



STOP RACISM

«A JOURNEY TOWARDS INTERCULTURAL UNDERSTANDING»

Insights and Findings from Pilot Activities and Workshops

Lessons Learned: Data and Reflections from the Pilot Phase

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Introduction

The STOP-RACISM project aims to foster positive change in society by focusing on young people. Addressing the need to combat prejudice and discrimination, the project seeks to promote tolerance and inclusion. Through a blend of education and engagement, the STOP-RACISM project endeavours to raise awareness and encourage participation. By influencing both individual attitudes and broader societal structures, the project aspires to create an environment where diversity is acknowledged, and prejudice gradually diminishes.

The pilot aimed to test and evaluate the methods and approaches the STOP-RACISM project intends to implement on a larger scale. Through a targeted effort among young people, the pilot explored how education and engagement can best contribute to raising awareness of prejudice and discrimination. Insights gained from the pilot will provide valuable knowledge to strengthen the project's overall goal of promoting tolerance and inclusion in society.

The original ambition of the project was to complement the initiative with interviews and testimonials from both experts and participants, providing deeper insights into the impact of the sessions. However, due to time constraints, these elements could not be carried out as planned. Instead, informal verbal feedback was gathered from young people and educators, offering valuable perspectives. Each partner conducted between one and two sessions, though we had initially hoped to hold more. This limitation made it difficult to assess the full impact on the young participants, as the programmes were shorter than anticipated. Despite these challenges, the sessions that were conducted helped to raise awareness of the project's core messages, and the lessons learned will be invaluable for any future initiatives.

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Implemented Activities

The table below summarises the piloting activities and results from each national piloting.

Partner	Activity	When & where	Target Group	Number of participants & sessions	Participant Feedback / Comments
SOSU OJ	The young participants were introduced to the project and its material, completing small tasks related to Danish research findings and reflecting on their results. They engaged with one or more modules, and some tested the game, though many were reluctant to create a profile. Discussions on the themes were ongoing, and at the end of the lesson (spanning two modules), a collective review allowed for feedback on structure, language, usability, and	10th of April, Aarhus, DK	Youths and Educators	27 Youths, 4 Educators – 2 sessions	The game and training programme are highly relevant and have the potential to promote meaningful learning on social inclusion and discrimination prevention. However, improvements are needed to enhance engagement, clarity, and accessibility. To maximise impact, the programme should be integrated into a broader learning module that addresses social inclusion and racism prevention holistically. By refining the game and training materials based on feedback, educators can ensure a more effective and engaging learning

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	accessibility. 30 educators were invited to go through the project results and give their feedback. 4 experienced educators gave their valuable feedback.				experience for young learners and youth workers.
C.I.P	The WP2, WP3 and WP4 results were presented and tested during the pilot activities. There was a brief discussion on the Competencies Framework and the Transnational Report. Then, the game and the e-learning platform were tested.	4th of April, Akaki, CY	High school students, high school teachers/school personnel, and youth workers	36 – 1 session	The training material received positive feedback, with scores ranging from 3 to 5. Over half of the 36 respondents found the content, language, navigation, and topics appropriate. The most valuable elements were resources, strategies and tools, and topics covered. To better integrate the game in education, suggestions included: • Incorporation into home economics and social sciences • Use in hands-on activities and group projects • Inclusion in the national curriculum

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					• Introduction via youth festivals, seminars, and information days
RightChallenge	The piloting process began with an evaluation of the educational materials by teachers, educators, and psychologists. Following this, the resources were tested directly in classrooms, with sessions integrated into the school timetable and tailored to each group of students. Interactive methods, such as quiz games, were employed, and participants completed a short feedback survey after each session to support the evaluation process. This two-phase approach ensured both technical validation and practical testing of the STOP RACISM materials.	27 th of March and 29 th of April	Teachers, youth workers/educators, and staff (psychologists, social educators) from an artistic VET school Students from two classes in Fashion Design and Design at the same school	47 participants (37 youths and 10 educators) – 2 sessions	The STOP RACISM project received highly positive feedback from both educators and students. The curriculum was praised for its clear structure, accessibility, and relevance, while the game was recognised as engaging and effective in raising awareness about racism. Many participants supported its integration into educational settings. However, some areas for improvement were noted. Technical issues, such as server capacity and compatibility, affected the gaming experience for some users. There were also suggestions to simplify the language, reduce text volume, and make questions clearer and more concise.

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					Overall, the project demonstrated strong educational value and impact. Minor adjustments in technical functionality and content presentation could further enhance its effectiveness.
Pnevma LLC	The WP2, WP3, and WP4 results were presented and tested during the pilot activities. There was a brief discussion on the Competencies Framework and the Transnational Report. Then, the game and the e-learning platform were tested.	28 th of April, Sofia, BG	High school students, high school teachers/school personnel, and youth workers	41 participants – 1 session	The training material received positive feedback for its content, clarity, and usefulness, with more than half of the respondents finding it appropriate and satisfactory. The resources, strategies and tools, and topics covered were highlighted as the most beneficial elements. Suggestions for integrating the game into education included embedding it within lessons, extracurricular activities, national programmes, relevant subjects, youth events, and individual learning. Participants praised the project, describing it as valuable and informative, with useful resources.

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					Some recommended a shorter handbook and simpler language, as certain terms were perceived as complex. Others suggested including more examples and diverse cultural perspectives to enhance relevance and inclusivity. A few noted technical issues in the mobile version, where the game sometimes got stuck, though several respondents felt that no improvements were needed. Overall, the project was well received, with recommendations focusing on language simplification, content enhancement, and technical adjustments for broader accessibility.
Innovation Bee	The piloting in Greece focused on introducing participants to the STOP-RACISM platform, educational modules, and an interactive trivia-style game.	14 th of April, Greece	Students, youth workers, and educators	31 participants – 1 session	The piloting was well received, with participants praising the structure, clarity, and accessibility of the platform and educational content. The trivia game was seen as a useful and adaptable learning

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	It started with a review of framework statistics, followed by an exploration of key educational materials. Participants were encouraged to try out the game, though some preferred to support others playing instead. The session ended with a collective review, where attendees provided feedback on structure, language, usability, and accessibility. Participants also completed an online evaluation form, reflecting on their guided exploration, discussions, and gameplay.				tool, with positive feedback on features like the leaderboard. However, some participants suggested simplifying complex terms in the modules and game questions to improve accessibility, particularly for younger users. Others noted mobile usability issues and concerns about the game's length. With adjustments to language and functionality, the STOP-RACISM programme has strong potential to be an effective and engaging resource for anti-racism education in both formal and informal learning settings.
Innovation Hive	The pilot in Greece included two main activities. First, educators and youth workers evaluated the project's materials via an online questionnaire,	26th and 27th of April, Athens, EL	Youth & Youth Workers	34 youths and 10 youth workers – 2 sessions	The game and training programme effectively tackle social inclusion and discrimination prevention, but several refinements could enhance their clarity, engagement, and accessibility.

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	providing positive feedback. Second, at a youth event in Athens, young participants engaged in discussions on racism, explored the educational materials, and tested the interactive game. The game was well received, with many expressing interest in continuing to use the platform. Participants also completed an online evaluation, reinforcing the positive impressions gathered throughout the event.				For the game, simplifying trivia questions and allowing more time for responses would create a smoother experience. Removing login barriers would make it easier to use in different contexts. The training programme could be more tailored to its audience by adjusting vocabulary, particularly for vocational students, and reducing heavy text in favour of diagrams, visuals, and improved colour schemes. More broadly, accessibility could be strengthened by introducing audio support and replacing long presentations with short, engaging videos, ensuring the material is more dynamic and inclusive for all learners.
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Challenges and Adaptions

While deeper impact analyses, interviews, and testimonials were initially planned, these could not be fully realised within the project's timeframe due to time constraints and capacity limitations. With many piloting sessions taking place only in late April and the project concluding at the end of May, there was insufficient time to conduct extensive qualitative assessments or implement major material revisions. Additionally, making changes to the materials is a complex and time-consuming process, as updates must be applied across multiple translations, and uploading content such as PowerPoints to the platform requires considerable effort.

However, **feedback has been integrated through practical adjustments** to support educators in using the materials effectively. A **curriculum overview** has been developed, providing a clear structure for educators to navigate module content, learning objectives, and key themes. Furthermore, a **brief introduction to the e-learning platform** has been created to clarify expectations, emphasising that educators facilitating the materials will play an active role in guiding their use.

To further enhance accessibility, educators are encouraged to consult the **Toolkit**, which offers a more concise and practical approach to the topics covered. While larger revisions were not feasible within this timeframe, these adaptations ensure that the provided resources remain relevant and useful for educators and learners alike.

Preliminary Results and Observations

Across partner countries, several key trends emerged regarding engagement and impact. Participants generally responded positively to the training materials and interactive game, recognising their educational value in addressing social inclusion and discrimination. Many educators found **the platform well-structured and relevant**, and several students expressed enthusiasm for continuing to engage with the resources beyond the piloting sessions.

Anecdotal evidence suggests that **educators felt empowered in their role**, with some indicating that the materials supported their teaching efforts on social inclusion. Others noted that **participants actively sought out materials after the sessions**, expressing a desire to incorporate them into learning environments such as formal lessons, extracurricular activities, or broader youth events.

Despite the overall success, some challenges were consistently observed across countries. Technical limitations affected gameplay for certain users, particularly regarding mobile usability and server performance. There were also requests for simpler language

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and clearer questions, particularly to enhance accessibility for younger or less academically experienced participants.

Social and cultural effects have been noted in discussions and feedback. In Greece, the framework statistics presented at the start of the sessions led to strong reactions from participants, fostering deeper conversations about national realities. Similarly, in Denmark, discussions on discrimination were ongoing throughout sessions, demonstrating that **the project successfully facilitated reflection on racism and social inclusion**.

While the piloting highlighted areas for improvement, the overall impact and engagement suggest strong potential for broader implementation. Refining language, improving accessibility, and integrating the game into structured learning contexts will help maximise its effectiveness in both formal and informal educational settings.

Recommendations and Future work

For future projects or subsequent phases, **allocating more time for documentation** would strengthen the evaluation process, ensuring a more systematic collection of insights. A **combination of qualitative and quantitative methods** would provide a more comprehensive understanding of the impact, balancing numerical data with in-depth perspectives from participants and educators.

A key recommendation is to **further streamline the integration of the materials into formal education**, supporting educators with clearer guidance on facilitation. The curriculum overview and introduction to the e-learning platform have addressed this need, but **additional educator resources** could enhance implementation.

In hindsight, **earlier piloting sessions** would have allowed for deeper impact assessment, providing time for adjustments before project completion. Similarly, prioritising **technical refinements** early in the process, such as mobile usability and server capacity, would have helped ensure a smoother user experience during piloting.

While the project has successfully created **engaging and relevant educational tools**, refining documentation, facilitation support, and technical aspects will further enhance its long-term impact.

Conclusion

The pilot activities were successfully carried out, providing valuable insights despite the absence of interviews and systematic impact measurements. Through participant feedback, facilitator observations, and internal reflections, partners have gained meaningful experience that will inform the project's continued implementation.

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While challenges such as technical limitations and time constraints affected certain aspects, the overall response to the training materials and game has been highly positive. Educators and participants have recognised their relevance and potential for fostering discussions on social inclusion and discrimination prevention.

Moving forward, the project remains committed to learning and improvement, ensuring that refinements in usability, accessibility, and integration continue to enhance its impact in educational settings. The adjustments made, including the curriculum overview and additional educator resources, reflect this dedication to providing practical, effective tools for anti-racism education.