



Financé par
l'Union européenne

About the project

Our mission is to empower young people to become agents of change for inclusive societies. In a world defined by diversity and mobility, we believe that tolerance and understanding are the foundations of peaceful living. We equip youth workers and communities with the skills and resources to shape tomorrow's citizens, enabling them to lead with empathy and embrace the beauty of a connected world.

Youth United

Discrimination in Europe remains widespread and largely underreported, negatively impacting ethnic minorities and migrants. Combating racism and promoting inclusive societies in a context of increasing migration flows in Europe starts with education. However, existing approaches often perpetuate stress by requiring young people to adapt to or resist oppressive systems, while youth workers often lack the skills needed to effectively address the complex challenges of racism and discrimination. At Youth Unite, we aim to implement an inquiry-based, tolerance-focused curriculum that promotes youth agency, certifies youth workers, encourages youth action, and supports youth participation in research and community service projects, effectively bridging the gap in the fight against racism, intolerance, and discrimination in Europe. Our vision is to move young people from resilience to action, empowering them to design and implement systemic solutions that foster a culture of tolerance and inclusion.

Applied methodology

Our approach is implemented:

- **In person** : during our workshops;
- **In digital format** : via smartphones, tablets and computers;
- **In the exhibitions** : through interactive installations.

Thanks to the collaboration with **SATISCAN Sàrl**, UMM has a platform:

- **Participative** : Users can actively share their opinions.
- **Interactive** : promoting direct and indirect exchanges between participants.
- **Scalable** : continuously enriched by users' ideas and suggestions.

The different participation formats are based on the same platform and the same content, guaranteeing educational continuity.

Large Portable Screens: A device suitable for schools

This program, a variation of Nomadic Screens, is designed especially for schools. It is based on a screening of short film extracts (30 seconds to 2 minutes) followed by interactive questions. Students, supervised by a facilitator and a teacher, are invited to react, debate and express their opinions.

Interactive device

- **Wifi system** : real-time display of students' responses on the screen.
- **Mobile microphone** : recording of interventions to structure the debate.
- **Projection of previous comments** : putting into perspective with the contributions of other classes.
- **Video writing** : display of keywords extracted from discussions (racism, equality, integration, etc.).

Why is this format ideal for schools?

- Adapted to teachers' constraints (program, organization, timetable).
- Allows students to participate without fear, in a regular and moderate setting.
- Stimulates the expression of the most reserved students.
- Offers worksheets/questionnaires to extend reflection in class.
- Ensures follow-up of ideas and comments collected to enrich the program.

Educational impact

The experience invites students to question racism, integration and discrimination, while developing their critical thinking. They can extend the experience via an online platform, record their own comments and interact with the contributions of other students.

Evaluation and monitoring

- Observation of the quality of discussions and the number of active participants.
- Compilation of opinions recorded in an audiovisual document.
- Surveys and questionnaires for teachers and students.
- Participation in a moderated discussion forum.
- Organization of a concluding workshop with teachers for an overall assessment.

Project line: Prevention of racism

Since 2012, the association **Un Monde Migrant** has been producing documentaries aimed at raising awareness of discrimination and racism linked to migration.

Our work documents:

- The evolution of the journey of migrants recently arrived in Europe over 4/5 years.
- The context of the countries of origin to better understand the reasons for departure.
- The difficulties and successes encountered in Europe.
- Issues related to integration, rights, employment and discrimination.

These documentaries have already been used during events such as **Anti-Racism Week** and other awareness-raising events.

The aim is to integrate this content into educational tools to diversify teaching approaches and stimulate young people's engagement.

Applied methodology Our methodology is deployed in person during our workshops, as well as virtually on smartphones, tablets and computers, and also in person during exhibitions.

Thanks to the collaboration with the company SATISCAN Sàrl , UMM has a participatory, interactive and scalable platform:

- **Participative** , because users actively contribute by sharing their opinions.
- **Interactive** , because it encourages exchanges, direct and indirect, between participants.
- **Scalable** , because its content is continually enriched thanks to the ideas, proposals and reflections of users.

Here we detail the in-person workshops . It is important to note that the other formats – virtual, on smartphones, tablets, etc., and in person at exhibitions – are based on the same platform and the same content.

The experience invites students to question racism, integration and discrimination, while developing their critical thinking. They can extend the experience via an online platform, record their own comments and interact with the contributions of other students.

Workshop Description

Large Portable Screens is a variant of Portable Screens, with a product specifically designed for educational establishments that we offer on large screen in each class separately . *(That is, a series of spots of duration variable between 30 seconds and 2 minutes)* . At the end of each spot the projection stops and a question appears on the screen. The students, helped by the facilitator and The teacher is therefore invited to respond, comment, and debate among themselves. microphone will move between the hands of the students. This will allow us a correct recording , taking into account the student's speech and also an order logic to the debate.

On the screen, thanks to a Wifi system, the sentences of the raised . This interactive aspect will stimulate student participation.

Once the interventions are finished, we attend the screening of the comments of the classes and also the opinions collected on tablets,

*Note on audio-visual technique : A selection of the most relevant remarks will be added to the audio/video material viewed after each clip. The news opinions will be presented in the form of **video writing** : the association of voice with the scrolling of sentences written on the screen highlighting the words-keys that emerge from the answers such as racism, difference, equality, law, discrimination , integration, diversity, education, work...This with the aim of better emphasize the ideas expressed, memorize them more easily, and disseminate later .*

Then the projection resumes with the successive spot, until the themes are covered offered in these film excerpts.

How is this version of the exhibition/screening/participation more suitable? for schools? The following considerations are important:

We directly contacted the teachers. This allowed us to see their reaction and, above all, to propose a workshop best suited to the requirements of teachers and students . *(In terms of programs, organization, availability, timing.)*

The first ones will have to welcome us into their classes and will have with us animators the role of moderators, the seconds will be the real protagonists of the event , and only with their “large nomadic screens” interventions will be able to evolve and be enriched with new ideas.

Sequence studied with the teaching staff:

0) A meeting with teachers in each school will be essential to properly introduce and present the progress of the activity;

1) Space: the projection is done in each class separately;

2) Teacher availability: each class will be able to choose according to their schedule time and adapted to the course/program;

3) Students will not be intimidated by the camera recording them while they comment ;

4) The projection in a “ closed space” encourages debate and student participation " shy ";

5) We will provide each teacher with worksheets/questionnaires;

- 6) This material will have several functions: a) Allow hesitant students to express themselves at ease b) help the teacher to review the topics covered for to deepen or broaden certain themes. c) We will request a copy of the cards to be able to integrate new ideas into the opinions already harvested ;
- 7) Students will be invited to go to our dedicated website platform to continue/complete the exercise with the help of the cards didactics and viewing of clips online. They will also have the possibility to record their own commentary and confront them with the others ;
- 8) At the end of the project, we will also produce a DVD with the harvest of the most relevant comments . This audiovisual material will allow should also work on the themes that have not been viewed in class;
- 9) This audiovisual document will be presented and distributed during the meeting conclusive that we will organize to bring together all the teachers who have participated (or not) in this event. A special session with the teachers: a new opportunity for sharing results and pooling resources knowledge acquired.

The project line

Prevention of racism.

Since 2012, the association "Un Monde Migrant" has been producing documentaries intended to **raise awareness** among students, academics, the political world and more broadly

the entire population to the **problem of racism and discrimination linked to the migratory phenomenon**.

The aim is to monitor the evolution of the existence of recently entered migrants in Europe and to capture the essential phases of their journey over a total period 2/3 years.

Particular attention was paid to documentation on countries of origin for show the initial context, which pushed these men and women to leave their country.

We sought to document changes in their social position or economical, while striving to preserve the intimate character of documentaries telling 'their stories'.

Today we witness their successes and failures, as well as the results that their efforts, abilities and skills have been able to give them.

The themes of integration, discrimination, racism, rights, employment , development and North-South responsibilities are addressed.

Our equipment has already been widely used for events such as the "Weeks against racism", "wounded memories", and various screenings.

Ø Based on these experiences, we believe that an adaptation for use school is not only useful for alternating classic pedagogy with the new technologies (audio-visual and interactive), but crucial in the process of raising awareness among young people about the problem of racism and of discrimination.

3. What learning objectives are targeted? What skills

Sustainable Development Education is encouraged? Through what activities are carried out?

Following the great success of the Nomadic Screens exhibition, which is said to be interactive, participatory and scalable, we thought about the best way to adapt it in environments. The participatory and interactive aspect remains crucial and we have so left a lot of space in this activity for the interventions of the students. The spot, of short duration, must serve to challenge him, and the familiar surroundings of his class serve him

to overcome the fear of expressing oneself freely.

The projection focuses on one subject at a time, in order to aid concentration.

and the deepening of the proposed issues. The comments will give places for a debate between the students and the intervention of a moderator and the teacher

will be necessary. Interventions are possible after viewing the clip and reinforced by viewing the recorded comments.

The student will also have the opportunity to confront and interact first with his comrades and then with people from different backgrounds and ages.

The slogan will be:

“Participate! Listen, watch, and debate so that dialogue and reflection can emerges at all levels! And why not register your idea! »

The new material collected at each session must be selected according to criteria, choosing the most relevant comments but

also the most surprising ideas to be integrated into the material to be presented in the next session.

Elimination of spatial and temporal limits

Development by SATISCAN of an interactive platform: a “virtual room” for comments will be added to our site. In this space linked to our site www.unmondemigrant.com you can watch the clips and record your own comment.

Young people will also be able to take part in the Grands Ecrans Nomades event out from our meetings in the classes, sharing their opinions and confronting them with the ideas and comments left by their comrades.

This will cut all spatial and temporal limits of our workshops.

All participants will remain anonymous (no video recording in this version of participatory exhibition). If necessary a light filter will be applied to voice. Naturally the data will be protected.

5. How is the project integrated into classroom teaching? What is its impact on the establishment and its environment?

A meeting with the group of teachers from each school is essential.

The themes covered in our Nomadic Screens are directly linked to the phenomenon of migration. The themes that arise directly from this are of course of great importance for the development of a healthy and egalitarian society: under the term

From the fight against racism we will decline the different aspects, such as the discrimination , fear of others, exploitation of the weakest, discrimination against work and economic issues. It will be a question of addressing these complex subjects way , so that it is a moment of debate moderated by adults, who will give young people the tools to become more involved in civic life.

The teacher and the facilitator will guide the students in their responses and dialogue .

Individual sheets will allow the class to resume this work of reflection at a suitable time that the teacher will consider appropriate. This material will have several functions: a) Allow hesitant students to express themselves at ease b) help the teacher to review the topics covered to deepen or broaden certain ones themes . c) We will ask for a copy of the completed forms in order to be able to integrate new ideas in the opinions already collected.

QUESTION: To what extent can education play a fundamental role in the development of a society?

It is about giving students the opportunity to understand what a journey as well as the difficulties and hopes encountered here in Switzerland as in the country of origin, and to be able to remember, if necessary, its own migratory journey or that of our loved ones because we are all, well often , migrants!

Of course, this type of conference and class debate cannot be exhaustive. on such important issues, but helping to raise awareness of young people , and contribute to raising awareness among young people about the rights of men .

Each event should not exceed 3 hours, minimum 1h30. (With installation and first contacts with students).

4. How will the achievement of learning objectives and outcomes be assessed?

SKILLS ?

By observing the reaction of the first schools to which we made a proposal to participate in our workshops/screening, we realized to be on the good way.

The criteria provided for the evaluation of the project are the quality of the discussions and debates that will result from our activities in each class. Success will be measured also by the number of active participants. Materially we can produce at the end an audiovisual document containing the recorded opinions. A video composed of voices, transcribed sentences with a highlighting of keywords that more directly concern racism and rights. As we have already highlighted, we will provide questionnaires to teachers who must be filled out by the students, with very relevant and direct questions that take up the aspects already raised during the video projections in class.

The platform dedicated to Large Nomadic Screens , created on our site, with the possibility of viewing thematic clips, will allow students to continue / complete the exercise also outside the workshop itself.

This space will also provide the opportunity to actively participate in a forum

discussion by recording your own comment.

Another opportunity to confront, debate and defend one's own opinion.

This forum is monitored by a moderator and participants will be able to keep their **anonymity , which will ensure the protection of personal data.**

The concluding workshop with the school teachers will allow us to establish a report and an evaluation of the entire program.

5. How do the sessions with teachers take place?

STEP 1. INTRODUCTION PROPOSED TO TEACHERS

We will send the clip sheets to the teachers who have expressed their interest in our business.

These cards first show the main theme of the clip and the basic question to which we will ask students to answer. The sheet also suggests other themes present in the same clip, as well as a series of questions or arguments inherent to the subject. These can lead to further debates, on place , depending on the timing or allow the teacher to take up the subject again by the continued during their classes.

These sheets are not final. We will rework them and complete them with the suggestions from teachers from whom we ask for feedback.

We will then meet with teachers in small groups to show quickly a simulation of the event and especially finalize the subjects which will be treated .

Thus, each teacher will be able to choose from the themes that he considers the most more appropriate to his class and the program he is developing.

STEP 2. FOLLOW-UP

We will ask teachers to distribute the sheets with the questions “ go further” and we will come back to collect a copy once the students them .

This material will have several functions:

- a) Allow hesitant students to express themselves at their ease
- b) Help the teacher to revisit the topics covered in order to go into more depth or expand certain themes.
- c) We will ask for a copy of the completed forms so that we can integrate new ideas into the opinions already collected.

We will also leave information for students to enter **the** platform dedicated to Large Nomadic Screens , created on our site, with the possibility of watch the 15 thematic clips, allowing students to continue/complete exercise also outside the workshop itself. For more information, see the “ *Student Attention Sheet* ” sheet .

This space will provide the opportunity to actively participate in a discussion forum by recording his own commentary.

A further opportunity to confront, debate and defend one's own opinion.

This forum will be moderated and participants will remain anonymous.

How will the facilitators approach the students?

During the sessions with students, purely political aspects will not be discussed. addressed . Indeed, the goal is to start a conversation and not to spread a opinion or to question specific public policies. Instead, the facilitators will seek to encourage students to speak up around themes such as racism, exclusion, discrimination or even different rights . The aim is to encourage them to think about these phenomena , which tend to be ignored, or at least, only little questioned. By engaging in dialogue with their comrades and Thanks to the reports viewed, students will have the opportunity to develop their thinking . This experience will also allow them to broaden their horizons, discovering the plurality of perspectives.

The facilitators will ensure that the discussion does not stray from the central topic, in order to ensure logical continuity. They will therefore intervene as moderators . However, if students have more in-depth questions about the characters from one or other of the reports, the hosts will of course be able to answer them. Moreover, the hosts will be present in order to make so that this discussion can take place with respect for all. They will ensure that that the discussion remains free, but prohibits any insults or remarks hurtful to the people present in the room, but also to people . It is true that themes such as racism are sensitive , the animators are aware of this and have accumulated experience in this area during the numerous events organized by the Un Monde association Migrant. During these different sessions, the facilitators have already been confronted with different types of comments regarding these themes, and therefore know when and how to react.

It is therefore thanks to their experiences that the facilitators will give to the students the opportunity to discuss these too often taboo subjects, while providing a context respectful of everyone.