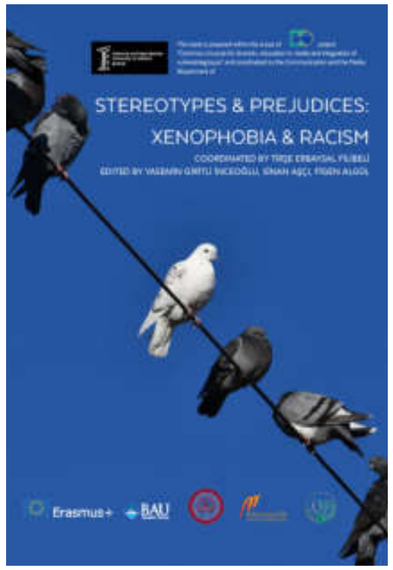

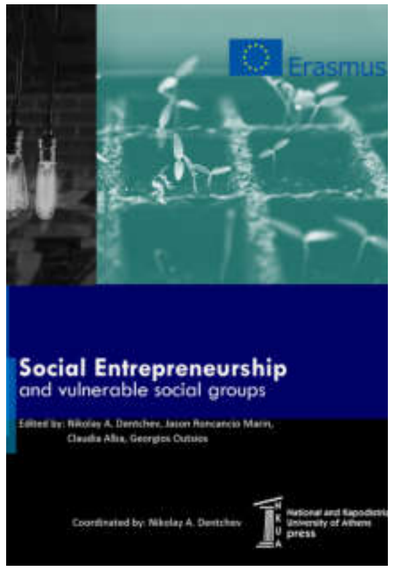

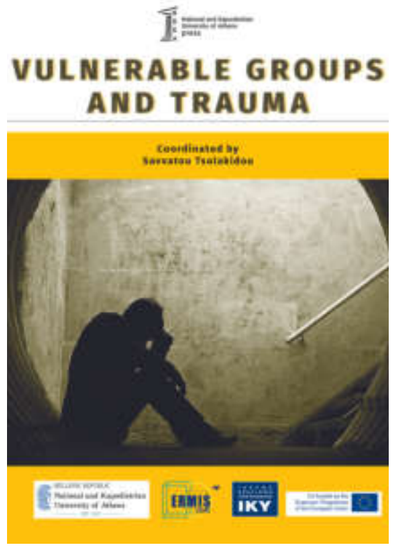

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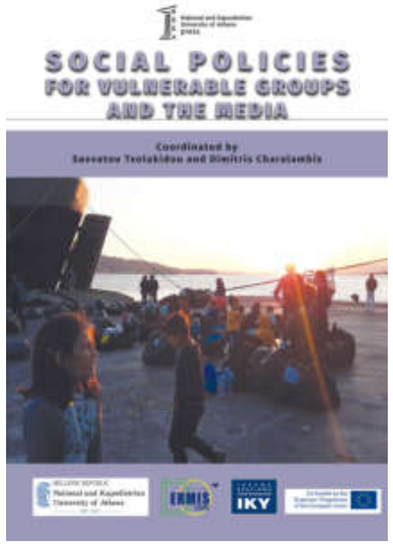

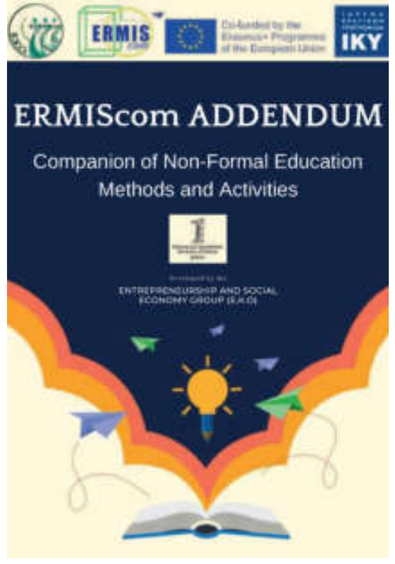

education in media and integration of vulnerable groups

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ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ
ΙΚΥ

Co-funded by the Erasmus+ Programme of the European Union

Common curricula for diversity:

education in media and integration of vulnerable groups

Introduction

In a rapidly changing and increasingly complex, globalized world, actions to avoid discrimination, promote equal access to goods, and services for all and foster a more inclusive society that ensures human rights for all vulnerable groups are more necessary than ever. The educational material financed and developed within the framework of the Erasmus+ European programme entitled ERMIScom project “Common curricula for diversity: education in media and integration of vulnerable groups”, has been presented in this eighth Intellectual Output in PowerPoint format that contains the presentation of the seven digital books.

It is a collective work, prepared by distinguished scientists, professors, and researchers of the higher education institutions participating in this university partnership programme (Bahçeşehir University, Turkey; Metropolia Ammattikorkeakoulu, Finland; University of National and World Economy, Bulgaria; Vrije Universiteit Brussel; the NGO E.K.O. Greece). The authors of the seven e-books, that were published and are available online to anyone interested, come from different individual fields of theoretical reflection on issues of discrimination, stereotypes, and prejudices, fake news and hate speech, European social policy actions, research and application of social entrepreneurship, as well as experiential methods for teaching these subjects, invite everyone to think critically and approach these subjects from a holistic point of view.

The educational material is addressed to students and teachers in the context of a possible Erasmus Mundus master’s programme that could be developed with the support of the partnering universities. However, it is at the

same time a source of knowledge and information for many other programmes since the topics covered are interdisciplinary and aim, among other things, at media literacy training and awareness of means and techniques for the more attractive presentation of topics by workers in the field of communication studies.

The project was coordinated by the Communication and the Media Studies department of the National Kapodistrian University of Athens, and the seven e-books and a Companion of Non-Formal Education Methods and Activities are uploaded on the project's web page:

ermiscom.media.uoa.gr

We would like to thank all the authors for their contributions, the coordinators of the e-books, and the scientific and administrative staff of the universities for their support.

Finally, we would like to thank the Greek National Agency for the Erasmus+ programme and their staff for the financing of the project and the continuous support during its implementation.

The coordinators,

Dr. Savvatou Tsolakidou and Professor George Pleios

ERASMUS+ PROGRAMME _Strategic Partnerships (Key Action 2)

The project “Common curricula for diversity: education in media and integration of vulnerable groups” (ERMIScom), has been financed by has been financed within the framework of Erasmus+ programme (KA2-Strategic Partnerships for Higher Education, Project ID 2020-1-EL01-KA203- 078981), with the approval of the Hellenic State Scholarships Foundation (IKY).

ERMIScom has developed open online educational material (digital books for seven courses and a companion of non-formal education methods and activities) for a Master’s degree programme regarding Media and the integration of vulnerable groups, in English language.

The Project was implemented by a consortium of five Universities and one non-profit organization in Greece, Bulgaria, Belgium, Finland, and Turkey, under the coordination of the Department of Communication and Media Studies of the National Kapodistrian University of Athens.

More information for the project is available on the website: https://ermiscom.media.uoa.gr/.

The seven e books, summarized in IO8 (ppt presentation of e books) are the following:

IO1 BOOK: STEREOTYPES & PREJUDICES: XENOPHOBIA & RACISM (ISBN 978-960-466-305-7)

IO2 BOOK: FAKE NEWS & HATE SPEECH REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA (ISBN 978-619-232-691-3)

IO3 BOOK: SOCIAL ENTREPRENEURSHIP AND VULNERABLE SOCIAL GROUPS, National and Kapodistrian University of Athens Press (ISBN 978-960-466-282-1)

IO4 BOOK: VULNERABLE GROUPS AND TRAUMA, National and Kapodistrian University of Athens Press (ISBN 978-960-466-281-4)

IO5 BOOK: INTEGRATION POLICIES FOR VULNERABLE SOCIAL GROUPS AND THE MEDIA (ISBN 978-960-466-308-8)

IO6 BOOK: FUNDS AND GRANTS: SOCIAL INTEGRATION AND RIGHTS RELATED PROJECTS (ISBN 978-619-232-689-0)

IO7 BOOK: TRANSFORMATIVE METHODOLOGICAL APPROACH - TEACHING, TRAINING, LEARNING (ISBN 978-960-466-307-1)

IO8 COMMON CURRICULA: EDUCATION IN MEDIA AND INTEGRATION OF VULNERABLE GROUPS, containing the power point presentation of the above e books

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ΙΚΥ

Co-funded by the Erasmus+ Programme of the European Union

COMMON CURRICULA FOR DIVERSITY: EDUCATION IN MEDIA AND INTEGRATION OF VULNERABLE GROUPS

Coordinated by:

Dr. Savvatou Tsolakidou, Laboratory and Teaching Staff and

Professor George Pleios, NKUA

ERMIScom project

ERMIScom **is an Erasmus+ KA203 – Strategic Partnerships for Higher Education project** that aims to develop a common Master curriculum among the involved organizations that will enhance the efficacy of media courses to counter fake news and hate speech spread online on social media in order to facilitate the social integration and inclusion of vulnerable social groups.

Consortium

1. National Kapodistrian University of Athens (Higher Education Institution -HEI)
2. Bahçeşehir University (HEI)
3. Vrije Universiteteit Brussels (HEI)
4. University of National and World Economy (HEI)
5. Metropolia Ammattikorkeakoulu (HEI)
6. EKO (NGO)

ERMIScom Objectives

Priorities of ERMIScom are to provide:

- media students & professionals with a solid education on media
- and the necessary skills to change the society's mindset and create an inclusive society through their work in media.

ERMIScom opts for:

- teaching common contemporary political, economic & social subjects that need to be highlighted & prioritized
- teaching methodologies by including innovative teaching practices and non-formal education methods targeting soft skills
- upgrading personal & professional skills, especially in the field of ICT New media, in the context of a modern study program

ERMIScom Main Deliverables

No IO	Title	Lead Partner	Participating Partners
IO1	STEREOTYPES and PREJUDICES: Xenophobia & Racism	BAU	Metropolia, NKUA, UNWE, EKO
IO2	FAKE NEWS & HATE SPEECH: Representation of vulnerable groups in the Media	UNWE	Metropolia, NKUA, BAU, EKO
IO3	SOCIAL ENTREPRENEURSHIP AND VULNERABLE SOCIAL GROUPS	VUB	Metropolia, NKUA, BAU, UNWE, EKO
IO4	VULNERABLE GROUPS AND CULTURAL TRAUMA	NKUA	Metropolia, VUB, BAU, UNWE, EKO
IO5	INTEGRATION POLICIES FOR VULNERABLE SOCIAL GROUPS	NKUA	Metropolia, BAU, UNWE
IO6	FUNDS & GRANTS: Social Integration and Rights Related Projects	UNWE	BAU, NKUA, VUB
IO7	TRANSFORMATIVE METHODOLOGICAL APPROACH: Teaching, Training, Learning	Metropolia	NKUA, VUB, BAU, UNWE, EKO
IO8	COMMON CURRICULA: Education in Media and Integration of Vulnerable Groups	NKUA	Metropolia, VUB, BAU, UNWE, EKO

ERMIScom Activities

- Nine (9) different modules, e-books, open access with an ISBN
- Seven (7) Outline of Courses following the Bologna Process
- Three (3) Transnational Project Meetings (TPMs), one in Athens (online), one at Sophia/ UNWE, and the final in Athens (NKUA)
- Two (2) Learning, Teaching, and Training (LTTs) activities with students and faculty participation: - C1 at BAU University in Istanbul

-C2 at the University of Helsinki-Metropolia

- Three (3) Multiplier Events

- Interim conference in Athens (EKO)

- Final conference in Athens (NKUA)

- Final Multiplier event in Brussels (VUB)

ERMIScom Activities

- Furthermore, the partnership took its horizontal tasks of Evaluation and the Dissemination of results seriously.
- Various useful management tools were applied to constantly monitor the project's progress as well as to evaluate its success.
- Questionnaires and interviews were used by all partners, podcasts and a gallery of photographs of the different events were published via social media.
- Articles referring to the LTTs and the lessons-learned are included on the webpage of the project.
- In all partner countries, different activities were done to spread the project's goals and results.
- The project web page contains a lot of information and the final deliverables of the project.
- The web page address is: ermiscom.media.uoa.gr

IO1_STEREOTYPESANDPREJUDICES:XENOPHOBIA&RACISM

Stereotypes and Prejudices are two concepts that we lack significant information:

- stereotype involves beliefs about racial differences
- and prejudice is common against people who are members of an unfamiliar cultural group.

The two concepts are reproduced through communication and media tools towards vulnerable social groups and influence attitudes and behaviors, and often by reinforcing a negative public opinion towards groups of people with different ethnic origins, sexual orientations, disabilities, religious preferences, ages, and gender, among others.

This e-book, coordinated by the BAU university of Turkey, gives the students the opportunity to understand the concepts, discuss the effects of media representation and critically think about prejudice and discrimination from the perspective of both perpetrators and targets.

IO 2 _ F A K E N E W S & H A T E S P E E C H: REPRESENTATION OF VULNERABLE GROUPS IN THE MEDIA

Fake or “false” news from the Greek term “pseudos” means something “hidden”, or “camouflaged”. But other definitions are also given.

The emergence of social media reinforced the reproduction of misinformation and often empowered the negative stereotyping and stigmatization of vulnerable groups, because of their 'race', color, national or ethnic origin, age, disability, language, religion or belief, age, sex, gender identity, etc.

This e-book coordinated by the National World Economy University of Bulgaria gives the opportunity to the students and the teachers to better understand and define the terms and demonstrate how vulnerable groups are represented in the media.

IO3_SOCIAL ENTREPRENEURSHIP AND VULNERABLE SOCIAL GROUPS

The aim of this e-book coordinated by VUB is to:

- Familiarize students with the main concepts associated with social economy and social enterprises.
- Present business models in the sector of social economy to understand social enterprises holistically and their legal structures.
- Presents the theory of social enterprises and their impact on the social economy, the challenges faced by traditional entrepreneurs and particularly social entrepreneurs.
- Shows the basic concepts and relevance of business model innovation for Social Enterprises, different approaches to business models, and how they are designed, chosen, and changed by social entrepreneurs.
- Present strategies, requirements, and scaling models that may be useful for the reader to gain knowledge in this area of interest and how social enterprises may serve as a tool for inclusion in the refugee context.

IO4_VULNERABLE GROUPS AND TRAUMA

This e-book coordinated by the Department of Communication and Media Studies of the NKUA consists of four parts:

• The first part addresses the subject of defining vulnerability (ethnic origin, sexual orientation, disability, religious preference, age & gender), the barriers to inclusion, the cultural identities, and the relationship between personal and collective traumas

• The second part refers to the mediatization of traumatic experiences, the representations of trauma in the media, cinema, and news stories

• The third part consists of integrating the most vulnerable groups by investing in an inclusive and sustainable business model, and the

• Fourth part tackles the role of cultural mediators and carers supporting the integration of vulnerable groups and the ethical approach to vulnerability and traumatic events

IO5_INTEGRATION POLICIES FOR VULNERABLE SOCIAL GROUPS AND THE MEDIA

This e-book coordinated by the Department of Communication and Media Studies of the NKUA entails:

- The European and national integration policies of vulnerable groups. It provides knowledge on financial instruments and increasing flows that the EU has put in place to support integration policies
- It presents policy directions of the “Europe 2020” Strategy, the role of Structural Funds in enhancing social policies, and the priorities of the European Pillar for Social Rights for the new programming period 2021- 2027
- European policies for employment, policies to combat poverty, and measures adopted for the elderly and other social groups are also represented
- The drastic measures taken by the European Union to combat the health crisis and to stimulate the economy for vulnerable groups of the population, especially for refugees, Roma, and homeless people are also presented in the e-book.
- Another aspect tackled is how the social policy issues of vulnerable groups (LGTBQI women, children) are covered by the old and new media and finally, the impact of European funds on the inclusion of vulnerable groups is also presented.

IO6_FUNDS&GRANTS:SOCIAL INTEGRATION AND RIGHTS RELATED PROJECTS

This e-book coordinated by UNWE focuses on:

- The theoretical and methodological concepts and approaches of project management
- EU programs and funds with a special focus on financing vulnerable groups
- Special attention is given to the requirements, and beneficiaries of programmes for vulnerable groups
- The existing EU Funds and grants for supporting Vulnerable Groups are presented and best practices are provided to understand the functioning of the funds
- The book provide also theoretical knowledge and practical skills to manage the project cycle, the acquisition of knowledge and skills in programming, implementation, monitoring, and control

IO7_TRANSFORMATIVE METHODOLOGICALAPPROACH: TEACHING,TRAINING,LEARNING

- This e-book coordinated by Metropolia University of Finland contains learning strategies and methods to tackle vulnerability and how to teach and learn the different concepts presented in the previous e-Books.
- It motivates students to build information, to read essays about creating and building information, and to employ collaborative learning as a tool for information building.
- Specific focus is given to understanding the different learning strategies, the challenges, and the stress factors related to studying.
- The Evaluation and feedback methods are also highlighted, including self-evaluation, peer evaluation, evaluation by faculty, objects of evaluation, etc., and the Life-long learning approach and the creation of a personal learning path.

IO8_COMMONCURRICULA:EDUCATION IN MEDIA AND INTEGRATION OF VULNERABLEGROUPS

The IO8 summarizes the seven e-books developed in one common curriculum for the development of an Erasmus Mundus Master Programme.

It contains the ppt presentations of all the books and facilitates teachers and students on the learning and teaching procedure.

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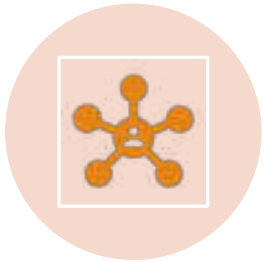

Coordinated by:

Dr. Savvatou Tsolakidou, Laboratory and Teaching Staff and

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National and Kapodistrian University of Athens press

This book is prepared within the scope of project "Common cirrucula for diversity: education in media and integration of vulnerablegroups" and coordinated by the Communication and the Media Department of

STEREOTYPES & PREJUDICES: XENOPHOBIA & RACISM

COORDINATED BY TİRŞE ERBAYSAL FİLİBELİ

EDITED BY YASEMİN GİRİTLİ İNCEOĞLU, SİNAN AŞÇI, FİGEN ALGÜL

Erasmus+ BAU Metropolia

STEREOTYPES & PREJUDICES: XENOPHOBIA & RACISM

ERMIS project "Common curricula for diversity: education in media and integration of vulnerable groups", has been financed within the framework of Erasmus+ programme (KA2- Strategic Partnerships for Higher Education, Nr 2020-1-EL01-KA203- 078981). The Project has developed open online educational material (seven digital books) for a master's degree programme regarding media and integration of vulnerable groups, in English language.

The project was coordinated by the Communication and the Media Department of the National Kapodistrian University of Athens (17184) and participated the Bahçeşehir University, Turkey, the E.K.O. Greece, the Metropolia Ammattikorkeakoulu, Finland, the University of National and World Economy, Bulgaria and the Vrije Universiteit Brussel. More information for the project is available on the website: https://ermiscom.media.uoa.gr/

National and Kapodistrian University of Athens press

Reference: Erbaysal Filibeli, T. et al. (2023). Stereotypes & prejudices: xenophobia & racism, e-book 1 in The ERMIScom project, *Common curricula for diversity: education in media and integration of vulnerable groups*. Athens: National Kapodistrian University of Athens.

Erasmus+ BAU Metropolia

COLLECTIVE E-BOOK
Coordinator: Tirşe Erbaysal Filibeli

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ISBN 978-960-466-305-7

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FIGEN ALGÜL was born in Istanbul. After completing her undergraduate and postgraduate education at Marmara University Radio-Television Department she studied at the FH Fulda Intercultural Communication and European Studies program in Germany in the 2009-2010 academic year, during her doctoral studies at the same department. Dr. Algül received her doctorate in 2012 with her thesis on Community Media in parallel with ethnic and minority groups in Turkey. She completed her Post Doctorate in Athens National and Kapodistrian University, Department of Communication and Media Studies in the 2018-2019 academic year, with a TÜBİTAK Post-Doctoral Research Scholarship, under the supervision of Assoc. Dr. Tsaliki, on the subject title of "Soft Power and Inter Cultural Communication: Perception/Reception of Turkey in Greece through the study of Turkish soap operas". She is still working as an Assistant Professor at Marmara University, Faculty of Communication.

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MICHAEL TASTSOGLOU holds a PhD on discourse analysis. He currently works as an Adjunct Lecturer at the Department of Communication and Media Studies of the National and Kapodistrian University of Athens. He also teaches in two master programmes, MSc in Media and Refugee/Migration Flows and MSc in Politics in the Era of the Internet at the same department. He has also worked for various research and educational organizations. His field of expertise concerns ideology and discourse analysis, media monitoring and quantitative research in the media, as well as propaganda and crisis communication/management.

AUTHORS

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ATANAS DIMITROV has been teaching since 2015 at the University of National and World Economy (UNWE), Bulgaria, where he currently holds the position of Senior Assistant Professor. He is a former EVS volunteer, Consultant at the United Nations Office on Drugs and Crime (E4J Integrity & Ethics Champions Programme) and Transparency International School on Integrity fellow. Atanas Dimitrov has a PhD in Economics and Management (Defence and Security Economics) from the UNWE. His research interests and publications are focused on peace and conflict studies, migrant and refugee studies, tertiary education, ethics and integrity.

TIRSE ERBAYSAL FILIBELI is an associate professor of media and communications. She received her M.A. and Ph.D. from Galatasaray University in Media and Communication Studies. In 2018 she coedited "Journalism a Peacekeeping Agent at the Time of Conflict". In 2020, she edited "Information Nightmare: Fake News, Manipulation and Post-truth Politics in the Digital Age". Since 2016 she has been working as a researcher in the country team Turkey for Media Pluralism Monitor Project of the Centre for Media Pluralism and Freedom (CMPF). In 2016, she worked as a special rapporteur for Hrant Dink Foundation, Asulis Discourse, Dialogue, Democracy Laboratory and contributed to the report entitled "A new Discourse, Dialogue, and Democracy against Discrimination". She is the country team leader of the ongoing Erasmus+ Project titled "Ermiscom Common Curricula for Diversity in Media and Integration of Vulnerable Groups". She has been working as the chair of the Department of New Media at Bahçesehir University since 2018.

AURA KAARIVUO is working at degree programme of Film and Television. Senior lecturer in film and television sound. Also TV, documentary, drama production, journalism, social media, podcasts and innovation projects. Long experience in HEI media education and international project work in media, journalism, freedom of speech, democracy, digitalization and capasity building. She has wide audiovisual working experience in Finnish media companies since 1999. She is an active member of the Union of Journalists in Finland and the president of Vikes, The Finnish Foundation for Media and Development.

STEREOTYPES & PREJUDICES: XENOPHOBIA & RACISM

Web page: https://ermiscom.media.uoa.gr/
Title: Common curricula for diversity: education in media and integration of vulnerable groups ERMIScom project has been financed within the framework of Erasmus+ Programme
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CHAPTER 1

STEREOTYPES & PREJUDICES: XENOPHOBIA & RACISM

The aim of Chapter Two "Basic Concepts: Otherness, Discrimination & Discriminative Discourse" is to provide a contextual outline of three key concepts regarding the study of prejudice, namely "otherness", "discrimination" and "discriminative discourse and actively pave the way to combat media mistreatment of persons belonging to vulnerable social groups, who are usually victimized on the account of their social group membership.

AUTHOR
PROF. YASEMİN GİRİTLİ İNCEOĞLU
BAHÇEŞEHİR UNIVERSITY

AIM

The aim of the chapter is defining stereotypes, prejudice, racism and xenophobia.
Trying to understand how our perception and interpretation of the social world is affected in the formation of stereotypes and prejudices.
Giving examples of racism and xenophobia in Covid-19 pandemic times.

EXPECTED LEARNING OUTCOMES

- To gain a deep understanding of the main concepts such as stereotypes and prejudices: xenophobia and racism.
- Raise awareness on the danger of stereotype, prejudices, and racism.
- Given a specific example, recognize stereotypes, prejudices, and racism.
- Given a specific case, recognise hate related racism.

KEYWORDS

stereotypes, prejudice, xenophobia, racism, social identity theory

CHAPTER 2

BASIC CONCEPTS: OTHERNESS, DISCRIMINATION & DISCRIMINATIVE DISCOURSE

The aim of Chapter Two "Basic Concepts: Otherness, Discrimination & Discriminative Discourse" is to provide a contextual outline of three key concepts regarding the study of prejudice, namely "otherness", "discrimination" and "discriminative discourse and actively pave the way to combat media mistreatment of persons belonging to vulnerable social groups, who are usually victimized on the account of their social group membership.

AUTHOR
STELIOS ARVANITIDIS
THE ENTREPREURSHIP AND SOCIAL ECONOMY GROUP (EKO)

AIM

The aim of this chapter is to provide a contextual outline of three key concepts regarding the study of prejudice, namely "otherness", "discrimination" and "discriminative discourse". Anyone interested in a critical approach to modern public discourse and vulnerable groups' media representation, and in particular students should have a solid comprehension of these concepts, as they constitute basic elements of a complex socio-discursive process that often generates misleading conclusions, ambiguous behaviors, or even unjust policies.

EXPECTED LEARNING OUTCOMES

- Apprehend the main concepts related to discrimination and intolerance
- Get a thorough insight into the link between otherness and prejudices with discrimination and discriminative discourse
- Become familiar with knowledge of scientific theory and research in the field of discrimination
- Examine different types of communicative events that cause the reproduction of xenophobia, racism, and discrimination, and their channels
- Critically reflect on the effects of discriminatory speech in public discourse

KEYWORDS

other, otherness, exclusion, discrimination, discriminative discourse

CHAPTER 3

HISTORICAL AND COLLECTIVE MEMORY: SOCIAL CATEGORIZATION OF SCIENTIFIC APPROACH

Chapter Three "Historical and Collective Memory: Social Categorization of Scientific Approach " emphasizes on how collective memory is shaped by new media by establishing the relationship between memory, culture and history.

AUTHOR
ASSIST. PROF. FİGEN ALGÜL
BAHEŞEHİR UNIVERSITY

AIM

The aim of the present chapter is after giving the relation of memory with culture and history, it is to focus on collective memory. In this context, it will be focused on how the collective memory is shaped by the media and in today's conditions through the new media.

EXPECTED LEARNING OUTCOMES

- To gain a deep understanding of the main concepts related to collective memory.
- To gain the relation of memory with culture and history.
- To gain awareness on how collective memory is shaped by the media.

KEYWORDS

memory and culture, memory and history, collective memory, collective memory and media

CHAPTER 4

RACISM AND ETHNICITY IN THE MEDIA

Chapter Four "Racism and Ethnicity in the Media" examines both the historical construction of national identity and the emergence of racial identities and hierarchies through media representations and how media representations of race and ethnicity tend to misrepresent and underrepresent certain social groups, reinforcing pre-existing stereotypes and discriminations.

AUTHOR
ALEXANDROS MINOTAKIS
THE NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

AIM

The aim of the present chapter is to examine the way race and ethnicity are constructed through media representations and media practices.

Firstly, the historical construction of national identity will be briefly examined by analyzing the way that the rise of newspapers contributed to the development of national identities and specific practices of belonging that favored the foundation of the nation-state. In a similar vein, the emergence of racial identities and hierarchies through media representations will be examined.

Then, by turning focus to the contemporary media environment, it will be argued that racial and ethnic inequalities are persistent. Media representations of race and ethnicity tend to simultaneously misrepresent and underrepresent certain social groups, reinforcing pre-existing stereotypes and discriminations. Thus, media portrayals can harm the social and economic status of vulnerable social groups as well as shape their self-image and the way they construct their own identity.

EXPECTED LEARNING OUTCOMES

- To gain a fundamental understanding of the historical process of formation of nations
- To understand the rise of mass media and their role in this process
- To understand the notion of social construction and its implications for social studies
- To be able to discern media representations that are racist and offensive towards ethnic minorities
- To gain an understanding of the various ways that racism still has an effect on mass media

KEYWORDS

nationalism, national identity, constructionism, mass media, media representations, racism, refugees, ethnic minorities, stereotypes, xenophobia.

CHAPTER 5

NATIONALISM AS A MEDIA DISCOURSE

Chapter Five "Nationalism as a Media Discourse" argues that nationalism and media content constitute the nationalistic discourse bidirectionally by analyzing how media and nationalism shape each other.

AUTHOR
MICHALIS TASTSOGLOU
THE NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

AIM

The aim of the present analysis is to describe and explain how media and nationalism shape each other. This complex is going to introduce the reader to discourse theory, as well as to the ideology of nationalism. The former functions as the vehicle in which the latter gets in order to be propagated. However, media effects are not the same for everyone.

EXPECTED LEARNING OUTCOMES

- To gain an understanding of the complex between media and nationalism.
- To comprehend their interaction as a two-way process.
- To obtain knowledge about the basic principles of nationalism.
- To get introduced to how the new media as a public sphere reshape nationalism.

KEYWORDS

media, discourse, ideology, nationalism

CHAPTER 6

MEDIA REPRESENTATIONS OF DISABILITY

Chapter Six "Media Representations of Disability" focuses on how disability is constructed in the media and concludes by suggesting ways to combat discriminatory media discourse in an effort to enhance the integration of disabled people in mainstream media and promote a more balanced and accurate portrayal of disability.

AUTHOR
SONIA KONTOGIANNI
THE NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

AIM

The aim of the present chapter is to examine the way disability is constructed in the media. Disabled [1] people are often depicted through a pathogenic lens which puts a strong emphasis on impairment ignoring the existence of barriers imposed by society. The chapter highlights the medical versus the social model of defining disability. By drawing on previous studies, it provides a brief overview of stereotypical portrayals in the media by exploring, whether the last perpetuate a typical and often problematic depiction of disability, leading to further stigmatization and exclusionary practices. The chapter concludes by suggesting ways to combat discriminatory media discourse in an effort to enhance the integration of disabled people in mainstream media and promote a more balanced and accurate portrayal of disability.

EXPECTED LEARNING OUTCOMES

1. To gain a deep understanding of the basic models related to disability
2. Foster awareness on media representation of disabled people
3. Enhance critical skills on identifying stereotypical depictions of disability in the media
4. Explore ways of promoting an accurate and balanced portrayal of disability

KEYWORDS

media representations, stereotypes, disablism

CHAPTER 7

GENDER STUDIES: MEDIA REPRESENTATION OF MINORITIES AND DISADVANTAGED GROUPS

Chapter 7 "Gender Studies: Media Representation of Minorities and Disadvantaged Groups" explains how gendered minorities and disadvantaged groups are represented in media, and defines the possible reasons and methodologies to analyze gender-based and disadvantaged groups experiences reflected in media.

AUTHOR
ASSIST. PROF. SİNAN AŞÇI
BAHÇEŞEHİR UNIVERSITY

AIM

The aim of the present chapter is to explain how gendered minorities and disadvantaged groups are represented in media, and define the possible reasons and methodologies to analyze gender-based and disadvantaged groups experiences reflected in media. With the basic information, the types of media representation are discussed by emphasizing semiotic approach and discursive approach to enable the participants to understand how we can find out the possible outcomes within media messages.

EXPECTED LEARNING OUTCOMES

The learner will be able to:
- identify gendered minorities and disadvantaged groups;
- name the representation types when needed;
- understand the methodologies of how to analyze the media texts to reveal the bias;
- comment on how media ownership and economy affect the representation process;
- practically use the approaches in order to reveal the reality behind the media texts or scenes.

KEYWORDS

gendered minorities, disadvantaged groups, representation, misrepresentation, semiotic approach, discursive approach

CHAPTER 8

MIGRATION STUDIES: MEDIA REPRESENTATION OF REFUGEES AND ASYLUM SEEKERS

Chapter 8 "Migration Studies: Media Representation of Refugees and Asylum Seekers examines the media representation of refugees and asylum seekers through different channels, while highlighting the importance of building a critical approach to address the migrant issue today across the countries.

AUTHOR
ASSIST. PROF. ATANAS DIMITROV
UNIVERSITY OF NATIONAL AND WORLD ECONOMY

AIM

This chapter examines the media representation of refugees and asylum seekers through different channels. Particular focus is paid to the importance of building a critical approach to discourses on refugees and asylum seekers since one of the main reasons for their poor acceptance and integration in the host society is their misrepresentation by the media. The chapter also includes the case of Bulgaria in terms of media misrepresentation of refugees and asylum seekers. It is aimed at bringing the attention to the potential that false or misleading information can contribute to creating a certain discourse within the host society.

EXPECTED LEARNING OUTCOMES

- To gain a deeper and critical view on the media representation of refugees and asylum seekers.
- To understand the role media can have on both the migrants and host societies, thus how can then influence public discourses on refugees and asylum seekers.
- To address different approaches to discourses on migrants based on the national context.

KEYWORDS

mass media, social media, refugees, asylum seekers, migration, civil society, politics

CHAPTER 9

MEDIA PLURALISM AND DIVERSITY: OLD AND NEW CHALLENGES TO MEDIA FREEDOM

Chapter 9 "Media Pluralism and Diversity: Old and New Challenges to Media Freedom" aims to clarify what are media pluralism and media diversity, why only sustaining media diversity is not enough to guarantee media pluralism, why we need to guarantee media pluralism for a well-functioning democracy, how highly concentrated media affect pluralism and in that case what kind of role alternative media play.

AUTHOR
ASSOC. PROF. TİRŞE ERBAYSAL FİLİBELİ
BAHÇEŞEHİR UNIVERSITY

AIM

The aim of this chapter is to clarify what are media pluralism and media diversity, why only sustaining media diversity is not enough to guarantee media pluralism, why we need to guarantee media pluralism for a well-functioning democracy, how highly concentrated media affect pluralism and in that case what kind of role alternative media plays.

EXPECTED LEARNING OUTCOMES

To gain a deep understanding of the main concepts such as media pluralism, media diversity, freedom of expression, learners will:
- Raise awareness of the need for a pluralistic media environment.
- Develop a critical understanding of media diversity and media pluralism.
- Exemplify media pluralism by discussing market pluralism and ownership, political independence and basic protection areas as freedom of expression and human rights.
- Develop a critical approach to media content by analyzing the effects of media conglomerates.
- Understand media diversity and find solutions to figure out current problems arising from media concentration to guarantee media diversity for hearing different voices.

KEYWORDS

media pluralism, media diversity, media freedom, and political economy of media, market plurality

CHAPTER 10

MEDIA PLURALISM 2.0: DIGITAL THREATS TO MEDIA FREEDOM AND DEMOCRACY

Chapter 10 "Media Pluralism 2.0: Digital Threats to Media Freedom and Democracy" both examines several digital threats which are used for the purpose of propaganda & manipulation and how they harm the digital information sphere and how they cause the spread of disinformation/misinformation, online hate speech and discriminative language towards minority groups.

AUTHOR
ASSOC. PROF. TİRŞE ERBAYSAL FİLİBELİ
BAHÇEŞEHİR UNIVERSITY

AIM

In this chapter firstly several digital threats as recommendation engines, filter bubbles and algorithmic bias; bots and troll accounts which are used for the purpose of propaganda & manipulation; information disorder caused by the use of some digital technologies as deepfake, tech programs utilized for digital content manipulation, distorted videos, AI-based text generators, etc. are presented. Secondly, we aim to examine how those digital threats harm the digital information sphere, cause the spread of disinformation/ misinformation on minority groups and in the end give rise to online hate speech and discriminative language.

To provide solutions we open a discussion on what we need to do to create a well-functioning digital information ecosystem and how to tackle digital threats in order to protect media freedom and democracy.

EXPECTED LEARNING OUTCOMES

Within this chapter to gain a deep understanding of the current discussions on computational propaganda and misuse of big data, students will:
- Develop a critical understanding on search engine algorithms
- Understand digital information landscape and detect trolls, bots, false information, deep fakes, distorted videos etc.
- Raise awareness of the harm that is caused by digital threats
- Exemplify how the spread of disinformation/misinformation on minority groups negatively affects vulnerable groups.
- Provide solutions to current problems in order to sustain a well-functioning democracy

KEYWORDS

digital threats, digital information sphere, computational propaganda, algorithmic manipulation, filter bubbles, information disorder

CHAPTER 11

PROMOTING MULTICULTURALISM AND INTERCULTURALISM

Chapter 11: "Promoting Multiculturalism and Interculturalism" aims to explain the concept of intercultural communication, to examine the barriers encountered in the intercultural communication process and to focus on the role of the media in this process.

In this section, after the definitional framework of the concept of intercultural communication is given, the obstacles to intercultural communication are mentioned and the role of the media in the intercultural communication process is explained.

AUTHOR
ASSIST. PROF. FİGEN ALGÜL
MARMARA UNIVERSITY

AIM

The aim of the present chapter is to explain the concept of intercultural communication, to examine the barriers encountered in the intercultural communication process and to focus on the role of the media in this process.

EXPECTED LEARNING OUTCOMES

- To gain a deep understanding of the main concepts related to intercultural communication.
- To provide information about the problems experienced in the intercultural communication process.
- To inform about the role of the media in the intercultural communication process.

KEYWORDS

intercultural communication, ethnocentrism, stereotypes, prejudices

CHAPTER 12

MEDIA LITERACY: A TOOL TO COMBAT STEREOTYPING, PREJUDICE AND DISCRIMINATION

Chapter 12 "Media Literacy: a Tool to Combat Stereotyping, Prejudice and Discrimination" elaborates the concepts of media literacy, information literacy, and digital literacy in order to understand the new directions and changes in the media settings to create the meanings.

AUTHOR
ASSIST. PROF. SİNAN AŞÇI
BAHÇEŞEHİR UNIVERSITY

AIM

The aim of the present chapter is to elaborate the concepts of media literacy, information literacy, and digital literacy in order to understand the new directions and changes in the media settings to create the meanings. For this reason, following the basic definitions, the components of these skill-sets are explained and the basic ideas on the toolkits which the audience needs for media literacy.

EXPECTED LEARNING OUTCOMES

The learner will be able to:
- identify what different literacies are;
- be engaged to the basic skills by analyzing the media setting and content they are in need of fact-checking;
- practically experience how to analyze and criticize the media content, and inform the responsible person in a manner.

KEYWORDS

media literacy, information literacy, digital literacy, basic toolkits, fact-checking

CHAPTER 13

HOW TO OVERCOME BEING THE OTHER

AUTHOR
AURA KAARIVOU
METROPOLIA UNIVERSITY

AIM

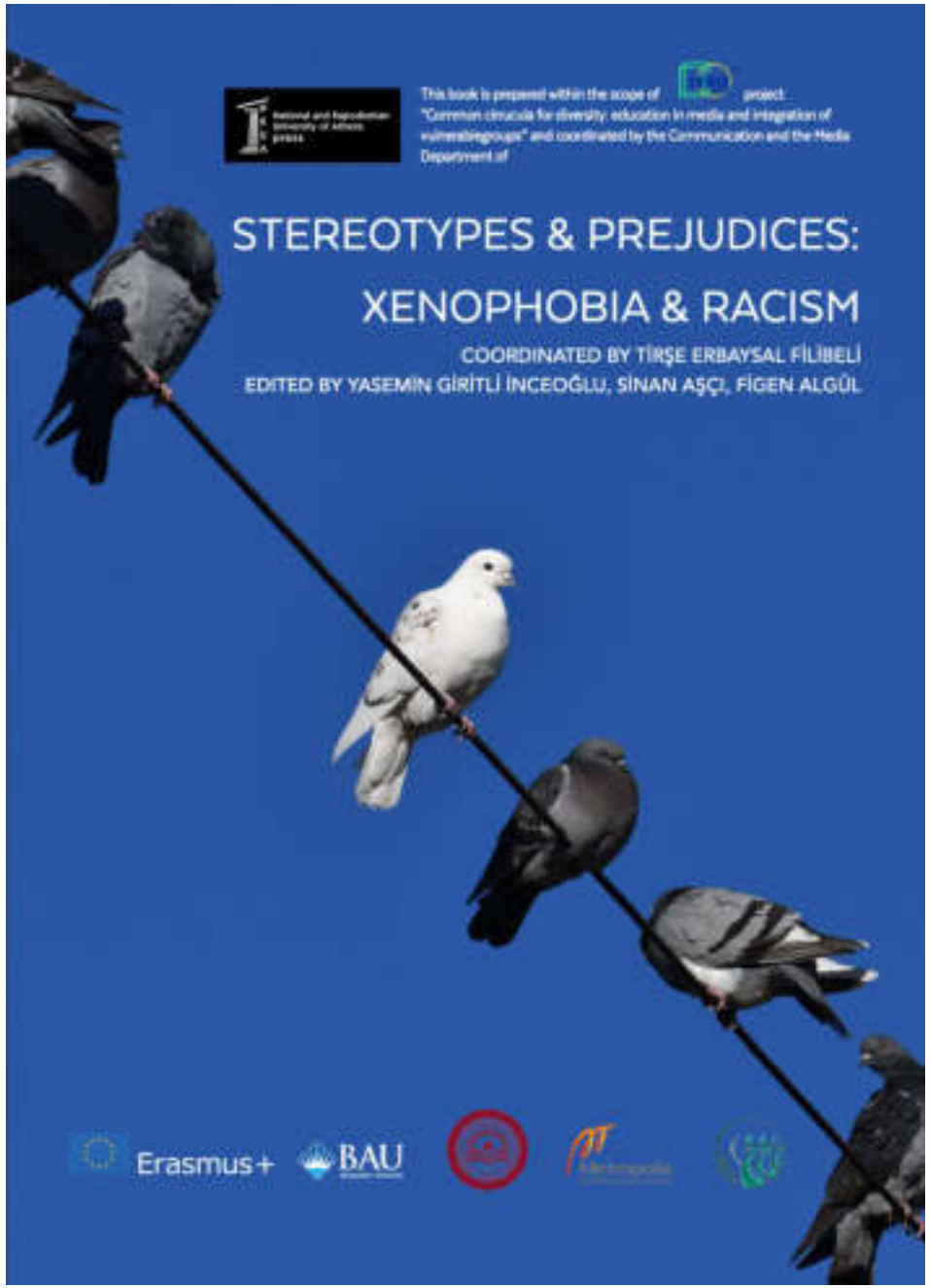
The aim of the present chapter is to summarize the previous 11 chapters and give the reader tools to process and continue the individual learning process. The present chapter encourages the readers to consider how to apply the knowledge gained in their future professional practices.

EXPECTED LEARNING OUTCOMES

- To gain an overview of stereotypes, prejudices, xenophobia, and racism.
- To understand the role of media in building respectful and tolerant societies
- To summarize the knowledge built in the previous chapters.

KEYWORDS

stereotypes, prejudice, xenophobia, racism, tolerance, otherness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EDITED BY YASEMİN GİRİTLİ İNCEOĞLU, SİNAN AŞÇI, FİGEN ALGÜL
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THANK YOU!

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

Scientific Coordinator: Stella Angova, UNWE

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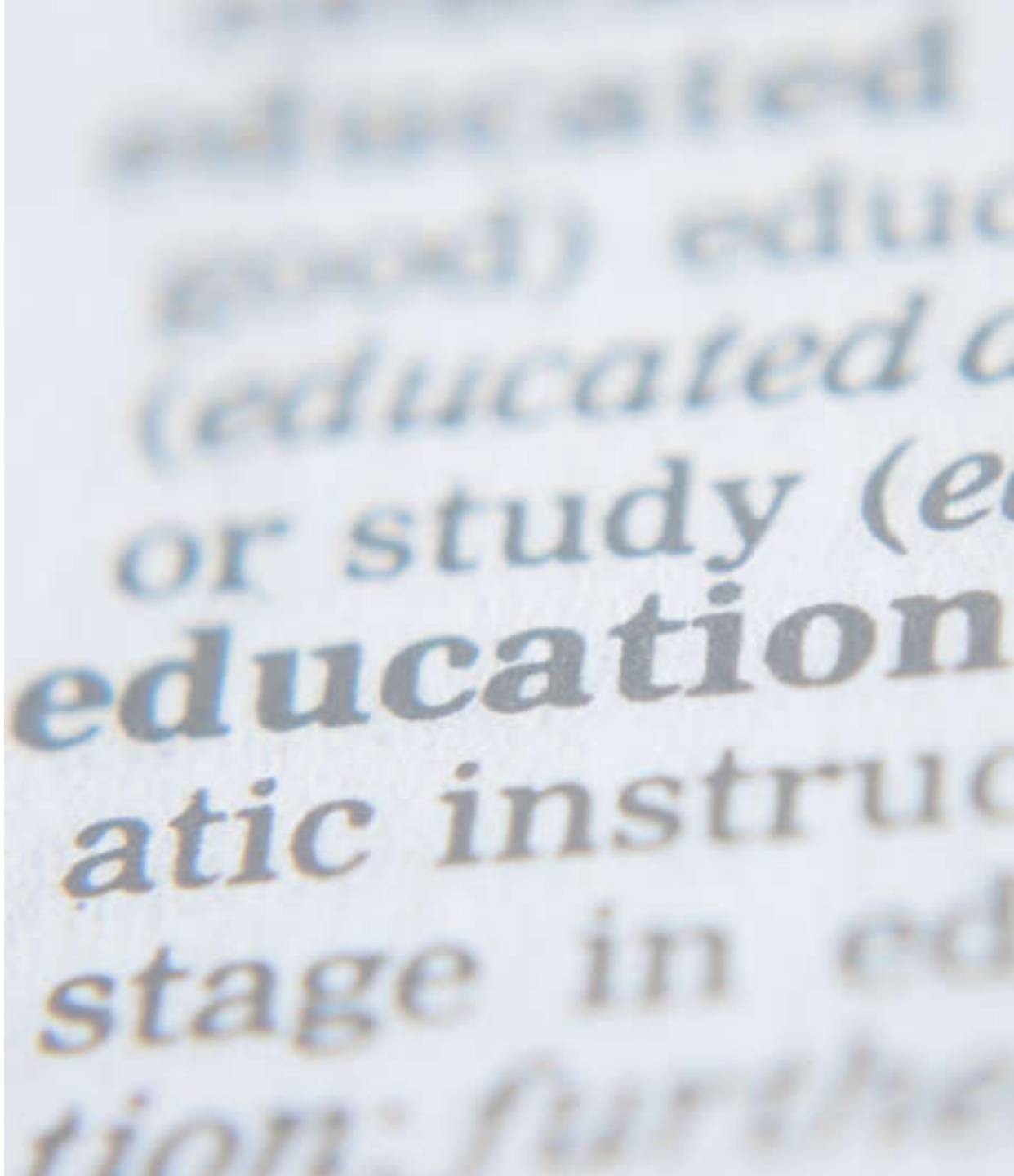

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

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Alexandros Minotakis[1], Elisavet Vasileiou[2], George Pleios[3], Iliya Valkov[4], Ivan Valchanov[5], Maria Nikolova[6], Michalis Tastsoglou[7], Sinan Aşçı[8], Stella Angova[9], Tirşe Erbaysal Filibeli[10]

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FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CONTENTS

Introduction to the book
Chapter 1. Introduction to the concept of media
Chapter 2. Historical development of media
Chapter 3. Media studies: a critical approach to the media system
Chapter 4. Traditional media and new media
Chapter 5. Online media
Chapter 6. Social media
Chapter 7. Representations of social stereotypes in the media
Chapter 8. Intercultural communication
Chapter 9. News, facts, data
Chapter 10. Fake news and the media
Chapter 11. The evolution of technology and fake news
Chapter 12. Hate speech and freedom of speech
Chapter 13. Ethical standards and issues in covering vulnerable groups

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 1.
INTRODUCTION TO THE CONCEPT OF MEDIA

Stella Angova
University of National and World Economy

CHAPTER 1.
INTRODUCTION TO THE CONCEPT OF MEDIA

AIM

To explain the emergence of media as means of mass communication and their impact on society.

- Definition of media
- Why are media the 'Fourth Estate'?
- Media's responsibilities
- The roles of media
- The interaction between media and technology
- Traditional media and new media

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 2. HISTORICAL DEVELOPMENT OF MEDIA

Ivan Valchanov
University of National and World Economy

CHAPTER 2.
HISTORICAL DEVELOPMENT OF MEDIA

AIM

To trace the emergence of different types of media in historical terms and to describe their main characteristics.

- A brief history of mass media
- Media revolutions and media ‘panics’
- Penny Press, yellow journalism, Muckrakers
- Broadcast media
- Internet

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 3. MEDIA STUDIES: A CRITICAL APPROACH TO THE MEDIA SYSTEM

Elisavet Vasileiou
EKO

CHAPTER 3.
MEDIA STUDIES: A CRITICAL APPROACH TO THE MEDIA SYSTEM

AIM

To assist students comprehend the key elements of the media apparatus.

- What are media studies all about?
- Four eras of media theory
- Different theoretical perspectives
- Media and its effects on society

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 4. TRADITIONAL MEDIA AND NEW MEDIA

Michalis Tastsoglou
National and Kapodistrian University of Athens

CHAPTER 4.
TRADITIONAL MEDIA AND NEW MEDIA

AIM

(1) to distinguish media into traditional and new media;
(2) to describe deterministic process of hegemony in the media realm, attempting to explain why the new prince succeeded the last one;
(3) to present media representations of immigrants, as a vulnerable group par excellence.

- Definitions and classifications of media
- The impact of technology on media
- Convergent media
- Media conglomerates
- Immigrants and the media

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 5. ONLINE MEDIA

Stella Angova
University of National and World Economy

CHAPTER 5.
ONLINE MEDIA

AIM

To understand the online media through a theoretical framework, genesis, brief history, diversity of multimedia content tools and the dissemination of misleading content online.

- Defining online media
- A brief history of online media
- Online media regulation
- Multimedia content tools
- Dissemination of misleading content

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 6. SOCIAL MEDIA

Sinan Aşçı
Tirşe Erbaysal Filibeli
Bahcesehir University

Erasmus+

CHAPTER 6.
SOCIAL MEDIA

AIM

To contextualize social media in an era which is saturated with information and communication technologies.

- Definition of Social Media
- Components and Types of Social Media
- Social Media as Information Channels
- Audience as Information Producer: Challenges

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 7. REPRESENTATIONS OF SOCIAL STEREOTYPES IN THE MEDIA

Michalis Tastsoglou
George Pleios
National and Kapodistrian University of Athens

CHAPTER 7.
REPRESENTATIONS OF SOCIAL STEREOTYPES IN THE MEDIA

AIM

To explain how social stereotypes are established in the public sphere and the complex role that the media play in shaping public opinion.

- Values and other parameters of political psychology
- Shaping public opinion
- Media's use of stereotypes about the 'others'
- Robert E. Park: a sociological account of racism and 'race relations'

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 8. INTERCULTURAL COMMUNICATION

Maria Nikolova
University of National and World Economy

CHAPTER 8.
INTERCULTURAL COMMUNICATION

AIM

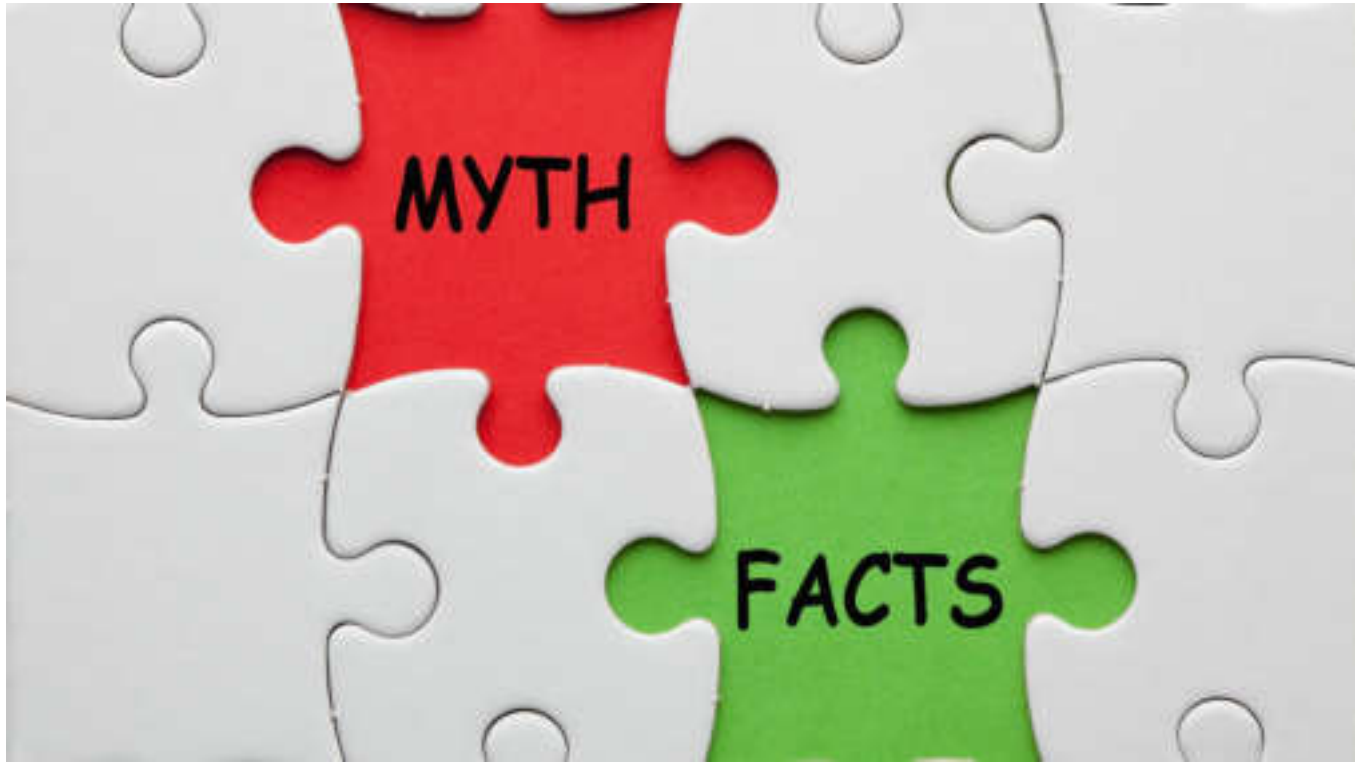
To provide to clarify the meaning of intercultural communication as a concept, to sum up its importance for the development of intercultural dialogue and for overcoming prejudices.

- Culture, communication, cultural context
- The 'others' in media messages
- Cultural codes in media messages
- Non-verbal codes – media images

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 9. NEWS, FACTS, DATA

Alexandros Minotakis
National and Kapodistrian University of Athens



CHAPTER 9.
NEWS, FACTS, DATA

AIM

To establish certain fundamental notions of mass media theory, while contextualizing them in the contemporary media environment.

- Definition of news, facts, data
- Typology of news
- Fact checking
- Raw data, big data

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 10. FAKE NEWS AND THE MEDIA

George Pleios
Michalis Tastsoglou
Alexandros Minotakis
National and Kapodistrian University of Athens

Erasmus+

CHAPTER 10.
FAKE NEWS AND THE MEDIA

AIM

To provide a historical review regarding fake news as a type of discourse as well as social and communicative phenomenon.

- Fake news definition
- The complex between misinformation and disinformation
- The evolution of fake news
- Print Press

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 11. THE EVOLUTION OF TECHNOLOGY AND FAKE NEWS

George Pleios
Alexandros Minotakis
Michalis Tastsoglou
National and Kapodistrian University of Athens

CHAPTER 11.
THE EVOLUTION OF TECHNOLOGY AND FAKE NEWS

AIM

To describe the relation between technology and disinformation

- The historical characteristics of fake news
- Not only technology
- Electronic Media
- The Age of the Internet

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 12. HATE SPEECH AND FREEDOM OF SPEECH

Ivan Valchanov
University of National and World Economy

Erasmus+

CHAPTER 12.
HATE SPEECH AND FREEDOM OF SPEECH

AIM

To give definitions of hate speech and freedom of speech, to examine the dissemination of hate speech in both traditional media and social media, the social media policies regarding hate speech and how much is the regulation a part of them and how much is it a censorship.

- Definition of hate speech and freedom of speech
- Difference between freedom of speech and hate speech
- Hate speech in traditional media
- Hate speech in social media
- Social media policies about hate speech

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

CHAPTER 13. ETHICAL STANDARDS AND ISSUES IN COVERING VULNERABLE GROUPS

Iliya Valkov
University of National and World Economy

CHAPTER 13.
ETHICAL STANDARDS AND ISSUES IN COVERING VULNERABLE GROUPS

AIM

To outline the problematic areas in relation to the ethical standards in journalism

- Can the end justify the means?
- Systems for the application of journalistic standards
- Trust as an indicator of ethical journalism
- Values and objectivity. Objectivity as a value
- Media, vulnerable groups, and emergencies

FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

ASSOC. PROF. STELLA ANGOVA

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UNIVERSITY OF NATIONAL AND WORLD ECONOMY 1920 SOFIA

Social Entrepreneurship
and vulnerable social groups

Edited by: Nikolay A. Dentchev, Jason Roncancio Marin,
Claudia Alba, Georgios Outsios

Coordinated by: Nikolay A. Dentchev

National and Kapodistrian University of Athens press

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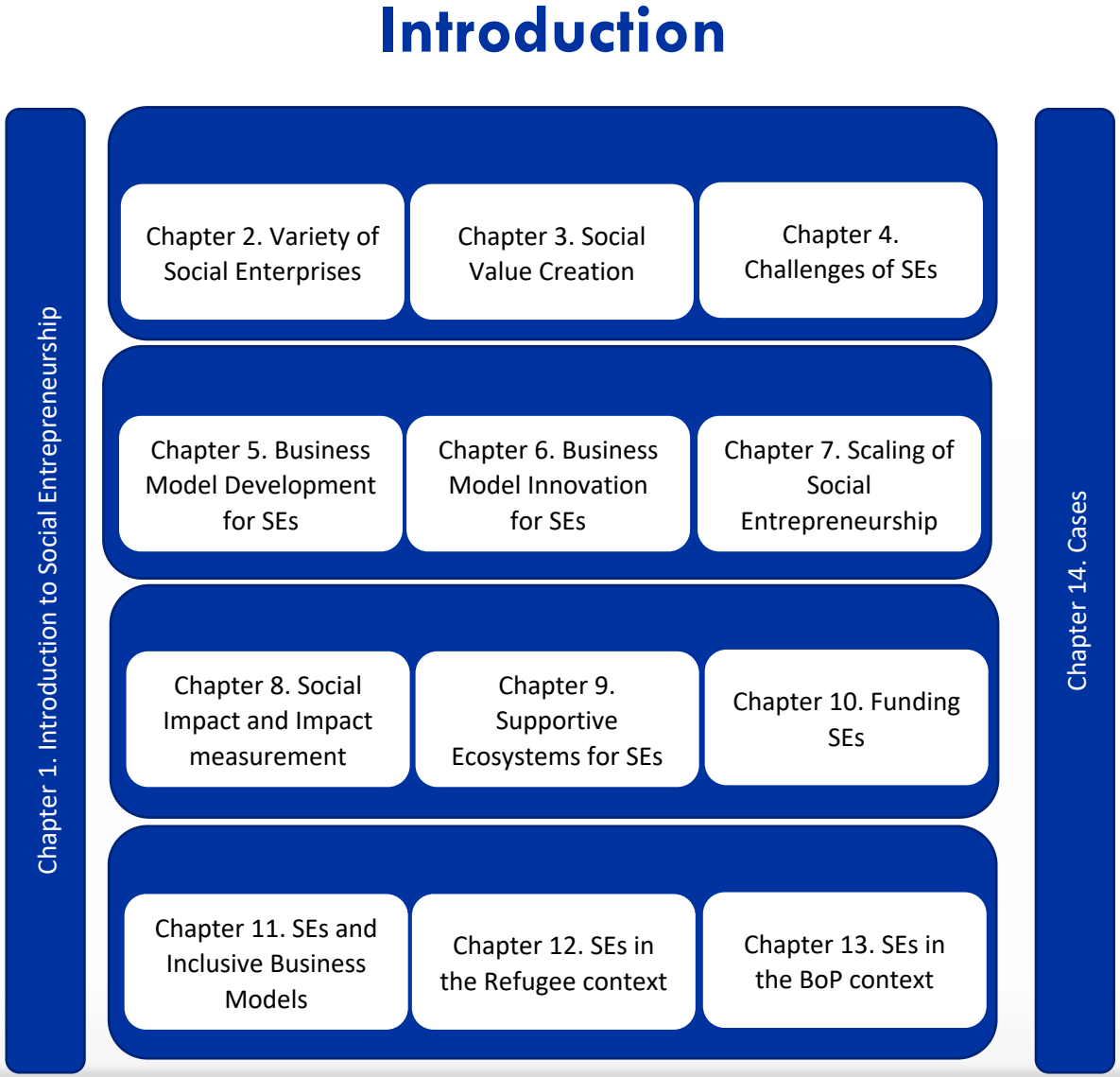
SOCIAL ENTREPRENEURSHIP AND VULNERABLE SOCIAL GROUPS



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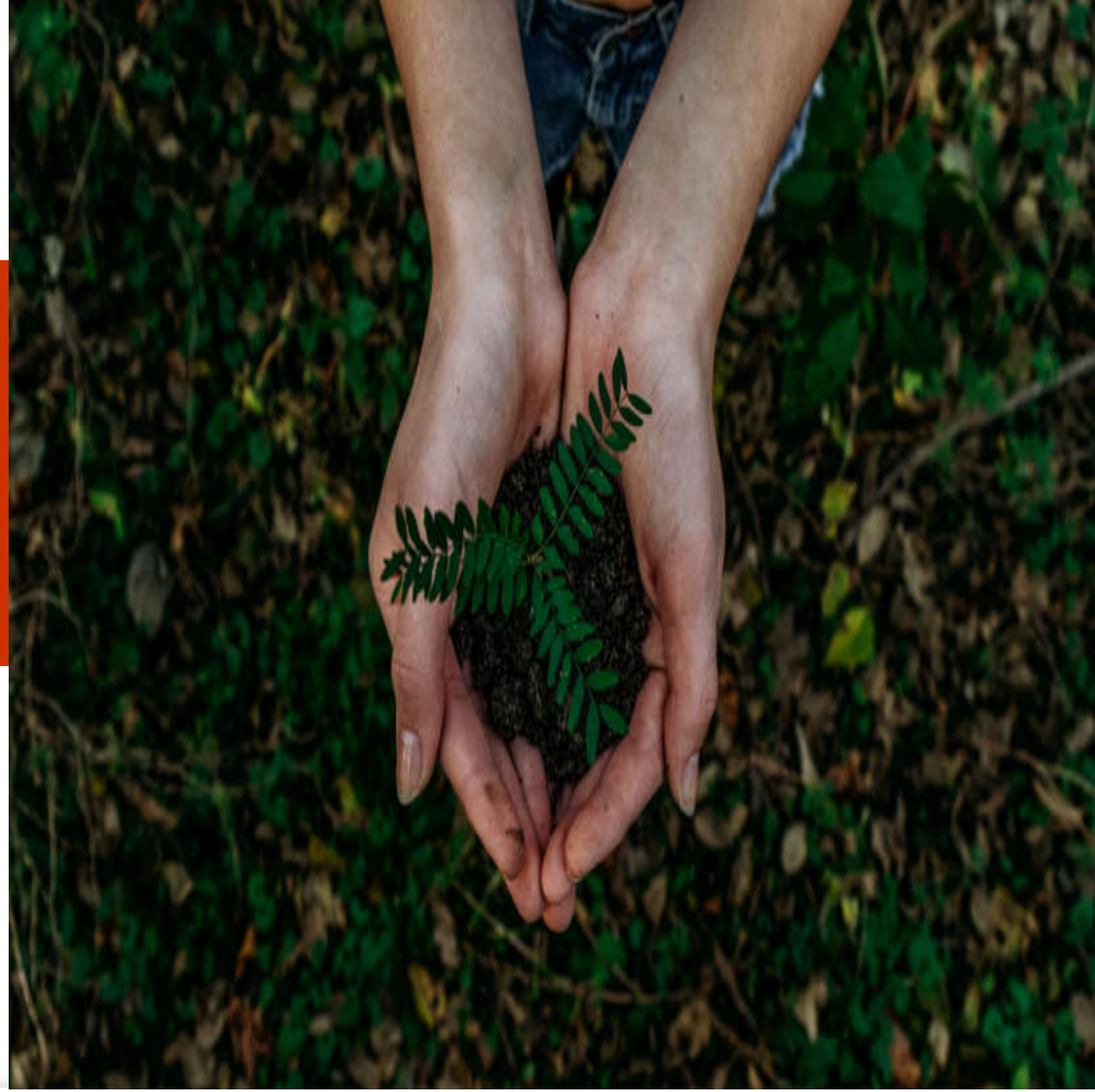
Chapter 1
Introduction to Social Entrepreneurship

Claudia Alba Ortuño,

Vrije Universiteit Brussel, Belgium.



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Chapter 1: Introduction to Social Entrepreneurship

Aim

To provide a brief and concise introduction to the concept and nature of social entrepreneurship (SE)

- Definition of Social Entrepreneurship
- Social Entrepreneurs' Backgrounds
- Social Entrepreneur's Critical Success Factors
- Networks and Social Entrepreneurship
- Social Entrepreneurship as emancipation tool

Chapter 2
Variety of Social Enterprises

Savvatou Tsolakidou,

National and Kapodistrian University of Athens, Greece.

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Chapter 2: Variety of Social Enterprises

Aim

This present chapter enables the readers to familiarize themselves with the main concepts associated with social economy and social enterprises. Some business models are presented to understand social enterprises holistically, and their legal structures are analyzed. Thus, the chapter presents the theory of social enterprises and their impact on the social economy.

- Defining social economy
- The spectrum of social enterprises
- Social entrepreneurs co-creating with the community
- Variety of SE business models
- Legal structures for SEs

Chapter 3
Social Value Creation

Sami Huohvanainen,

Metropolia University of Applied Sciences, Finland.

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Chapter 3: Social Value Creation

Aim

The reader will gain an understanding of the relationship between economic value creation and social value creation. Social value is a complex concept. It should be approached from a holistic perspective that includes elements of social motives and mission, generating impact on individuals and communities, and measurable goods such as jobs and enhanced economics that benefit shareholders of social enterprises.

- Social Value Creation
- Premises and mechanisms of social value creation
- Multiple value creation
- Shared value and shareholders
- Significance of networks
- Combining social value with business opportunity
- Social value concept in Finland

Chapter 4
Challenges in Social Entrepreneurship

Iliya Kereziev[1], Diana Kopeva[1],

[1]University of National and World Economy, Bulgaria.

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Chapter 4: Challenges in Social Entrepreneurship

Aim

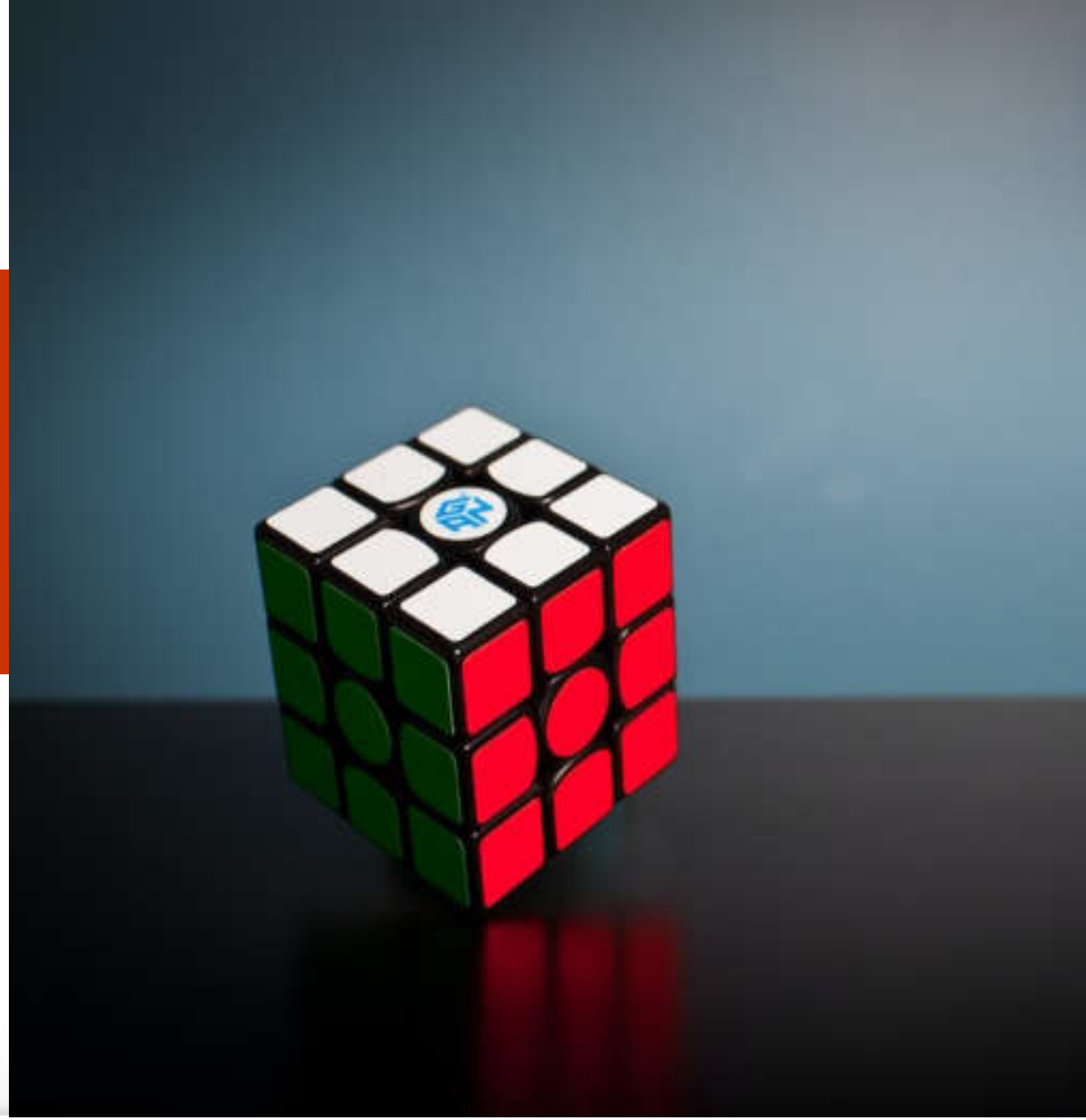
This chapter aims to present the challenges faced by traditional entrepreneurs, particularly social entrepreneurs. These obstacles to entrepreneurship are compared between traditional and social entrepreneurs. The chapter presents strategies that social entrepreneurs use to overcome challenges and explains how to implement them.

- Typical challenges of an entrepreneur
- Challenges faced by social entrepreneurs
- Strategies used to overcome their challenges

Chapter 5
Business Model Development for Social Enterprises

Eliana Vassiliou,

Entrepreneurship and Social Economy Group (EKO), Greece.



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Chapter 5: Business Model Development for Social Enterprises

Aim

we enable readers to familiarize themselves with basic concepts related to a business model for a social enterprise. Upon reading this chapter, students will become acquainted with the basic principles of a business model for SEs, recognizing how discrete contexts may affect its planning, embracing the procedure of evolving it, and understanding the notion of the social project chance recognition.

- Key elements of the social enterprise Business Models
- How does the Business Model of SEs Vary According to their Context?
- Common problems SEs face
- Main stages in the elaboration and implementation of a social business model
- Social Venture Opportunity Identification

Chapter 6
Business Model Innovation for Social Enterprises

Sami Huohvanainen

Metropolia University of Applied Sciences, Finland.

VRIJE UNIVERSITEIT BRUSSEL

Chapter 6: Business Model Innovation for Social Enterprises

Aim

Since social enterprises seek success economically and socially, such companies need to be innovative in their business model. Therefore, this chapter introduces the basic concepts and relevance of business model innovation for Social Enterprises. To that end, this chapter shows different approaches to business models, and how they are designed, chosen, and changed by social entrepreneurs.

- What is a business model?
- Social Innovation
- Inclusive business model
- Business Models at the Base of the Pyramid
- How to design, choose and change a business model
- How to adjust/change the business model

Chapter 7
Scaling Social Impact

Philippe Eiselein[1], Abel Diaz Gonzalez[2], Jorge Salas Vargas[3]

[1]Odisee, Belgium; [2]Maastricht University, The Netherlands;

[3]Universidad Católica Boliviana, Bolivia.

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Chapter 7: Scaling Social Impact

Aim

This chapter aims to outline the main elements that define what social enterprises need to scale their social impact. To this end, we present below a series of strategies, requirements, and scaling models that may be useful for the reader to gain knowledge in this area of interest.

- Scaling Strategies
- Requirements
- Models of scaling

Chapter 8
Social Impact and Impact Measurement

Iliya Kereziev[1], Diana Kopeva[1]

[1]University of National and World Economy, Bulgaria

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Chapter 8: Social Impact and Impact Measurement

Aim

Measuring social impact is crucial in understanding if a social enterprise is making a real difference to society and its stakeholders. This chapter aims to introduce the social impact generation, the available tools, and how to measure the impact of social enterprises' interventions.

- Importance of impact measuring for social enterprises
- Designing and implementing an impact measurement strategy
- Theory of Change
- Key challenges of impact measurement for social enterprises
- Communicating Social Impact

Chapter 9
Ecosystems for Social Entrepreneurs

Abel Díaz Gonzalez[1], Bart Leyen[2]

[1]Maastricht University, The Netherlands,

[2]Vrije Universiteiteit Brussel, Belgium.

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Chapter 9: “Ecosystems for Social Entrepreneurs”, connecting with others to unleash social impact

Aim

In this chapter we discuss how ecosystems operate, how all different actors within the ecosystems are interconnected, how the exchange of resources is facilitated, and the development of multiple capabilities for social entrepreneurs..

What is a supportive ecosystem?

How do Ecosystems for SEs operate?

What does a variety of actors mean?

Chapter 10
Funding Social Enterprises

Philippe Einselein, Odisee, Belgium.

VRIJE UNIVERSITEIT BRUSSEL

Chapter 10: Funding in Social Enterprises

Aim

This chapter aims to provide more nuance and clarity on what is discussed in academic literature. The chapter provides an overview of the different funding sources available to social enterprises, the two mainstream strategies social entrepreneurs can opt between, the types of financial models they can develop, and factors of influence.

- Funding sources for social enterprises
- Strategies
- Models
- Factors of influence

Chapter 11
Social Entrepreneurship and Inclusive Business Models

Savvatou Tsolakidou,

National and Kapodistrian University of Athens, Greece.

VUB VRIJE UNIVERSITEIT BRUSSEL

Chapter 11: Social Entrepreneurship and Inclusive Business Models

Aim

It is important to analyze social vulnerability and the groups targeted through inclusive business models. Key factors linked with vulnerability are poverty, health status, ethnicity, and migration. Moreover, social enterprises may also support smallholders in establishing stronger negotiation positions in the market, via access to market information and capacity building.

- Defining Inclusive Business Models and Social Entrepreneurship
- Defining vulnerable groups
- Inclusion of vulnerable groups through social entrepreneurship
- The Contribution of Corporate Social Responsibility and Circular Economy

Chapter 12

Social Entrepreneurship in the Refugee Context

Savvatou Tsolakidou,

National and Kapodistrian University of Athens, Greece.

VRIJE UNIVERSITEIT BRUSSEL

Chapter 12: Social Entrepreneurship in the Refugee Context

Aim

This chapter analyzes how social enterprises may serve as a tool for inclusion in the refugee context. We review the vulnerability factors and the existing barriers for migrants to access the labor market. In addition, we present the work of social enterprises which employ or target refugees in Greece and the UK.

- Vulnerability factors
- Barriers to labor integration
- Advantages of social enterprises

Chapter 13
Social Entrepreneurship at the Bottom of the Pyramid

Claudia Alba Ortuño[1], Romel Brun[2]

[1]Vrije Universiteir Brussel, Belgium

[2]Universidad Católica Boliviana, Bolivia.

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Chapter 13: Social Entrepreneurship in the Bottom of the Pyramid context

Aim

This chapter aims to explain the Bottom of the Pyramid (BoP) concept and evolution since its introduction in 1998. We review the relationship between (social) entrepreneurship and BoP through the years, challenges, opportunities, and new tendencies, along with the emerging characteristics of Frugal Innovation.

- The BoP Context
- The Evolution of the BoP Concept
- Challenges and opportunities of the BoP
- Frugal Innovation

Chapter 14
Community Media Case Studies

Figen Algül, Marmara University, Turkey.

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Chapter 13: Social Entrepreneurship in the Bottom of the Pyramid context

Aim

In this chapter, the reader is expected to gain awareness about the relationship between social entrepreneurship and community media. To this end, definitions and examples are presented in this chapter, which will allow the reader to understand what community media is, its historical process, and how social impact can be promoted through these media. Additionally, some cases are presented as examples where the greatest beneficiary has been social entrepreneurship.

Community Media cases from Bulgaria, Portugal, Turkey, and EU

Thank you!

SOCIAL ENTREPRENEURSHIP & VULNERABLE GROUPS

PROF. DR. NIKOLAY A. DENTCHEV

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VULNERABLE GROUPS AND TRAUMA

Coordinated by: Dr. Savvatou Tsolakidou, Laboratory and Teaching Staff, NKUA

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Vulnerable Groups and Trauma

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Vulnerable Groups and Trauma

CONTENTS

1. Defining vulnerability and classification of vulnerable groups
2. Cultural identities
3. Theorizing trauma and its cultural dimension
4. Mediatization of traumas
5. Base of the Pyramid
6. Inclusive Business Models
7. Sustainable Business Models
8. Social integration of culturally different groups
9. Media coverage of vulnerability
10. Media coverage and fake news on vulnerable groups
11. Cultural mediation I - Mediators and carers
12. Cultural mediation II – Communication aspects
13. Ethical approach to trauma

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Chapter 1: Defining vulnerability and classification of vulnerable groups

by Figen Algul, BAU and Marmara University

Chapter 1: Defining Vulnerability and Classification of Vulnerable Groups

Aim

- The aim of this chapter is to define vulnerability. This includes perceptions and values that lead to prejudice toward different vulnerable groups and classification of vulnerable groups by ethnic origin, sexual orientation, disability, religious preference, age and gender.

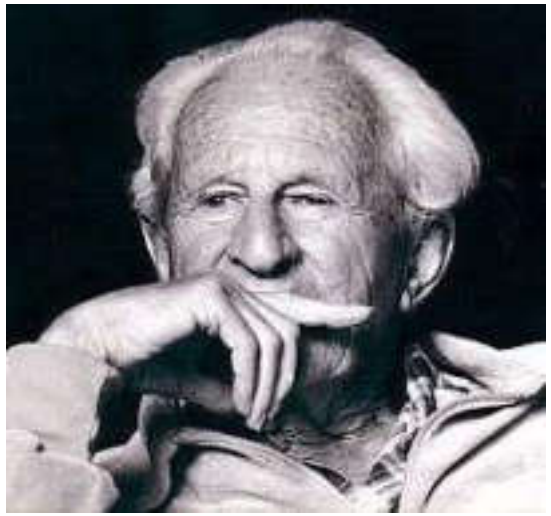
Expected Learning Outcomes

- To gain a deep understanding of the main concepts related to vulnerability.
- To understand classification of vulnerable and disadvantaged groups in society.
- To provide detailed information about vulnerable and disadvantaged groups; children, people living alone, disabled individuals, ethnic minority groups, patients with mental disorders, homeless, refugees, LGBTI-(Lesbian, Gay, Bisexual, Transgender and Intersex Individuals), the poor and Romany.

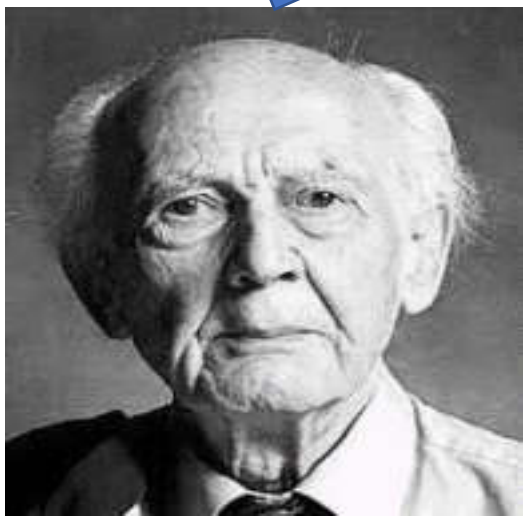
Chapter 2: Cultural Identities

by Michalis Tastsoglou & Alexandros Minotakis

- *The people recognize themselves in their commodities*
- (Marcuse, 1964)



Obligation to choose > freedom of choice
(Bauman, 2007)



Chapter 2: Cultural Identities

Aim

- This chapter offers a general outline of the study of culture from early modernity to postmodernity. Culture is conceptualized as an integral part of personal as well as collective identities and the concomitant political and ideological struggles.

Expected Learning Outcomes

- To gain a deep understanding of the different ways that culture has been theorized through modernity and postmodernity.
- To understand the ways that culture ties into the social construction of identities.
- To develop the notion of culture as a "field of struggle" where political and cultural identities intersect.

Chapter 3: Theorizing Trauma and its Cultural Dimension

by Michalis Tastsoglou & Alexandros Minotakis

> "A trauma means an experience that disorganizes, disrupts permanently or temporarily the life of an individual or more".
>
> Brothers, 2008

Chapter 3: Theorizing trauma and its cultural dimension

Aim

- The aim of this chapter is to theorize the concept of trauma as both individual and collective, and to describe the role of media in transmitting trauma from the individual to the collective level. Cultures are shaped by traumatic events and experiences. These traumas are experienced individually, collectively and intergenerationally.

Expected Learning Outcomes

- To gain a general understanding of the concept of trauma and the relationship between personal and collective/cultural trauma.
- To gain a deep understanding of the ways traumatic experiences are inscribed within cultural practices and are transmitted intergenerationally.
- To conceptualize the ways contemporary risk society causes traumatic even.

Chapter 4: Mediatization of Traumas

by Alexandros Minotakis & Michalis Tastsoglou

Chapter 4: Mediatization of Traumas

Aim

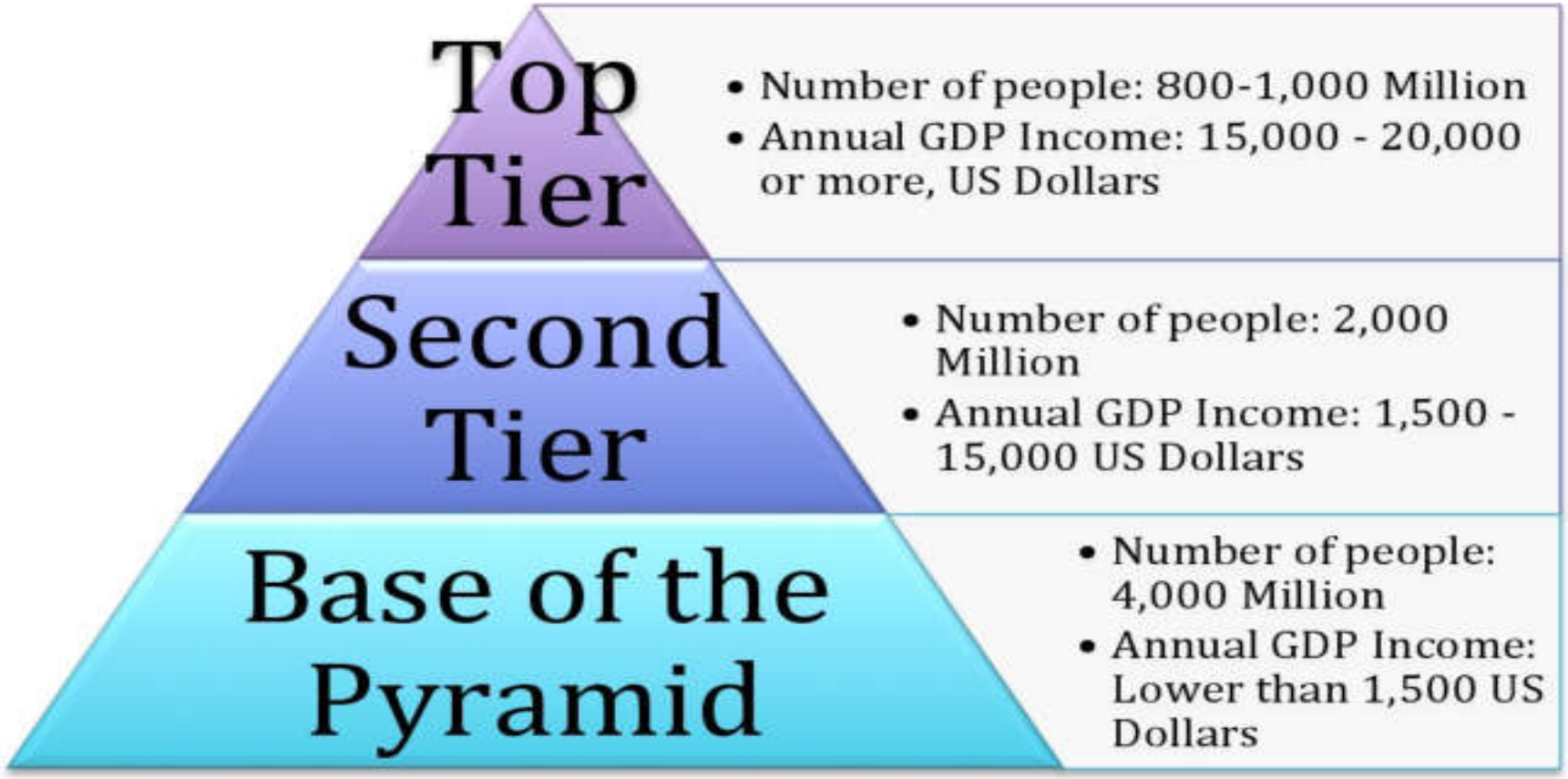
This chapter presents the ways that trauma is represented in mass media and the effect these representations have on traumatized persons and groups Expected Learning Outcomes To gain a basic understanding of the concept of mediatization and the importance of media in contemporary societies To gain a deep understanding of media representations of trauma and the ways they are developed and framed To gain an understanding of the effect of media representations on the ways persons and groups process traumatic events

Expected Learning Outcomes

- **To gain a basic understanding of the concept of mediatization and the importance of media in contemporary societies**
- **To gain a deep understanding of media representations of trauma and the ways they are developed and framed**
- **To gain an understanding of the effect of media representations on the ways persons and groups process traumatic events**

Chapter 5: Base of the Pyramid

by Claudia Alba



Chapter 5: Base of the Pyramid

Aim

- The aim of the present chapter is to identify the Base of the Pyramid as a vulnerable group by analysing their characteristics.

Expected Learning Outcomes

- Compare the definition of vulnerable groups with the characteristics of the BoP.
- Recognize the multidimensional aspects of poverty.
- Understand the poverty mindset.
- Evaluate cases and best practices of projects implemented (successfully or not) for the integration of BoP groups, including case studies on social enterprises, circular economy, and other sectors.
- Ethical approach when targeting BoP.

Chapter 6: Inclusive Bussiness Models

by Abel Alan Diaz Gonzalez

Chapter 6: Inclusive Business Models

Aim

- **The objective of this chapter is to introduce the concept, main principles, characteristics and dimensions of the Inclusive Business Models (IBMs). These business models are found useful to engage vulnerable and marginalized communities into businesses, in order to improve their living conditions, as well as for creating and capturing value for businesses. We introduce the different components of IBMs and explain how these businesses operate to fulfil their mission of inclusiveness for both the demand, and the supply side, in mainly poor and vulnerable contexts.**

Expected Learning Outcomes

- **To understand inclusiveness as a business model component, as opposed to traditional elements of a business model;**
- **To realize the importance and potential of IBMs as tools to serve and work with vulnerable communities;**
- **To distinguish the main principles, types and characteristics of IBMS;**
- **To understand the importance of partnerships and support from different stakeholders in the process of establishment, development and scalability of IBMs.**

Chapter 7: Sustainable Business Models

by Claudia Alba

Chapter 7: Sustainable Business Models

Aim

- This chapter introduces the term Sustainable Business Models (SBMs). SBMs provide solutions to environmental, social, and economic challenges.

Expected Learning Outcomes

- To learn about the Sustainable Development Goals
- To gain a deep understanding of the main concepts related to sustainable business models
- To understand in depth, the circular economy and its implications
- To improve the understanding of social enterprises.

Chapter 8: Social Integration of Culturally Different Social Groups

by Kyriaki Panourgia

Education & Training

Health Care

Housing

Chapter 8: Social Integration of Culturally Different Social Groups

Aim

- This chapter examines the social integration processes of culturally different groups, especially those of migrant and refugee descent in their hosting societies and presents a multi-perspective approach that enables students to familiarize themselves with these processes. It reviews main integration policies on the international, European and national level. It aspires to familiarize students with the basic social integration theories and provide them with a solid knowledge on the essential features of social integration, such as decent housing, job opportunities and education. In addition, it presents instruments that facilitate the integration process, considering both the hosting societies that are mostly affected by migration flows and the cultural minorities at hand.

Expected Learning Outcomes

- To understand the European and national integration policies in place.
- To get a thorough insight into the specific needs to be tackled to achieve social integration.
- To become familiarized with the various instruments of social integration policies and reflect on them critically.
- To understand the different types of social integration methods and approaches.
- To be capable of assessing innovative practices of social integration in different fields.

Chapter 9: Media Coverage of Vulnerability

by Aura Kaarivuo

Chapter 9: Media Coverage of Vulnerability

Aim

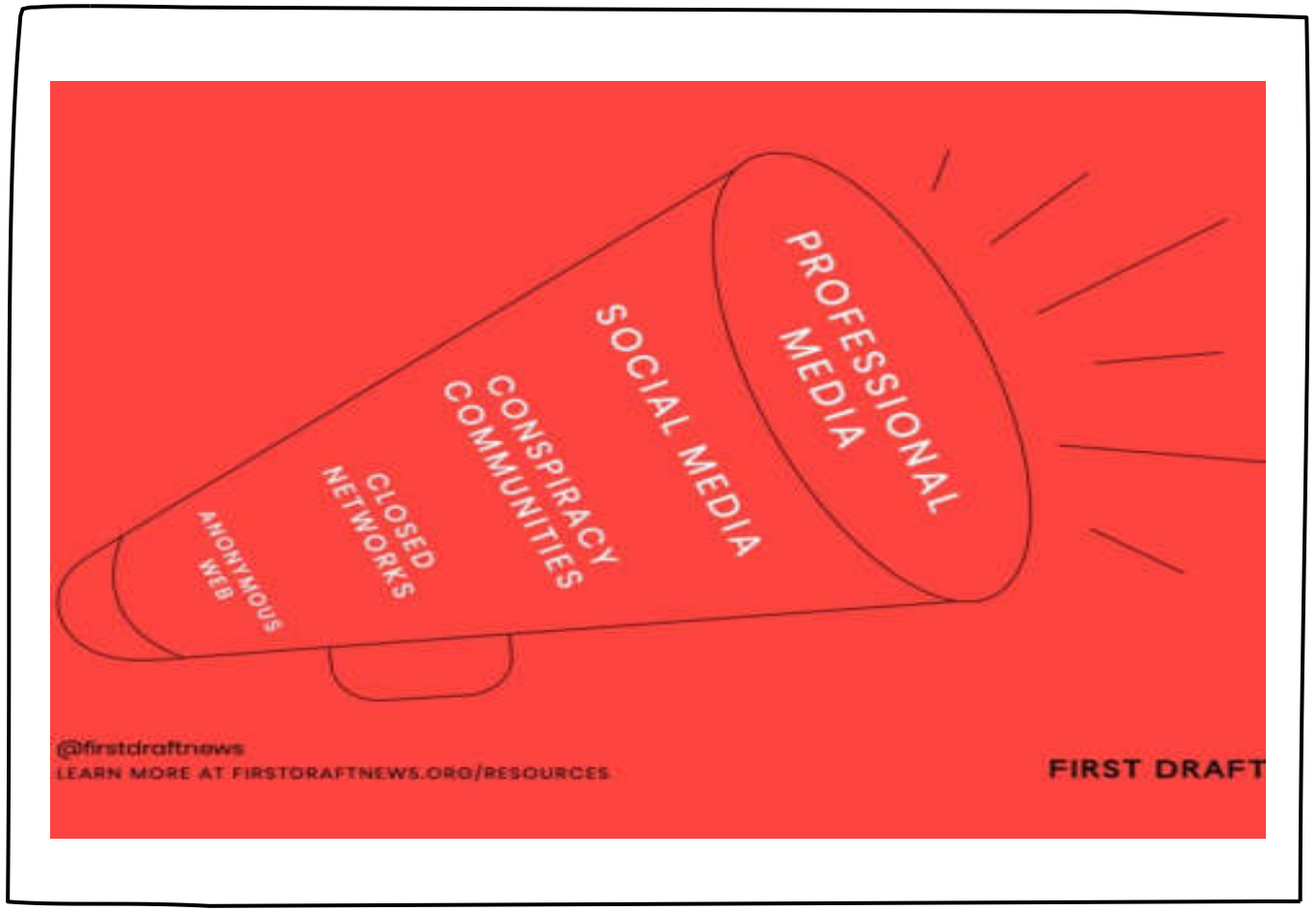
- This chapter discusses how vulnerable groups are represented in the media.

Expected Learning Outcomes

- To gain a deep understanding of the main concepts related to media coverage of vulnerability
- To provide detailed information about media representations of vulnerable groups
- To gain an understanding of the diversity of vulnerable groups and their sub-groups
- To understand good practices and capacities for inclusive coverage of vulnerable groups.

Chapter 10: Media Coverage and Fake News on Vulnerable Groups

by Tirse Erbaysal Filibeli



Chapter 10: Media Coverage and Fake News on Vulnerable Groups

Aim

- The aim of this chapter is to clarify how media coverage of minority groups create a vicious cycle of disinformation, how disinformation causes discrimination and a vicious cycle of violence, and how news on vulnerable groups should be covered for a healthy society.

Expected Learning Outcomes

- To gain a deep understanding of the main concepts such as disinformation, vulnerable groups, and vicious cycles of violence.
- To develop a critical understanding of media coverage of vulnerable groups.
- To exemplify how disinformation cause a gap in society.
- To detect disinformation and false content on vulnerable groups.

Chapter 11: Cultural Mediation I - Mediators and Carers

by Alexandros Minotakis

Chapter 11: Cultural Mediation I - Mediators and Carers

Aim

- The aim of this chapter is to examine the term of cultural mediation and the way it is applied to professional practices that contribute to the integration of refugee populations. The terms of cultural mediation and cultural mediator will be presented and analysed. The challenges involved in the process of mediation will be examined focusing on the importance of inter-cultural communication. Then, the transformation of cultural mediation into a professional field will be examined and the varied fields where professional cultural mediation is necessary will be presented. The challenges, skills and attitudes involved in becoming a professional cultural mediator will be examined, focusing on the need for a consistent and systematic training of cultural mediators. Finally, the issue of mediating the needs of refugee populations will be addressed. Refugees should not be expected to conform to the cultural practices of the host population and abandon their own cultural heritage in order to be accepted. A growing body of literature can guide cultural mediators on the pitfalls and challenges involved.

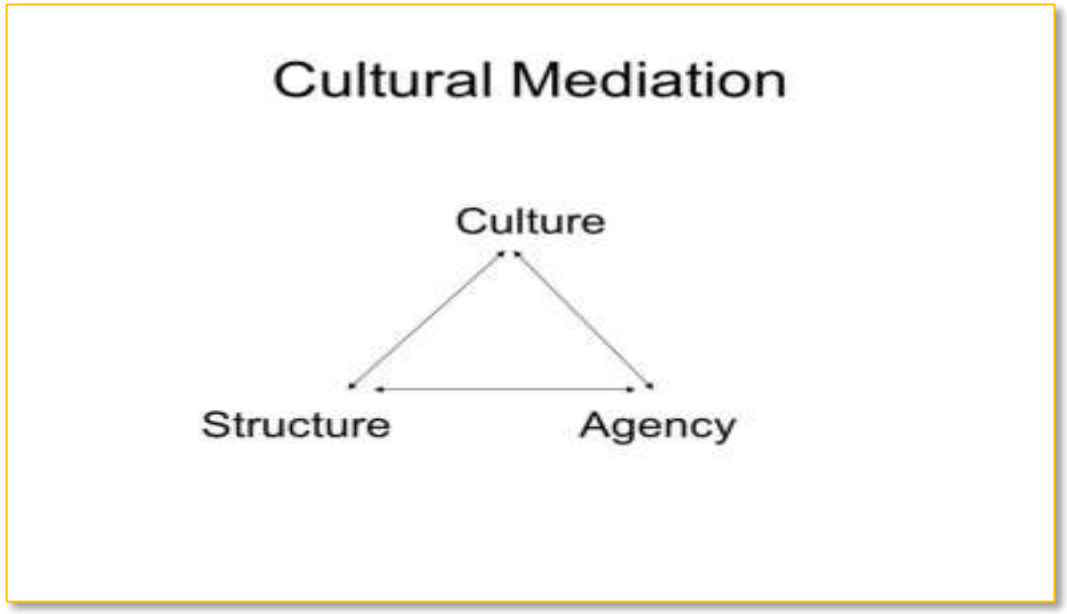
Expected Learning Outcomes

- To gain a basic understanding of the notion of cultural mediation and its importance in contemporary societies.
- More specifically to understand the emerging field of professional cultural mediation.
- To develop a general outline of the skill sets that distinguish professional cultural mediators from volunteers.
- To gain an understanding of the complex strategies involved in assisting, as a professional cultural mediator, refugee populations.

Chapter 12 : Cultural Mediation II – Communication Aspects

by Michalis Tastsoglou

When a third actor mediates assigned to resolve a conflict between two sides coming from different cultural contexts.



Chapter 12: **Cultural Mediation II – Communication Aspects**

Aim

- **The aim of this chapter is to analyse the position of cultural mediator through the lens of communication science and cultural studies. We examine the communication skills that facilitate mediators' work as they attempt to confront the obstacles presented by the meeting of people from different cultural origins.**

Expected Learning Outcomes

- **To recognize the meaning of different communication models and their properties.**
- **To describe the four variables that a communicator has to take into account to achieve a goal.**
- **To solve mediation problems by applying fundamental communication skills.**
- **To apply the fundamental principles of different communication models in daily practice.**
- **To encourage both celebratory and supporting behaviours and to recognize the importance of understanding emotions and their expressions.**

Chapter 13: Ethical Approach to Trauma

by Ani Arutunyan & Atanas Dimitrov

Deontological Theories and Kant

Chapter 13: Ethical Approach to Trauma

Aim

- **To develop an ethical approach on trauma.**

Expected Learning Outcomes

- **Understanding the concept of ethics when dealing with refugees and other vulnerable groups**
- **Familiarity with the deontology code and its implementation into the refugee context.**

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THANK YOU!

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SOCIAL POLICIES FOR VULNERABLE GROUPS AND THE MEDIA

Coordinated by
Savvatou Tsolakidou and Dimitris Charalambis

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SOCIAL POLICIES FOR VULNERABLES GROUPS AND THE MEDIA

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SOCIAL POLICIES FOR VULNERABLES GROUPS AND THE MEDIA

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SOCIAL POLICIES FOR VULNERABLES GROUPS AND THE MEDIA

THE AIM OF THIS E BOOK IS TO EQUIP STUDENTS WITH A SOLID AND COMPREHENSIVE UNDERSTANDING OF THE EUROPEAN AND NATIONAL INTEGRATION POLICIES OF VULNERABLE GROUPS. IT ALSO PROVIDES KNOWLEDGE ON FINANCIAL INSTRUMENTS AND INCREASING FLOWS THAT THE EU HAS PUT IN PLACE TO SUPPORT INTEGRATION POLICIES.

THE MODULE IS BASED ON A PEDAGOGICAL APPROACH COMPRISING A DETAILED OVERVIEW, ANALYSIS AND ASSESSMENT OF THE EU FUNDING LANDSCAPE RELATED TO THE INTEGRATION POLICIES

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SOCIAL POLICIES FOR VULNERABLES GROUPS AND THE MEDIA

Learning Outcomes

On successful completion of the e Book, students will be able to:

- **Get familiar with the European and Social policies aimed at improving the situation of vulnerable groups**
- **Gain a deep understanding of "Europe 2020" Strategy, the role of Structural Funds in enhancing social policies and the priorities of the European Pilar for Social Rights**
- **Critically analyze the tools and methods for monitoring the implementation of European and national policies for vulnerable groups**
- **Gain a deep understanding of the European refugee and immigration policy and become aware of new European policy trends and measures to be taken at Member State level**
- **Gain a thorough insight into the European policy for specific parts of the population, such as youth, the elderly, women, the unemployed, the long-term unemployed and others**
- **Get acquainted with European policies and measures at national level to combat poverty and social exclusion**
- **Get acquainted with the drastic measures taken by the European Union to combat the health crisis and to stimulate the economy for vulnerable groups of the population, and especially for refugees, Roma and homeless people**
- **Understand how the social policy issues of vulnerable groups (LGTBQI women, children) are covered by the old and new media**
- **Understand the impact of European funds on the inclusion of vulnerable group.**

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SOCIAL POLICIES FOR VULNERABLES GROUPS AND THE MEDIA

CONTENTS

1. European Strategies and Policy Measures for Vulnerable Groups
2. Methods and Tools for Monitoring the Implementation of European Policies for Vulnerable Groups
3. European Policy on Asylum and Migration
4. Employment Policies: European Strategy against Unemployment
5. Social Policy for Fighting Poverty
6. Social Policy for the Elderly
7. EU Response to the Pandemic Crisis
8. Covid-19 Crisis in Turkey: Social Policies for Vulnerable Groups and the Media Coverage
9. Social Policies and the Media
10. Gender Equality and the Media
11. Children and Media in the Context of Social Policies
12. Social Policies for Romani People in the Media
13. The Impact of EU Funds on Social Policy and Methodologies for the Evaluation of their Use

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Chapter 1: European Strategies and Policy Measures for Vulnerable Groups

By Theodora Gazi, National Kapodistrian University of Athens

Chapter 1: European Strategies and Policy Measures for Vulnerable Groups

Aim

Economic growth, cooperation between Member States (MS) and social progress are key principles of the European Union (EU). While living conditions and social inclusion fall within the responsibility of each member state, soft law provisions and policy measures have been developed by the EU to promote social protection of vulnerable groups. This chapter reviews the European policies and policy measures from 2010 onwards. Specifically, it presents the main provisions of the Europe 2020 strategy and its development and progress. Moreover, it focuses on the goals of the European Pillar of Social Rights to be reached by 2030. Finally, it examines specific policies adopted by the Commission which complement the European Pillar, on children and persons with disabilities.

Expected Learning Outcomes

To define the EU's approach and responsibility on social measures for vulnerable groups

To review the main provisions of the Europe 2020 strategy and the European Pillar of Social Rights

To present specific policies adopted by the European Commission on two particularly vulnerable groups, i.e. children and persons with disabilities.

Chapter 2: Methods and Tools for Monitoring the Implementation of European Policies for Vulnerable Groups

By Theodora Gazi, National Kapodistrian University of Athens

Chapter 2: Methods and Tools for Monitoring the Implementation of European Policies for Vulnerable Groups

Aim

- **Effective policy coordination in the European Union (EU) is of utmost importance, especially after the Covid-19 pandemic and its socio-economic impact. Among the key frameworks for integrated surveillance and coordination of EU policies is the European Semester. Specifically, the Semester allows Member States (MS) to discuss their policies, exchange best practices, and agree on a common way forward. There is also a clear link between the European Semester and the EU cohesion policy funds. In other words, the Commission has recognised that a swifter recovery requires effective programming and focused investments. This chapter reviews the architecture of the Semester, i.e., its aim and structure, in addition to the Annual Growth Survey, National Reform Programmes, and Country-Specific Recommendations, with a focus on vulnerable groups.**

Expected Learning Outcomes

- **To learn how the European Semester serves as a tool for monitoring the implementation of EU policies;**
- **To present the main structure of the Annual Growth Survey issued by the Commission;**
- **To understand the aim and main objectives of the National Reform Programmes;**
- **To learn about the logic behind country-specific recommendations issued by the Commission.**

Chapter 3: European Policy on Asylum and Migration

By Theodora Gazi,
National Kapodistrian University of Athens

Chapter 3: European Policy on Asylum and Migration

Aim

- **This chapter reviews the history of the European Union's (EU's) legislation on asylum, in addition to the main provisions applicable today. It describes EU states' obligations to asylum seekers and recognised beneficiaries of international protection, according to the Common European Asylum System. Subsequently, it presents the changes proposed by the new Pact on Migration and Asylum, introduced by the European Committee in September 2020, along with its purpose and opinions expressed by scholars. Finally, it examines the role of humanitarian organisations in the provision of assistance and services to displaced populations.**

Expected Learning Outcomes

- **To review the main provisions of the European legislation on asylum.**
- **To define the rights and obligations of asylum seekers and recognised refugees and beneficiaries of international protection.**
- **To present the changes proposed by the new EU Pact on Migration and Asylum.**
- **To learn about the role of humanitarian actors, such as international organisations and Non-Governmental Organisations (NGOs, in supporting the reception of migration flows.**

Chapter 4: Employment Policies: European Strategy against Unemployment

By Stavros Protopapas and Dimitris Charalambis, National Kapodistrian University of Athens

Chapter 4: Employment Policies: European Strategy against Unemployment

Aim

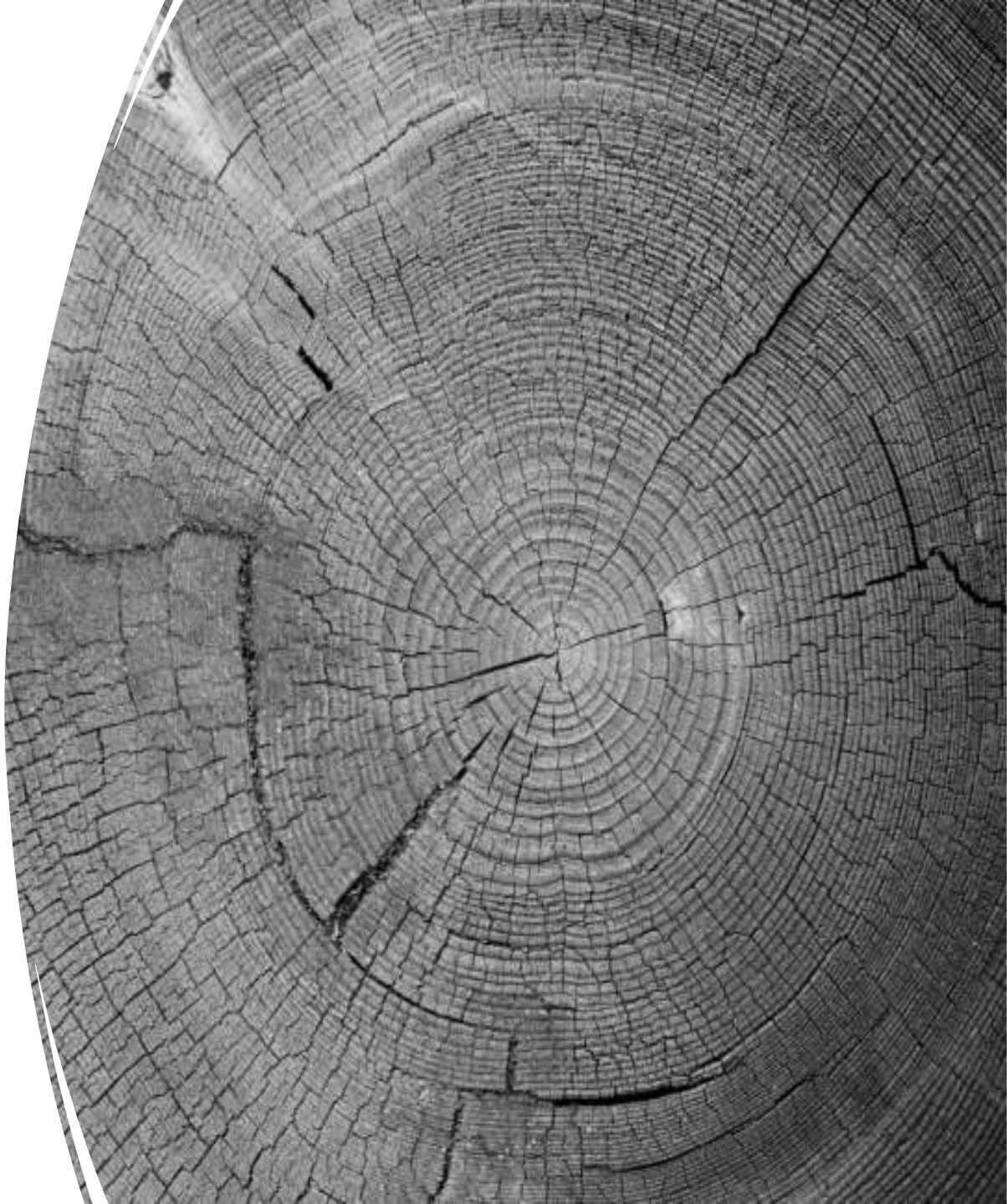
- **The aim of the present chapter is to understand and evaluate the key policies of European Union (EU) for addressing unemployment in vulnerable groups. Toward this target, the broader, long-lasting European Employment Strategy (EES) is presented and current policies for specific groups of interest such as those of long-term unemployed or youth are analysed. In the last section, the whole policy is evaluated, and the anticipated challenges are reviewed.**

Expected Learning Outcomes

- **To provide a comprehensive understanding of the European Employment Strategy.**
- **To define and present the vulnerable groups in the field of unemployment.**
- **To be able to quote relative statistical data and evaluate the specific policy of EU.**
- **To present the upcoming challenges.**

Chapter 5: Social Policy for Fighting Poverty

By Stavros Protopapas and Dimitris Charalambis,
National Kapodistrian University of Athens



Chapter 5: Social Policy for Fighting Poverty

Aim

- **The aim of the present chapter is to examine the social policies for combating poverty in the Member States (MS) of the European Union (EU). In order to do so, it first clarifies the multifaceted concept of poverty, following the work of Anthony Atkinson. Then it explains the measures and the indicators that are used in the Union, namely the at-risk of poverty or social exclusion rate, the severe material deprivation rate, and the indicator persons "living in households with very low work intensity" and it examines their fluctuation during the last decade. The third section presents the legal basis and provides a historical account of supranational policies in the fight against poverty. The last section refers to the national minimum income schemes which, if coordinated, could lead to the eradication of poverty in the Union.**

Expected Learning Outcomes

- **To gain a deep understanding of the main concepts related to poverty.**
- **To gain a deep understanding of measuring poverty by explaining the existent indicators and examining their drawbacks.**
- **To acquire knowledge about the population which lives in poverty or social exclusion in the EU and to learn and get familiar with the supranational relative policies in the fight against poverty.**
- **To be able to evaluate policies such as the minimum income schemes and to reflect on their necessary adjustments.**

Chapter 6: Social Policy for the Elderly

By Stavros Protopapas and Dimitris Charalambis, National Kapodistrian University of Athens

Chapter 6: Social Policy for the Elderly

Aim

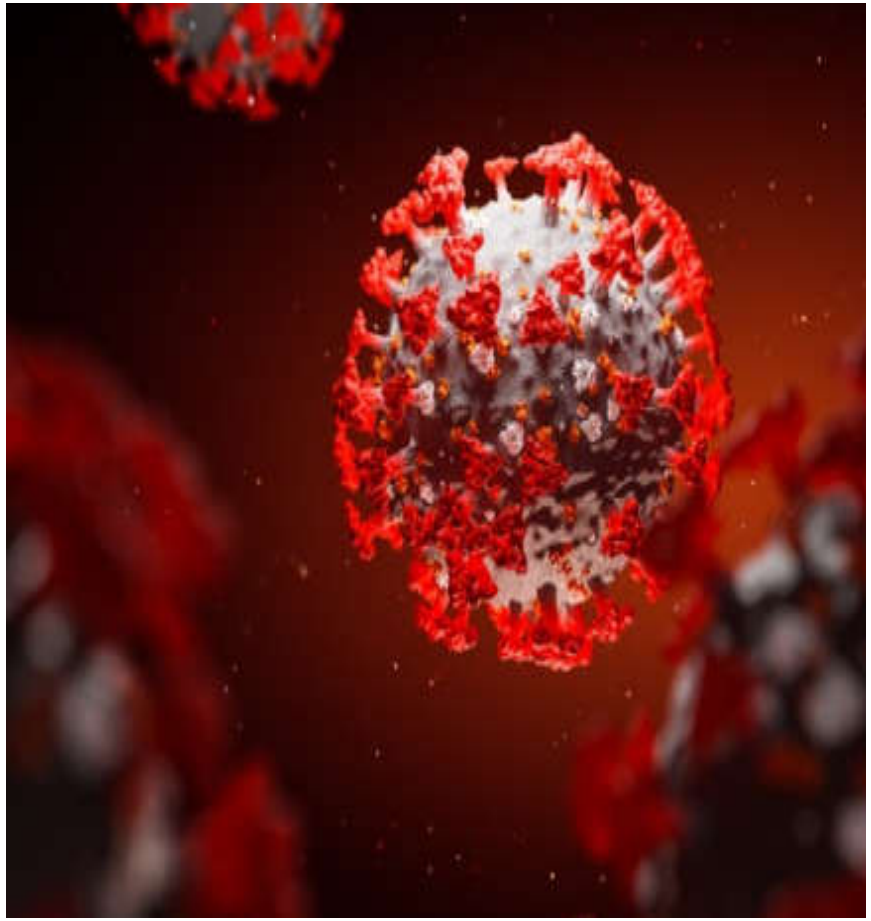
- **The aim of this chapter is to understand and evaluate the key policy of the European Union (EU) for addressing the challenging, growing demands of its ageing population. Towards this target, the demographic shift in Member States (MS) is demonstrated mainly through the old-age dependency ratio, the ratio which is used to measure the pressure on the working population to support those who are too old or too young to work. Consequently, the concept of "active ageing" which is found at the core of many, relative EU policies is comprehensively analysed. In the last two sections, the national pension schemes and their effectiveness are examined and the needs for health and long-term care for European seniors are reviewed.**

Expected Learning Outcomes

- **To gain an understanding of demographic transition in the MS of the EU and of the anticipated challenges.**
- **To learn the concept of "active ageing" and study its criticisms.**
- **To delve into the concept of pension, understand the national pension schemes in Europe, and become aware of their nexus with public expenditure.**
- **To understand the present demands of European seniors and get familiar with the new forms of caregiving.**

Chapter 7: EU Response to the Pandemic Crisis

By Stavros Protopapas and
Dimitris Charalambis,
National Kapodistrian University of Athens



Chapter 7: EU Response to the Pandemic Crisis

Aim

- **The aim of the present chapter is to examine the responses of EU to the pandemic crisis. The first EU responses to the identification of a novel coronavirus which could be transmitted from human to human, are described in the first section. The second section deals with the conflicts and the relative negotiations between the MS during the second quarter of 2020, specifically from the Middle of March to the Middle of June. It details the actions and the events, aiming to provide a deep understanding of the gradual shift of the political climate between MS from harsh antagonism to relative appeasement. The results of this delayed consensus are briefly analyzed in the third section. The last part focuses on the recovery plan, which was decided in July 2020 under the German presidency, namely the Next Generation EU, which coupled partially with the Multiannual Financial Framework 2021-2027, aim at repairing the immediate economic and social damage brought about by the coronavirus pandemic and rebuilding a post-Covid-19 Europe.**

Expected Learning Outcomes

- **To gain a deep understanding of the EU responses towards the pandemic crisis.**
- **To get familiar with the difficulties of consensus building in European Union.**
- **To acquire extended knowledge about the recovery plan, the NextGeneration EU.**

Chapter 8: Covid-19 Crisis in Turkey: Social Policies for Vulnerable Groups and the Media Coverage

By Yasemin İnceoğlu, Bahçeşehir University and LSE, UK

Chapter 8: Covid-19 Crisis in Turkey: Social Policies for Vulnerable Groups and the Media Coverage

Aim

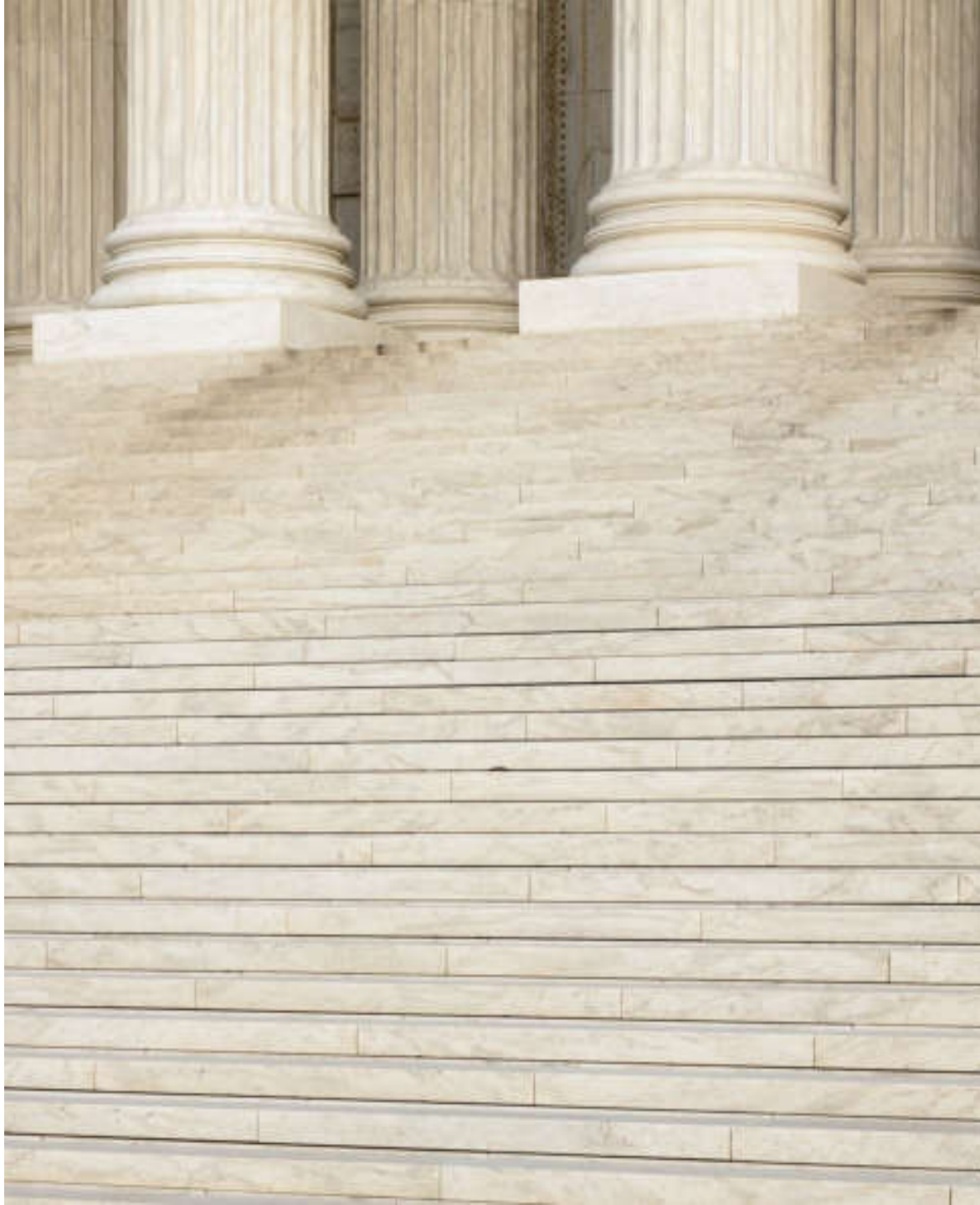
- **The aim of the chapter is to frame the social policies for vulnerable groups and their media coverage in Covid 19 Crisis. - Trying to understand the social policies for vulnerable groups in Turkey in the times of Covid-19 Crisis. - Giving examples of representation of different vulnerable groups in media.**

Expected Learning Outcomes

- **To gain a deep understanding of the main concepts such as “other”, “otherness”, vulnerable goups, ageism.**
- **Raise awareness on the danger of otherizing the vulnerable groups.**
- **Given three specific examples –senior citizens, women, children- as vulnerable groups, identify the social policies to protect them.**
- **Given a specific case, recognize the representation of children in media as an example for vulnerable groups.**

Chapter 9: Social Policies and the Media

By Marina Rigou,
National Kapodistrian University of Athens



Chapter 9: Social Policies and the Media

Aim

The aim of this chapter is to present the contemporary media landscape and analyze the consequences new media brought on the publicity itself in order an understanding of the way media cover EU policies towards vulnerable groups is get. The European Social Policies and especially the European Pillar of Social Rights are presented and analyzed so the relationship of their content and their goals with news values can be understood. Particular reference is made to the way in which events are evaluated in order to become news and to be prioritized in news bulletins.

Expected Learning Outcomes

- **To provide a comprehensive understanding of the European Union Social Policy and especially of the European Pillar of Social Rights.**
- **To define and present new media.**
- **To understand the contemporary media environment and the news values**
- **To present the media coverage for EU policies.**

Chapter 10: Gender Equality and the Media

By Aura Kaarivo, Metropolia University

Chapter 10: Gender Equality and the Media

Aim

The aim of the present chapter is to identify the concept, forms, and groups affected by gender inequality in media.

Expected Learning Outcomes

- **To gain a deep understanding of the main concepts related to gender equality in media**
- **To be able to recognize the groups affected due to gender inequality**
- **To gain an understanding of the forms of gender-based violence in media**
- **4. To have tools to promote gender equality in journalistic work**

Chapter 11: Children and Media in the Context of Social Policies

By Figen Algul, BAU and Marmara University

Chapter 11: Children and Media in the Context of Social Policies

Aim

The aim of the present chapter is to analyse the impact of media on various aspects of development. To identify positive and negative impact of media on children. Parental influence in children media influence. To reveal what needs to be considered while reporting on children in the media in the context of children's rights, to draw attention to the presentation of news such as child abuse in the media, and to focus on the presentation styles of children with disabilities in the media.

Expected Learning Outcomes

How to incorporate good mass medi habits in children. To understand the general framework of children's rights. To gain awareness about what needs to be considered when making news about children. To understand the considerations for media coverage of sensitive issues such as child abuse. To understand what needs to be considered in the presentation of children with disabilities in the media.

Chapter 12: Social Policies for Romani People in the Media

By Ani Arutuynyan and Atanas Dimitrov, UNWE

Chapter 12: Social Policies for Romani People in the Media

Aim

This chapter deals with the challenges to Romani (also referred to as Roma) integration in the European Union (EU). It pays particular attention to some social policies, as well as to how Romani people are described by the mainstream media. Concerning this, a case study is also included. Students are expected to become familiar with the main challenges facing both the governments of the EU Member States (MS) and their societies when it comes to Roma integration. In this way, they will have an additional tool to fight prejudice, populism, and racism at the local, national, and regional levels. The chapter also sheds light on some of the main EU documents regarding the Roma's inclusion in the political, economic, social, and cultural life in the MS.

Expected learning outcomes

- **To understand the challenges to Roma integration at the European level.**
- **To comprehend the media's role in presenting Romani people.**
- **To explore the EU integration policy in terms of Romani people.**

Chapter 13:The Impact of EU Funds on Social Policy and Methodologies for the Evaluation of their Use

By Ani Arutuynyan and Atanas Dimitrov, UNWE

Chapter 13:The Impact of EU Funds on Social Policy and Methodologies for the Evaluation of their Use

Aim

The aim of this chapter outlines some of the European Union (EU) funds that the Member States (MS) have at their disposal in supporting asylum seekers, refugees, and other vulnerable groups. Regarding this, it pays particular attention to the Asylum, Migration and Integration Fund (AMIF). The chapter also reveals some of the aspects of the methodologies used in the assessment of the impact of these funds, as well as various methodological approaches in the evaluation of public policies and programmes.

Expected Learning Outcomes

- **To gain a further knowledge on the EU funds on vulnerable groups.**
- **To outline various aspects of the evaluation of public policies and programmes.**

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THANK YOU!

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FUNDS & GRANTS: SOCIAL INTEGRATION AND RIGHTS RELATED PROJECTS

Coordinated by: Prof. Diana Kopeva, UNWE

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FUNDS & GRANTS: SOCIAL INTEGRATION AND RIGHTS RELATED PROJECTS

Introduction to the book

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Chapter 6. STRATEGIC COMMUNICATION OF EU FUNDS AND GRANTS
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Chapter 10. EU PROGRAMMES FOR ECONOMIC INCLUSION AND SUSTAINABLE LIVELIHOOD OF VULNERABLE GROUPS
Chapter 11. BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS
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Chapter 13. BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS FUNDED BY UNITED NATIONS

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CHAPTER 1.
EU BUDGET. SOURCES OF EU FUNDING

Diana Kopeva, Iliya Kereziev

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CHAPTER 1.
EU BUDGET. SOURCES OF EU FUNDING

AIM

to outline the methods and guiding principles used to create the EU budget, the management and implementation modes of funding, types of financing, creation of the various funds used to finance various projects with the aim of carrying out EU policies in the various socioeconomic spheres and achieving predetermined objectives in the various fields at the national and regional levels, as well as the main EU funds

- EU Budget
- Types of Financing
- Grants
- Credits and Loans
- Subsidies
- Role and contribution of each EU member state to the EU Budget

CHAPTER 2.
EU FUNDING AND MANAGEMENT MODES

DIANA KOPEVA, ILIYA KEREZIEV

University of National and World Economy (UNWE), Sofia, Bulgaria

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CHAPTER 2.
EU FUNDING AND MANAGEMENT MODES

AIM

The chapters aims to present the content of each of tree implementation modes: ***direct management, shared management and indirect managemen***t and to provide students with basic knowledge about their correct use, in which cases is implemented one or another mode, strengths and weaknesses of each mode, how these modes reflect on project implementation later on.

Management and implementation modes

Direct management

Shared management

Indirect management

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CHAPTER 3.
EU FUNDING FOR GROWTH AND SOCIAL COHESION

SAVVATOU TSOLAKIDOU
National and Kapodistrian University of Athens (NKUA), Athens, Greece

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CHAPTER 3.
EU FUNDING FOR GROWTH AND SOCIAL COHESION

AIM

In this chapter the evolution of the Structural Funds and their objectives per programming period, selected Community Initiatives and the Funds for specific mission will be presented . The aim of this chapter is to provide an overview of EU ESIFS and other Funds and Programmes created to face structural changes and disparities between Member States (MS). These funds are provided by specific Regulation and the management and implementation rules are the same in all MS.

- General description of EU funding for Growth and Social Cohesion
- The ESIFs for cohesion and growth
- Priorities per Funding source for the programming period 2021-2027; Regulations and rules of implementation
- The Cohesion Policy in Europe

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CHAPTER 4.
EU COMPETITIVE PROGRAMMES AND OTHER INTERNATIONAL FUNDS

SAVVATOU TSOLAKIDOU
National and Kapodistrian University of Athens (NKUA), Athens, Greece

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CHAPTER 4.
EU COMPETITIVE PROGRAMMES AND OTHER INTERNATIONAL FUNDS

AIM

The aim of this chapter is to provide an overview of EU Competitive Programmes which are financed directly by the European Union´s budget and how they contribute to the support of vulnerable groups.

Definition of Competitive Programmes vs Cofounded Programmes from EU Structural and Investment Funds (ESIFs)

Different types of programmes: at EU level, and at National level

Management, Implementation and Monitoring procedures of Competitive Programmes

Funds and grants of International Organizations

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CHAPTER 5.
NEXT GENERATION EU - EU RECOVERY PLAN

SAVVATOU TSOLAKIDOU, THEODORA GAZI
National and Kapodistrian University of Athens (NKUA), Athens, Greece

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CHAPTER 5.
NEXT GENERATION EU - EU RECOVERY PLAN

AIM

This chapter reviews the European Commission's response to stronger economic and social structures, following the COVID-19 pandemic crisis. This chapter focuses on NGUE's third pillar social cohesion. It presents, the cohesion policy measures, funding and initiatives to achieve a balanced recovery from the socio-economic impact of COVID-19

- The architecture of NGEU on social cohesion
- REACT-EU
- European Social Fund Plus
- Fund for European Aid to the Most Deprived (FEAD)

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CHAPTER 6.
STRATEGIC COMMUNICATION OF EU FUNDS AND GRANTS

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National and Kapodistrian University of Athens (NKUA), Athens, Greece

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CHAPTER 6.
STRATEGIC COMMUNICATION OF EU FUNDS AND GRANTS

AIM

The aim of this chapter is to provide a definition of the Strategic communication used by the different EU funds and giving an overview of the communication and dissemination plans applied to communicate to all stakeholders and citizens about the results of the different financing instruments of EU funds and Grants

- Defining Strategic communication
- Strategic communication and transparency principle in EU Funds and Grants
- Communication strategies in the ESIF Funds 2014-2020
- Communication strategies to maximize impact of Competitive programmes
- . Communication strategies for the programming period 2021-2027: Responsibilities of the Member States

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CHAPTER 7.
EU POLICY AND PROGRAM TARGETED VULNERABLE GROUPS, MIGRANTS AND REFUGEES

NIKOLAY STEREV
University of National and World Economy (UNWE), Sofia, Bulgaria

CHAPTER 7.
EU POLICY AND PROGRAM TARGETED VULNERABLE GROUPS, MIGRANTS AND REFUGEES

AIM

The aim of this chapter is to provide a information about EU policy related to migrants and refugees, as well as EU programs and sources of financing measures targeting migrants and refugees.

EU Policy on vulnerable groups

Different channels of EU Funds for integration of vulnerable groups

Asylum and Migration Fund

European Social Fund Plus

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CHAPTER 8.
EU PROGRAMMES FOR EMPLOYMENT AND SOCIAL INCLUSION

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CHAPTER 8.
EU PROGRAMMES FOR EMPLOYMENT AND SOCIAL INCLUSION

AIM

The aim of this chapter is to give insights into the diverse EU programmes about employment and social inclusion throughout the years since the foundations of the EU. This chapter explains what different EU funding schemes existed in the history of the EU. We will elaborate on how the EU introduced an employment strategy, how the EU wanted to create the most competitive and dynamic knowledge-based economy in the world.

EUROPEAN EMPLOYMENT STRATEGY (EES)

EMPLOYMENT POLICIES DURING THE LISBON STRATEGY

EMPLOYMENT POLICIES DURING THE EUROPE 2020 STRATEGY

THE EUROPEAN PILLAR OF SOCIAL RIGHTS

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CHAPTER 9.
EU PROGRAMS AND GRANTS FOR MIGRANTS AND REFUGEES

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Communication Faculty at Bahçeşehir University, Turkey

YASEMIN GIRITLI İNCEOĞLU
Visiting Professor at London School of Economics (LSE), UK

CHAPTER 9.
EU PROGRAMS AND GRANTS FOR MIGRANTS AND REFUGEES

AIM

Six different calls had been chosen, summarized and collected in this chapter to give variable aspects of these kinds of programs for developing future projects.

SCİENCE4REFUGEES – SUPPORT TO HİGHLY SKİLLED REFUGEE SCİENTİSTS

MİGRANTS' HEALTH

MSCA FOR RESEARCHERS AT RİSK

HUMAN DYNAMICS OF CLIMATE CHANGE

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CHAPTER 10.
EU PROGRAMMES FOR ECONOMIC INCLUSION AND SUSTAINABLE LIVELIHOOD OF VULNERABLE GROUPS

ABEL DIAZ GONZALEZ
Maastricht University, The Netherlands

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CHAPTER 10.
EU PROGRAMMES FOR ECONOMIC INCLUSION AND SUSTAINABLE LIVELIHOOD OF VULNERABLE GROUPS

AIM

This chapter focuses on providing an overview of the different funding schemes, initiatives and programs at the EU level, that are meant to benefit and provide opportunities for vulnerable groups. It is our ambition to illustrate and discuss in detail the different programmes covering economic inclusion and sustainable livelihood for people that are living in vulnerable conditions, including refugees, the poor and people with disabilities.

OVERVIEW OF EU PROGRAMS FOR ECONOMIC INCLUSION AND SUSTAINABLE LIVELIHOOD OF VULNERABLE GROUPS

ERASMUS+

EUROPEAN AGRICULTURAL GUARANTEE FUND

ASYLUM, MIGRATION AND INTEGRATION FUND

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CHAPTER 11.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS

NIKOLAY STEREV

University of National and World Economy (UNWE), Sofia , Bulgaria

CHAPTER 11.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS

AIM

In this chapter are presented four cases of best practices of projects focused on vulnerable groups. They give different perspective of how problems related to vulnerable groups are solved in given places. These cases might be used as an example for future projects. .

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CHAPTER 12.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS

BERNA BALCI, TIRŞE ERBAYSAL FILIBELI
Bahçeşehir University, Turkey

CHAPTER 12.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS

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AIM

In this chapter, it had been focused on several projects that are funded by European Commission and it is aimed to present an overview of projects established between 2013 and 2022, and completed up until this day, took children and women, children and immigrants/refugees into their focus

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CHAPTER 13.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS FUNDED BY UNITED NATIONS

BERNA BALCI
Bahçeşehir University, Turkey

CHAPTER 13.
BEST PRACTICES OF PROJECTS FOR VULNERABLE GROUPS FUNDED BY UNITED NATIONS

Co-funded by the Erasmus+ Programme of the European Union

AIM

In this chapter, it is aimed to present an overview of projects established between 2013 and 2022, funded by all types of United Nation funds, used worldwide for the benefits of vulnerable groups which consist of children and women, immigrants/refugees into their focus

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Thank you for your attention!

Transformative Methodological Approach - Teaching, Training, Learning

ErmisCOM - IO7

Introduction to IO7

Aims:

- to introduce the main pedagogical approaches to modern learning, such as constructivism, cognitive and meta-cognitive skills, and phenomenon-based learning.
- to share the overall knowledge and experiences gained during the ERMIScom project and the results for piloting the IO:s 1-6
- to introduce the idea of lifelong learning and the applications of digital learning

Chapter 1: Constructivism and Meta-cognitive Skills in Learning

Chapter 2: Collaborative Learning and Interdisciplinarity in Higher Education

Chapter 3:How to Approach Complicated Topics in a Media Class: Stereotypes and Prejudices

Chapter 4: Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media

Chapter 5: A Navigation Chart for Teachers and Trainers to Leverage Entrepreneurial Universities for Social Entrepreneurship

Chapter 6: Teaching and Learning Methods Applied on the Module “Vulnerable Groups and Trauma”

Chapter 7: Teaching and Learning Methods Applied on the Module “Social Policies for Vulnerable Groups and the Media”

Chapter 8: Teaching and Learning Methods Applied on the Module "Management of Projects in the Field of Migration and Refugees"

Chapter 9: Lifelong Learning and Digital Learning

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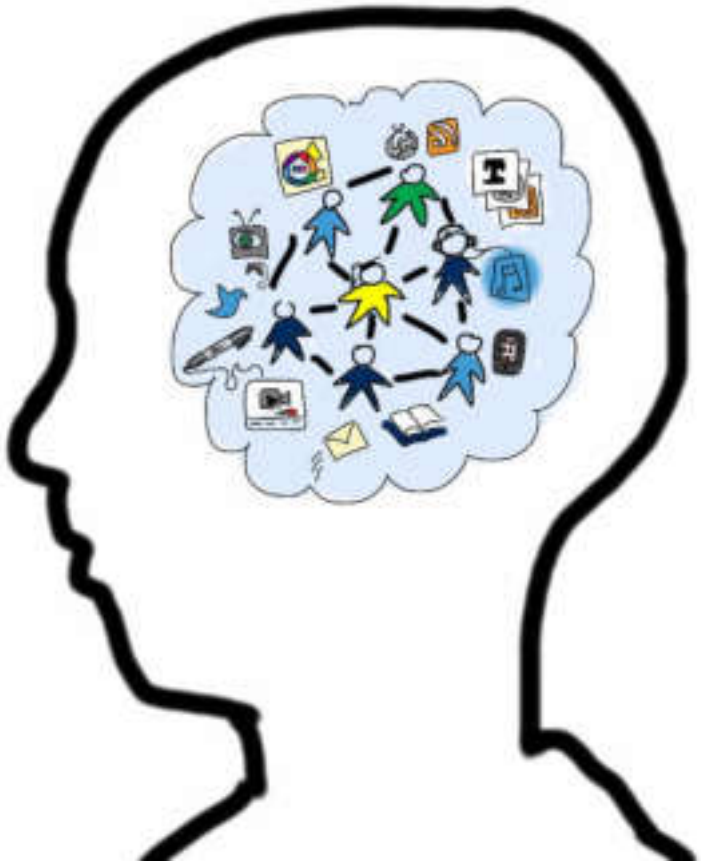

Chapter 1: Constructivism and Meta-cognitive Skills in Learning

Aim

The aim of the present chapter is to familiarize the main concepts of constructive socio-constructive approaches to learning. This chapter will introduce the whole chapter 7 and form the basis of further subchapters. Chapter 7 will give an overview of different approaches to learning and helps to enhance the readers capacity learning and/ or teaching complex entities such as this book is. The chosen topics constructivism, socio constructivism and meta-cognitive skills in this subchapter are more in the nature of conception of learning which will form base for more practical methods for learning and teaching.

Expected Learning Outcomes

- To gain a deep understanding of the main concepts related to constructivism
- To gain a deep understanding of the main concepts related to socio-constructivism
- To gain an understanding of the main concepts related to meta-cognitive skills
- To provide an overview of some of the main applications of constructivism and socio-constructivism

Chapter 1: Constructivism and Meta-cognitive Skills in Learning

Concepts of constructivism and socio-constructivism are the base for modern learning view

Understanding cognitive and metacognitive skills and cognitive strategies help students and teachers to understand learning and get better results

Problem based learning is one of the best known applications for modern learning.

Phenomenon based learning offers another feasible holistic approach

Chapter 2: Collaborative Learning and Interdisciplinarity in Higher Education

Aim

The aim of the present chapter is to present the concepts of collaborative learning and the benefits of interdisciplinarity in higher education.

Expected Learning Outcomes

- To gain a deep understanding of the main concepts related to collaborative learning
- To understand the benefits of interdisciplinarity in higher education
- To gain knowledge on how to apply these pedagogical methods in teaching and learning

Chapter 2: Collaborative Learning and Interdisciplinarity in Higher Education

Global, wicked problems require new approaches and methods for both teaching and learning.

Collaborative and interdisciplinary learning combined has proven to be effective tools for enhancing learning outcomes.

Collaborative and interdisciplinary learning requires preparations, because not all learners have experience and/or sufficient capacity for learning in such environments

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Chapter 3: How to Approach Complicated Topics in a Media Class: Stereotypes and Prejudices

Aim

The aim of the present chapter is to explain how the chapters in Intellectual Output 1 are pedagogically structured and how they are supposed to create learning. With the basic information and answer to these questions, how the content and activities offer learners and trainers an opportunity to work on critical thinking skills and enhance cooperative learning skills by finding the knowledge inside the group of learners. These approaches which have been intended in this IO help the trainers balance the ratio of teacher talking time and learning talking time.

Expected Learning Outcomes

The reader will be able to:

- identify how the content is structured coherently and
- comprehend how different theoretical approaches are used while structuring chapters,
- understand how the content is mutually complementary,
- practice how the activities are used in the physical or online classroom settings,
- will develop a critical approach while analyzing media content on vulnerable groups.

Chapter 3: How to Approach Complicated Topics in a Media Class: Stereotypes and Prejudices

In IO 1, there are some points to take away from learners point of view

Learners are dealing with their personal beliefs and experiences, which leads to emotional reactions to the content

Learners who recognize stereotypes and their own prejudices can benefit from their stand, gain objectivity and apply critical thinking for the subject

Collaborative learning is recommended

Chapter 4: Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media (IO2)

Aim

The aim of the present chapter is to explain the main topics in intellectual output 2: Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media. A brief definition of the analysed topic will be given as well as teaching approaches, exercises and assignments given to the students during the piloting phase of the project at the University of National and World Economy. The main sources of information and teaching sources will be given as well learning outcomes and skills the student will acquire during the training in these topics.

Expected Learning Outcomes

- To gain understanding of the main concepts of fake news and disinformation;
- To gain understanding of the main concepts of hate speech;
- To gain understanding of the main concepts of vulnerable groups and their representations in traditional and social media;
- To gain knowledge of the historical and temporary teaching methods in the field of media and communications in higher education;
- To gain knowledge of the experience of teaching the above topics to M.A. level students in media and communication;
- To explore and use case studies as a source for in-class activities and course assignments.

Chapter 4: Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media (IO2)

Offers context for learners and teachers, why is it important to know the evolution of media, media theory, stereotype knowledge, intercultural knowledge and knowledge of hate speech and fake news.

Problem-based approach is encouraged

Emphasizes enhancing the understanding of modern media platforms and audience involvement

Focuses on media representation and the analysis of it

Chapter 5: A Navigation Chart for Teachers and Trainers to Leverage Entrepreneurial Universities for Social Entrepreneurship (IO3)

Recognizes common challenges of universities teaching social entrepreneurship such as gravitational pull towards commercial approach and integration of theory and practise.

Offers good variety of methods for teaching and learning social entrepreneurship

Integration of R&D, technology and commercial entrepreneurship activities are encouraged

Chapter 6: Teaching and Learning Methods Applied on the Module “Vulnerable Groups and Trauma” (IO4)

Aim

The aim of this chapter is to define a theoretical framework on teaching strategies that could be useful in teaching vulnerable groups managing traumatic experiences. The concept of empathy is central in this chapter, while it is the key factor for a mediator in order to be in their shoes. Regarding the teaching and learning techniques, the chapter focuses on examples of peer learning and role playing, which can strengthen the interaction in a class with the ultimate goal of experiential learning.

Expected Learning outcomes

- To understand the importance of the skill of empathy when dealing or teaching vulnerable groups.
- To learn about emotional intelligence inter alia.
- To approach listening as the half of the whole communication process.
- To practice peer learning methods.
- To get familiarized with role-playing as an effective educational technique.

Chapter 6: Teaching and Learning Methods Applied on the Module “Vulnerable Groups and Trauma” (IO4)

Empathises the importance of the skill of empathy when dealing with or teaching about vulnerable groups.

Recognition of learners emotional intelligence and encouraging it in the learning process

Peer learning as a method/strategy utilizing emotional intelligence, empathy and listening

Roleplay and drama-based pedagogy for teaching and learning vulnerability and trauma

Chapter 7: Teaching and Learning Methods Applied on the Module “Social Policies for Vulnerable Groups and the Media” (IO5)

Aim

The aim of this chapter is to define a theoretical framework on European social policies for vulnerable groups and how they are presented in the Media. Subjects regarding the European policies to enhance employment, fighting poverty, integration policies for refugee/migrants, policies to combat discrimination of women, children and the elderly are also treated in the book. The pandemic crisis and how it affected the vulnerable groups in European Member states and third countries are also treated. The concept of knowledge building and the objective of understanding the bigger picture of European social policies by the students are central in this chapter. Regarding the teaching and learning techniques, the chapter focuses on examples of comparison of social policies addressed to selected vulnerable groups and the preparation by the students of written, visual, or multimedia material on given subjects to demonstrate European social policies for vulnerable groups and their representation in the Media.

Expected Learning outcomes

- identify how the content is structured
- which specific EU Social Policies for Vulnerable groups are are presented
- understand how the content is mutually complementary
- practice on the specific teaching and learning activities of Knowledge based learning and critical thinking
- how the activities are used in the physical or online classroom settings,
- develop a critical approach while analyzing media content on EU Social Policies for Vulnerable groups

Chapter 7: Teaching and Learning Methods Applied on the Module “Social Policies for Vulnerable Groups and the Media” (IO5)

Suggests applying knowledge-based learning and knowledge-building approach to gain an understanding of the topic that consists of vast amount of information.

Various methods can be applied around the knowledge-based learning process in order to awaken motivation and keep the learners focused

Requires applying critical thinking

Chapter 8: Teaching and Learning Methods Applied on the Module "Management of Projects in the Field of Migration and Refugees"

Aim

The purpose of this chapter is to define a theoretical framework for teaching methods that can be useful in the training of migrants and refugees. Traditional methods - direct method, audio-linguistic method, as well as interactive teaching methods such as discussion, coaching, project method and other methods based on communication - are reviewed. In this way, one learns through experience and knowledge.

Expected learning outcomes

• To understand the importance of empathy skills in working or teaching vulnerable

groups of refugees and migrants.

• To build knowledge based on experience-trial-experience.

• To use in practice a project method in training for project management in the field

of migration and refugees.

• To get familiarised with coaching as an effective learning technique.

Chapter 8: Teaching and Learning Methods Applied on the Module "Management of Projects in the Field of Migration and Refugees"

Project management skills may be challenging to learn in strictly academic learning environment

Improving management skills by coaching is suggested

Coaching will primarily promote the effectiveness, training and development of a person

Chapter 9: Lifelong Learning and Digital Learning

Aim

The aim of the present chapter is to provide definitions and insight into lifelong learning and digital learning. Lifelong learning is recognized as a focal factor for individuals and communities to help them acquire the know-how to participate fully in society. Digital learning is one of the main concepts enabling efficient learning, also in a lifelong learning context. There are challenges globally to achieving adequate access to digital learning, but the progress seems promising.

Expected Learning Outcomes

- To gain an understanding of lifelong learning
- To gain an understanding of digital learning
- To understand the connection between digital learning and lifelong learning
- To understand the factors and challenges under digital learning

Chapter 9: Lifelong Learning and Digital Learning

Lifelong Learning is and will be one of the cornerstones for development of societies.

LLL as a strategy enhances the resilience of individuals, communities and in the world of rapid changes and the challenges of sustainable economic growth and development.

LLL is also a systemic concept that enhances the utilization of whole society's capacity.

Digital learning provides limitless opportunities for learning in all phases and forms of learning, which strongly supports the idea of LLL