



Digital Solidarity Toolkit

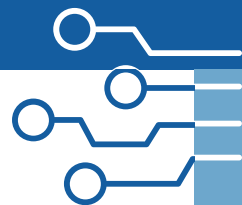




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Introduction

What is AI4ALL

AI4ALL is a community project led by young people who believe that access to digital knowledge and ethical use of technology should be a right, not a privilege.

Growing up in a rural area like Mira, the project team witnessed how many people, including other young people, are left out of the digital transformation – from older adults who feel uncomfortable using smartphones, to migrants who struggle to access online services, and young people who are not fully aware of the risks of AI and online algorithms.

The idea for AI4ALL emerged from discussions among EducAi volunteers and experiences in European projects such as ESCAP(E+). These experiences highlighted that many valuable digital resources and debates rarely reach local communities unless someone actively brings them closer.

AI4ALL connects technology with solidarity by transforming complex digital topics into practical, accessible, and empowering learning opportunities. The project aims to show that young people can drive this positive change, acting not only as passive learners but as active citizens committed to inclusion, equity, and digital justice.

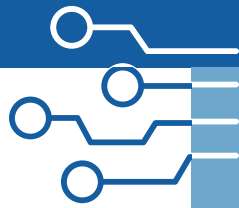
For the team, AI4ALL represents more than a project. It is a way to give back to the community, grow as educators, and create meaningful impact grounded in shared values and everyday realities.

Why This Toolkit Exists

Many people still face difficulties using digital tools and understanding how online information and AI systems influence their daily lives. This can lead to exclusion, confusion, misinformation, and problems in accessing important services.

This toolkit was developed to share the knowledge, experiences, and practices gained through the AI4ALL project. Its aim is to help others create inclusive, practical, and accessible digital learning activities for different communities.





Who This Toolkit Is For

This toolkit is intended for:

- Young volunteers and youth workers
- Educators, trainers, and facilitators working in communities
- Local NGOs, associations, and social organisations
- Schools, libraries, and community spaces
- Anyone who wants to support digital inclusion and equal access to technology

No advanced technical skills are required to use this toolkit.

How to Use This Toolkit

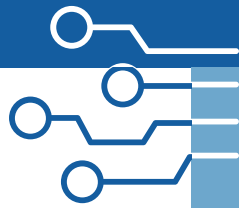
This toolkit is organized into clear, simple, and practical sections that can be used independently or combined, depending on your needs.

You can:

- Follow the step-by-step instructions to plan and deliver workshops
- Adapt activities to suit different age groups, cultural contexts and backgrounds
- Use the glossary to explain technical concepts in clear language
- Apply the suggested tools and methods in your own community
- Collect feedback to reflect on your work and improve future activities

This toolkit is designed to be adaptable and responsive to local realities, available resources, and community needs.





How to Run Inclusive Workshops

Planning (Preparation)

Careful planning is essential to ensure that workshops are inclusive, accessible, and adapted to the needs of participants. It is important to:

- Identify the target group of participants (youth, migrants, seniors, mixed groups)
- Understand their needs, language level, and digital competencies
- Choose an accessible and inclusive location (physical or online)
- Prepare clear, simple, and appropriate materials
- Make sure everyone knows the date, time, and objectives

Good preparation helps create a welcoming and supportive learning environment and increases participant engagement.

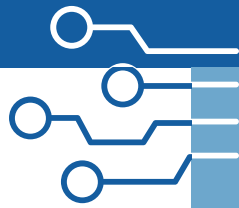
Methods (How to Teach and Engage)

Use interactive and participant-centred learning approaches to encourage active engagement:

- Facilitate open and guided group discussions
- Small-group learning activities
- Use educational games and short quizzes (Kahoot, Padlet, Mentimeter)
- Present practical examples from everyday life
- Support learning with visual materials such as images, videos, and infographics
- Apply digital and interactive tools when appropriate

These methods help create a dynamic learning environment and promote better understanding and participation.





Tips for Inclusion

Creating an inclusive learning environment is essential to ensure that all participants feel respected, valued, and confident to take part in activities. Special attention should be given to differences in language, culture, experience, and learning pace.

To support inclusion in workshops:

- Use simple, clear, and easy-to-understand language
- Explain unfamiliar or technical terms when necessary
- Be respectful of different cultural backgrounds and experiences
- Create a safe space where everyone feels comfortable speaking
- Encourage participation from quieter or shy learners
- Offer additional support to those who may feel unsure or lost

By applying these inclusive practices, facilitators can help reduce barriers to participation, strengthen mutual respect, and promote equal learning opportunities for all participants.

Examples of Inclusive Workshops

To ensure that learning activities are relevant and effective, workshops should be adapted to the specific needs, experiences, and digital skills of different groups in the community:

Migrants: Using online public services

- Focus on accessing official platforms, filling in forms, and understanding essential public services.

Seniors: Safe and confident smartphone use

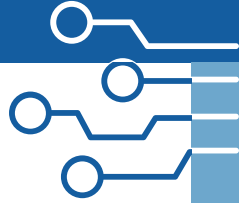
- Learn how to use basic apps, protect personal information, and recognise online scams.

Young People: Identifying fake news and AI-generated content

- Take part in interactive challenges to recognize misinformation and misleading content on social media.

By adapting workshops to each target group, facilitators can create more meaningful learning experiences and ensure that no participant is left behind.





AI Glossary for Non-Tech People

Artificial Intelligence (AI)

What it means: Technology that allows computers to learn and make decisions.

Example: A phone app that suggests videos or music for you.

Misinformation

What it means: False or incorrect information shared by mistake.

Example: Sharing a post that is not true without checking.

Fake News

What it means: News that is created to mislead people.

Example: A website inventing a story for clicks.

Deepfake

What it means: A fake video or audio made with AI that looks real.

Example: A video showing a person saying things they never said.

Scam

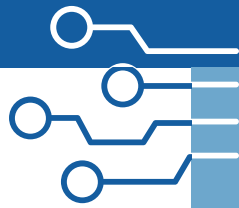
What it means: A trick to steal money or personal information.

Example: A fake message asking for your bank details.

AI – Generated Content

What it means: Text, images, videos, or voices created by AI.

Example: An image made by an AI app.



Algorithm

What it means: A system that decides what content you see online.

Example: TikTok shows videos based on what you watch and like.

Fact-checking

What it means: Checking if information is true before sharing it.

Example: Searching the same news on different trusted websites.

Privacy

What it means: Keeping your personal data safe when using apps and online services.

Example: Not sharing your ID or address on social media.

Digital Footprint

What it means: The information you leave online when you use social media and websites.

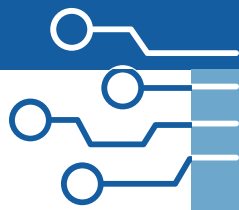
Example: An old post that employers or schools can still find years later.

Trusted Source

What it means: A website or organisation that gives reliable information.

Example: Government websites or major news channels.





Workshop Modules & Activities

This workshop module is designed to support young people and migrants in developing awareness of misinformation and AI-generated content online and learning how to protect themselves. Through interactive activities and reflection, participants strengthen their critical thinking and digital safety skills.

Misinformation & AI-Generated Content

Target Group

Youth and migrants (aged 15+)

Duration

Approximately 90 minutes

Objectives

By the end of this workshop, participants will be able to:

- Understand what misinformation and AI-generated content are
- Recognise false or misleading online information
- Develop critical thinking when using social media
- Learn how to verify information before sharing
- Build confidence in using digital information safely

Description

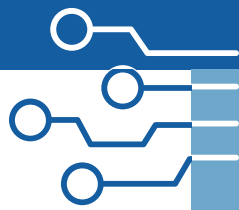
This workshop focuses on helping participants understand how false information and AI-generated content spread online. Through practical examples and interactive activities, learners explore how misinformation can affect daily life and learn strategies to protect themselves and others.

Activities

1. Icebreaker – “True or False?” (10 minutes)

Participants are shown short headlines or social media posts and asked to guess whether they are real or fake. This activity introduces the topic in an engaging way.





2. Presentation – Understanding Misinformation (20 minutes)

A short presentation explains:

- What misinformation is
- How AI can create fake images, videos, or texts
- Why false information spreads quickly

Visual examples and simple language should be used.

3. Group Activity – Spot the Fake (25 minutes)

Participants work in small groups to analyse real and fake online posts.

They discuss:

- Who created the content
- What is the purpose
- Whether the information is reliable

Each group shares their conclusions.

4. Practical Exercise – Fact-Checking (20 minutes)

Participants learn how to:

- Search for reliable sources
- Check official websites
- Use fact-checking tools

They practise verifying one example together.

5. Reflection and Discussion (15 minutes)

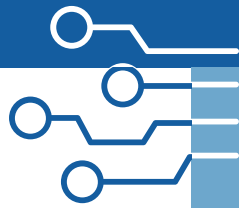
Open discussion about:

- How misinformation affects their lives
- What they can do to stop its spread
- Personal experiences online

Materials Needed

- Laptop and projector
- Presentation slides
- Internet connection
- Smartphones (optional)
- Printed examples (if needed)
- Flipchart or whiteboard (optional)





Methodology

The workshop uses non-formal and participatory learning methods, including group discussions, interactive exercises, and real-life examples. These approaches encourage active engagement and shared learning.

Evaluation

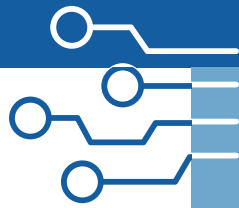
At the end of the workshop, participants complete a short feedback form or take part in a reflection circle to share their opinions and learning outcomes. This helps facilitators improve future sessions.

Expected Results

After the workshop, participants should:

- Be more aware of online misinformation
- Feel confident checking information
- Share content more responsibly
- Support others in identifying fake news





Recommended Tools & Resources

This section presents a range of digital tools and reliable resources designed to assist facilitators in planning, organising, delivering, and assessing inclusive workshops and learning activities.

The tools listed below were chosen for their accessibility, user-friendly design, and suitability for participants of different ages and levels of digital skills. Most of them are free or affordable and can be easily adapted to different local contexts and community needs.

Using appropriate tools and reliable sources supports the creation of interactive learning environments and encourages safe, ethical, and effective use of digital technologies.

Presentation and Design

- **Canva** – Create presentations, posters, and visual materials.
- **Google Slides / PowerPoint** – Prepare simple and clear workshop slides.

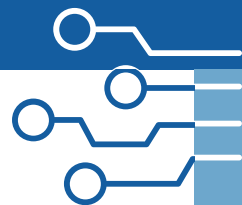
Surveys and Feedback

- **Google Forms** – Collect feedback and evaluate activities.
- **Microsoft Forms** – Create short surveys and questionnaires.

Interactive Activities

- **Kahoot** – Create quizzes and learning games.
- **Mentimeter** – Run live polls and interactive questions
- **Padlet** – Share ideas and group reflections.





Fact-Checking and Reliable Information

- **Google Fact Check Tools** – Verify online information.
- **EUvsDisinfo** – Learn about misinformation in Europe.
- **Official government websites** – Access trusted public information.

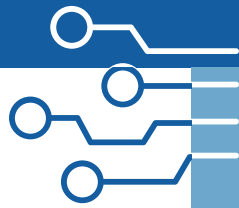
Learning and Digital Skills

- **European Digital Competence Framework (DigComp)** – Understand key digital skills.
- **Safer Internet Centres** – Resources on online safety.

Facilitators are encouraged to explore and adapt these tools according to their participants' needs, learning styles, and local realities. Combining reliable resources with inclusive teaching methods strengthens digital confidence and supports meaningful learning experiences.

These tools help facilitators create safe, engaging, and inclusive learning experiences in different community contexts.





Lessons Learned from AI4ALL

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Lorem ipsum dolor sit amet, consectetur adipiscing elit. The final text will highlight the relevance of the project in the current social and professional context, addressing key challenges faced by young people and explaining how the initiative contributes to skill development, employability, and personal growth.

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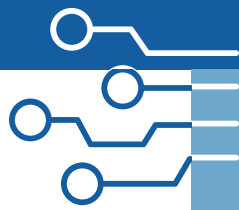
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Evaluation & Feedback

Assessing activities and gathering participants' opinions is essential to understanding how effective the workshops are and how they can be improved in the future. This process allows facilitators to see what worked well, what needs to be adjusted, and how participants experienced the learning process.

Why Evaluation Matters

Evaluation helps facilitators to:

- Assess how much participants have learned and developed
- Understand their needs, interests, and expectations
- Make improvements to future workshops and activities
- Demonstrate the overall impact of the project

Methods for Collecting Feedback

Different methods can be used depending on the target group and the learning environment:

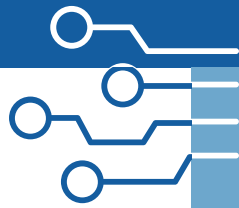
- **Questionnaires and Forms** - Short surveys using Google Forms or paper questionnaires
- **Group Reflection** - Open conversations with participants at the end of the session
- **Individual Feedback** - One-to-one conversations or anonymous written comments
- **Creative Feedback** - Using post-it notes, drawings, or brief written reflections to share opinions

Examples of Evaluation Questions

Facilitators may ask participants questions such as:

- What new knowledge or skills did you gain from this session?
- Was the information presented in a clear and understandable way?
- Which activity did you like the most and why?
- Do you feel more confident using digital tools after this workshop?
- What suggestions do you have for improving future sessions?





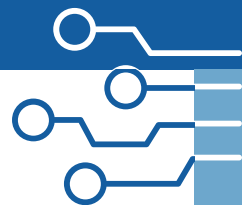
Using Feedback for Improvement

The feedback collected should be analysed and used to:

- Adapt and improve future workshops
- Strengthen teaching and facilitation approaches
- Revise and update learning materials
- Respond more effectively to participants' needs

Ongoing evaluation helps keep workshops inclusive, meaningful, and responsive to the needs of different communities.





Final Notes & Contacts

This Digital Solidarity Toolkit was developed to help educators, youth workers, and community organisations promote responsible, inclusive, and ethical use of digital technologies.

The resources and activities presented in this toolkit are designed to be flexible and adaptable to different local contexts, target groups, and learning environments. Facilitators are encouraged to adjust them to participants' needs, available resources, and cultural backgrounds.

AI4ALL aims to continue improving these materials through future workshops, partnerships, and community projects. Feedback and experiences collected during implementation will be used to update and strengthen this toolkit over time.

We encourage organisations, educators, and volunteers to use, adapt, and share this toolkit within their communities in order to support digital inclusion and solidarity.

Contact Information

For more information about the AI4ALL project or this toolkit, please contact:

Project Name: AI4ALL – Youth Solidarity Through Ethical Tech & Digital Inclusion

Organisation: EducAI

Location: Mira, Portugal

Email: educai.ngo@gmail.com

Website: educai.pt

Social Media:

Facebook: [Educ AI](https://www.facebook.com/EducAI)

Instagram: [educai.pt](https://www.instagram.com/educai.pt)

Stay Connected

Follow our activities and share your experiences using this toolkit. Together, we can build more informed, inclusive, and supportive digital communities.





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