



101- Methodological Processes and Framework for the Creation of the Learning Platform

VIP VALUES: ICT Skills for Peace Projects
Project No. 2020-2-ES02-KA205-0515530



Co-funded by the
Erasmus+ Programme
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VIPVALUES+: ICT SKILLS FOR PEACE PROJECTS

I01-A3

Methodology

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1. Introduction

VIP Values: ICT Skills for Peace Projects, co-financed by the European Commission under the Erasmus+ programme, Key Action 2, is an initiative coordinated by fundación Cibervoluntarios (Spain), that includes partners from Fundación Cultura de Paz (Spain), SEAL CYPRUS (Cyprus), Associazione Coopisa (Italy), CONNEX-EU (Belgium) and Vienna Association of Education Volunteers (Austria).

The main objective of **#VIPValues** is to offer young Europeans content and non-formal training methods that use ICT for the creation of projects and initiatives focused on Peace and the **inclusion of young people in vulnerable situations**, especially migrants and refugees, through an open, collaborative and innovative e-learning platform, which will allow the evaluation of the projects and initiatives created, and the certification of the skills acquired.



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The expected tangible results of this project will be:

Pedagogical methodology and Training Guide to acquire ICT skills to develop projects and initiatives focused on Peace, and the SDG16 of the UN's 2030 Agenda: "Peace, Justice and Strong Institutions"

e-Learning platform to assess the peace projects and initiatives created, and to certificate the skills acquired.

Usability report of both results, based on local training activities in the partner countries, to test the platform and the Guide.



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In order to achieve these goals, the consortium has created a pedagogical Methodology which, together with the Training Guide on the use of the platform, will allow facilitators to implement this training in different countries around Europe.

The following steps will develop the methodology to follow in order to prepare and execute the training sessions of the VIP VALUES+ project's social innovation process.



2. SWOT Analysis of existing initiatives that use ICTs to foster peace and social values in each country.

It is of high importance to make a State of the Art of existing initiatives in order to learn from current experiences. In this sense, the realization of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is very useful.

To conduct such an analysis it is important starting by establishing the kind of initiatives to be analysed and the objectives and main elements to look at in those.

Describe the main characteristics that the initiatives have to respond to be part of the SWOT: Initiatives/projects in each partner country that use ICTs to achieve results associated with SDG16-Peace, Justice and Strong Institutions, and are addressed or involve young people, or are addressed to young people in vulnerable situations as beneficiaries.



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Strengths

Within the Strengths, the following elements have to be analysed: Easiness of use; dissemination and ability to reach people; Interest on eradicating hate speeches; Values and education, innovative and participatory methodology; Target: young people and gender inclusive; Multiplying effect; Organization, institutional endorsement and funding; and, Time implementation.

Weaknesses

Regarding the Weaknesses, the following factors require to be examined: Communication and dissemination; Learning time; Sustainability; Involvement of actors; Limitations in language availability of the tool; ICT use and limitations; Reduced approach; Organizational.



Opportunities

Concerning the Opportunities, the themes to be approached are: Awareness of opportunities; Record acts of discrimination; Support of victims; Network and mobilization; Improve ICTs use for Peace construction, Replication; and, Dissemination and Social Impact.

Threats

As last, the Threats to be tackled are: Lack of interest and funding; Management of the diversity; Lack of commitment in sharing the gained knowledge; Internet can magnify inequalities; Decision making not including target groups; Not having a safe space for target group; Too much information and resources on the internet; and, Lack of political impact; Lack of time or temporal continuity.



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The information gathered through looking at these elements in the different initiatives will permit to define projects without starting from scratch, but taking into account winning elements and watching out for elements which have resulted as threatened or difficulties in other frameworks.



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3. Analysis on the needs and situation of the target group in each country.

It is essential in all pedagogical methodology to involve the target group, young people in situations of disadvantage, appropriately, in order to explain to the young students developing the peace initiatives what exactly are the needs of that target group that require to be addressed.

To gather this information, one main methodological approach has to be carried out: the interview.

Depending on the context, it can be individual or in groups.

Two collectivities can be interviewed: The young vulnerable migrants and the representatives of institutions directly interacting with them.



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In the case of the interviews to the formers, no specific sampling is spotted, since its objective is not to do scientific research but to get insights from the collectivity that will be targeted by the defined projects. Nevertheless, it is important to try to have gender equity in the sample and representative of different countries of origin and culture since the kind of discrimination can be different depending on these variables.

Regarding the interviews to representatives of institutions, these can be done when accessing young vulnerable migrants is trickier. These interviewees provide a wide view on the situation based on their daily interaction with the targeted collectivity.

Depending on the time availability and the characteristics of the contacted participants, it can be decided to carry out the interviews individually or in groups. In this sense, and again because of not having a scientific purpose, the responsible of carrying out these interviews can choose to do it in one or the other way.



An example of the guidelines to carry out these interviews can be found in: **Annex 1**-for the young vulnerable migrants and **Annex 2**-for the representatives of the institutions.

The information gathered through this methodology needs to be analysed by country, and then put in common in order to find common patterns. Those are then transformed into triggers to be presented to the students taking part of the innovation process, in order to inspire them to develop projects responding to real necessities of the targeted collectivity.



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4. Organization of the training sessions

The training sessions are aimed at students from educational centres or young people from Organisations working with youth.

There are no specific requirements for participating in the training sessions, they just need to be willing to learn how **to create initiatives addressed at SDG16-“Peace, Justice and Strong Institutions”**, and focused on young people in vulnerable situations.

The facilitators must follow the **IO3-Training** guide on the use of the e-learning platform, in order to be able to carry out the training sessions, following the methodology.





Tools needed to carry out face-to-face training sessions are divided into:

Compulsory

A computer/laptop connected to a screen directly or through an image projector, for participants to be able to follow the presentation; Internet connection.

Optional, but preferable

1 computer/laptop per student participant.
Paper, pens, post-it notes of different colours, to help in the creative process.



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In case of online training sessions, each participant must be connected, and the facilitator must be able to manage a video-call platform with speaker permission. Online notes or other apps could be used in these cases.

The call for participants will be made through the educational centres or organisations working with youth that the facilitating organisation wishes to include, ensuring at all times the compliance with European and national GDPR Regulations.

At least, the following details will be necessary to carry out the sessions: Country, Institution/Organisation, Name and Surname, Age, contact email address, telephone No. (just in case the email does not work, or emergency).



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5. Composition of the Training Sessions

The training sessions are divided into 4 modules. The **objectives** of these sessions are, at first, to bring some insights about the Culture of Peace and the specificities of the targeted collectivities: young vulnerable people, especially migrants. It is also the moment of bringing in the insights gathered by the SWOT analysis in order to give a wide picture of the context in which the social innovation process supported by this training will take place.

The second module tackles the presentation of the SDG's present behind the whole approach of the innovation process of these training sessions. Following it, takes place the action through developing initiatives to respond to the needs of the targeted collectivity exposed previously. This module is based on the use of the empodera.org platform, and the VIP Values+ platform for evaluation and certification of the work performed by student participants. After this module, it is the turn of the presentation of the initiatives developed in the framework of this process.



In the following lines, a presentation of the structure of the modules is presented. The detailed information of each of those can be consulted in the Training guide on the use of the e-learning platform. The training sessions can take place online or onsite, face-to-face:

- **5 hours of guided training**, divided in 3 sessions of 2h+2h+1h (it could be done in one or two sessions, in case of face-to-face training)
- **20 hours of online work** to develop the initiative, and upload the proofs to the VIP Values evaluation platform, to obtain the certificate.

The minimum time of work to obtain one ECTS credit at Universities is 25 hours; the duration of the training has been adapted to this reality.



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Guided Training

- **Ice Breakers** - 5-mins.
- **Module 1** - 60 mins – **Concept of the Culture of Peace and the Target Group**
 - About the project and the former VIP Values project, Objectives and target groups
 - The concept of Peace. What is the culture of peace, and why is it important and necessary?
 - The culture of peace focused on young migrants or in other vulnerable situations
 - Description of the challenges of the target group, based on the analysis carried out by the consortium.
 - Presentation of the SWOT analysis



- **Module 2** - 60 mins – **The Culture of Peace linked to the SDGs**

The 2030 Agenda in general and SDGs focus of this project:

General overview of the importance of the United Nations/ 2030 Agenda, and the SDGs to achieve a better planet.

Explanation on the 3 SDGs focus of this project:

- SDG16: Peace, Justice and Strong Institutions
- SDG10: Reduce Inequalities
- SDG4: Quality Education

The topics to cover of each SDG are:

- A. Overview
 - a. Goal and importance
 - b. Facts and Figures
 - c. Other aspects (gender perspective, others)
- B. Targets
- C. Current progress (including the impact of Covid-19)
- D. Example of initiatives based on the SWOT Analysis performed by the Consortium
- E. Content sources
- F. Annexes (infographics, others)



- **Module 3** - 120 mins – **Use of the platform and creation of Initiatives**

Social entrepreneurship and social impact. Innovation processes. Lean Startup

This approximation to social entrepreneurship has the purpose of explaining what is understood with these concepts at the same time it may help to get a deeper insight on the purpose itself of the empodera.org platform and the impact that the proposed process could bring to the innovation.

Presentation of the methodology and functioning of the platform.

An explicative video will be shown in which all the process and the purpose of each of its steps are presented.

Registering of the participants

Making use of the platform, the participants registration in the platform in order to be able to interact with it.



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Creation of their initiatives, addressed at young migrants or other in vulnerable situations in the www.empodera.org platform.

- Creation of a first roadmap and the first actions to be carried out
- Determining the person responsible of the actions and distribution/organisation of the tasks

Taking action and measuring the impact

- First approximation of how to communicate and engage collaborators. The Elevator Pitch. The communication of the developed projects is crucial since it may ensure its success.
- First approximation of how to measure the impact

How to upload proofs of work at the VIP Values+ e-learning platform

Evaluation and certification process



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- **Module 4** - 60 mins – **Presentation of the initiatives by the participants**

This module can take place a few days later than the previous one, once the participants have already uploaded their initiatives to www.empodera.org, even if they have not yet been evaluated, in order to exchange opinions, good practices, provide suggestions, etc...

In the case of face-to-face training, if given the case, facilitators can give a slot of 1-2 hours to participants for developing the elevator pitch and then present it at the end.



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6. Certification. Criteria to obtain the certificate

The criteria for participants to obtain the certification of the skills acquired through this training are:

- To be present during the 5 hours of guided training (online or onsite)
- To create at least one initiative using empodera.org (individually or in group)
- To have completed at least 2 actions.
- To submit all the work about the initiative at the VIP Values+ platform on time



There are 25 hours of training foreseen in total, in order to obtain ECTS credits from the Universities participating in the training sessions. This is optional, and it is up to each University or Educational Centre to provide students with it, although it is advisable, in order to encourage students to participate.

There will be a contact email where to address important technical problems occurring with the platform, assisted by Fundación Cibervoluntarios.

The doubts regarding the procedures or materials, will be addressed to each piloting partner organisation, to the person designated by each of them.



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7. Development of the Guide for the Use of the Platform

Within the VIP Values+ project, this methodology will be applied to develop the training resources to use with the participants, gathered in a Guide that will also include instructions on the use of the platform, so the facilitators can conduct the whole training, evaluate the initiatives created and provide certificates to the participants that have met all the requirements. All of it will be available at www.vipvalues.org.



8. Testing of the methodology, the training guide and the platform

Of course, to assess the usefulness of the resources created, it is necessary to test them in real environments, so we strongly recommend doing so, before undertaking the actual training, even if the resources to be used are the ones available at the VIP Values Platform.

For the VIP Values+ project, the methodology, training guide and platform will be tested with 30 students in each country of the project: Austria, Belgium, Cyprus, Italy and Spain. Therefore, a total of 150 students will test the results of the project.

This will give the consortium perspective on whether to make adjustments in any of the steps, as the casuistry may vary from one country to another.



Annexes



Annex 1 - Guidelines to carry out the interviews to the target group

Questions for young migrants or other young people in vulnerable situations (preferably aged 26 and under, definitely under 30 years old)

1. Description of themselves:

- a. Age
- b. Where do they come from
- c. Time in host country

2. Which are your main challenges here Today, and since you arrived? (Education?, Work?, Integration within the host society?)

- a. Why do they think it is that way? What do they attribute it to?

3. How do you face these challenges?

- a. How do you react towards them?
- b. Do you receive help? From whom?
- c. i. Is it enough?
- d. If you could choose, how would you like to solve them?



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Annex 1 - Guidelines to carry out the interviews to the target group

4. Since you are here, did you suffer any kind of violence, in the real or virtual world?

- a. Cultural or symbolic violence: prejudices, beliefs, ideologies that nest in language, music, religions ..., that justify marginalization, exclusion and legitimize other violence (hate speech ...)
- b. Structural violence: lack of access to or coverage of basic needs (poverty, inequalities, evictions ...);
- c. Direct violence: physical or psychological aggression (mistreatment, insult, intimidation, beatings, harassment, contempt, torture, murder,...);

5. How did you face it?

- a. How did you react towards them?
- b. Did you receive help? From whom?
- c. Is it enough?
- d. Would you like to have any tool/resource to help you face/respond to this violence in a peaceful way?

6. What would you like to do to act “against” these acts of violence?



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Annex 2 - Guidelines to carry out the interviews to the target group:

Questions for stakeholders - organisations working with the target groups

1. Which would be the main characteristics of the young migrants you work with, how would you describe them?

- a. In which conditions do they arrive?
- b. How are they feeling towards their migration journey?
- c. What do they expect?

2. Which are the main barriers/challenges they encounter when arriving here?

3. Where do you, as an organization, have to give them most of the support?

4. Is there any (recurrent) act of violence registered against them?

- a. Virtual
- b. Cultural / Offline



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Annex 2 - Guidelines to carry out the interviews to the target group:

5. Where could the projects that the students will create through the VIP Values+ platform act best?

6. And how?

7. Which elements should be taken into account when developing the projects in the platform?



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info@vipvalues.org
+34 915422900

www.vipvalues.org

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