

MODULE 6 : The importance of sharing experiences and peer to peer collaboration. Good practice examples.

Youth Workers 4 Global Goals

CAPACITY BUILDING IN THE FIELD OF YOUTH



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INTRODUCTION

In this module, the intention is to know more about sharing experience and peer-to-peer collaboration. The principal aim is to be able to know what those nouns covers. It is true that “sharing experience” or “peer-to-peer collaboration” are notions which are used many times in many circumstances. Knowing what they really mean is a key importance, especially during project as our or as SDGs.

An emphasis will be also put in the illustration of sharing experience and of peer-to-peer collaboration. We will show you some good practices around those two concepts, especially in the field of SDGs and youth work.

We hope you will be enjoy this last and final module.



I - What is sharing experience & peer-to-peer collaboration

a. The sharing experience signification

The term of sharing experience refers often to another word, which is “dissemination”:
” Dissemination means the disclosure of knowledge by any appropriate means (e.g. publications, conferences, workshops, web-based activities)”¹. Sharing experience is one way among many to reach dissemination. Both imply the spread of something to other people in order to contributing to the progress or allow to grow the community which will beneficiate from a work. It is common to heard the concept of ”dissemination of experience”.

In order to make the concept clearer, this is the definition used by the European Commission concerning the Erasmus+ Programme : is a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available. In terms of the Erasmus+ Programme this involves spreading the word about the project successes and outcomes as far as possible. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. This should cover why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period. What is intended by "results of the activity"? Results are achievements of the project that received EU funding. The type of result will vary depending on the type of project. A result is a product or output which is produced by a given project and which may be quantified. Please refer to the list in the section “What can be disseminated and exploited?” to find a categorisation of project results. Some results of projects are difficult to quantify. Increased awareness is an example of such achievement. This type of results should be measured using polls and satisfaction surveys.²

Another simply way to define sharing experience is by using the psychology field. Thanks to pia H Bülow we can say that sharing personal experiences with other people is a common phenomenon that we all engage in. ³ Sharing experience can be the fact to told to our friends, family, and so on about something that did happen to us. This create a social bond.

¹ <http://www.iprhelpdesk.eu>

² <https://ec.europa.eu/>

³ <https://pdfs.semanticscholar.org/f3c1/619298efa22b18b21f3e378dc2c4ae4ab0d6.pdf>



b. Peer-to-peer collaboration definition & uses

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.⁴ Peer-to-peer collaboration's significance is quite explicit. Nevertheless, this notion covers some sub-disciplines. Peer-to-peer collaboration can be decomposed with : peer learning, peer review, peer teaching, peer training... Peer-to-peer collaboration is also known as collaborative learning/review/teaching etc.

The first concept with whom peer-to-peer collaboration is linked to is the schooling system. The concept is the simplest to understand and well define by the Cornell University. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions. Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.

Shorter in-class collaborative learning activities generally involve a three-step process. This process can be as short as five minutes, but can be longer, depending on the task at hand.

⁴ <https://www.uopeople.edu/student-experience/quality/collaborative-peer-peer-learning/>



- Introduce the task. This can be as simple as instructing students to turn to their neighbor to discuss or debate a topic.
- Provide students with enough time to engage with the task. Walk around and address any questions as needed.
- Debrief. Call on a few students to share a summary of their conclusions. Address any misconceptions or clarify any confusing points. Open the floor for questions.⁵



This peer-to-peer collaboration can also be implemented at a higher level, for example between countries. A peer review is a learning event hosted by a European country wishing to present a good practice example or an emerging policy or practice to a group of peer countries (up to 10 guest countries). The goal is to discuss a specific topic, with the view of identifying transferable aspects and learning from good practice examples and/ or support the implementation of emerging policies or practices.⁶

Moreover, we find this notion under a parallel concept in European documents which is: non-formal education. The Erasmus+ programme, for example, supports projects designed for youth organizations or groups of young people, with a focus on non-formal learning, such as youth exchanges, opportunities for volunteering, training, and networking opportunities for youth workers, cooperation for innovation in youth work.⁷

⁵ <https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>

⁶ <https://ec.europa.eu/social/main.jsp?catId=1070&langId=en>

⁷ <https://ec.europa.eu>



This notion is really important in the field of youth notably when it is linked to youth worker exchanges. Throughout the years, non-formal learning and education were repeatedly confirmed as key priorities of the Council of Europe; in 2005, the European Ministers responsible for youth expressed once more that the recognition of non-formal education competencies should be reinforced. In its Agenda 2020, the Conference of Ministers highlights that the recognition of non-formal education and learning makes a strong contribution to young people's access to education, training and working life.⁸

When we take a glance at the definition of non-formal education or non-formal learning, we can see that collaborative learning or peer teaching are part of the methods of non-formal education.⁹ Peer-to-peer collaboration is one tools among other to implement the non-formal education. The European Commission is not the only institutional establishment which set up those notion, the UNESCO put also a strong link between these the two notion in order to train and educate young people with fewer opportunities .¹⁰

With all these uses showed, we can sum up this notion into few words. Peer-to-peer collaboration could mean when some people without hierarchy bond, discuss, exchange, think, search, find solution to their problems or questions or to acquiere know-how or skills, during a determined time.



⁸ <https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning>

⁹ <https://www.erasmusplus.edu.gr/en/portfolio-items/non-formal-educational-methods/>

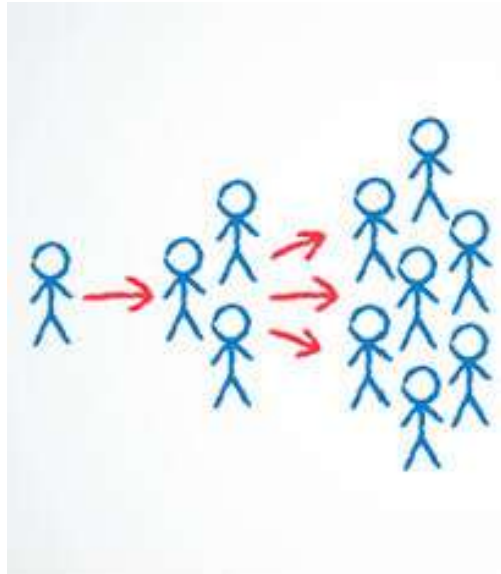
¹⁰ <https://unesdoc.unesco.org/ark:/48223/pf0000245625>



II – The importance of sharing experience & peer-to-peer collaboration

a. The importance of sharing experience

As we notice aforementioned, sharing experience is really important for social interaction but also for those who taking care of projects. Taking time to elaborate a systemic sharing experience is quite a necessary step. Sharing experience with others young, partner, strangers on social media will beneficiate to the entire sphere but also to yourself, as person and as member of an organization.



In an Institutional project context, sharing experience significate sharing results. This can often reveal new opportunities to grow the ongoing project and the output and results new openings in terms of partners, projects, unplan perspectives... Sharing the results and the experience in general will enable others to benefit from the activities of the program. Project results can serve as examples and inspire others by showing what is possible to achieve under the Programme. This can also inform future policy and practice around the globe and not just in your country or field of usually work. By reaching out to as many potential users as possible through effective dissemination, this will help to achieve a return on investment.¹¹ Without forget the effect on other persons: eager to enroll in, awareness,... This will help to improve and accelerate the project.

¹¹ https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-ii_en



b. The importance of peer-to-peer collaboration

As an african proverb says :

Alone we go faster together we go further



Collaboration provides a safety net, it helps you catapult your thinking and develop ideas that may seem crazy at first to a unique and creative lesson plan. Peer-to-peer collaboration can turn a small idea into the seeds for something fabulous. Collaborative learning has been shown to not only develop higher-level thinking skills, but boost confidence, self-esteem as well, improve social and interpersonal skills. When we work together, we create a better learning experience.¹² In sum up, peer-to-peer collaboration encourage encourages self-analysis, makes you see the bigger picture, learning from the experience.

- Encourages Self-Analysis: When peer to peer collaboration is applied in the workplace, teams plug each other's gaps and challenge one another to be transparent in the ways they think, in how they articulate, and the way they share their abilities. Your own self-analysis acts like a mirror that enables your team to catch a glimpse of their strengths and weaknesses.
- Makes You See the Bigger Picture: No two people are the same or think exactly alike. And that's the beauty of collaboration. For when two or more gather together at the table, roll up their sleeves and leverage their differences, they discover how to complement one another. New vistas appear on the horizons of their minds and with them, fresh solutions to the task at hand. Meaningful dialogue ensues and soon, solutions are born.

¹² <http://neatoday.org/new-educators/benefits-of-collaboration/>



- Learning from the Experience: Peer to peer collaboration breeds opportunities to grow capacities, learn new skills and develop new ways to think. Even failures breed eventual success in one way or another.¹³

Successful collaborative learning has the potential to bring out the unique strengths of each individual while strengthening the work of the group through teamwork, cooperation and combined effort and resources. The system of peer-to-peer collaboration is designed to give skills that will prove helpful and necessary throughout their educational and professional careers. The first of these is the fostering of community. Peer to peer learning allows young who may be located very far from one another to build a global network. This also prepares youth people for the unique experience of working in a global community – a skill necessary for today’s professional culture. Moreover, in most workplaces, it is not only the “boss” who gives comments, feedback, suggestions, and constructive criticisms but more often by one’s peers.¹⁴

Sharing experience on peer-to-peer collaboration are really linked. When we focus on definition on peer-to-peer learning: This learning involves individuals exchanging knowledge and experience with each other and diffusing this learning back to their organizations to ensure an impact—at scale—on reform initiatives, we can see that those concepts overlap¹⁵.



¹³ <https://leadx.org/articles/get-started-peer-peer-collaboration-accountability/>

¹⁴ <https://www.uopeople.edu/student-experience/quality/collaborative-peer-peer-learning/>

¹⁵ https://www.effectiveinstitutions.org/media/The_EIP_P_to_P_Learning_Guide.pdf



III – Good practice examples

a. **Sharing Experience and peer-to-peer collaboration: the importance in the UN & SGD world. Concretes examples.**

In the sphere of the United Nations these two notions of sharing experience and peer-to-peer collaboration are very important and present.

Let's have a look in the UN and the SDGs field, we can, for example, name the fact that many inter-regional workshops, meeting, summit, informal gathering... are organized by the UN in order to share experience to other participants. To illustrate those words, we can take the "Inter-Regional Workshop on Experiences and Lessons learned from the ECOSOC National Voluntary Presentations". As the UN remind: Since their inception, the National Voluntary Presentations have been critical instruments to review the status of implementation of the MDGs and other internationally agreed development goals at the national level and share experiences globally. In the wake of the adoption of the 2030 Agenda for Sustainable Development in September 2015, UN DESA organized a workshop to take stock of eight years of National Voluntary Presentations and to contribute to the preparations for the follow-up and review of the implementation of the new sustainable development goals. The inter-regional workshop provided an opportunity to reflect on the experience of participating in the National Voluntary Presentations with a view to strengthen future review processes. Participants formulated recommendations for the UN system to strengthen national capacities for using goal-oriented, evidence-based, and participatory frameworks in the formulation, implementation and review of policies and strategies for sustainable development. ¹⁶



¹⁶ <https://www.un.org/ecosoc/en/events/2015/inter-regional-workshop-experiences-and-lessons-learned-ecosoc-national-voluntary>



In the same way, the image above illustrates another sharing experience for the UN in the SDGs world. This is the Second Global Voluntary National Reviews (VNRs) Workshop for countries presenting a Voluntary National Review, at the July 2019 High-level Forum on Sustainable Development (HLPF). The two-day peer learning event focused on taking stock of the VNR preparations thus far and provided guidance on the scope of the VNR report as well as on the presentation of the review at the July 2019 HLPF. The workshop brought together 65 participants, including notably the President of the Economic and Social Council (ECOSOC), 47 government officials from VNR countries, representatives of the UN Regional Commissions and Resident Coordinators from some VNR countries. The workshop programme included plenary sessions and discussions in working groups to foster peer learning. The ECOSOC President stressed that the Voluntary National Reviews (VNRs) are a key element in the follow-up to the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs). The Secretariat briefed participants on the scope and the content of the VNR report. The VNR should address all SDGs, while goals that constitute a national priority could be addressed in more depth. The report should paint a realistic and honest picture of the implementation of the SDGs and share challenges and gaps along with accomplishments and success stories. It was emphasized that the 2030 Agenda is about achieving the SDGs together and making a difference in the lives of people.¹⁷

Moreover, another example can be found. The Knowledge Management (KM) organization by the UN in the context of SDGs enumerates. Among tools, they recommend, in the “ACCELERATING THE PROGRESS TOWARDS THE LOCALIZATION OF SUSTAINABLE DEVELOPMENT GOALS (SDGs)” document to practice the share experience and to use the peer-to-peer system. To quote the document names Peer-to-Peer Exchange Initiatives, The consultations held in November, 2015 with UN Women country offices

¹⁷https://sustainabledevelopment.un.org/content/documents/2220901042019_Summary_VNR_workshop_Bonn_FINAL.pdf



under the leadership of the regional office documented diverse levels of localization efforts by country offices in the region. Premised upon lessons learnt that could offer relevance to other country offices, it was strongly recommended that there be a system of peer learning which promotes a direct exchange of knowledge and experiences between country offices through country visits. This could be complemented with detailed assignment models of UN Women where staff are released by a station and supports another country office for a specific period during which the duty station caters for their presence at the station but use their skillset to adequately harness programming efforts around a given area.¹⁸

Without forget the SDGs Learning, Training, and practice. This event is the occasion to create a capacity building, networking and experience-sharing event t, with high-level speakers and experts on crucial topics related to the implementation of Agenda 2030 and the SDGs. It is written in plain English that the SDGs learning, training and practice sessions will aim to advance on sharing experience and peer-to-peer collaboration.¹⁹

The Global Partnership for Sustainable Development Data is a global network working together to ensure the new opportunities of the data revolution are used to achieve the Sustainable Development Goals²⁰.

European associations of local and regional governments should be supported to accompany their peers in partner countries to assess (potential) impact of forthcoming legislation – the EU partner association being tasked to deliver early warning information and to share experiences on impact assessment ex-ante and ex-post.

The European multi-stakeholders platform on SDGs should become a permanent body tasked with sharing good practice and knowledge sharing on how to implement SDGs at all levels of governments. Similar platforms exist in some Member States and help all stakeholders to boost their contribution to the implementation to SDGs. The EU may learn from these cases to maximize the efficiency of a permanent multi-stakeholder platform.

The Partnerships for SDGs online platform is United Nations' global registry of voluntary commitments and multi-stakeholder partnerships made in support of sustainable development and the 17 Sustainable Development Goals. The Partnerships for SDGs platform also facilitates the sharing knowledge and expertise among multi-stakeholder SDG-related parterships and voluntary commitments, and for providing periodic updates on their progress. The Partnership for SDGs online platform welcomes

¹⁸<https://sustainabledevelopment.un.org/content/documents/2325Knowledge%20Management%20Strategy%20for%20Localizing%20SDGs%20at%20National%20Levels.pdf>

¹⁹ <https://sustainabledevelopment.un.org/hlpf/SDGsLearning>

²⁰ <http://www.data4sdgs.org>



registration of partnerships and voluntary commitments undertaken by Governments, intergovernmental organizations, major groups and other stakeholders that are aligned with SMART deliverables - Specific, Measurable, Achievable, Resource-based, and Time-bound – and that aim to drive the implementation of the 17 Sustainable Development Goals of the 2030 Agenda. ²¹

The platform has been developed to support the sharing of information and knowledge of the work carried out by existing partnerships and voluntary commitments in driving the Sustainable Development Goals, and for networking among stakeholders. A submission of a partnership initiative and/or voluntary commitment to the Partnership for SDGs online platform does not in and of itself connote any affiliation or partnership arrangement with the United Nations. Each year, the Division for Sustainable Development Goals of UN DESA produces a publication on Partnerships for the SDGs, which summarizes partnership trends and highlights transformative partnerships. It is intended to provide space for sharing knowledge and expertise among different actors that are engaged in multi-stakeholder SDG-related partnerships and voluntary commitments, and for providing periodic updates on their progress.²²

There are many other examples as much as those two concepts of sharing experience and peer-to-peer collaboration are important. Those concepts are usually key components on every UN project or institutional project in general.

The UN's Decade of Action was launched this year, 2020, in order to put on-track again the Sustainable Development Goals. As they said, in order to leave no-one behind, the 2030 Agenda must be owned by people, implemented by people and for people. To achieve this, they ask for participation of everyone and they count on the sharing of experiences, among other tolls.²³

Y-peer, is an organization created by the United Nation Population Fund (UNFPA) A. The all organization is based on the peer-to-peer collaboration: peer education, peer education, peer-to-peer discussion... to educate and inform about HIV and STI. ²⁴

²¹ <https://ec.europa.eu/info/sites/info/files/delivering-sdgs-local-regional-level.pdf>

²² <https://sustainabledevelopment.un.org/partnerships/about>

²³ <https://www.unv.org/goodpractices>

²⁴ <https://www.unfpa.org/news/y-peer-empowering-young-people-empower-each-other>



b. How to share experience and put in place peer-to-peer collaboration

There are many good practices which cover sharing experience and peer-to-peer collaboration. Moreover, sharing experience and peer-to-peer collaboration are among over good practices too, refer to section above. Here we will mention the good practices in order to success the implementation of share experience and peer-to-peer collaboration.

First, to assure a correct and focus share experience and peer-to-peer collaboration implementation, the subject should be clearly defined and remember to the youth workers. In the case of our project, what is SDGs and all the definitions and questions about it can be find in the previous modules.

It is also important to assure the announcement of the objectives and peer engagement. The engagement has to be done each over toward other that can be on a formal or with an informal form. All youth workers have to be conscious of their engagement toward the project and toward the spread and the translation of the of the SDGs practices at multiples levels: local, regional and national.

Another fundamental step is to identify the peers and to have, preferably face-to-face, contacts with them in order to create a bond and trust but all to plan and collaborate correctly. Moreover, in order to have a coherent and working sharing experience and peer-to-peer collaboration a strategy can be structured. Every youth worker should be an active youth in the reflection of the implementation and review of the SDGs Agenda but also about the dissemination when he will go back to their organization.²⁵



²⁵ https://www.effectiveinstitutions.org/media/The_EIP_P_to_P_Learning_Guide.pdf



Concerning the strategy, in order to share the experience correctly, it is recommended to :

Make sure that each participant must make a sum up of the training courses once return to their sending organization about what came up during the weeks.



Ensure that all documents, communication tools, project, output and so on must be translate as many as it can be, with the aim of reaching the most people. The best will be that documentation cover all the languages engage in the partnership plus English which is the “universal” one.

Concerning the sharing experience, the European Commission recommend doing it through:

- Project or organizational websites;
- Meetings and visits to key stakeholders;
- Dedicated discussion opportunities such as information sessions, workshops, (online) seminars, training courses, exhibitions, demonstrations, or peer reviews;
- Targeted written material such as reports, articles in specialized press, newsletters, press releases, leaflets or brochures;
- Audiovisual media and products such as radio, TV, YouTube, Flickr, video clips, podcasts or apps;
- Social media;
- Public events;
- Project branding and logos;
- Contact media at every level



All other innovating and creating idea will be welcome, appreciate and sharing with others partner. ²⁶

It is also important to remember that sharing an experience, knowledge requires courage, skill and sensitivity, many people do not do it because they do not want to share their thoughts, it is very difficult to have the audience adapted to these communications²⁷. It is really important to reassure youth workers about the fact that it is not like in school. Nobody will judge the thoughts of people. We are here with a mission and objective: help with the implementation of SDGs at the local, regional and local level.



The places to share experiences and knowledge are diverse, it can be the house, the theater, the schools, the universities, etc., however, it is important for the message to reach people correctly, to analyze the following, among other things:

It is important before sharing our experiences and knowledge to know if the people present meet certain characteristics so that the objective is met, you can start by asking:

- Is the experience you are going to share interesting to the public present?
- Level of knowledge of the public you have on the subject?
- Age of the participants,
- Country of origin,
- Level of education and social context of the target groups

All of the above is essential to be able to exchange experiences and knowledge. For example, to communicate the message to a school audience, you could take ministries of education as a reference. The communication consisted of creating several videos in which boys and girls appear explaining the SDGs, in order to make the material available to educators for the teaching of each objective.

²⁶ https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-ii_en

²⁷ <https://www.unece.org/fileadmin/DAM/hlm/documents/Publications/U4SSC-CollectionMethodologyforKPIfoSSC-2017.pdf>



For the adult public, sharing experiences depends on the interest to exchange ideas, which allows enriching and sharing the specialized knowledge of those who participate.



The main thing is to establish clear objectives, a solid work scheme and indicators of success to design a transparent, achievable and measurable proposal.

The management of knowledge and experience plays a fundamental role for the realization of these meetings because it can be managed with only private people or alliances can be made with other associations and organizations that can serve as support for the experiences and knowledge that are shared, This is an innovative approach to broaden the scope of information, educate citizens on the SDGs and invite them to actively participate in achieving the goals.

On the other hand, several academic institutions have leading research centers to generate dialogue tables on the SDGs²⁸.

The IDB's WiConnect3 platform is a useful channel to identify private, governmental and civil society organizations in the region with the possibility of being partners in the exchange of knowledge about the SDGs.

To do it, it is recommended to use the SMART system: SMART objectives or goals are wonderful things because they bring clarity, structure and measurability, turning a vague aim into something much more realistic. As you probably know, SMART stands for:

- **Specific:** Registered initiatives should aim for concrete deliverables, contributing to specific goals and targets under the 2030 Agenda. In the case of multi-stakeholder partnerships, each partner should have a clear role to play.
- **Measurable:** To facilitate review of progress, registered initiatives should set measurable progress indicators.

²⁸ <https://www.unece.org/fileadmin/DAM/hlm/documents/Publications/U4SSC-CollectionMethodologyforKPIfoSSC-2017.pdf>



- Achievable: Registered initiatives should set attainable goals and strive to deliver results.
- Resource-based: Initiatives should have a secured resource base, rather than merely project proposals,
- Time-bound: Deliverables should be time-specific.²⁹



Still another way to define sustainable development is in how it is measured. Indeed, despite sustainable development's creative ambiguity, the most serious efforts to define it, albeit implicit in many cases, come in the form of indicators. Combining global, national, and local initiatives, there are literally hundreds of efforts to define appropriate indicators and to measure them. Recently, a dozen such efforts were reviewed.



c. How to measure the performance of the two tools

At the beginning, we said that sharing experience is also a way to know if the project was successful or not. In this atmosphere, we will introduce the KPIs.

²⁹ <https://sustainabledevelopment.un.org/partnerships/about>



Dimension	Society and Culture				
Sub-Dimension	Safety, Housing and Social Inclusion				
Category	Social Inclusion				
KPI Name	Poverty Share				
KPI No.	SC: SH: SI: 3C	Type:	Core	Type:	Structural
Definition / Description	Percentage of city inhabitants living in income poverty				
Rationale / Interpretation / Benchmarking	<p>“Reducing poverty has become an international concern, yet there is no international consensus on guidelines for measuring poverty.</p> <p>In pure economic terms, income poverty is when a family's income fails to meet a federally established threshold that differs across countries. Typically it is measured with respect to families and not the individual, and is adjusted for the number of persons in a family. Economists often seek to identify the families whose economic position (defined as command over resources) falls below some minimally acceptance level. Similarly, the international standard of extreme poverty is set to the possession of less than 1\$ a day.” (UNESCO)</p> <p>The percentage of the city’s population living in poverty is an indicator of social equality and reflects levels of economic and social marginality and/or inclusiveness in a city.</p> <p>Cities should report based on national poverty thresholds which vary for each country/city.</p> <p>A declining trend and lower values are considered positive.</p>				
Source(s)	UNESCO. Poverty. Retrieved from < http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/ >				
Methodology	<p>Calculate as:</p> <p>Numerator: Number of city inhabitants living below the poverty line</p> <p>Denominator: Total number of city inhabitants</p> <p>Multiply by 100</p>				
Unit	Percentage				
Data Sources / Relevant Databases	National poverty thresholds can be used to determine the poverty level of a city. These can be retrieved from the World Bank website: www.worldbank.org				
SDG Reference(s)	SDG Target 1.1: By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.				

KPI stands for "Key Performance Indicator", it is an indicator or meter that we consider key to evaluate the results obtained in an action or campaign. Therefore, it is information that will indicate if we are on the right path and if we are meeting the objectives that we have established.

How to choose a good KPI?



- Number of people reach
- Number of shared experiences
- How I judge the peer collaboration on a scale
- How far the objectives are reached
- ...

When you have to choose your KPIs you have to remember two very simple things:

- You have to respond to a previously established objective
- They all have to have SMART features

If not, try again to find the properly KPIs³⁰.

³⁰ <https://www.unece.org/fileadmin/DAM/hlm/documents/Publications/U4SSC-CollectionMethodologyforKPIfoSSC-2017.pdf>