

REDEFINING VULNERABILITY (REV) : KNOWLEDGE AND SMART SKILLS FOR INTEGRATION

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WP1: Administration

A work in progress



WP2: Exploring educational needs

The programme
aims to :


Understand what the
learners want.



Acknowledge what the
learners think they lack of.

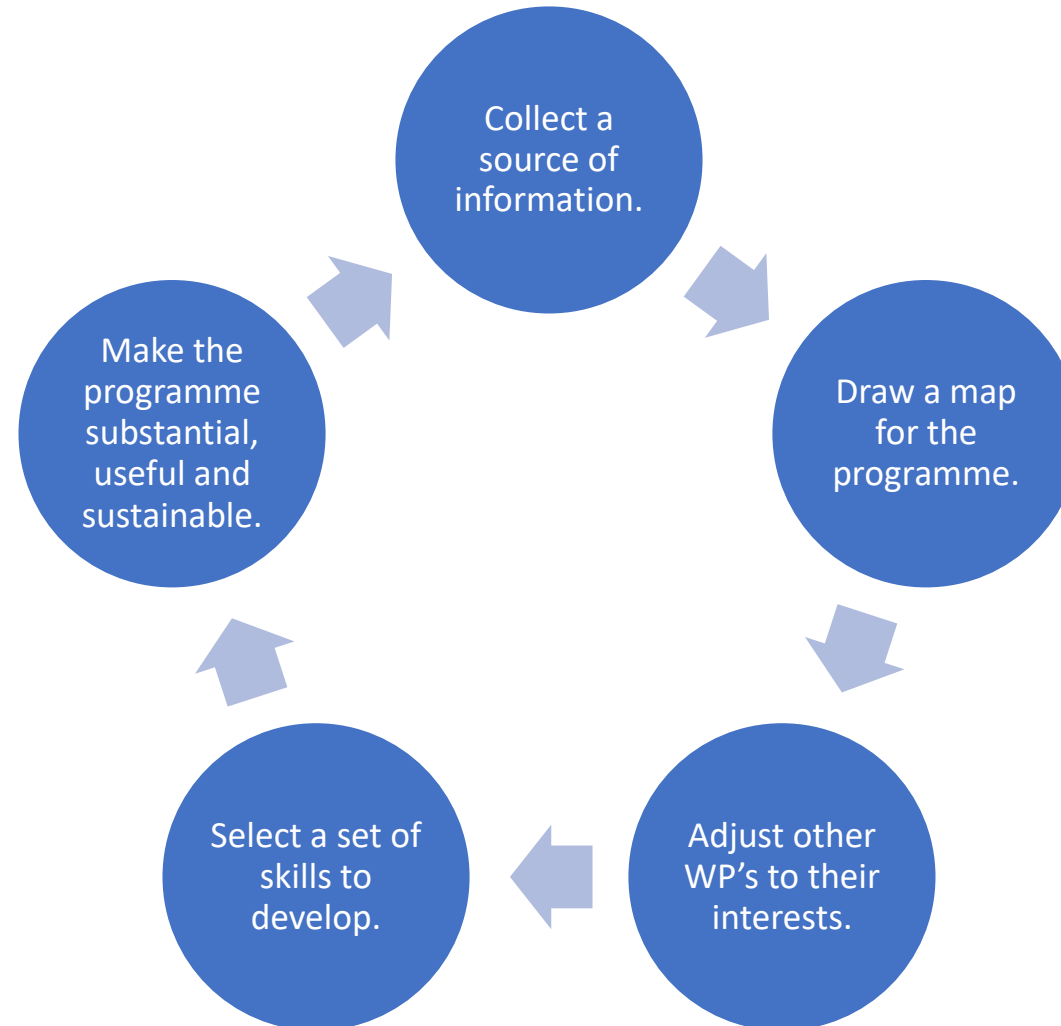


Estimate their level of
knowledge.



Unravel their motivation.

Objectives



Compatibility with needs and desires

- ↳ Designing an educational programme is not a static process.
- ↳ Creativity, expertise, critical decision-making.
- ↳ Contemporary working environments.
- ↳ Repositioning people to the labour market.

WP2 step by step

Constructing a semi-structured questionnaire.

Sampling from journalists, students and professionals.

Coding and results.

Investigating educational needs.

Why an analysis of educational needs?

- A necessary feat for formulating an educational programme.
- Adult learners comprise a peculiar target group.
- Enhancing their participation.
- Clear target orientation capturing their own goals.
- It offers a tangible and valid final evaluation of the program.

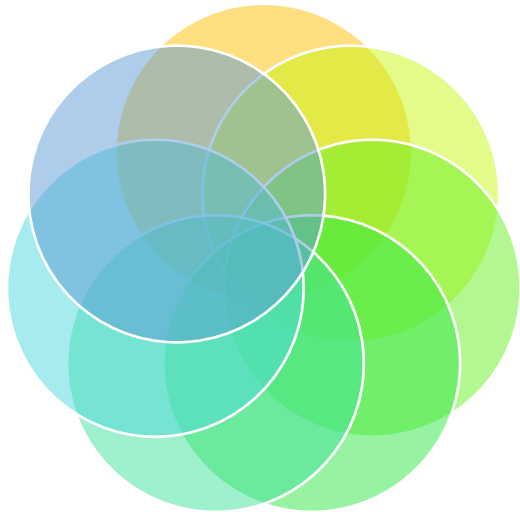
Adult learners

Their participation is optional.

They tend to participate more actively.

They know better their limits.

They know better what they want.



They do it because they are interested in it.

They are stressed by other obligation and duties.

They have to serve plenty of social roles.



WP3: Educational Textbooks

1. Stereotyping and Prejudice
2. Fake News and Hate Speech
3. Public Policies for Social Integration
4. Social Entrepreneurship and Integration

Understanding vulnerability in contemporary societies

- Vulnerability has been a key term in studies of globalization and migration its relevance is being increasingly recognized in all aspects of contemporary societies.
- Vulnerability is tied to new forms of violence that arise from the disentanglement of social welfare systems and the harmful impact of globalization in local communities.
- Vulnerable groups are negatively affected by violence, material as well as symbolic.
- In that sense, vulnerability is defined by unequal access to symbolic-cultural resources and reduced visibility in public sphere.

Stereotyping and Prejudice

- News organizations are embedded within power structures and hegemonic discourses tied with racism, sexism, homophobia, and discrimination of various kinds.
- Media representations of race and ethnicity tend to simultaneously misrepresent and underrepresent certain social groups, reinforcing pre-existing stereotypes and discriminations.
- Representations of overt racism or sexism have been repeatedly criticized and are nowadays deemed unacceptable as part of contemporary media discourse. In certain cases, media have even engaged in retroactive criticism and introspection, recognizing their past mistakes.
- However symbolic discrimination is still present within our contemporary media landscape albeit in a suppressed, covert form.
- Media organizations tend to show greater interest towards cases of gender-based violence. However, in said cases, media frames often adhere to a vocabulary and storylines that mystify the distinction between victim/victimizer, while over-focusing upon sensational and “intriguing” aspects of the news story.

Fake News and Hate Speech

- Since 2017, Digital News Report of the Reuters Institute has emphasized the harm inflicted by fake news upon the credibility of journalists and news organizations in general.
- What is often overlooked in debates around fake news is the ways that they disproportionately affect vulnerable social groups.
- Fake news are often tied with hate speech that exacerbates discriminations based on gender, race, class etc.
- Fake news can be conceptualized as a form of cultural violence that supports and expands pre-existing structural violence and exclusion
- Fake news against vulnerable social groups have a double effect:
 - a. Fake news influence public perceptions of vulnerable groups and hinder integration policies.
 - b. Fake news and hate speech facilitates discrimination.

Public Policies for Social Integration

- Integration is a multi-dimensional process involving official-state organizations as well as civil society actors.
- Integration involves a series of political, cultural and economic transformation that empower vulnerable social groups and, in the case of refugees-migrants, facilitate inter-cultural communication.
- Integration assumes the participation and involvement of vulnerable groups; it is not a process to be simply inflicted upon them but an active and evolving co-operation between different social groups and institutions.
- Integration is not feasible without concrete and systematically implemented social policies that mediate between national and trans-national institutions and vulnerable social groups.
- Processes of integration are fundamentally opposed to approaches of assimilation that overlook the cultural heritage of vulnerable groups.

Social Entrepreneurship and Integration

- Access to the labor market offers vulnerable social groups the opportunity to effectively integrate into their community and contribute as active parts to its economy.
- Social entrepreneurship is a form of addressing inequalities and uneven access to labor markets.
- Social entrepreneurship stems from the concept of Sustainable Business Models (SBM).
- SBM focuses on the way in which economic value is captured while being socially, economically, and environmentally responsible.
- The fact that SBMs put social responsibility front and center makes them useful for vulnerable groups.
- SBMs aim to benefit vulnerable groups as consumers and partners but most importantly as producers.
- Members of vulnerable groups have a better understanding of the needs of their group and the specific context in which they can be satisfied.

WP4: The Experimental Curriculum

- A major innovation of REV is that the organization of the curriculum will allow to experimentally evaluate its effectiveness in familiarizing students with three principal concepts of the project:
 - a. Misinformation
 - b. Vulnerability
 - c. Social integration
- Experimental curricula and assessment are a state-of-the-art tool that has been previously used in the US (Green et al., 2011) and the EU, e.g., the Kokeilunpaikka project (<https://www.kokeilunpaikka.fi/en>).
- Assignment of students to participate in seminars will be in a manner that is effectively random
 - a. 50% of participants will be randomly assigned to follow a seminar from the experimental curriculum
 - b. 50% of participants will be invited to choose any of the available alternative seminars
- This research design neutralizes some of the most common threats to inference in education research: heterogeneity across universities and self-selection of students into particular courses.

The Experimental Curriculum

- The project involves 5 partners and each university will develop parts of the curricula that correspond to its scientific field of expertise (see WP3).
- The curriculum will comprise four seminars corresponding to an equivalent number of focus areas:
 1. Fake news and hate speech
 2. Stereotyping and prejudice
 3. Public policies for social integration
 4. Social entrepreneurship and integration.
- A minimum of one seminar will be offered each semester for a total duration of up to 36.
- All relevant educational material will be designed as described in WP3.
- Seminars will be taught in English and carried out using innovative teaching tools.
- Seminars will take place in a hybrid format.

The Experimental Curriculum

- Participants in seminars will be senior undergraduate students of NKUA and partner institutions: 20 students of the host university + a minimum of 10 students from partner universities will be randomly assigned to take each seminar.
- Pre-Intervention Survey to measure:
 1. Social and demographic attributes, expectations from the seminar, prior knowledge about core concepts, attitudes toward the media, misinformation, vulnerable groups, and social integration.
 2. This survey will be part of WP2.
- Post-Intervention Survey: 3 postcurriculum surveys will serve as the primary evaluation tool for the study.
 1. Survey questions will measure knowledge about attitudes toward the media, misinformation, vulnerability, and social integration.
 2. The first postcurriculum survey will be administered shortly after students have completed the seminars (whether treatment or control), in February or June.
 3. The remaining two surveys will be administered in intervals of one semester to evaluate the durability of the effects of the curriculum.

The Experimental Curriculum

➤ Statistical evaluation:

1. Average treatment effect: the difference in average outcomes between subjects assigned to the placebo condition and subjects assigned to each of the treatment groups
2. Generalized linear models with random effects at the university level.

➤ Ethical Research:

1. Prior to the start of the seminars, the intervention will be approved by the Institutional Review Board and the Ethics Committee of NKUA.
2. The research team commits to strictly comply with relevant rules and legislation protecting participants' rights and wellbeing.

WP5: Dissemination of Project Results



Collaborative Publications



**International Conferences
& Symposia**



Online Communication

Publications

- All procedures and findings obtained during the project will be presented and analyzed in an international open license peer-reviewed academic article.
- The aim of this publication is to contribute to the scientific dialogue for tackling vulnerability through raising the public's awareness of fake news and hate speech, stereotyping and prejudice as well as the promotion of social integration and social entrepreneurship.

International Conferences

- Our project will pursue evaluation of its results through participation in international conferences and/or symposia.
- All contributing organizations will be encouraged to participate in this effort.

Online Communication

- Scientific and journalistic articles and other material created for dissemination purposes will be posted on website pages and social media profiles used by all participating institutions.
- Main aim of this action is to receive comments and wide feedback both within and outside the scientific community.

Targeting potential audiences



Potential audiences will be identified during the project as part of our research findings



This will result to dissemination actions targeting specific groups or individuals with particular characteristics considering vulnerability

Thank you !