



**MedLIT**  
Media Literacy for  
Migrant Women

# Peer-to-peer approaches for migrant women

**MEDIA LITERACY FOR REFUGEE, ASYLUM SEEKERS AND MIGRANT  
WOMEN**

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Introduction

Dear **Reader**,

if you've faced this manual, we probably have more in common than you think. You probably found yourself thinking about how much the digital world pervades our lives today, and maybe you're just looking for a useful and practical way to be able to make as many people as possible aware of the positive use of this resource.

This manual was created with this goal in mind, to provide, in a simple and clear way, a useful and practical set of *ideas, techniques and tools* for raising awareness of those who do not have yet the knowledge necessary to define themselves as a master of the digital world.

This manual is actually part of a larger project called [Media Literacy for refugee, asylum seeking and migrant women \(MedLIT\)](#) and co-funded by the [Erasmus+ Programme, Key Action 2 - Strategic Partnerships in the field of Adult Education](#).

This project aims to increase the **literacy of migrant women in digital and media fields**, considered fundamental to improve their *social inclusion* in the European local communities. In addition to the development of specific open source tools, the project also foresees the creation of a **peer-to-peer approach** to replicate and implement awareness campaigns to spread the importance of media and digital skills for migrant women.

The choice of a *peer-to-peer action* comes from the consciousness that directly investing some of the stakeholders in the role of **Ambassadors of knowledge**, directly involving them and making them responsible in this sense, is the most effective method to *generate real impact and response within the community*. Moreover, it is important to underline the power of *word-of-mouth* among migrant women, certain of the centrality of their network as an instrument of knowledge. According to this action, therefore, it will be the migrant women, with the support of trainers, who, after participating in the training course, will be the creators of the campaign.

This manual is intended to be a useful tool for all those who want to undertake the creation of a peer-to-peer awareness campaign. It is divided into three theoretical parts. A first introductory part where we will share our research work on reference contexts and on some of the best practices adopted in Europe. Then the concept of peer-to-peer awareness campaign will be addressed in all its facets, discovering techniques, tools, strengths and weaknesses. Finally, a real practical guide will be proposed for the implementation, step by step, of a peer-to-peer awareness campaign.

*Enjoy your reading!*

**MEDLIT team**



## Media Literacy Today

Digital Literacy, Media Literacy, Information Literacy, New Media Literacies are just some of the "tags" that have been used since some years to try to define the digital skills that all citizens of our time should have to learn, work and - why not - play in a society where digital is now ever-present and is not only changing the way we do things, but also inventing new ways to do them: at school, at university, at work. Talking about digital skills opens up a very vast world that is not limited to purely technical skills but also to social skills, relationships with others and the use of all the services that society offers.

More and more often we try to structure these competences in a *conceptual framework of reference*. The need to create this reference framework is based on the assumption that digital competence is one of the eight key competences for lifelong learning, identified in 2006 by the Council and the European Parliament with the Recommendation "**Key competences for lifelong learning**"<sup>1</sup>. In this document, digital competence is defined as "*the ability to make familiar and critical use of information society technologies*".

At European level, the **Digital Competence Framework for citizen (DigComp)** was proposed in 2010<sup>2</sup>, capturing an image of each of the capabilities that should make up digital competence.

Today, when we talk about **e-skills**, we are not only referring to real technical knowledge in the digital field. The European digital competences framework, indeed, is based on 5 main aspects that invest different transversal competences:

- **INFORMATION:** identify, locate, recover, preserve, organize and analyse digital information, judge its importance and purpose;
- **COMMUNICATION:** communicate in digital environments, share resources through online tools, connect with others and collaborate using digital tools, interact and participate in communities and networks;
- **CONTENT CREATION:** create and edit new content (from word processing to images and videos), integrate and revise knowledge and content, produce creative expressions, media content and program, know and apply intellectual property rights and licenses;
- **SAFETY:** protecting your data, your digital identity, knowing online security measures, using digital tools in a safe and sustainable way;
- **PROBLEM-SOLVING:** identifying digital needs and resources, creatively using technologies, solving technical and conceptual problems through digital means, updating one's own competence (and that of others), making informed decisions on the most appropriate digital tools to be used according to the purpose and needs.

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<sup>1</sup>Recommendation 2006/962/EC on key competences for lifelong learning: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:c11090&from=EN>

<sup>2</sup> <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

Looking at the key points of the reference framework, we note that the objective of this framework is to develop transversal skills, to better live in an era where digital is gaining an increasingly important role. It is therefore possible to say, in short, that the conscious use of digital technology is closely linked to the process of active participation that should affect all citizens.

However, there are still many differences in access to these skills. Our work, focusing on the importance of these tools, aims to offer these skills to migrant women who, being present and integrated in Europe, are among the least educated targets on the subject. The literature on the subject is almost non-existent and this phenomenon pushes us even more to clarify the subject.

All the research conducted by the project partners found more than one common element:

- Within migrant communities, women are the most disadvantaged sub-target about digital skills
- They all show a strong attachment to the mobile phone (typical of this era), but they use it mainly to communicate with their family and friends, and almost never, for example, to do research on the web.
- The most used platforms are WhatsApp, Facebook and, less, YouTube.

The research conducted by the project partner also confirms another aspect: the lack of reports and statistics on the subject easily turns into a lack of care and attention by the institutions on the subject, which remain outside the problem.

Partners have often pointed out that there is no possibility for migrant women to develop digital skills and, as in the case of Italy, the only support is given by NGOs and informal groups of young people who, through their contact with these communities, perceive the need. The MedLit project wants to fit into this space.

The idea behind the need for a peer-to-peer awareness campaign is to *support the target group to develop media and digital skills and to allow these women to share results and milestones achieved within their communities*, producing a **domino effect** that leads to an exponential growth in understanding and awareness.

## Successful Stories Around the World

Thinking about a peer-to-peer awareness campaign means providing people who express a need with certain knowledge and skills that will help them improve their condition. But not only that, once these skills are internalized, the aim of the peer-to-peer awareness campaign is to empower these individuals and make them 'Knowledge Ambassadors' of those specific skills in order to develop a collective knowledge of the problem within their social network, their community of reference.

The peer-to-peer awareness comes from the concept of **Peer Education**, defined as "*the teaching or sharing of information on health, values and behaviours, by members of the same age and with a similar social status*"<sup>3</sup>; referring to the concept of communication between peer and peer or between people belonging to the same status and is therefore inherent to phenomena of social influence.

Feeling some kind of commonality with another person or supposing to share with them the same problems or experiences make this person a credible interlocutor, that can be trusted, and this increases the probability that our way of thinking and acting is influenced by it<sup>4</sup>. The strategy of this tool is to exploit the relationship of *mutual and continuous influence* that manifests itself within a peer group to make shared knowledge.

Data from national analyses show that peer social influence is very strong in the case of migrant communities living in Europe and especially in women.

It is useful to demonstrate that such awareness campaigns have been used to develop new awareness of the most diverse issues. Here there are some examples of peer-to-peer awareness campaigns that have been successful in getting a positive impact:

### ➤ SOLAS – Ireland

#### **"National Adult Literacy and Numeracy Awareness Raising Campaign"**

In 2016, SOLAS, the Further Education and Training Authority in Ireland, funded a national awareness campaign to encourage those with literacy and numeracy difficulties to improve their skills. The campaign was a key action in Ireland's Further Education and Training (FET) Strategy 2014 – 2019 which sets out to meet the training needs of Ireland's labour market and society. The campaign was managed by the National Adult Literacy Agency (NALA) and it was supported by a range of stakeholders via a national steering committee.

The needs of learners with literacy and numeracy needs can be complex and multifaceted. To reflect these needs *the campaign used real stories told by real people, stories that would resonate with adults wishing to improve their skills and encourage them to take the first step towards improving*

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<sup>3</sup> Sciacca J. P. (1987), Student peer health education: a powerful yet inexpensive felpi strategy. Peer Facilitator Quarterly, 5, pp. 4-6 9

<sup>4</sup> Sloane, B.C. & Zimmer, C.G. (1993). The power of peer health education. Journal of American College Health.

those skills.<sup>5</sup> The evaluation of the project saw 90% of the interviewees happy with the intervention carried out.

➤ **University of Michigan Depression Center**

**Peer-to-Peer Depression Awareness Program (P2P)**<sup>6</sup>

The *Peer-to-Peer Depression Awareness Program (P2P)* is a school-based program that aims to decrease mental illness and promote well-being among students by empowering high school students as both learners and educators. In the 2015–2016 academic year, 121 students across 10 high schools were trained to develop and implement peer-to-peer depression awareness campaigns. Outcomes were assessed via pre- and post-test questionnaires. A total of 878 students completed questionnaires. Outcomes demonstrated *improved knowledge and attitudes toward depression, increased confidence in identifying and referring peers with depression, improved help-seeking intentions, and reduced stigma*<sup>7</sup>.

These are just some of the examples that show how much an awareness campaign can generate a real change in the management of a commonly shared issue.

The different researches carried out at national level by the partner countries have in fact shown how many interviewees feel and recognize the need to increase their digital knowledge, while recognizing the absence of specific course offers and therefore a real difficulty in finding practical and concrete ways to achieve their goals.

**The idea of a peer-to-peer awareness campaign aims to fit into this lack, offering stakeholders new and innovative ways to develop a common knowledge and growth in an area such as digital knowledge, which today is confirmed to be of indispensable importance.**

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<http://www.solas.ie/SolasPdfLibrary/National%20Literacy%20and%20Numeracy%20Awareness%20Campaign%20Evaluation%202016.pdf>

<sup>6</sup> <https://members.depressioncenter.org/p2p/res/lib/P2P-Manual-2017-Flinn-12-17.pdf>

<sup>7</sup> <https://www.ncbi.nlm.nih.gov/pubmed/29493416>

## Peer-to-peer

The MedLit project aims to use **Peer Learning<sup>8</sup> approaches** in order to lay the foundations for a digital-cultural growth of one of the sub-target groups that today are most excluded from the society due to their lacks in digital and media skills: migrant women in Europe.

The national analyses carried out by the partner countries have in fact shown that this subgroup does not have the digital knowledge that most of us, especially the youngest, seem to take for granted: booking a train ticket, checking bus timetables, reading news on the CNN app and so on. But *why we choose peer-to-peer?*

**Peer-to-peer interaction** is an approach based on *collaboration and sharing of knowledge* and competencies between individuals who are identified and identify themselves as similar in age, education, previous experience, etc.<sup>9</sup>.

Proposing a **Peer-To-Peer Awareness Campaign** therefore means exploiting the link and the dynamics existing within a group to be able to reach, in a direct way and using the language typical of the group itself, the highest number of people possible in order to generate a real change.

Although this term has a digital origin<sup>10</sup>, the concept of peer-to-peer collaboration is very old and, since the second half of the 1950s, has begun to play an increasingly popular role among educational methodologies both within and outside the school environment.

From a psychological point of view, it is scientifically proven that the peer group plays an essential role in supporting the creation of the individual and his growth as a member of the community. From birth, the peer group is in fact seen as a mirror through which reread their experiences and, in this way, on the one hand, acquire different kinds of knowledge and skills and, on the other, change their behaviour and attitudes. This process is stimulated by the exchange of ideas and the sharing of experiences, following the analysis of individual and/or common problems and the search for possible solutions.

Peer-to-peer interaction as an *educational tool* is therefore used to trigger a reflection in the behaviour of individuals and in the acquisition of knowledge, identifying what is now called *Peer Education*.

Our methodology includes an **educational proposal** according to which participants in the training course, in addition to receiving **specific knowledge in Media Literacy**, will be encouraged to reflect on the *importance of sharing this knowledge with their peers*, encouraging them to become real awareness **Ambassadors** in this topic and, once they have learned the basic digital notions, they themselves will play the role of testimonials towards the other members of their community from

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<sup>8</sup> *Trends in Peer Learning*, Educational Psychology Vol. 25, No. 6, December 2005, pp. 631–645

<sup>9</sup> Peer-to-Peer Interaction, AXEL BRUNS Queensland University of Technology, Australia  
<http://snurb.info/files/2016/Peer-to-Peer%20Interaction.pdf>

<sup>10</sup> The Peer to Peer logical network technology, also known as P2P, allows to create a network where there are no exclusive servers and clients. In brief, it is a software that allows to exchange files between users connected to the Internet.

whom, being perceived as similar in terms of age, working conditions, cultural background, experiences, etc., they will receive more attention, generating a faster and more synergistic growth<sup>11</sup>.

Theoretically, the idea of "*peer educators*"<sup>12</sup>, allowing the comparison between peers without 'fears', activating the comparison between experiences and acting as agents of socialization, implement educational interventions aimed at the maturation of:

- levels of awareness of the issues and
- awareness of the role that each element of the group can assume, encouraging processes of development of awareness of the responsibility for their actions.

Prioritizing the horizontal dimension in the sharing of knowledge and experiences among the members of a group, starting from the consideration that equality can represent a possible push to change, makes peer education an educational strategy aimed at activating a natural process of change: in fact, in peer education, through peer communication, the spontaneous transfer of experiences, knowledge between subjects belonging to the same group or social context, the members of a group become active subjects of their development and training, not just receivers of contents, values and experiences transferred by an experienced professional.

The perceived similarity between the subjects involved in peer education interventions, therefore, is the basis of their effectiveness: feeling some commonality with the other people involved, sharing with them similar problems or common experiences, "*seeing oneself*" in the actions/situations of others, are all elements that promote the credibility and effectiveness of educational communication.

The learner takes a *central and strategic role* in the entire process, not only with a view to personalisation, but also at the level of process design. The people involved become simultaneously **readers and writers of the entire process**, with the consequent growth of each member of the group. There is not only a simple sharing of content, but a "*productive*" interchange, which generates new educational circumstances.

In this sense we can talk about of a real "*learning communities*", in which each one contributes in a cooperative way to the construction of knowledge, creating a climate of **mutual co-construction**, thanks to tools and precise provisions that guide each member of the group to a greater awareness of the environment of belonging and of the actors involved in the learning process.

In order to stimulate such mutual exchanges and to create "*learning communities*", it is important **to provide specific training sessions**. Once you have received the key knowledge related to a better use of digital tools (or, in general, of any topic you want to address), you need to provide specific

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<sup>11</sup> This technique, also known as mutual teaching, dates back to the 18th century. With this method, the teacher's teaching is not given simultaneously to all his learners, but is initially given to the group of the most capable learners, identified as repeaters of the lessons, who in turn communicate to other students - divided into teams or classes - what they have learned.

<sup>12</sup> *Learning together and alone: Cooperative, competitive, and individualistic learning*, David W. Johnson and Roger T. Johnson, University of Minnesota, 1987

sessions to support women to increase some of the key transversal skills in order to become successful awareness ambassadors. These sessions *should include* activities aimed at increasing:

- *self-awareness*
- *motivation*
- *empathy*
- *communicative skills*

These and other skills are essential, as well as for the personal growth of the participants, to develop the sense of collective responsibility necessary to share the knowledge acquired and implement an effective and lasting awareness campaign.



## From recognition of need to motivation: The importance of the group.

Peer-to-peer interaction can be a very useful approach to stimulate a group with similar needs and backgrounds towards a process of growth and knowledge. We believe that it can be the right tool for a **bottom-up awareness campaign**, that moves the consciences of those directly concerned and that leads them to reflect critically on a specific condition and on possible useful ways of development.

The primary objective of our Peer-To-Peer Awareness Campaign will therefore be to trigger a need and the right motivation to fill it.

The choice of this methodology is the result of *in-depth project research*. The studies carried out at national level by the project partners have shown how the migrant community in Europe maintains a strong internal bond, independently of the country of origin or the country of destination.

Since we do not want to go into the subject and the theses on social identity, it is important to underline that it is based on *cohesion among the members of the group*. In this sense, ethnic identity for migrants also plays a positive role as a support and resource for members. It is typical in fact the activation of **solidarity links** (to support each other, to recognize each other on the basis of common previous experiences and on the basis of a specific cultural communication) essential for everyday life.

The aim of the awareness campaign is precisely to exploit this peer relation to bring these same communities out of the situation of digital exclusion in which they find themselves today. In fact, once the strong link between digital competences and the integration process is confirmed, the objective of the awareness campaign is to stimulate the migrant community to perceive the development of digital competences as an **indispensable need** for an active and conscious life and participation within the community of reference.

Among the most famous experts who have been interested in the theme of needs, **Maslow** stands out without a doubt. In 1954, with his *Hierarchy Of Needs*, he gave voice to the theory that every individual, in his actions, is moved by different categories of needs, some indispensable for survival (eating, dressing, etc..) and others more related to the interpersonal sphere (friendship, esteem, respect, self-realization). After Maslow's theory, the theme of needs has had a strong proactive push and several experts have tried to deepen this theme and its relationship with motivational processes.

In the 1960s the American psychologist **David McClelland**, with his theory of needs, analysed how the motivation to *act of each individual can be identified in three types of needs* (more or less developed in the individual) that seem, among other things, to be linked to the past experiences of the individual moving him in his daily actions. Among these, our awareness campaign wants to influence the need of affiliation or the importance that the individual gives to the social group of

reference. Those who feel the need of affiliation more strongly, then, generally enjoy a good team spirit and its presence can be useful profitable for the entire team<sup>13</sup>.

Before them, **Murray**, in the 30's, stated that the motivation of individuals to act is closely linked to social and environmental factors, underlining how the needs of individuals are filtered by the context in which they live. *Our idea is to stimulate this need within the migratory context, to generate change.*

These authors offer a good starting point from which to reflect on the motivations behind an awareness campaign; encouraging a community to reflect on the need for a certain action to improve their general condition, on the importance of more knowledge about a given field, which could be the basis for a real change from below.

In the light of these theoretical considerations, our work will be focused on the **recognition of the importance of developing digital skills as an opportunity that generates motivation to learn**. This motivation will then be used as a tool to stimulate a **collective and shared growth** that not only sustains our campaign, but generates a domino effect precisely because of the influence that the group can have on the development of it.

During the training meetings provided by the project, there will be some moments aimed at stimulating the participants towards the importance of collective sharing by increasing their desire to become themselves an integral part of the growth process of their community.

The aim is to generate a "**motivation contagion**", a process of curiosity and indirect learning, through the observation of other people, following the assumption that the behaviour of an individual who observes can change according to the behaviour of another individual observed especially if he/she identifies a benefit and if there is a link between them<sup>14</sup>.

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<sup>13</sup> *The Achieving Society*, David C. McClelland, 1961

<sup>14</sup> *Social Learning Theory*, A. Bandura - Journal of communication, 1978



## Multiplier effect

The motivation will be stimulated through **two different moments** within the course:

- On the one hand, the training course will support women to experience for themselves how much digital and media knowledge can positively influence their present and future;
- On the other hand, sessions will be planned within the course to increase the sense of responsibility of the course participants in order to make them aware of their importance in the process of awareness of digital tools for their entire community

Participation in the course will therefore also become a time for the creation of figures who, having at heart the welfare of their community, will develop those skills and competences necessary to become ambassadors of new and important knowledge related to the digital world, generating a domino effect that invests the *highest number of migrant women possible*, which is the ultimate goal of the campaign to raise peer-to-peer awareness.

At a theoretical level, it can be demonstrated that even a minority can have all the credentials to stimulate a change towards common action. Some studies show that Majority groups are not always able to maintain control; few subjects can, with the right tools, Inspire a process of change within the community. The divergent thinking of a few can in fact push the entire community to be mentally active, introducing alternatives, new energies and new reflections that can in turn generate many alternatives<sup>15</sup>.

This is what will be expected from participants at the end of the course: to become ambassadors for promoting innovative use of the technological potential that we all have, but that we often do not know how to exploit.

In general, *anyone can be an ambassador of awareness*, any members of the community who believe in the message they are sending and in the importance of sharing that news to generate the desired change.

Specifically, during the course participants will be offered **specific modules** that make them reflect on how important it is for them to share their knowledge in the best way to their community.

This will be achieved by offering participants moments of reflection and useful and concrete techniques to develop transversal skills such as self-awareness, initiative and communicative skills, which are useful for transmitting the digital knowledge acquired during the course. All this takes place while maintaining a strong focus on the sense of belonging and responsibility towards women in the community.

The desire to offer this type of training also derives from another consideration linked to the power of *Word of Mouth* within these communities.

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<sup>15</sup> *Psicologia delle minoranze attive*, Serge Moscovici (1981)

The phenomenon is simple: people who talk to people, relating their own experience. Every single person has a network of people with whom he or she interacts. This network has two relevant aspects:

- the number of people
- our credibility towards them

The migrant community, as already mentioned at the beginning, is characterized by the strong social network within it, creating a common knowledge of what and how to interact within the context of reference.

It is also right to point out that in the era of social networks, the phenomenon of word of mouth seems to have substantially changed: *the numbers of people with whom we are in contact are increasing, but the average credibility is lowered* (the phenomenon of virality is interesting: sometimes a news seems particularly interesting and people start talking about it without being certain of a real foundation). In order to not lose the real sense of the concept of word of mouth as a phenomenon based on trust between people, the level of credibility must be very high!

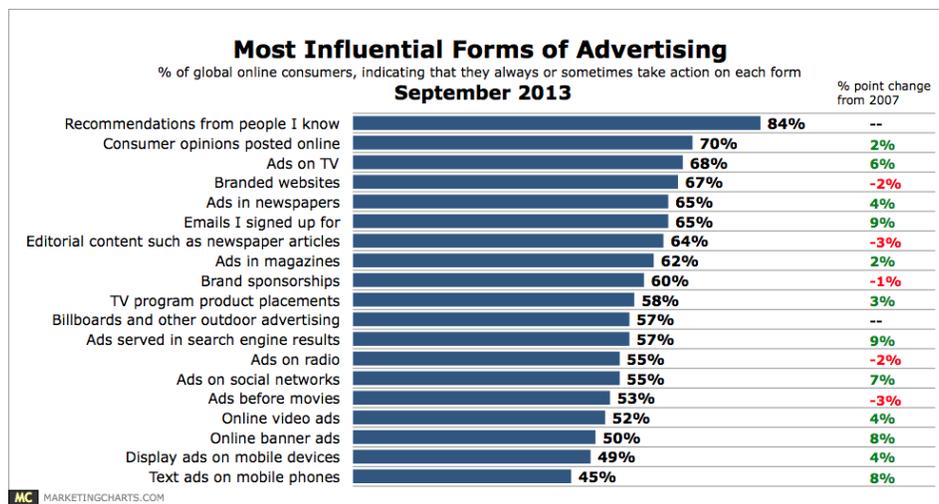


Figure 1: Nielsen Global Survey of Trust in Advertising, 2013

This thesis is also supported on a statistical level; *The Nielsen Global Survey of Trust in Advertising*, in 2013, carried out a research involving **58 countries** with a total of more than **29,000 people to analyse** which are the forms of advertising that most attract people. Although we do not want to compare ourselves to the world of advertising, it is interesting to observe *how the importance given by people to the role of word of mouth has not only increased from 2007 to 2013*, but is also the most appreciated form of advertising. This demonstrates how interpersonal trust plays a very important role at the social level.

Besides, as far as you know, we all like to be useful, to be able to help others. Knowing that we know something that can make our daily lives easier is a great privilege. And if I know that a friend can use it as much as I can, why not tell him/her?

## How to create your own peer awareness campaign?

Many organizations make the mistake of jumping right into the campaign without any preparation. This is much like building a house without a foundation. The **planning phase** is all about getting organized and doing your preliminary homework to prepare for a successful campaign launch.

Now we know that in order to carry out an awareness campaign it is necessary to work on the target group, on the recognition of a need that stimulates motivation and on the activation in the individuals who promote the campaign the sense of belonging to the group combined with the concrete desire to be part of the change of their community.

Once you understand this, you need to move to a more **practical dimension**.

This second part of the manual will therefore provide practical and useful guidelines for designing a peer-to-peer awareness campaign by analysing all the steps necessary for it.

The type of campaign we want to propose is a campaign focused mainly on a unique event that acts as a catalyst for the highest number of women possible, leaving then to themselves the desire to share the notions learned over time and in the ways, they consider most appropriate.

Because of the uniqueness of the event, it must be simultaneously **attractive and exhaustive**.

At the same time, as regarding the modalities of the campaign, it will be wholly managed by the women who have participated in the course; our task will be exclusively to give support and structure to their ideas.

### ➤ Knowing the causes of the problem

Begin by clearly defining the **goal for your campaign**.

- *What exactly are you trying to achieve?*
- *Why are many of these women not using these tools correctly?*
- *What may be the causes of the problem?*
- *What you could do to increase their skills?*

Regarding the first question, the first part of the manual was quite exhaustive in this: to stimulate in migrant women the curiosity and interest in the conscious use of digital tools for everyday life and that help them face the job market.

According to the data highlighted by the national reports, it appears that the use of digital tools by migrant communities is mainly centred on tools such as Facebook and WhatsApp, which are used to communicate with friends and family. Only a small percentage use search engines like Google to search for all kinds of information.

The cause of the problem seems to be the total lack of knowledge of the possibilities offered by the web and the facilities offered by search engines such as Google (such as the use of Google Drive as a cloud computing).

Once this hypothesis has been assumed, it is necessary to validate it with the direct interested parties; it is therefore necessary to get to work!

➤ Informal events to get to know the group

Once you are clear about what you want to achieve you need to start to know those subjects who will take an active part in the campaign.

In order to carry out an awareness campaign, in fact, we need **Peer Ambassadors**, in our case, young women who, by participating in the training course, will have to be made aware of the important role that they will be invested in.

*Who are these women who are going to be taking the class? What role do they play in the community? Above all, what is important to them in relation to the subject?*

All this information cannot be taken from books or even from national research; it is necessary to meet and talk people!

Propose meetings where, in a non-formal way, perhaps in front of a cup of tea, you start to address the theme of the awareness campaign to begin to stimulate in them critical and creative thinking in order to be able to reflect on the reasons for campaigning, and how to implement the campaign.

➤ Planning

Within the MedLit course there will be whole sessions dedicated to stimulating reflection on how important it is for their community that their new knowledge is shared in the best possible way and on the existing possibilities to implement an awareness campaign.

In short, the objective of these sessions is to explain to the participants the meaning and possible techniques useful for the implementation of the campaign. It will serve to create together the communicative strategy to be implemented.

Moments of focus will be created where participants will be encouraged to reflect on:

- *What do I mean by that?*
- *To whom do I want to send my message?*
- *Why do I want to say it?*
- *How do I want to say it?*

The objective of this phase is to make them aware of their role and therefore creators of every logistical step useful to set up the campaign.

➤ Content and practical implementation

Once the course is over, all the necessary knowledge has been acquired and the type of awareness campaign to be implemented has been decided, the time has come for the actual implementation of the event.

This moment becomes crucial for two main reasons:

- To have a clear idea of all the elements necessary for the management of the event. It is the moment when all the collaborators of the event will have to give ample space to their imagination and decide how and when activities will take place in a structural way;
- On the other hand, this moment will have a significant value for all course participants. In fact, they will be given the opportunity to actively participate in the creation of an event. They will be able to listen to experts in the organisation of awareness-raising events and to follow and participate in every phase of planning and subsequent implementation, enriching their knowledge enormously.

➤ Monitor the results

It is important to always keep in mind that a properly created **awareness campaign must have a goal and a target audience**; these two elements should always be measurable, in order to be able to have a clear idea of the impact of our campaign.

How do we know if our event had the effect we were expecting?

Certainly, the number of participants and their impressions at the end of the event can be a good measure.

An excellent way to get an accurate estimate of the participants is to **collect the details (name, email, phone number) of all those who participated in the event, if it is possible**. This action will be useful not only to observe the quantitative impact of the event, but also and above all will be a way to increase knowledge of the network of stakeholders in the field. It also considers the opportunity to propose **short evaluation questionnaires** to evaluate the event, including questions about the impression of the event and the participants' knowledge of the digital world in order to have enough data to structure possible future actions on the same topic.

Don't exaggerate with the questions! Always remember that we want to leave a happy memory of the day, and questionnaires are not always appreciated by participants. Think about alternative ways to analyse the effects of your campaign

## Step by step...

### Operative meetings

The first step in the organization of any event is undoubtedly the operational meeting, which is a short meeting with the aim of spreading and discussing among the working group the common idea on how the event will take place.

Organising it means organising a **working meeting, a mini event with the working group to define tangible actions, tasks and objectives.**

Obviously, however, such an important meeting must be organized in every detail to ensure a perfect success.

The first piece of advice is to provide you with **an efficient timeline.** It is a kind of calendar that allows you to always have an eye, moment after moment, all the activities that need to be organized.

Then you **need to know the date, duration and number of participants.** Make sure you have confirmation from all participants so that you know with certainty how many guests will be in your meeting.

Meetings should be considered as methodological tools within the project improvement process.

*Note: Consider also the option of organising more than one operational meeting in order to always be clear about the situation!*

#### - Draft agenda

The draft agenda will be the output of this meeting, and must always certify the decisions taken. Without explicit decisions, any meeting can easily be considered useless!

At the end of the operational meeting, **each participant should have a clear understanding of all decisions taken and all future steps.**

Writing the agenda of a meeting is very important, because it will allow participants to know where, when and how long the event will last, what will be talked about, will allow women to share tasks before and during the event and especially allow everyone to organize the timing in the best way without risking leaving something out.

#### - Who? What? (task division)

Within any good and respectable team, **each member needs to know exactly what to do and when to do it.** For this reason, once the agenda has been drawn up, it is necessary to divide up the tasks within the group. There will be people who will be responsible for finding the premises for the event, some for the buffet, some to invite any important people in the community, some for the presentation of the project and so on.

It is important to always stress the ultimate goal of the awareness campaign. Women should prepare themselves to present the topic and should always bear in mind the importance of sharing the information received during the course.

#### - Who will be involved?

This is undoubtedly one of the most important points of the implementation. As already stated, the event will be used to raise awareness as many people as possible about the conscious use of digital tools for migrant women.

Remember that yours is a peer-to-peer awareness campaign for women so they will be the first to have to advertise the event! Talk about it with friends, with the mothers of children's schoolmates, and within their community. Word of mouth can and should be the key to publicity for your event.

#### **Create a guest list!**

It is possible to identify *two sub-groups* of participants:

- Target audience. The event must simply reach the highest possible number of migrant women.
- Institutions (Stakeholders). Any self-respecting event must include the participation of relevant subjects/bodies within the context of reference, in order to give further value to the event.

#### - What to offer during the event?

Which event can be defined as such without refreshments?

We can distinguish different modes to choose from:

- coffee "welcome" accompanied by small pastries before the event;
- coffee-break, in the middle of the event for a separation break between two distinct moments of the program;
- Aperitivo/Refreshments at the end of the event.

#### - Visibility



Being an awareness campaign an element that must not be missing is the visibility of the event itself in order to reach the highest possible number of participants.

In addition to deciding who will be involved, you need to **decide how to invite and involve the participants of our event**. In order to capture the attention of future participants, at the right time and with a right and personalized message, it is essential to use all the available channels. **Invitations can be made through social media events, in places frequented by women, and above all, by word of mouth**, identified as the simplest and most direct way to reach as many people as possible. In general, two types of different but complementary actions are identified.

### Check list

*Brochures and posters*

*Updating the website*

*Update social network pages*

*Give interviews to local radios and newspapers*

*Repeat periodically the above*

- **Online mode.** These include those that involve the use of the digital media most known to participants: Facebook and WhatsApp. Woman can create Facebook events, nice messages to send, even attaching hashtags, photos or short videos of the group.
- **Offline mode.** If you know what kind of people will be attending your event, you also know which places they go to in town. Classic advertising, such as flyers and posters, will also be very important to reach the local audience.

Even if your party is open to everyone, consider whether you need to invite certain people personally, because they expect it or because they are considered important personalities who could help to make your event more popular and useful for other contexts. Decide in time whether to have invitations printed and delivered by hand or by post.

### - Location

This point depends on your resources. If your organisation has its own space available, you won't need to ask for any permission; if not, remember to ask for the necessary permission for your event in time!

**Always take into account the target audience!** It is recommendable to choose a place known and frequented by the people we want to meet, in order to make the impact of our activity easier and stronger.

Considering that our target is composed of migrant women, it would be appropriate to organize the event in places close to them: community spaces, meeting areas, intercultural associations, etc. There are, in this regard, guidelines to which it is good to draw inspiration; the venue must be:

- **easily accessible** (ideally it can be reached by public transport);

- **large enough** to contain the number of people expected and possibly adaptable to the needs of the actual presence (it is not nice neither a semi-empty room, nor a room "uncomfortably full");
- **equipped with services** such as, for example, a support kitchen for catering;
- easy to set up and equipped with technical equipment such as audio/video systems, screens, computers, video projectors, flipchart (it is important to be able to count on the assistance of a technician);

#### - Eventual Rehearsals

The event, as such, will be a time to present something.

One of our objectives must be to support women in the creation of the campaign in all its parts. Precisely because the management and implementation of the event could be a totally new activity for our women, it is right to offer them more moments of support, reflection and analysis of the different phases to be implemented.

It is preferable in this sense to provide more recaps moments through for example **periodic meetings** and possibly plan to propose a **general practice** of how the event will take place in order to test content, location, timing, activities and objectives before presenting it to the public.

Specifically, as it is an awareness campaign, it is useful to reflect with your working group whether it is appropriate to **do general practices of the event** before presenting it to the public.

#### - The Event

It is important to always keep in mind that this event must be the time to give maximum visibility to your cause.

Provide for **moments of presentation and more informal moments where participants can share ideas and reflections**. It's an awareness campaign, so plan some useful moments to increase visibility: posters, photos, games, etc.

Remind your team to always be nice and welcoming! It's still a collective event, so don't forget to **ENJOY IT!!**

#### *Check List*

- Choose the target*
- Choose the type of event*
- Set the date*
- Choose the location*
- Organize the coffee break*
- Make invitations.*
- Advertise*

## Practical ideas for a successful awareness campaign

The aim of our peer-to-peer awareness campaign is to encourage, as the name suggests, migrant women themselves to reflect on how to undertake the awareness campaign, being members of the community, we want to reach and knowing better than anyone else the interests and habits of their peers.

However, we think it is useful to suggest some examples that could be useful for those who, at first sight, want to start an awareness campaign with and for this target group.

### Informal dinner

**How much time do you need?**

An introductory meeting of about **4 hours** and possible other in-depth meetings based on the themes and the interest of the participants.

**How many people?**

Maximum 30 people

**Material required**

- Refreshments
- Flipchart and felt-tip pens
- PC and projector

**Objectives:**

- ✚ Recognising the importance of digital knowledge
- ✚ Provide simple and practical answers to participants' doubts about the digital world
- ✚ Stimulating migrant women in the use of digital tools for everyday life
- ✚ Offer a moment of sharing
- ✚ Gain more knowledge about the situation of migrant women and their relationship with the digital world

**Description:**

This activity is based on offering women a space where they can share the knowledge acquired by the participants during the training course.

The idea is to use culinary sharing as a tool to create a serene climate during which to deal informally with any problem.

Migrant women will be actively involved in the organisation and implementation of the activity. It is therefore possible to divide the activity into two parts.

➤ **Preparation:**

- Draw up the list of possible participants in the event and contact them
- The invitation will be accompanied by an invitation to bring with you some dish to share with the group
- Organize the spaces where the event will be held (booking, arrangement, etc.); find a space familiar to them (cultural associations, meeting places, etc.)
- women, before the event, will have to prepare a short presentation sharing mainly the reasons why they found in favour of the conscious use of digital tools;



➤ **Implementation:**

- The presentation will be made by migrant women who have participated in the training course under the guidance of a supervisor. the presentation will be made using the most diverse tools:

- Flipchart and posters
- Non-formal activities on the theme
- Video

- Once the presentation is finished, it is useful to propose a non-formal activity that can stimulate the reflection and the creation of the group. The activity must be simple and useful in order to stimulate reflection on the topic. An exemplar could be:

“Kahoot! is a game-based platform useful for creating simple quizzes that you can answer with your mobile phone. Women could create the questions and then propose the game during the event, stimulating a community reflection and an immediate use of digital skills to the women present.”

- After the activity(ies) will be offered refreshments
- During this moment the participants of the training course will have the task, followed by a supervisor, to stimulate reflection and discussion in a non-formal way among participants on the subject of digital skills, trying to find together useful and effective ways to share this knowledge with other stakeholders.

A **useful activity** could be the following:

- *ask each of the participants to answer on a post-it the question "what would you like to do?" in relation to digital competences*
- *divide the group into small groups of 5. In each of the groups there should be at least one woman who participated in the training*
- *collect the post-its written at the beginning and randomly divide them among the groups*
- *Each group will have 20 minutes to reflect on possible responses to post-it requests.*
- *then one representative per group should share in plenary the solutions found*

**Learning Outcomes/outputs:**

- ✚ Increasing women's knowledge
- ✚ Offering them practical solutions to approach the digital world
- ✚ Stimulation of participants' motivation to approach the use of digital technology
- ✚ Getting to know new digital tools as kahoot!
- ✚ Creation of useful materials (posters) for future campaigns
- ✚ Photo gallery of the event

## Video Making

### Objectives:

<b>How much time do you need?</b>	<b>4 hours</b>
<b>How many people?</b>	Groups of 8/10 people
<b>Material required</b>	<ul style="list-style-type: none"> <li>• Flipchart and pens for everyone</li> <li>• Scissors</li> <li>• 1 or 2 Cameras</li> <li>• Computer</li> </ul>

- ✚ Raising women's awareness of the possibilities of digital use
- ✚ Gain more knowledge about the situation of migrant women and their relationship with the digital world
- ✚ Provide simple and practical answers to participants' doubts about the digital world
- ✚ Recognising the importance of digital knowledge

### Description

This activity proposes collective participation in the creation of the awareness campaign, which is based on the creation of an awareness video. The activity includes a meeting where migrant women will have the opportunity to meet and share with their peers the knowledge acquired during the course and create together a video to raise awareness on the topic. The activity consists of two moments:

#### ➤ Preparation:

- Decide the day and the location
- Draw up a list of possible participants in the event and contacting them.
- Decide, together with one or more supervisors, the topics to be addressed during the first part of the meeting. Some ideas may be:
  - "why is it important to know how to use a computer?"
  - "what would I like to do?"

Let's ask women what they liked the most during the course and ask them to propose it again during the event

#### ➤ Implementation:

- Participants in the training course will have the task of explaining, by posters or other techniques, to the rest of the participants the benefits of using digital tools independently.

- La presentazione può avvenire attraverso PowerPoint su specifici argomenti affrontati durante il corso

- After the presentation it is useful to propose a non-formal activity that breaks the ice, creates the group and stimulates all participants to start reflecting on the importance of digital tools. An example can be:
  - a brainstorming where in turn each of the participants in the event answers (with the support of flipchart and post-it) to the question "what would you like to know?" creating a great mind map with the needs of the community
  - Kahoot! is a game-based platforming useful for creating simple quizzes that you can answer with your mobile phone. Women could create the questions and then propose the game during the event, stimulating an immediate use of digital skills to the women present.
- The group will then be proposed to participate in the creation of a video to raise awareness of the proper use of digital tools (with slogans, tips, etc.)
- this asset has a double value of
  - offer a practical and enriching activity to the participants of the event
  - also, create a video that can be shared with as many people as possible in the main social channels

After creating the video, with the help of a specialist, the video awareness will be shared with all participants. Everyone will be responsible for sharing the video through their social channels (Facebook, WhatsApp, YouTube) trying to achieve the highest number of views

#### **Learning Outcomes/outputs:**

- ✚ Video to raise awareness of the conscious use of digital tools
- ✚ Increasing women's knowledge of the importance of the right one of the digital tools
- ✚ Stimulating women's curiosity in a practical way
- ✚ Learn to motivate, guide and assess learners

## Itinerant tour

### **How much time do you need?**

The tour should take **at least 4 hours**, with the possibility of repetition depending on the availability of the organizations contacted.

### **How many people?**

Group of 10 people

### **Material required**

- Event flyers (at least 100)
- Flipchart and pens (at least 100) for all those who will actively participate in the lessons
- Billboards with slogans
- Camera

### **Objectives:**

- ✚ Offer short lessons in at least 5 associations
- ✚ Stimulate curiosity in the use of digital tools in at least 50 subjects
- ✚ Increase the visibility of the project cause on the territory
- ✚ Create a photo gallery with slogans on the subject to be published in the main social channels
- ✚ Generate collective interest

### **Description:**

This activity is based on wanting to involve the highest number of possible stakeholders in the area, increasing the visibility of the problem. Given the size of the event, it is necessary to provide for a large preparation of women before meeting with stakeholders; for this reason, it is advisable to divide the activity into two parts

#### ➤ *Preparation*

- Identify the places of interest for the target group
- Make an appointment and ask for the availability of the organizations for short e-skills lessons (no more than 15 minutes)
- Preparation of interactive lessons; lessons should be prepared and tested before the event itself; they can be done through
  - Brainstorming
  - PowerPoint Presentations
  - Motivations for the conscious use of digital instruments
  - Short tips on using tools such as Facebook and Google
  - The story of the experiences of the women who participated in the training course

#### ➤ *Implementation*





- Once the arrangements are made and the day is decided, the women will form a small itinerant parade
- During the parade women will be provided with useful materials to increase the visibility of the event and the project
- At each chosen point, it will be up to the women to make a brief explanation of the campaign and propose a photo contest to increase the visibility and interest in the theme.

#### **Learning Outcomes/outputs:**

- ✚ increasing the communication skills of the participants
- ✚ increasing the capacity to relate to the public
- ✚ Photo gallery and video of the parade to share in the social channels
- ✚ photo contest: photos of all those who took part in the parade will be taken and published using slogans useful for the visibility of the event



## IT – Woman to Woman

<b>How much time do you need?</b>	<b>3 hours</b>
<b>How many people?</b>	21 (14 women, 7 facilitators)
<b>Material required</b>	<ul style="list-style-type: none"> <li>• Laptops and Pcs</li> <li>• Tables and chairs, electrical outputs</li> <li>• Name tags</li> <li>• Projector and screen</li> <li>• Refreshments</li> </ul>

### Objectives:

- ✚ Assess and increase women’s digital knowledge and skills
- ✚ Support women to simplify content for dissemination
- ✚ Promote content dissemination

### Description:

2 Women team up with a facilitator for each module, to explore the module, learn, discuss simplification and adaptation. The group then works together to develop an agenda for reaching other women.

#### ➤ Preparation

- Preparation involves outreach;
- Women need to be from same language group but not necessarily same ethnicity or nationality. They need to understand they will be involved in a train the trainer event.
- Facilitators need to be persons who have knowledge of the content presented, and able to support women in exploring content. They will be given one training session beforehand to explain the project, introduce them to the study modules and questionnaires, and build their awareness of the participants’ needs and context.

#### ➤ Implementation

- Refreshments are available throughout. As participants arrive, they are given name tags and welcomed.
- A circle of introductions (10 MINUTES) takes place, and the question is asked: Why do you want to learn more about digital technology? Let the women express themselves.

#### ACTIVITY 1 – 1 hr

Introduce the aim of the activity, and the agenda and give instructions.



The group will divide into 7 (each has a module) with three persons per group (two participants, one facilitator). The group will spend one hour in the following tasks:

- General introduction of the topic
- Pre-questionnaire (facilitation here important)
- Exploration of content
- Content simplification (ex. Through flashcards or notes)

- Break – 15 minutes

ACTIVITY 2 – 1 hour

- Prepare and present content.
- Women practice, adapt, content and present it to the rest (5 minutes each group)
- Group invited to share their reflections

- Break – 15 minutes

ACTIVITY 3 – 20 minutes

- Discuss: how can the whole group promote this content among women in the community? What are the challenges? How can they overcome them?

- Conclusion and final evaluation

#### Learning Outcomes/outputs:

- ✚ Increase digital knowledge and skills
- ✚ Develop peer education competences and presentation skills in women
- ✚ Develop concrete strategies for sustaining use of training modules



## Parent-teen Power Match

<b>How much time do you need?</b>	<b>3 hours</b>
<b>How many people?</b>	20
<b>Material required</b>	<ul style="list-style-type: none"> <li>• Personal laptops (some extra just in case)</li> <li>• Stations for work (table and electrical output and two chairs per station)</li> <li>• Projector and screen (with event and agenda)</li> <li>• Name tags</li> <li>• Refreshments</li> </ul>

### Objectives:

- ✚ To develop digital skills
- ✚ To attach learning to generational solidarity in the community for sustainability
- ✚ To promote the recognition of women's capacities through teens, in the community

### Description:

The event will bring together prior matched teens and women who will work together on content of media literacy, and discuss questions of relevance, identity and education in relation to digital learning. In the end the pairs and group will develop some targets for sustaining the goals of the event.

#### ➤ *Preparation*

- Migrant women and teens are identified, either from the same community, or it can be other in small communities, or if there are not enough teens. If it is difficult young volunteers can be identified to match with the women. It is ensured that the teens have basic digital skills to be able to do the exercises, but the focus is to build teens' sensitivity towards women and to recognise their learning, and to empower them.
- Ice breaking activities are prepared, as well as questions for discussing, focusing on prejudices that migrant women often encounter within their own communities because of their lack of knowledge and poor digital skills.
- Issues to address:
  - laughing at mum who always needs help with the computer
  - lack of awareness of mum's feelings when others ignore her as she does not understand
  - lack of patience in helping mum understand, remember and use effectively
  - appreciating mum's efforts, her knowledge and capabilities
  - empowering not only mum, but all women young and old
  - appreciating that digital knowledge and skills is a privilege

#### ➤ *Implementation*



- Refreshments are made available at all times.
- The session takes 3 hours and can be organized anywhere suitable for the participants, but which has wi-fi access. Computers, whether personal or from the office need to be set up before the session. As people arrive, they are given name tags.
- The group is placed in a circle and starts with a round of introductions. After this the agenda is explained, and an ice breaking activity is started.

Activity 1: Connect – 10mins -<https://www.youtube.com/watch?v=5vp2JgteiOE>

Activity 2: What can mum do – 20 mins

- Separate group into 2 groups – one for teens, one for mums. Give a flipchart and marker to each and ask them to draw a map/story board of mum in action- this mum has great digital knowledge – how does this improve her life? What is she doing in the storyboard?
- Let the groups explain the storyboard. Compare and discuss differences.

Activity 3: Learning together – 30 mins

- Ask matched pairs to find their station. The pairs will go through one study module each and discuss together the relevance of that study module for the teen, and also for the mother. They will be given flashcards on the table with two questions:
  - How is this relevant to me? (both parties)
  - What have I learned now?
  - How can I empower other women to learn and use this?
- The facilitator will then conclude with a 15-minute discussion on these questions, sharing the idea of inspiring more women in the community towards digital learning.
- Break – 15 minutes

Activity 4: Game changer – 1 hour

- Divide group in 4. Ensure groups are balanced.
- Ask each group to come up with a scenario of a woman facing a barrier to learning -it can be family, finances etc. The group must develop a 5-minute act that includes all members of the group. Give 20 minutes.
- Ask each group to show their act.
- When each group finishes, ask the participants what can be done to help the women overcome these barriers? Write these solutions on a flipchart. Give 10 minutes for each group.

#### Activity 5: Conclusion

- 10-minute discussion: how can we use this event to promote more awareness?
- Event evaluation

#### Learning Outcomes/outputs:

- ✚ Increased digital knowledge and skills (of women)
- ✚ Increased awareness on benefits of digital knowledge and skills (of women)
- ✚ Increased confidence of women on their ability to acquire and use digital skills in everyday life
- ✚ Increased empathy and awareness of youth towards abilities and capacities of women in their community (or other)
- ✚ Generating solutions for empowering women towards independence and education

### The Digital Walk



## Objectives:

<b>How much time do you need?</b>	<b>3 hours</b>
<b>How many people?</b>	8 (6 women, 2 facilitators)
<b>Material required</b>	<ul style="list-style-type: none"> <li>• Room</li> <li>• Tables and chairs</li> <li>• Mobile phones</li> <li>• Name tags</li> <li>• Refreshments</li> <li>• Funds for any transport needed</li> <li>• Map of local area</li> </ul>

- + Assess and increase women's digital knowledge and skills
- + Support women to access key locations via the internet

## Description

3 Women team up in room with Wi-Fi with a facilitator who helps them to find all the KEY places in their local area (Doctors surgery, school, hospital, library, migrant welfare organisation, hairdressers, shops, banks etc) that the women and facilitator determine.

The group of 4 then go on a Medlit Digitour to find some the places on the map that have been identified as crucial to their daily lives. This tour should be manageable and costs sustained by the facilitating organisation if any incurred.

### ➤ Preparation

- Preparation involves women deciding in stage 1 which places they need to find,
- Facilitators need to be persons who have knowledge of the area, and able to support women in exploring it. They will be given one training session beforehand to explain the activity to build their awareness of the participants' needs and context.

### ➤ Implementation

- Refreshments are available throughout. As participants arrive, they are given name tags and welcomed.
- A circle of introductions (10 MINUTES) takes place, and the question is asked: Why do you want to learn more about digital technology? Let the women express themselves.
- Each group decides on 3 KEY places they want to find out of a choice of 6-10
- After all groups return, they then exchange information on where they went, what they found

## Learning Outcomes/outputs:

- ✚ Develop peer education competences and presentation skills in women
- ✚ Develop concrete and practical strategies for sustaining use of training modules
- ✚ Develop Self-esteem through knowledge transfer as 'ambassadors' of knowledge

## MEDLIT Bingo



## Objectives:

**How much time do you need?**

**60 minutes**

**How many people?**

Minimum 5 (4 participants, 1 facilitator)

**Material required**

- Bingo cards
- Tables and chairs, electrical outputs
- Name tags
- Projector and screen
- Refreshments

- ✚ To assess levels of media literacy in the target group through a simple game of Bingo
- ✚ Learning digital terms through 'play'

## Description

### ➤ Preparation

- Facilitator makes copies of the Bingo cards so that each woman has one copy

### ➤ Implementation

- The facilitator explains the rules of BINGO
- The first woman to get a row of matches on her card shouts "BINGO"
- The women then identify who knew which square and has to EXPLAIN it to all the others
- By the end of the hour ALL squares on the BINGO card should be MATCHED to an explanation or evidence that the women themselves have generated during the session

B	I	N	G	O
Uses hashtags	Updated their status today	Tags people in a photo or status	Took part in a flash mob	Takes selfies
Adds filters on images or videos	Belongs to 3 or more social networks	Uses Snapchat, Kik Messenger, or WhatsApp	Belongs to a social network you aren't on	Checked in & posted their location online
Has a child (12 & younger) who owns a device	Posts meme (ex. Grumpy Cat, Keep Calm Posters, etc.)	Knows what LOL, SMH, and TMTH mean	Knows about online dating	Uses emojis
Shares or creates animated gifs	Plays games on their mobile devices	Reviews and rates businesses online	Sent a greeting via a mobile device	Has a friend they've never met in person
Created a digital comic	Adds stickers to an image	Uses Siri or OK Google	Photobombed someone	Tweets

## Learning Outcomes/outputs:

- ✚ Identification of digital terms
- ✚ Assessment of own learning needs
- ✚ Self-esteem raised through peer-to-peer explanations

Living in a connected world

## Objectives:

<b>How much time do you need?</b>	<b>50 minutes</b>
<b>How many people?</b>	9-20 people
<b>Material required</b>	<ul style="list-style-type: none"> <li>• 3 cases studies (one for each team)</li> <li>• pens</li> </ul>

- ✚ Recognising the usefulness of being media literate
- ✚ Understanding the importance of digital knowledge
- ✚ Stimulating migrant women to promote the use of the internet

## Description

### ➤ Preparation

- Separate the participants in small groups, depending on the total number of participants

### ➤ Implementation

- Prepare a calm and cosy atmosphere
- Set the scene. Remind the participants why they are there
- Explain to the participants that they will have to use their imagination and critical thinking skills: they will be handed one case study per group and they will need to analyse the given situation and find possible solutions (5')
- Hand the cards with the case studies to the participants (one per group)
- Explain them that they have 15' to analyse the situation. After they are done they will have to present their findings to the other groups (15' – 5' per group)
- After all groups have presented their findings start a conversation, answering the following questions (20'):
  - How easy/hard did you find it to offer solutions on the given situations?
  - Do you find it possible for these situations to take place in real life?
  - How useful would it be if the people in the cases presented knew how to use the internet?
  - What would have changed if they had basic digital skills?
  - Do you think these people would feel safer to use the internet if they were provided lessons on digital skills?

## DEBRIEFING AND EVALUATION:



- Summarise the findings, mainly focusing on how different life would be if the people in the examined cases knew how to use the digital tools (5')

#### TIPS FOR FACILITATORS

- During the exercise the facilitator should check on the groups and give them guidelines in case of need. Encourage them to think as if they had to deal with the specific cases themselves.

#### Learning Outcomes/outputs:

- + Recognise the necessity of being media literate
- + Understand the importance of digital knowledge
- + Be driven to promote the use of the digital tools

#### HANDOUTS

##### Case #1

Mary is 50 years old and she has never used the internet. She has ever hardly written something on a computer, as she is “old-school” and she prefers using pen and paper.

Recently the Public Electricity Company announced that everyone would have to pay their bills online, as the amount of money they spent on printing them is too high.

Mary has asked the Electricity Company if she could continue paying by cash, as she doesn't own a computer or a smartphone, but they have rejected her request.

##### Case #2

Thomas and Nadine have been a couple for 40 years and they have decided to go to Germany to celebrate their anniversary. They had never been abroad and they loved walking and exploring Münster. They had been wandering around for quite some time and got really tired, so they decided to go back to the hotel. Unfortunately, they forgot their map in the cafeteria they took their breakfast and they cannot remember how to go back there to find it. They have tried asking people where the cafeteria or their hotel is, but nobody speaks English, not even the taxi drivers.

##### Case #3

Nick is a single father and his daughter is the apple of his eyes. He is proud of her and he often brags about her accomplishments to his co-workers. He is so excited that she was offered an internship from the best university in the UK.

His only problem is that he doesn't know how to use the internet and he will not be able to talk to his daughter as much as he wants, because they cannot afford the international cell phone bill.

## Path to media-land

<b>How much time do you need?</b>	<b>60 minutes</b>
<b>How many people?</b>	9-20 people
<b>Material required</b>	<ul style="list-style-type: none"> <li>• cases studies (one for each team)</li> <li>• pens</li> </ul>

### Objectives:

- ✚ Recognising the usefulness of being media literate
- ✚ Understanding the importance of digital knowledge
- ✚ Stimulating migrant women to promote the use of the internet

### Description

This is an experiential exercise involving case studies, aiming at enhancing participants' knowledge on the importance of digital skills and making them ambassadors of the project.

#### ➤ *Preparation*

- Separate the participants in small groups, depending on the total number of the participants

#### ➤ *Implementation*

- Prepare a calm and cosy atmosphere
- Set the scene. Remind the participants why they are there.
- Explain to the participants that they will have to use their imagination and critical thinking skills, as they will have to work together to develop lessons to enhance older people's digital knowledge. Each team represents a different group of people: one group will be the older women; another one will be the IT experts and the last one will be civil servants. They will need to use their imagination, in order to think as if they were the aforementioned people (5').
- Groups will brainstorm and think about 4 different aspects of digital knowledge (skills) and why they think they would be useful (15').
- Each group will present their results (15' – 5' per group).
- Conversation will follow on the importance of the skills they have found and on whether they are included in the training/platform they attended and on how they could promote this tool and become ambassadors of the project to help other women (15').

**DEBRIEFING AND EVALUATION:**

- Summarise the findings, mainly focusing on how they could use the tools of the project to help other women familiarise the world of the digital media and tools (5')

**TIPS FOR FACILITATORS**

- During the exercise, the facilitator should check on the groups and give them guidelines in case of need. Encourage them to use their imagination and to think as if they were the people they are playing.

**Learning Outcomes/outputs:**

- ✚ Recognise the necessity of being media literate
- ✚ Understand the importance of digital knowledge
- ✚ Be driven to promote the use of the digital tools

**HANDOUTS**

**Older women (50+)**

Imagine you are a group of older women and decide to develop some tools to help older people gain digital knowledge. You have not decided whether you want to create a face-to-face training or an online platform. You are currently thinking on which skills you want to focus. You have to think about four (4) skills that would be the most beneficial for your target group and would help them deal with real life situations.

Skill	Why do you think it is important?

**IT Experts**

Imagine you are a group of IT experts. You were assigned to create a platform that will enhance older people's skills on using digital media and tools. You have to think about four (4) skills that would be the most beneficial for your target group and would help them deal with real life situations.

Skill	Why do you think it is important?

### Civil servants

Imagine you are a group of civil servants. You currently run a project on media literacy of older people. You have to provide them lessons on how to use the internet and develop some specific skills that will help them deal with administrative matters. You have to think about four (4) skills that would be the most beneficial for your target group and would help them deal with real life situations.

Skill	Why do you think it is important?

## Ice-Breaking Activity: Business Card

<b>How much time do you need?</b>	1,5 h
<b>How many people?</b>	15 people
<b>Material required</b>	<ul style="list-style-type: none"> <li>• 1 paper &amp; 1 pen / person</li> </ul>

### Objectives:

- ✚ To get to know each other
- ✚ To get to know individual competencies
- ✚ To get to know expectations

### Description

#### ➤ Preparation

- Prepare for each participant a paper which states the following:
  - Name
  - Address
  - Birthday
  - Country of origin
  - Competencies relevant for the awareness-raising campaign
  - Expectations for the course/outcome
- The questions can be adapted to the context/the situation/the needs.

#### ➤ Implementation

- Hand out the papers.
- Give participants enough time (this depends on the group) to reflect on their answers and write them down.
- Ask them to pin their papers with their written answers on a pin board. Either they present their answers individually or in groups.

### Learning Outcomes/outputs:

- ✚ Participants form basis of trust
- ✚ Competencies are shared and distributed accordingly
- ✚ Expectations are shared and course can be adapted accordingly