their websites, focusing on essential information and procedures, but there are opportunities to improve by providing external contact information and incorporating whistleblower stories to strengthen accessibility and engagement.

⁵ The correlation between the number of types of educational activities aimed at potential whistleblowers and the number of types of outreach initiatives is $r = 0.71$, which is statistically significant ($n = 19$, $t = 4.11$, $p = 0.001$).

Graph 5: Type of whistleblowing webpage

NEIWA members who have a whistleblowing web page, n=19



Among all NEIWA members, 73% are actively involved in whistleblower education. All of them have established websites providing detailed information on this topic. Whistleblowing web pages are typically subpages of the main authority's site or standalone specialized sites. Specialized websites focus exclusively on whistleblowing matters and target various groups, including whistleblowers, the media, and employers. In comparison, sub-pages are usually less robust and focused on the main areas of whistleblowing. Most NEIWA authorities

prefer subpages (see Graph 5). Even though this practice might limit in-depth coverage of specific whistleblowing issues, balancing content volume and user understanding is the key priority in building such websites. Although it might be challenging, especially on complex institutional websites. Specialized whistleblowing websites also serve as the main tools for disseminating information about internal whistleblowing management. On the other hand, the comprehensive content of a standalone website may overwhelm some whistleblowers, especially in stressful situations.

Most NEIWA authorities involved in education for potential whistleblowers also serve as competent authorities for external whistleblowing (89%). Article 13 of the Directive requires them to publish specific information about whistleblowing on their websites. However, the aim of this research was not to evaluate compliance with the Directive. We did not inquire about all the obligations, as we also explored other aspects. Please refer to Graph 6 for more details.

EXAMPLES:

Whistleblowing sub-page hosted on the Authority website:

BELGIUM: Centre for Integrity whistleblowing sub-page
Homepage | Federaalombudsman.be (federalombudsman.be)

LUXEMBOURG: The Office for Whistleblowers
<https://mj.gouvernement.lu/en/dossiers/2023/lanceurs-d-alerte.html#bloub-1>

Dedicated webpage:

LATVIA: State chancellery (Contact point for whistleblowers)
<https://www.trauksmescelejs.lv/>

LITHUANIA: General prosecutors' office
<https://www.pranesktiesa.lt/en>

Authorities generally are consistent with the Directive. Those in the role of competent authority publish information about whistleblower rights and the requirements for qualifying for protection. Most also provide details on external whistleblowing procedures and available advice. However, fewer than half of NEIWA authorities active in whistleblower education provide a contact list of external competent authorities. In some cases, like Lithuania and the Czech Republic, there is only one competent authority, making additional contacts unnecessary. In other countries, it may be worth discussing whether competent authorities should provide a reference on their website to other relevant authorities for external whistleblowing. Another less-covered aspect is providing information and contacts for other organizations that provide support and advice for whistleblowers. NEIWA authorities in the role of the information center are less likely to provide such contacts (33%) than those who are not in this role (86%).

Aside from the information required by the directive, many NEIWA members involved in whistleblowing education also include links to relevant legislation, details about their powers regarding whistleblower protection, information about employers' obligations to implement internal whistleblowing systems, and options for online report submissions (available to 88% of competent authorities). Statistical data about whistleblowing is also commonly provided.

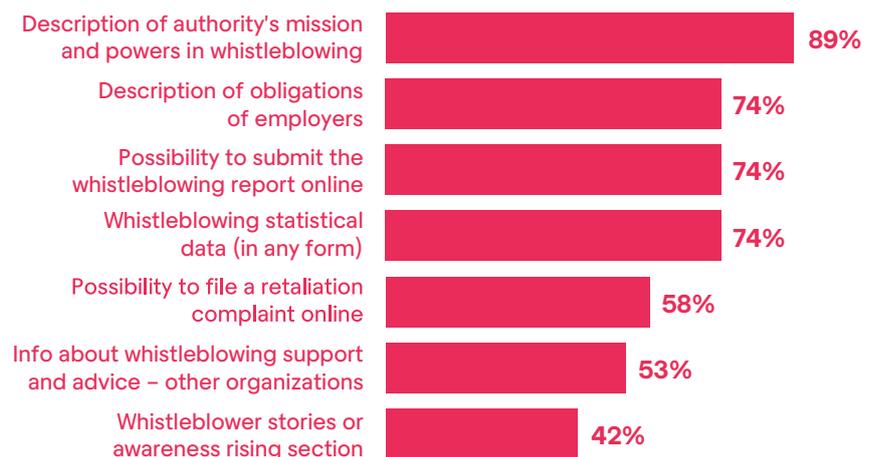
Graph 6: What Information is included on the whistleblowing webpage

NEIWA members who have a whistleblowing web page, n=19

Obligations from the Directive



Other aspects



However, fewer than half of the authorities active in whistleblowing education take the opportunity to include whistleblower stories or an awareness-raising section on their websites. This indicates a potential area for improvement, as featuring whistleblower stories is a traditional method of promoting reporting, as it personalizes the act of whistleblowing. Although the inclusion (and availability) of such material may also depend on the authority's powers and responsibilities within the national whistleblowing framework. Lastly, the ability to file a retaliation complaint is available at more than half of the NEIWA authorities participating in whistleblowing education. This suggests that many NEIWA members actively address retaliation within their protection agenda.

LEARNING FROM EXPERIENCE:

- **User-friendly and accessible:** It is important to make sure that the website designed for whistleblowers is easily navigable, comprehensible, and user-friendly. Performing comprehensive UX/CX testing of the web page can improve its overall usability. The aim is to make information clear and understandable for people with no or limited experience and knowledge of the law. Collaboration with other teams is therefore necessary (apart from legal). The websites should be designed in a way that is accessible to all, including those with disabilities or language barriers (e.i, the multi-lingual website of CINT (Belgium)). This is particularly important given the sensitive nature of whistleblowing, as individuals may be hesitant to come forward, and a poorly designed website may deter them from reporting wrongdoing.
- **Optimize for SEO:** Optimizing the website for search engines (SEO) can greatly improve its visibility and ranking in Google search results, making it more convenient for future whistleblowers to find essential information.
- **Update regularly:** Another challenge these websites face is keeping them up to date with changing legislation, the operation of competent authorities, and the application of the whistleblowing law. Therefore, it is essential to ensure the website is regularly updated to reflect any changes to the law or procedures that may impact whistleblowers. This helps to ensure that whistleblowers have access to the most current and accurate information.

In summary, the website is the most commonly used format for disseminating information about whistleblowing to potential reporters. However, several pitfalls are noted in the "Learning from Experience" section. Additionally, there are opportunities for targeted improvements, particularly in providing information about relevant external authorities and including contact details for organizations that offer advice to whistleblowers. This could be discussed internally to enhance the site's effectiveness. Currently, the focus appears to be on promoting one's own services, which may overlook the importance of directing whistleblowers to other support resources as well. Moreover, incorporating whistleblower stories into the website's communications could further improve engagement and awareness.

5.2 GUIDE

Only half of NEIWA members published whistleblower guides, primarily focusing on legal rights and reporting processes, but often lacking practical advice and tailored support for specific whistleblower situations.

EXAMPLES:

More detailed guide:

FRANCE: Défenseur des droits: Whistleblower guide

https://juridique.defenseurdesdroits.fr/doc_num.php?explnum_id=21741

Concise guide:

MONTENEGRO: Agency for Prevention of Corruption: Jasno Glasno protiv korupcije

https://www.antikorupcija.me/media/documents/Brosura_Zvzdaci_2018_FINAL.pdf

Infographic:

The NETHERLANDS: Dutch Whistleblowers Authority: Infographic

<https://www.huisvoorklokkenluiders.nl/Publicaties/publicaties/2023/12/02/infographic-how-to-report-a-wrongdoing>

→ More examples in "Annex 1: Examples of Whistleblower Guides".

Only half of the NEIWA members (50%) published a whistleblower guide, aimed at providing concise advice on legal rights and reporting processes. Among the 13 members with guides, 8 have written documents (31%), 4 included guidance on their websites (15%), and 1 made an infographic. See the examples in the box. The written guides come in two forms: concise (up to 20 pages) and more detailed (up to 70 pages). Notably, the Belgian Federal Institute for the Protection and Promotion of Human Rights and the Belgian Federal Ombudsman collaborated on a comprehensive whistleblowing guide for Belgium. See Annex 1 for a link.

LEARNING FROM EXPERIENCE:

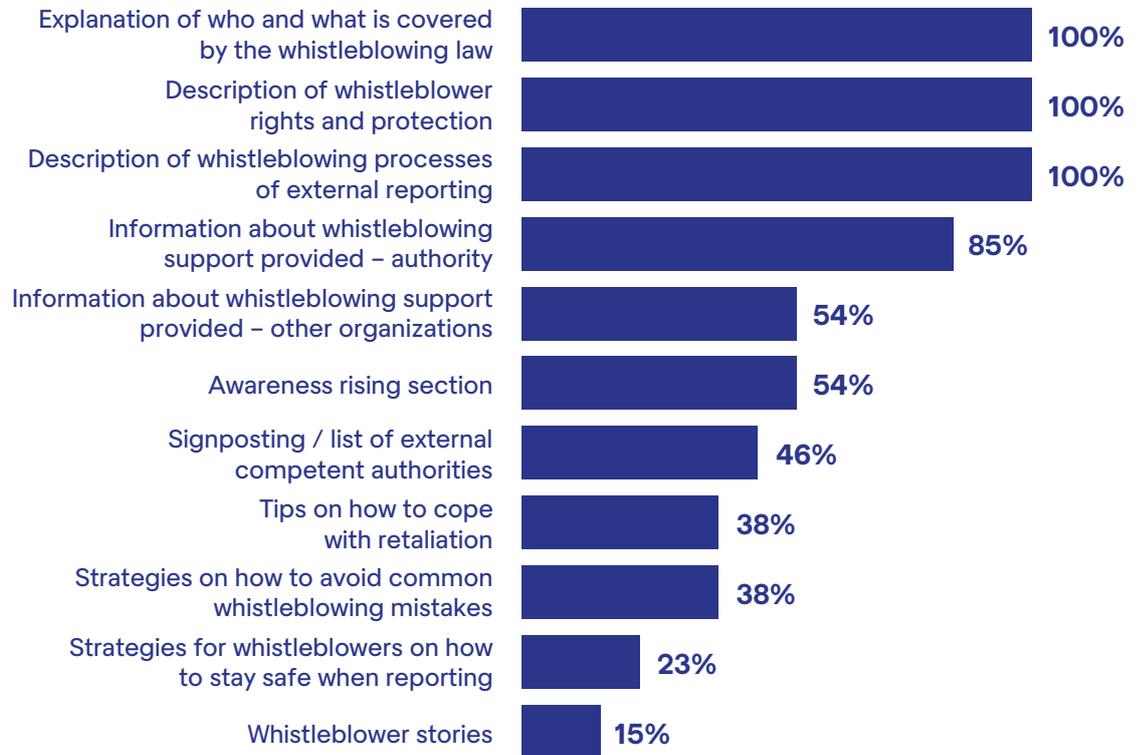
Tips from NEIWA authorities for creating guides are similar to those for creating webpages.

- **User-friendly and accessible:** It is crucial to use simple and understandable language when conveying information to non-experts. Collaborating with experts from various fields, such as communication, psychology, and sociology, can help significantly improve the accessibility and understandability of the text. It is important to ensure that any written materials are easy to use and understand by testing their clarity and usability.
- **Update regularly:** It is important to have a plan for keeping the information up-to-date and to choose information that will remain relevant over time (at least for some time).

The guides typically include information on whistleblowing definitions, rights, protections, and reporting processes. However, they often lack tailored advice for specific whistleblower situations, such as coping with retaliation, offering strategies for safe anonymous reporting, or personal stories from other whistleblowers. Guides generally address only one or two of such situational advice types, indicating a gap in practical support. See Graph 7 for details.

Graph 7: What Information is included in the whistleblower guide

NEIWA members who have a whistleblower guide, n=13



A comparison indicates that guides presented as written documents focus more on practical support, while websites emphasize legal frameworks and authority roles. Both sources are generally less likely to contain information about other organizations that offer support or advice to whistleblowers or other competent authorities for external whistleblowing. Overall, the guides seem to focus slightly more on raising awareness than on websites.

In summary, only about one-third (31%) of NEIWA authorities published a whistleblower guide in written form. Whether it is a robust document or a briefer form, it is advisable to incorporate advice and strategies from the whistleblower's perspective to make it more practical for users.

5.3 TRAINING SESSIONS, WEBINARS, AND E-LEARNING

NEIWA authorities should focus on in-person training while also expanding online educational options to better inform potential whistleblowers. Engaging webinars and e-learning courses could attract a larger audience,

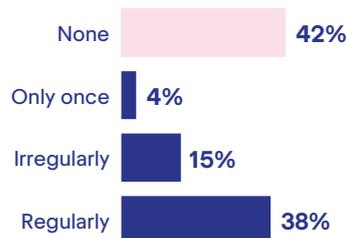
especially from private and non-profit sectors, while focusing on interactive learning activities is essential. Enhancing collaboration with public institutions and NGOs will further maximize resources and outreach.

NEIWA authorities conduct various training activities, including in-person training sessions, online webinars, presentations, and conference talks. Ad-hoc presentations and short talks are less structured and tailored to stakeholders' on-demand needs. On the other hand, training sessions, webinars, or e-learning courses are more structured and designed to provide comprehensive knowledge for potential whistleblowers. This chapter focuses on these three types of whistleblower education, with a special section addressing resource constraints and collaboration. The summary at the end of the chapter evaluates all three types of these educational activities.

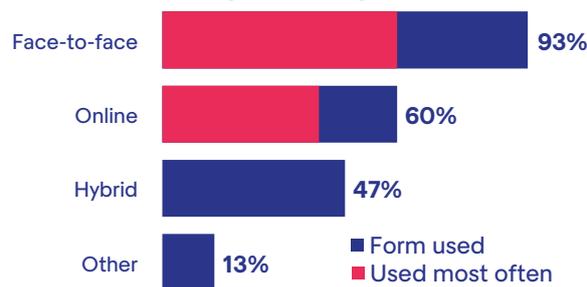
5.3.1 TRAINING SESSIONS

More than half of NEIWA Authorities engage in whistleblowing training. There is a strong preference for in-person education, with more face-to-face sessions conducted than online webinars. The focus is primarily on the public sector and general audiences rather than targeted groups.

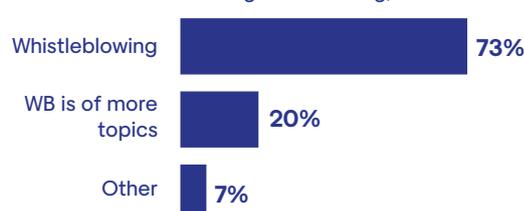
Graph 8: Frequency of training sessions organized
All NEIWA members who participated in the survey, n=26



Graph 9: The form of training
NEIWA members who organize training, n=15



Graph 10: Main topic of the training
NEIWA members who organize training, n=15



face sessions conducted than online webinars. The focus is primarily on the public sector and general audiences rather than targeted groups.

For the purposes of the survey, we differentiated training sessions, which are structured educational activities (face-to-face or hybrid) and not recorded, from webinars, which are online presentations or discussion panels and are typically recorded for future viewers. Some online educational activities may blur the lines between these two categories, making comparisons challenging because respondents had to choose how to categorize their activities. We have more NEIWA members who reported conducting online training sessions (35%) than online webinars (27%). It is difficult to estimate whether any of these forms was overrepresented or underrepresented.

Among NEIWA members surveyed, 58% engaged in educational train-

ing on whistleblowing, making it the second most common educational method after the whistleblowing web page. Notably, 38% of NEIWA authorities conduct training regularly, averaging nearly 20 sessions in 2024 and a median of 12. See Graph 7 and Table 3. Some members, like the Valencian Anti-Fraud Agency, the Lithuanian General Prosecutor's Office, and the Luxembourg Office for Whistleblowers, are particularly proactive. However, quite a lot of members provide training irregularly, signaling potential resource constraints despite recognizing its importance.

Despite over half of the members offering online training sessions, there is a strong preference for in-person educational activities. See Graph 9. Also, twice as many members conduct training sessions as webinars, indicating a desire for direct interaction, especially for complicated topics such as whistleblowing procedures. Only a few NEIWA members include whistleblowing training as part of their wider anti-corruption education, with most activities focusing directly on whistleblowing. See Graph 10.

EXAMPLE:

VALENCIA: Agència Valenciana Antifrau (AVAF): Training for Public servants in the Valencian administrations

The activity is based on AVAF's Training Plan for the period 2021-2024. Training is provided to public employees monthly and is carried out through 16-hour courses, 4-hour days, and 2-hour awareness sessions. It is a complex training in fraud and corruption prevention, public ethics and integrity, and whistleblowing.

Participants are from provincial councils, town councils, the Valencian Federation of Municipalities and Provinces (FVMP), and other Valencian administrations. Registration is done through collaboration with co-organizing public entities (the Valencian Institute of Public Administration (IVAP) and the National Institute of Public Administration (INAP)).

The trainers are the employees of the Valencian Anti-Fraud Agency (director, deputy director, area directors, heads of service, and training technicians).

The Agency's training plan focuses on creating a dynamic, self-centered learning experience that generates substantial reflective experiences in its participants. The aim is to increase civic awareness and responsibility in the fight against fraud and corruption. The plan aims to ensure that the training activities are not just passive communication, but instead become a personal experience that generates individual reflection, learning, and awareness of the collective problem of corruption. The training is based on the needs, functions, and objectives of the AVAF and collaborates with universities, public administrations, and civil society in the community. The ultimate goal is to contribute to the strengthening of democratic public ethics in Valencian society.

The training course is also available on the Agency's YouTube channel.

Training content:

- Public policies for the prevention of fraud and corruption.
- The Valencian Anti-Fraud Agency. Origin, functions, and independence.
- Culture of public integrity and risks of fraud and corruption in local administration.
- Risk prevention and management mechanisms in the public sector.
- The anti-corruption cycle.
- Experience with the Valencian Anti-Fraud Agency in the field of report investigation, internal management of the complaint box, protection of whistleblowers, prevention, and promotion of integrity.
- Risks to public integrity in public administration; conflict of interest, strategic planning, unjust enrichment, public procurement, and anti-fraud action plans.
- Law 2/2023, national legislation that has transposed Directive 1937/2019 on the protection of whistleblowers.
- More examples in "Annex 2: Examples of Training activities".

Table 3: Number of training sessions conducted

Number of training sessions conducted	Average	Median
NEIWA members who organize training n=15		
Total number	30,9	22
The total number for the year 2024	14,6	8
Regular trainings – the total number for the year 2024	19,8	12
Irregular trainings – the total number for the year 2024	6,3	5

Most training programs are aimed at the public sector, with slightly more than half also including the private sector. Non-profit organizations are the least targeted audience. Refer to graph 11 for more details.

Graph 11: Sectors covered by training

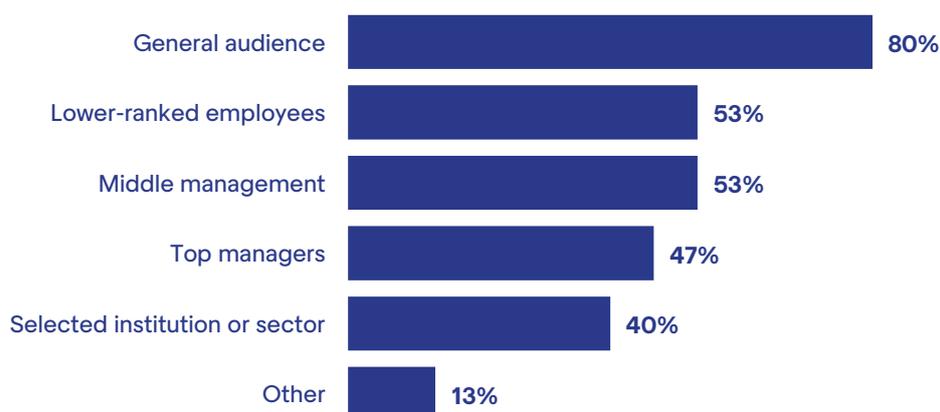
NEIWA members who organize training, n=15



A significant portion of authorities focus on a general audience for their whistleblowing education sessions, as shown in graph 12. These sessions mainly attract a mixed group of subordinate employees, management, and other workers. However, there are instances where training sessions are directed at specific groups of employees. The least targeted group is selected institutional audiences or priority occupations, which have been identified as those occupations that are more vulnerable to corruption or that manage a larger share of public finances.

Graph 12: Main target groups for training

NEIWA members who organize training, n=15



LEARNING FROM EXPERIENCE:

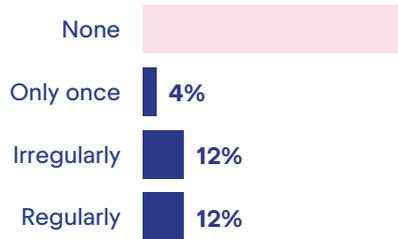
- **Interaction:** Utilize a trinomial approach: experience-reflection-learning to engage participants. This method involves creating an experience that prompts reflection, which then leads to learning. Form working groups to discuss practical whistleblowing issues, encourage collaboration and understanding.
- **Practicality:** Address real-life workplace issues and provide relevant solutions. Incorporate case studies or positive whistleblower stories to illustrate how to seek protection and blow the whistle safely.
- **Support from Leadership:** Involve senior management or statutory bodies in the training to emphasize its importance. Leadership support can encourage employee participation and develop a positive attitude towards the training.
- **Repetition:** Regularly repeat training sessions to reinforce the importance of whistleblowing channels. Participants need specific knowledge about how to utilize these channels effectively.
- **Feedback:** Invite participants to share feedback after the training to support continuous improvement. Administer quizzes to assess understanding and offer small incentives for high performers.

5.3.2 WEBINARS

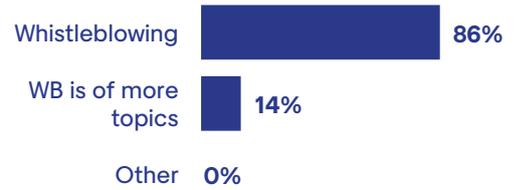
Only 27% of NEIWA members have released webinars on whistleblowing education. Most webinars are aimed at a broad audience within central administration.

The webinar form of whistleblowing education is not often used by NEIWA members. Only 27% have released webinars about this topic. To distinguish webinars from online training sessions, we defined a webinar as an online educational presentation during which participating viewers can submit questions, and webinars are recorded for later viewing. Many online educational activities may have a format that falls somewhere between a webinar and online training. This might be a weaker point of this differentiation, as the respondent had to decide which category to lean toward when categorizing their online education activity. Overall, almost two-thirds of NEIWA authorities who indicated they conduct online training have also released a webinar. Therefore, webinars may have been underreported.

Graph 13: Frequency of webinars released
All NEIWA members who participated in the survey n=26



Graph 14: Main topic of the webinar
NEIWA members who release webinars n=7



EXAMPLES:

The NETHERLANDS: Dutch Whistleblowers Authority: “Reporting in the year 2022, still a risky business?” & A safe reporting landscape

In the first webinar (Reporting in the year 2022, still a risky business), the Chair of the Dutch Whistleblowers Authority and co-workers of the different departments talk about the activities of the Dutch Whistleblowers Authority, support of (potential) whistleblowers, and support for organizations to strengthen their integrity and speak-up culture. The audience had an opportunity to send questions that were answered during and after the live broadcast and there was a quiz after each section, and the participants with the highest scores won a little token.

In the second webinar (A Safe Reporting Landscape). A panel of different experts (reporting person, organization, academic, and integrity manager) from different fields discussed this issue and were asked to reflect on the following topics:

- Is it at all possible to make reports without any negative consequences for the reporting person?
- Has the multitude of different reporting channels had a negative impact on safe reporting?
- Do small and medium enterprises struggle to set up integrity management? What could be the role of the sector and branch organizations to support SMEs in this?

The second webinar, which lasted for an hour, had about 130 participants and is now available on the authority’s webpage.

<https://www.huisvoorklokkenluiders.nl/actueel/nieuws/2021/09/23/huis-voor-klokkenluiders-bren-gt-melder-integriteitsprofessional-werkgever-en-wetenschapper-aan-tafel-bij-webinar-een-veilig-meldlandschap> (only Dutch version)

→ More examples in “Annex 3: Examples of webinars”.

Table 4: Number of webinars released

Number of webinars released	Average	Median
NEIWA members who organize training, n=7		
Total number	28,7	9
The total number for the year 2024	8,3	4

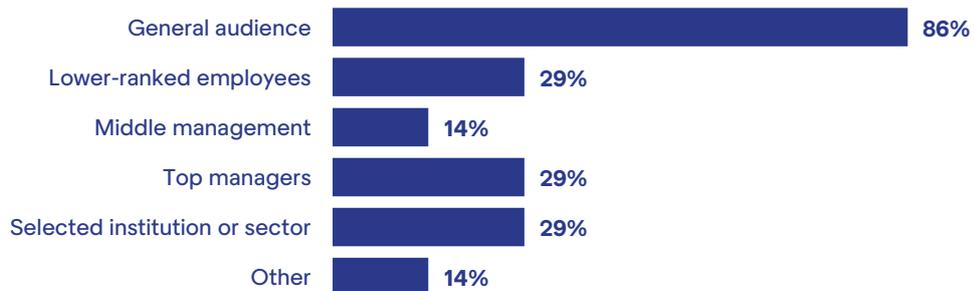
While training sessions are generally organized regularly, webinars are published both irregularly and regularly (see Graph 13). The average number of webinars released in 2024 was 8. The median number of webinars in 2024 is 4. See Table 4.

Again, some NEIWA authorities, like the Valencian Anti-Fraud Agency, demonstrated greater activity in this area.

The majority of NEIWA members who organize webinars use a mix of target groups for one event. This is similar to training sessions. Webinars are also mainly designed for a wider audience within the central administration. Only a small part of NEIWA authorities create webinars intended for other sectors as well.

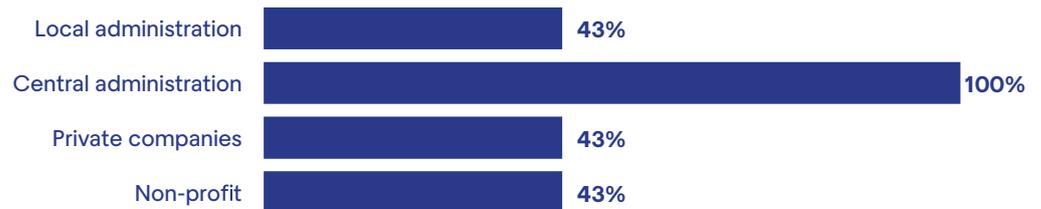
Graph 15: Main target groups for webinar

of NEIWA members who release webinars, n=7



Graph 16: Sectors covered by webinar

of NEIWA members who release webinars, n=7



LEARNING FROM EXPERIENCE:

This survey has not brought any specific learning from experience regarding producing webinars. A few members referenced both training sessions and webinars with their tips. Refer to the box Learning from experience in the 5.3.1 Training sessions section.

5.3.3 E-LEARNING PLATFORMS

Only two NEIWA members have released e-learning courses on whistleblower education.

E-learning or online training modules are pre-recorded training courses that can include a variety of instructional materials such as videos, text-based content, quizzes, and assessments. Unlike webinars, e-learning is typically self-paced. E-learning platforms may also include features such as discussion forums, certificates of completion, and tracking tools to monitor learner

progress and performance. Online e-learning courses can consist of multiple modules, such as a basic module, an advanced module, or a module targeted to professional audiences.

Just two NEIWA members have released an e-learning course, which makes this form of whistleblower education the least used in NEIWA. Both members have targeted their online e-learning course at a general audience (mixed groups), and whistleblowing itself is the main topic of the course. Both e-learning courses are aimed at the public sector, and one is also open to participants from the private sector..

EXAMPLE:

LATVIA: The State Chancellery (Contact Point of Whistleblowers): The e-course containing 4 modules

The e-course was developed collaboratively by the Latvian School of Public Administration (LSPA) and the State Chancellery (the contact point for whistleblowers). LSPA provided the funding for its development. Due to challenges in the availability of human resources for training, the idea of creating an e-course emerged, which consists of four modules. The e-course is accessible to everyone in public administration, and participants can choose which module to complete. A primary focus of the e-course is on designated persons. The content of the e-course will be amended due to draft amendments to the Whistleblowing Law in Latvia.

MODULE 1: WHISTLEBLOWING FOUNDATIONS (INTRODUCTORY COURSE) addresses the significance and definition of whistleblowing, the characteristics of a whistleblower, and available reporting mechanisms such as internal/external systems and public disclosure. It also discusses the recognition of submissions, identity protection measures, feedback requirements under whistleblowing laws, and managing reports sent to multiple recipients. The module contains two practical exercises.

MODULE 2: HANDLING WHISTLEBLOWER REPORTS (ADVANCED COURSE, PRACTICAL COURSE) highlights key aspects of handling whistleblower reports, including recognizing whistleblower characteristics, choosing appropriate follow-up actions, and providing responses. It looks into multi-institution follow-ups, protecting whistleblower identity, and addressing the rights of those mentioned. The challenges of managing anonymous submissions and assessing potential damage to public interest and finances are also noted, along with recommendations for information storage and security. The module contains 3 practical exercises.

MODULE 3: INTERNAL PROCEDURES FOR THE APPLICATION OF THE WHISTLEBLOWING LAW focuses on state and municipal organisations, explains appointing designated persons, creating reporting channels and the registry, ensuring confidentiality and keeping contact with the whistleblower, as well as handling anonymous reports or reports concerning managers. Plus, clarify the relation of internal channels to other internal policies.

MODULE 4: HOW TO SUBMIT A WHISTLEBLOWER REPORT AND WHISTLEBLOWER PROTECTION outlines essential considerations for whistleblowers, including how to prepare and submit a report through internal mechanisms or to competent authorities. It emphasizes the importance of choosing the appropriate whistleblowing channel and determining if the observed breach warrants a whistleblower report or another complaint mechanism. It points out the potential risks and outcomes for whistleblowers, including protection measures against retaliation, and the protection of identity. Additionally, the role of a contact point for whistleblowers is highlighted. The module also contains a video tutorial.

→ More examples in "Annex 4: Examples of e-learning courses".

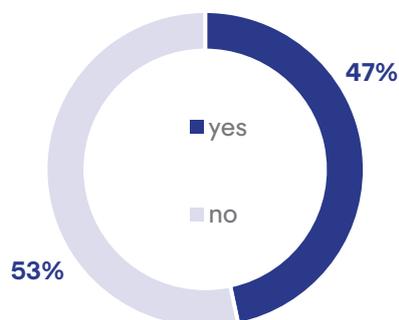
LEARNING FROM EXPERIENCE:

- **Easy participation:** Minimize obstacles during the e-learning signup process. But adhere to GDPR regulations and be mindful of data collection.
- **Interactive:** Incorporate audiovisual elements in the content, not just text.
- **Knowledge test:** Include a method to verify participants' understanding of the material. Motivate participants by offering a completion certificate, valuable for state administration. **Repetition:** Regularly repeat training sessions to reinforce the importance of whistleblowing channels. Participants need specific knowledge about how to utilize these channels effectively.

5.3.4 RESOURCE CONSTRAINTS

Graph 17: Collaboration with other organization to overcome resource constrains

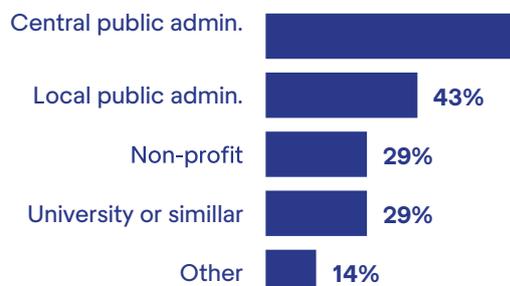
NEIWA members who organize educational activities (training, webinar, e-learning), n=15



To ensure the effectiveness and to overcome resource constraints, about half of the NEIWA authorities collaborate with other public administrations or NGOs when conducting their educational activities. Most often, these constraints involve human resources; every third NEIWA authority cooperates with other organizations to get trainers for whistleblower training. Other resource pressures reported by every fifth NEIWA member active in educational activities include financing and technical support for training or webinars (training room & tech).

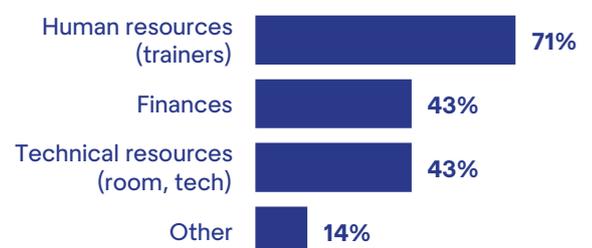
Graph 18: Type of collaborative organization

NEIWA members who collaborate with other organization, n=7



Graph 19: Main resource constrains

NEIWA members who collaborate with other organization, n=7



In summary, NEIWA authorities should focus on in-person training while also expanding online educational opportunities to reach a wider audience. Train-

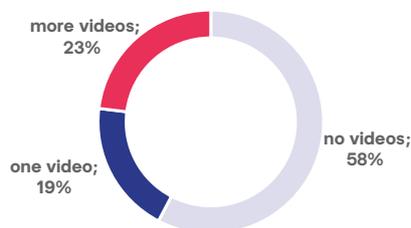
ing sessions are the second most commonly used method for educating potential whistleblowers about their rights, the protections available to them, and the procedures for reporting concerns. Although these training sessions are preferred over webinars, many members offer them irregularly.

Given the limited resources for personnel dedicated to whistleblower education, online learning formats might be a more appealing option. Creating engaging webinars or e-learning courses will take technical and narrative skills, but it's a great opportunity to think outside the box and develop new strategies. This approach can attract a diverse range of participants, particularly from sectors such as private and non-profit organizations that may not currently be well-targeted. Furthermore, learning activities must be interactive and include hands-on experiences, as outlined in the Learning from Experience section.

Strengthening collaboration with public institutions and NGOs will also help pool resources and expertise, securing a wider reach and greater engagement.

5.4 SHORT VIDEO

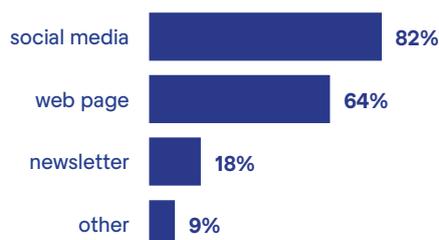
Graph 20: Number of published videos
All NEIWA members who participated in the survey, n=26



Less than half of NEIWA members have produced educational videos on whistleblowing, mainly emphasizing laws and procedures, leaving room to increase involvement through storytelling and targeted content.

Members of NEIWA published a range of short educational videos on the topic of whistleblowing. These videos serve as both awareness-raising materials and educational resources, with the distinction between the two often being blurred. The majority of these videos are aimed at a general audience, similar to awareness-raising efforts (see Graph 23).

Graph 21: Place of publication
of NEIWA members who release videos, n=11



According to a survey, 42% of NEIWA members have released such videos, with nearly half producing only one. Typically, these short videos explain whistleblowing laws and the authority's powers. Additionally, they often include a list of contact channels for relevant authorities and explain the types of offenses covered by whistleblowing laws, such as corruption, fraud, or other unlawful activities. Videos rarely use storytelling to underscore the importance of whistleblowing and its societal impact.

The format of these videos usually falls into two main categories: cartoons or “talking head” presentations, in which a person discusses the issue. Among the videos shared by NEIWA members, half are animated, while the other half feature a talking-head format.

EXAMPLE:



BELGIUM: Federal Institute of Human Rights:

Short animated video that explain the role of the authority in supporting whistleblowers or authority's powers: <https://youtu.be/VGMBApGFPw> (French, no caption)



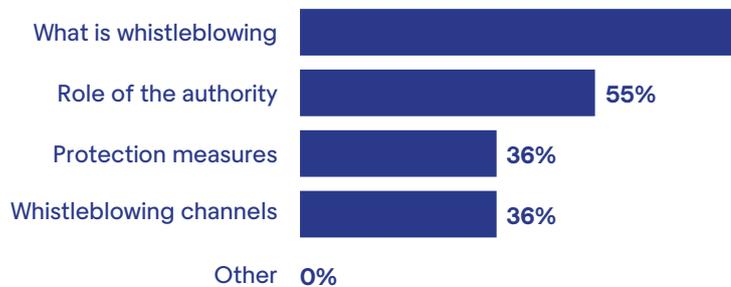
ROMANIA: National Integrity Agency:

A short video with a person explaining what is whistleblowing, what protection measures are available and the role of the authority in supporting whistleblowers: <https://www.youtube.com/watch?v=a2RF4KvUstw> (Romanian, autogenerated caption available)

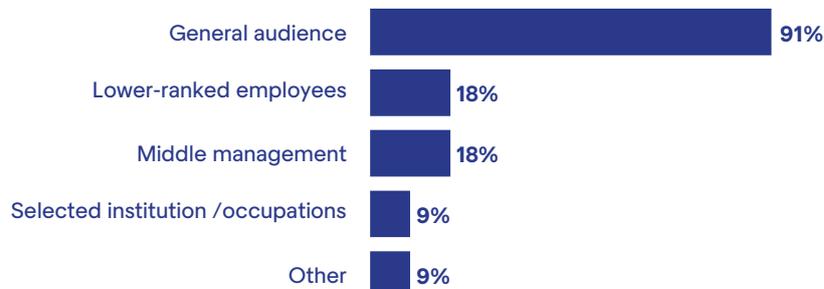
→ More examples in “Annex 5: Examples of short videos”.

These short videos are primarily used on the authorities' social media platforms. Although more than half of those who published such videos also feature them on their websites. Newsletters or other forms of direct marketing are probably less commonly used by NEIWA authorities and thus are not typically used for short video distribution.

Graph 22: Main topic of short video of NEIWA members who release videos n=11



Graph 23: Main target groups of short video of NEIWA members who release videos n=11



LEARNING FROM EXPERIENCE:

- **Audience Focus:** When creating the video storyboard, keep the target audience in mind. Emphasize the information they need and how the video can assist them.
- **Clear and concise:** Provide a clear and concise explanation of the benefits that whistleblowers can receive.
- **Hook:** Capture the audience's attention within the first five seconds of the video by using a strong hook.
- **Video Length:** Keep the video as short as possible.
- **Reach:** Utilize multiple channels for dissemination. Do not rely solely on the website; leverage social media and emails/newsletters to reach a broader audience.
- **Professional Help:** Videos require a lot of energy to prepare. If possible, consider hiring professionals for video creation, which can be used for various occasions and events.

In summary, the short video should aim to educate and empower individuals considering whistleblowing. It needs to provide clear, concise information on the risks and benefits of taking this action, as well as the legal protections available to those who come forward. The Learning from Experience section also offers additional tips on how to avoid common pitfalls.

Overall, NEIWA authorities might want to experiment with creating more targeted videos for specific groups of potential whistleblowers, explaining different aspects of whistleblowing in a bite-sized format. Another option is to incorporate narrative storytelling into these videos to increase audience engagement, as this format is currently not widely used among NEIWA members. However, this approach may require support from professionals.

5.5 PODCAST

Podcasts might be a valuable tool for NEIWA authorities to raise awareness and educate the public about whistleblowing, though currently only a small percentage of members actively participate in podcasting.

Podcasts are a relatively new phenomenon that has quickly become pop-

ular because of their unique combination of storytelling, convenience, and intimacy. Only three survey participants stated that they have released any podcast episodes. For two of these members, it was a new activity in the year 2024. One member releases podcasts regularly. Apart from that, two other members of NEIWA do release podcasts, but they did not convey this in the questionnaire. Altogether, they would account for one-fifth of the members participating in this form.

Podcasts can be powerful tools for raising awareness about whistleblowing and the protection of whistleblowers, especially by sharing personal stories and experiences. They can also educate the public and professional groups about the complex legal and ethical issues related to whistleblowing. Podcasts released by NEIWA members are primarily aimed at a general audience, although some episodes are specifically targeted at professionals. One series focuses on whistleblowing stories, while the others largely feature discussions with experts on various aspects of whistleblowing.

EXAMPLES:

SLOVAKIA: Whistleblower Protection Office: “The Unsilenced” podcast

“The Unsilenced” podcast features interviews with Slovak whistleblowers about their experiences, the challenges they faced, and how their stories have evolved, with a focus on whistleblower protection. In addition, the podcast has also featured guests such as lawyers working with whistleblowers and representatives of the WPO. The podcast currently has 14 episodes (as of February 2025) and is produced in collaboration with Denník SME. The strategy is to release one episode each month, except in July and August. Denník SME is a well-known Slovak daily newspaper, portal, and podcast producer. This media house provides a professional recording studio and post-production assistance. Currently, the most popular episode has 28,116 plays, and the podcast has 1,676 followers on Spotify (though only one-fifth of listeners use Spotify; most play episodes directly in a web browser). The podcast is available in podcast apps and on the Authority’s and Denník SME’s websites. The podcast is regularly featured in social media communications and in the newsletter to designated persons. The podcast was supported by advertising on another podcast channel (a popular news podcast channel) in the initial months. The launch of the podcast was the result of a larger media campaign in 2022 - 2023.

<https://www.oznamovatelia.sk/ked-upozornila-na-nezakonne-tendre-dostala-vypoved/>

→ More examples in “Annex 6: Examples of podcasts”.

LEARNING FROM EXPERIENCE:

- **Collaboration with a Podcast House:** Producing a podcast can be made easier by partnering with a larger “podcast house” that provides a professional recording studio and releases episodes under a popular label. By doing so, the podcast can expand its listener base and benefit from the resources of a larger organization.
- **Resource Demands:** It is important to invest time in preparing for the podcast, which may involve rehearsing the content and leaving room for natural conversation and spontaneity. The whole process might be resource-demanding. Collaboration with other entities can help improve resource efficiency.

- **Promotion:** To stand out among other podcasts and attract new listeners, it may be necessary to run paid ads on popular podcast platforms to expand reach. Another option is to collaborate with established podcasters to gain recommendations and access their audience.
- **Consistent Release:** Releasing the episodes on a regular schedule, whether that's weekly, monthly, or bi-monthly, can help build interest among listeners and keep them engaged with the content over time.

In summary, podcasts are an often-overlooked way for NEIWA authorities to connect with potential whistleblowers. Currently, only about 12% to 19% have shared any episodes related to whistleblowing. While podcasts are mainly used to raise awareness, there's a real opportunity to turn them into powerful tools that can engage future whistleblowers through storytelling. However, developing a successful podcast takes time, dedication, and a genuine commitment to consistently delivering interesting content. But it could become a valuable addition to educational efforts.

SUMMARY AND COMPARISONS

NEIWA members can enhance whistleblower education by combining diverse tools, such as websites, guides, podcasts, and face-to-face training, each offering distinct benefits. Combining these resources maximizes the impact of whistleblower education. Incorporating best practices from other NEIWA members ultimately supports greater whistleblower support in the EU.

All NEIWA members committed to whistleblower education start by establishing a website as a foundation and then incorporate various educational activities. Each educational tool has its unique strengths. For instance, a whistleblower guide can act as a valuable resource, giving practical advice adjusted to different situations, including tips on avoiding digital traces while seeking information on whistleblower protection. Meanwhile, a website provides a clear overview of key whistleblowing aspects, making it easily accessible to a broad audience. Additionally, podcasts can engage listeners in an immersive way, potentially building a feeling of community around whistleblowing. The diversity of formats that NEIWA members use allows messages about whistleblowing to resonate differently throughout different audiences, each engaging with the content in their own way.

Figure 2: Potential main strength of educational activities

WEB	GUIDE	F2F TRAINING	WEBINAR/ ONLINE TRAINING	E-LEARNING	SHORT VIDEOS	PODCAST
Reach	Thorough	Engagement	Reach	Reach	Reach	Engagement
Easy to understand	Practical tips	Thorough	Practical tips	Thorough	Engagement	Easy to understand
All target groups	Anonymity	Practical tips		Practical tips	Easy to understand	Community building
		Long lasting effect		Certification		

Whistleblowers and those considering blowing the whistle utilize these educational tools based on their unique situations. By combining different formats—like detailed guides, accessible websites, and engaging podcasts—NEIWA authorities can increase their educational impact and broaden awareness.

As shown in Table 5, the variety of educational activities designed for potential whistleblowers differs among NEIWA members. The size of the Authority's educational portfolio is linked to the authority level of involvement in other

outreach initiatives.⁶ When NEIWA members fully embrace this outreach agenda, they often engage in multiple activities rather than sticking to just one or two.⁷ The most effective initiatives might be those that adapt and integrate various formats, each playing to its strengths.

However, to maximize the strengths of different formats, NEIWA authorities should incorporate the following best practices.

- User-centred design in websites and guides is essential for encouraging engagement. Whistleblower guides should include practical advice and strategies from the whistleblower's perspective. Content is only effective if it is accessible. Usability testing, language adaptation, and trust-building design are critical when developing these formats.
- Face-to-face training consistently leads to higher participant engagement and stronger knowledge retention, especially when using real-life case studies. By understanding the audience and segmenting them thoughtfully, the content can be tailored to meet their specific needs. While digital formats are crucial for scalability in training, it is important to focus on engagement and discoverability (e.g., SEO, audience targeting) to maximize impact.
- Podcasts and short videos provide a captivating way to handle complex topics. When the strength of storytelling is harnessed, the emotional connection with the audience can be built, a powerful tool that is often underutilized.

Another aspect of whistleblower education is pooling resources across institutions. Collaborating with NGOs, public training institutes, or media houses can help expand reach and bring innovation, especially for understaffed authorities. This includes providing contact information for advisory organizations and other relevant external authorities at whistleblowing websites and guides.

Looking ahead, fostering peer learning and coordinated strategies—especially among smaller or under-resourced groups—could dramatically enhance support for whistleblowers across the EU.

⁶ The correlation between the number of educational activities aimed at potential whistleblowers and the number of outreach initiatives is $r = 0.71$, which is statistically significant ($n = 19$, $t = 4.11$, $p = 0.001$).

⁷ For more information about outreach activities, please refer to Chapter 5.

Table 5: Overview of educational activities performed by NEIWA members

	Web page	Training	Guide	Short videos	Webinars	Podcasts	E-learning
Belgium Federal Institute for the Protection and Promotion of Human Rights	X	X	X	X			
Belgium The Federal Ombudsman	X	X	X	X			
Bulgaria Commission for Personal Data Protection Bulgaria	X	X	X				
Croatia The Office of the Ombudswoman	X	X	X		X		
Czech Republic Justice Ministry	X	X	X		X		
France The Defender of Rights	X		X	X			
Georgia Anti-Corruption Bureau	X	X					
Germany Federal Office of Justice	X						
Italy National Anticorruption Authority	X	X	X		X		
Latvia The State Chancellery (Contact Point of Whistleblowers)	X	X		X	X		X
Lithuania General prosecutors' office	X	X	X	X		X	
Luxembourg The Office for Whistleblowers	X	X	X	X			
Montenegro Agency for Prevention of Corruption	X	X	X				
The Netherlands Dutch Whistleblowers Authority	X		X	X	*	*	
Romania National Integrity Agency	X	X	X	X	X		
Slovakia Whistleblower Protection Office	X	X	X	X		X	X
Slovenia Commission for the Prevention of Corruption	X	X		X	X	X	
Spain Valencian Anti-Fraud Agency	X	X		X	X	*	
Sweden Work Environment Authority	X						

*Educational activities that were not indicated in the survey but are available online or known to the author.

ANNEX 1: EXAMPLES OF WHISTLEBLOWER GUIDES

Robust written guides:

CROATIA: The Ombudswoman of the Republic of Croatia: Vodič za prijavitelje nepravilnosti

<https://www.ombudsman.hr/wp-content/uploads/2024/09/Vodic-za-prijavitelje-nepravilnosti.pdf>

BELGIUM: Centre for Integrity whistleblowing & Federal Institute of Human Rights: GUIDE DU LANCEUR D'ALERTE

https://www.mediateurfederal.be/sites/default/files/2024-12/Guide%20lanceurs%20d%27alerte_web.pdf

ITALY: National Anticorruption Authority: Linee guida in materia di protezione delle persone che segnalano violazioni del diritto dell'Unione e protezione delle persone che segnalano violazioni delle disposizioni normative nazionali.

Procedure per la presentazione e gestione delle segnalazioni esterne.

<https://www.anticorruzione.it/documents/91439/146849359/Delibera+n.+311+del+12+luglio+2023+-+linee+guida+whistleblowing+versione+schematizzata.pdf/7c8290da-f1b0-1c1f-8bc0-3904f023f299?t=1689332548748>

Brief written guides:

LITHUANIA: General Prosecutor's Office: Gairės pranešėjams

<https://www.pranesktiesa.lt/data/public/uploads/2024/05/praneseju-apsaugos-gaires-v2-2-2.pdf>

SLOVAKIA: Whistleblower Protection Office: Manuál pre oznamovateľov protizákonnej činnosti

https://www.oznamovatelja.sk/wp-content/uploads/2024/10/manual_protizakonnej_cinnosti_jul_2024_UOO.pdf

PROS:

Easy and understandable text. Clear indicators to highlight the most important information, as well as color-coded boxes with practical instructions on what to do next. References to the relevant legal information are visually separated for better clarity. Providing physical copies of publications can be a better option for avoiding a digital footprint for whistleblowers who otherwise seek information and assistance online.

LIMITATIONS:

Dissemination of physical copies may be difficult, and ensuring (digital) visibility may be challenging. It is crucial to update the information when it becomes outdated due to changes in processes, legislation, or the application of the law. Also, preparing a good guide requires considerable time and effort from human resources.

ANNEX 2: EXAMPLES OF TRAINING ACTIVITIES

SLOVAKIA: Whistleblower Protection Office: Training of managerial employees

The office's training plan aims to equip managerial employees of ministries with knowledge of whistleblowing in Slovakia, focusing on the law, available protections, and internal reporting systems. The target audience for this training is managerial employees because they have greater access to internal information, expertise, and experience, making them more likely to detect violations of rules or laws. Additionally, a ripple effect of increased speak-up culture among subordinates is expected. In general, the authority favors interactive, face-to-face training over simple lectures or online training. The goal is also to engage participants as much as possible by using specific, preferably positive, stories of whistleblowers from the Slovak environment. This practice has proven effective in generating interest among trainees.

However, generating appeal among managerial staff on the topic of whistleblowing/whistleblower protection is the biggest challenge. The organization's top management/statutory body plays a significant role in motivating managerial employees to participate in the training. The tone from the top influences whether the training will be a mere "tick-the-box exercise" or whether employees will be actively involved and internalize the anti-corruption fight.

Content of the training:

- Who is a whistleblower according to the law (and what is/is not a whistleblowing) / introduction of the law.
- Importance and benefits of internal whistleblowing systems for organizations.
- How to increase the credibility of the internal notification system (and therefore its use).
- How it can be communicated in the organization, and briefly what follows the reporting (also a short introduction to other reporting channels).
- Possibilities of whistleblower protection in Slovakia, the Office, and its powers.

MONTENEGRO: Agency for Prevention of Corruption: Training of employees

The agency collaborated with the Center for the Development of Non-Governmental Organizations (CRNVO) and the Human Resources Management Authority (HRMA) to overcome human resource limitations. Education was funded through projects like "Let Your Voice Be Heard", which was active from

2017 to 2020 and was financed by the Embassy of the Netherlands. The aim of the project was to create a favorable environment for whistleblowers in Montenegro through training for employees in the public and private sectors, judicial authorities, the media, local self-government, and non-governmental organizations. The main topic of the training was related to the rights and responsibilities of individuals reporting corruption in Montenegro, as well as the best regional and international practices for protecting whistleblowers.

Content of the training:

- Presentation of legislation.
- The role and importance of whistleblowers in society.
- Obligations of the employer in the WB report procedure.
- Obligations of the person who is appointed to act on internal reports.
- Procedure by WB report in the Agency for the Prevention of Corruption (as an external channel).
- Whistleblower protection mechanisms.
- Work in groups (case study) and present a case study.

LITHUANIA: General Prosecutor's Office: Training about internal whistleblowing channels

The main topic of the training is internal whistleblowing channels, including their effective setup and functioning. Although the audience is not only the designated persons but also other employees, potential whistleblowers. The main focus during training is not only educating employees on the internal channel but also encouraging reporting through both internal and external channels. Therefore, the organization promotes the involvement of as many employees as possible. By attending the training, employees can ask questions that are relevant to them, dispelling doubts about the safety of reporting. The process of submitting and examining reports is covered in detail, as are the guarantees the reporting person has.

Content – key areas:

- Leveraging Internal Channels: Exploring the advantages of establishing internal channels for both public and private entities. Recognizing the central role of employees as early detectors of potential violations.
- Establishing Effective Internal Channels: Implementing best practices to create efficient internal communication pathways. Maintaining conformity with legal requirements when developing these channels.
- Enhancing Organizational Impact: Emphasizing the significance of

internal channels in shaping organizational culture. Building trust among employees and customers through transparent communication. Mitigating financial losses and safeguarding reputation through proactive measures.

PROS:

Whistleblowing training has a stronger effect on the trainee than simply reading information on a website. Face-to-face training, in particular, has greater potential to engage participants through interactive techniques, helping them remember and retain more information. Additionally, this type of training usually provides more comprehensive information, making it easier for potential whistleblowers to find everything they need in one place.

LIMITATIONS:

Traditional face-to-face training has its limitations when it comes to the number of people that can be trained. Additionally, it can be challenging to attract employees or other target groups to attend such training. Also, the organization itself cannot organize an unlimited number of training activities on a large scale and therefore focuses on priority groups, such as designated persons or professionals, instead. Another challenge is to ensure that training is not just a check-the-box exercise, especially in online training. Participants may not pay enough attention to the training content.

ANNEX 3: EXAMPLES OF WEBINARS

ANDALUSIA: Oficina Anadaluza Antifraude (OAAF): Webinar with Instituto Andaluz de Administración Pública

The Director of OAAF conducted a webinar to explain how the Anti-Fraud Office works, the importance of reporting, and how to file a whistleblower report. The webinar's target audience was all public administration workers. The Regional Public Administration Institute (IAAP) collaborated with the OAAF to produce the webinar, which IAAP then emailed to all public servants. The webinar lasted approximately 30 minutes and is now available on the YouTube channel of IAAP. It was a one-time investment, and there are no current plans for future webinars.

<https://youtu.be/fLv1om7J4N4> (with auto-generated English captions)

VALENCIA: Agència Valenciana Antifrau (AVAF): Webinars

On the agency's YouTube channel, 22 webinars are available in the “webinar playlist” (as of August 2025). The webinars cover corruption, integrity, and the protection of whistleblowers. Several webinars are dedicated solely to whistleblower protection. https://www.youtube.com/playlist?list=PLEM4Z9f8t-fOyXi6974eo_AK3iH7DQC1Rm

SLOVENIA: Commission for the Prevention of Corruption: YouTube videos

- A 20-minute video about Whistleblower protection law as part of the “online classroom” video playlist.

<https://www.youtube.com/watch?v=Bx81q0H58ZI&list=PLrY4Z415SfEeDvh-dY1AEnrXYIHStsv1mO&index=11>

- Webinar: Online Roundtable: Practical Perspectives on Protection and Support and Future Challenges. A two-hour-long webinar was organized on the occasion of International Whistleblowers' Day. Several speakers at the roundtable discussed the challenges and content of whistleblowers' activities. The guests answered questions that encouraged personal experiences and practical knowledge, and they provided useful information for all participants.

<https://www.youtube.com/watch?v=IxlclIjXhB8>

PROS:

Recorded webinars are accessible beyond live streaming, allowing for wider participation. This means a greater reach with fewer resources than personal training.

LIMITATIONS:

It can be challenging to engage viewers, especially if they are employees rather than professionals like designated persons who have a special interest in the topic. Nevertheless, it can be a good alternative to written sources. Although it is necessary to ensure the webinar's post-event visibility. It is good to have the webinar available on multiple sources.

ANNEX 4: EXAMPLES OF E-LEARNING COURSES

SLOVAKIA: Whistleblower Protection Office:

The WPO has developed two modules for an e-learning course. The first module is designed to educate employees about whistleblowing and the protections available to whistleblowers. The second module provides information about internal whistleblowing channels for designated personnel. This e-learning course is hosted on the Moodle platform, an open-source learning management system that enables the creation of interactive online courses. As of November 2025, 1,222 participants have completed one of these modules. The course is freely available on the WPO website, and the only requirement to access it is to sign up on the platform. The e-learning course is periodically promoted through social media and during all face-to-face training sessions conducted by the WPO. Participants can also provide feedback via a short questionnaire.

The first module specifically targets new employees by educating them about whistleblowing in Slovakia. Its primary objective is to provide an online course covering essential terminology, examples of well-known whistleblowers, their rights, and the available channels for reporting misconduct. The course concludes with a quiz, and participants who pass will receive a certificate of completion. The initial plan is to roll out this online course to all public sector employees.

The second module focuses on setting up and managing internal whistleblowing systems. Main topics include the definition of whistleblowing, obligations, management and personnel capacities for internal whistleblowing processes, and the confidentiality of the whistleblower's identity. The course also includes additional resources, such as methodological guidelines from the WPO, tips for employee training, and materials for ESG reporting. Each thematic section concludes with a short quiz, and participants who successfully complete the course can download a certificate of completion.

The course was developed by one person, with two others providing backup for content checks and feedback.

ANNEX 5: EXAMPLES OF SHORT VIDEOS

VIDEOS OBTAINED FROM THE QUALITATIVE PART OF THE PROJECT WITH ADDITIONAL INFORMATION.

FRANCE: Défenseur des droits: A short video to explain who a whistleblower is. The video is less than a minute long and is available directly on YouTube. https://www.youtube.com/watch?v=edc66GOsG_Q (French, with auto-generated captions)

SLOVAKIA: Whistleblower Protection Office: Short animated video (approx 3 minutes) that is available on the Authority's webpage and YouTube channel. The video explains the possibilities of whistleblower protection in Slovakia and presents the Authority's powers through the fictional whistleblower story of Mr. Watchful, who notices a suspicious public procurement at his company and is retaliated against by his boss after an internal announcement.

<https://www.youtube.com/watch?v=jzKolse11uQ> (Slovak, with English captions)

The NETHERLANDS: Dutch Whistleblowers Authority: The House for Whistleblowers has released a short, animated video, approximately 2 minutes long, to introduce the organization's main powers. The video aims to help employees who have concerns about possible wrongdoings at work. It explains how the Dutch Whistleblowers Authority can provide advice, support, and investigate the reported breach. The video is available on the Authority's webpage and LinkedIn page.

<https://www.huisvoorklokkenluiders.nl/documenten/videos/2023/03/10/introductiefilm-welke-hulp-biedt-het-huis-voor-klokkenluiders> (Dutch, no caption)

LITHUANIA: General Prosecutor's Office: A short story about the existence of the authority and its powers to defend and protect the whistleblower. List of possible contact channels of the authority. Explanation of what kind of wrongdoing falls under the whistleblowing law. The video is 30 seconds long and available on the Authority's front page.

<https://www.pranesktiesa.lt/> (Lithuanian, no caption)

MORE VIDEOS GATHERED AT THE SURVEY STAGE OF THE PROJECT:

BELGIUM: Centre for Integrity whistleblowing

Talking head video with explanation: https://fr.linkedin.com/posts/federale-ombudsman-mediateur-federal_depuis-10-ans-nos-coll%C3%A8gues-du-centre-activity-7209857278164840448-CDfz (French, no captions)

FRANCE: Défenseur des droits:

Talking head video with explanation: https://www.youtube.com/watch?v=ed-c66GOsG_Q (French with auto-generated captions)

Discussion about whistleblower protection: <https://www.youtube.com/watch?v=yAUk9bckInc&t=941s> (French with auto-generated captions)

LATVIA: The State Chancellery (Contact Point of Whistleblowers):

Talking head video with explanation: <https://youtu.be/mDt0pt-bX-Aw?si=T4e-ONd3nN87gXQV> (Latvian, no captions)

LUXEMBOURG: The Office for Whistleblowers

Animated video with explanation: <https://mj.gouvernement.lu/en/dossiers/2023/lanceurs-d-alerte.html#bloub-1> (French with auto-generated captions)

The NETHERLANDS: Dutch Whistleblowers Authority:

Animated video with explanation of internal whistleblowing channels inspired by: Kenny, K., Vandekerckhove, W., & Fotaki, M. (2019) The Whistleblowing Guide: Speak-up Arrangements, Challenges and Best Practices.: <https://www.huisvoorklokkenuiders.nl/documenten/videos/2024/03/14/hoe-zorg-je-voor-een-goede-meldregeling> (Dutch, transcript is available below the video)

SLOVENIA: Commission for the Prevention of Corruption:

Animated video with explanation: <https://www.youtube.com/watch?v=LEgO-4H2e2RQ> and <https://www.youtube.com/watch?v=a2mNoFlwKUM>.

Longer video with explanation (approx. 20 minutes): <https://www.youtube.com/watch?v=Bx81q0H58ZI>

SPAIN Valencian Anti-Fraud Agency:

Most of the content on the AVAF YouTube channel consists of webinars, conference recordings, podcasts, and longer interviews. The short video format is used for short informational videos from events. Most videos focus primarily on integrity and the fight against corruption, with whistleblower protection as a related topic. The example below is about the protection of whistleblowers.

<https://www.youtube.com/watch?v=IniNdH3G94s>

ANNEX 6: EXAMPLES OF PODCASTS

MEMBERS WHO FORGOT TO STATE IN THE QUESTIONNAIRE THAT THEY RELEASE PODCASTS:

The NETHERLANDS: Dutch Whistleblowers Authority:

Two episodes of a podcast have been released; both are aimed at a professional audience or those interested in the topic. The podcast is hosted by the spokesperson for the Dutch Whistleblowers Authority. The first episode features Alain Hoekstra and Kristien Verbraeken, who are senior integrity advisors at the Dutch Whistleblowers Authority and work with the integrity self-scan. The second episode features Professor Leonie Heres, who heads the research into successful reporting at Utrecht University. The podcasts are available on the podcast app and on HvK's website. Podcasts were also shared via the newsletter. The frequency or plan for future episodes has not yet been determined. <https://www.huisvoorklokkenluiders.nl/Publicaties/geluidsfragmenten/2022/02/10/klokkenluiders-podcast>

SPAIN: Valencian Anti-Fraud Agency:

AVAF has released 14 podcast episodes in the AVAF dialogue format. The episodes feature various guests discussing topics such as integrity, anti-corruption, transparency, good governance, and compliance. At least two episodes are dedicated to whistleblowing, including one interview with whistleblower Hervé Falciani.

https://www.youtube.com/watch?v=SI9kyfFd_sA&list=PLEM4Z9f8tfOwlz9zg-SMak9VZpqfkNFIS6&index=6

PROS:

The idea is to create a new form of engagement that can absorb listeners into the topic of whistleblowing. In this regard, podcasts are an effective format, as they allow for longer, more thorough discussions that explore the complexities of whistleblowing from various perspectives. Since listeners can listen to podcasts during other activities, such as commuting, exercising, or even household chores, podcasts offer a great way to educate and inform people about whistleblowing in an engaging and convenient way.

LIMITATIONS:

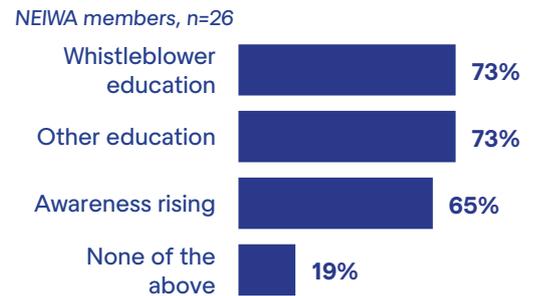
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ANNEX 7: OTHER INFORMATION ABOUT NEIWA AUTHORITIES

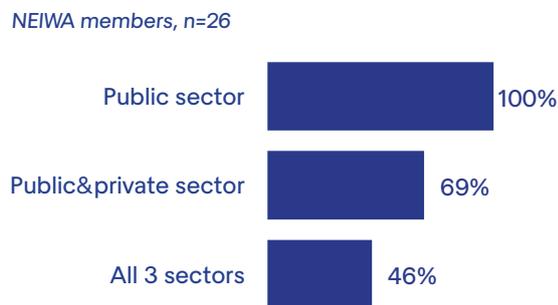
Graph 24: Authority role



Graph 25: Outreach initiatives



Graph 26: Covered sectors



Graph 27: Coverage

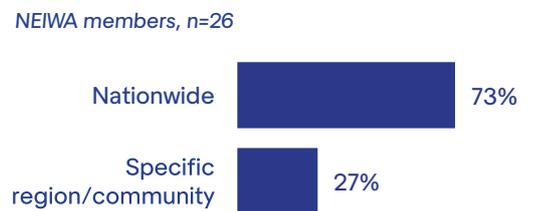
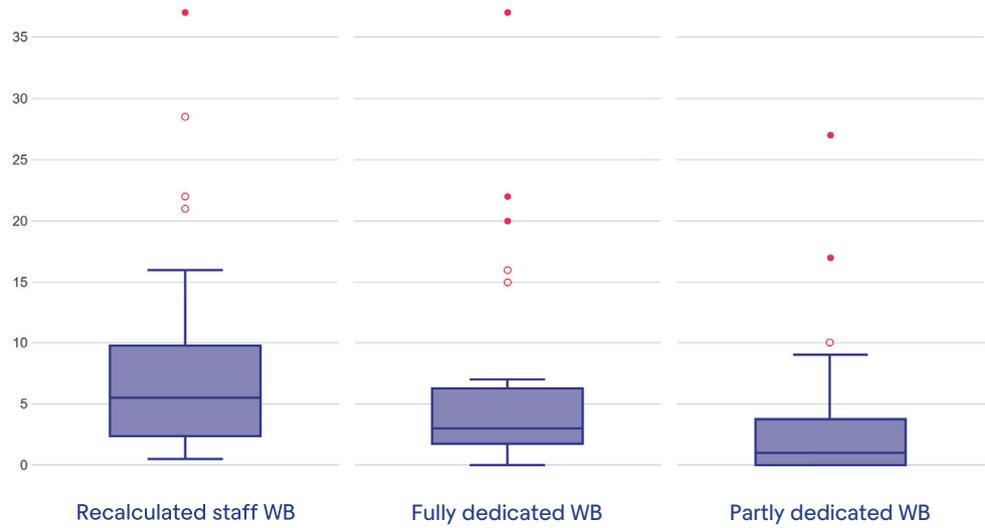


Table 6: Number of staff dedicated to whistleblowing

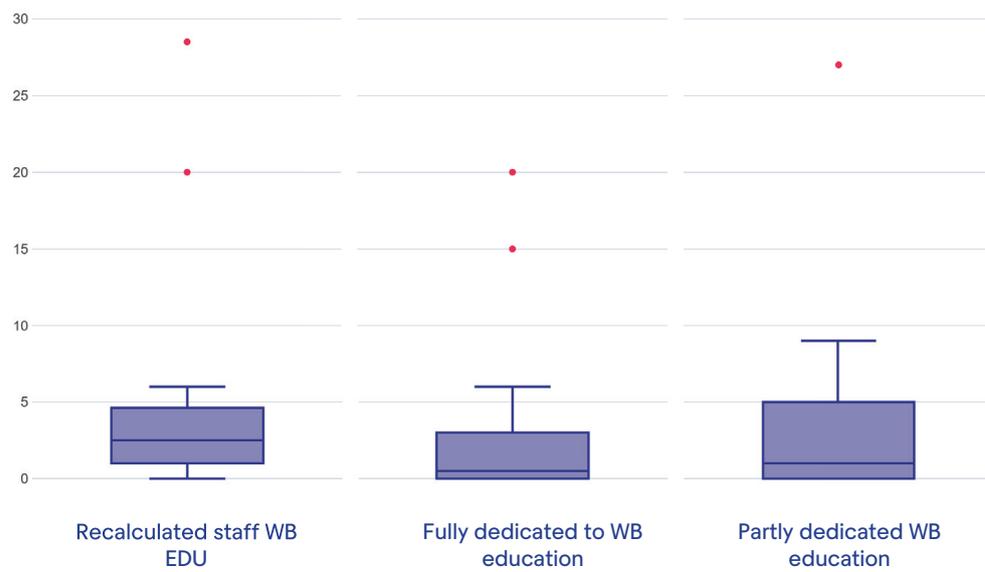
Number of staff dedicated to whistleblowing	Average	Median
NEIWA members, n=25 (1 answer missing)		
Fully dedicated to whistleblowing	6,6	3
Partly dedicated to whistleblowing	3,7	1
Recalculated⁸ total dedicated to whistleblowing	8,5	6
Fully dedicated to whistleblowing education	3,1	1
Partly dedicated to whistleblowing education	2,6	1
Recalculated⁸ total dedicated to whistleblowing	4,3	3

⁸ We calculated the total number of personnel involved in whistleblowing efforts by considering part-time staff as equivalent to 0.5 full-time employees.

Graph 28: Box-plot chart for the number of personnel dedicated to whistleblowing
NEIWA members, n=25 (1 answer missing)



Graph 29: Box-plot chart for the number of personnel dedicated to whistleblowing education
NEIWA members, n=25 (1 answer missing)



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