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# Digital Solidarity Toolkit

AI4ALL – Youth Solidarity Through Ethical Tech & Digital Inclusion

EducAI

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CHAPTER 01

# 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.

> **OUR MOTIVATION**
> 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 organised 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.

CHAPTER 02

# 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:

| Target group | Workshop theme | Focus |
|---|---|---|
| **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 recognise 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.

CHAPTER 03

# AI Glossary for Non-Tech People

Plain-language definitions you can use to explain key digital concepts, each with an everyday example.

## Artificial Intelligence (AI)

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| Technology that allows computers to learn and make decisions. | A phone app that suggests videos or music for you. |

## Misinformation

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| False or incorrect information shared by mistake. | Sharing a post that is not true without checking. |

## Fake News

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| News that is created to mislead people. | A website inventing a story for clicks. |

## Deepfake

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| A fake video or audio made with AI that looks real. | A video showing a person saying things they never said. |

## Scam

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| A trick to steal money or personal information. | A fake message asking for your bank details. |

## AI-Generated Content

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| Text, images, videos, or voices created by AI. | An image made by an AI app. |

## Algorithm

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| A system that decides what content you see online. | TikTok shows videos based on what you watch and like. |

## Fact-checking

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| Checking if information is true before sharing it. | Searching the same news on different trusted websites. |

## *Privacy*

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| Keeping your personal data safe when using apps and online services. | Not sharing your ID or address on social media. |

## *Digital Footprint*

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| The information you leave online when you use social media and websites. | An old post that employers or schools can still find years later. |

## *Trusted Source*

| WHAT IT MEANS | EXAMPLE |
| --- | --- |
| A website or organisation that gives reliable information. | Government websites or major news channels. |

CHAPTER 04

# 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 | DURATION | FORMAT |
|---|---|---|
| **Youth and migrants (aged 15+)** | **Approximately 90 minutes** | **Non-formal, participatory** |

### 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

| # | Activity | Time |
|---|---|---|
| 1 | **Icebreaker – "True or False?"**<br>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. | **10 min** |
| 2 | **Presentation – Understanding Misinformation**<br>A short presentation explains:<br>• What misinformation is<br>• How AI can create fake images, videos, or texts<br>• Why false information spreads quickly<br>Visual examples and simple language should be used. | **20 min** |
| 3 | **Group Activity – Spot the Fake**<br>Participants work in small groups to analyse real and fake online posts. They discuss:<br>• Who created the content<br>• What is the purpose<br>• Whether the information is reliable<br>Each group shares their conclusions. | **25 min** |

| # | Activity | Time |
|---|---|---|
| 4 | **Practical Exercise – Fact-Checking**<br>Participants learn how to:<br>• Search for reliable sources<br>• Check official websites<br>• Use fact-checking tools<br>They practise verifying one example together. | **20 min** |
| 5 | **Reflection and Discussion**<br>Open discussion about:<br>• How misinformation affects their lives<br>• What they can do to stop its spread<br>• Personal experiences online | **15 min** |

## 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**

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

CHAPTER 05

# 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. |

**A NOTE FOR FACILITATORS**

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.

CHAPTER 06

# Lessons Learned from AI4ALL

The implementation of AI4ALL – Youth Solidarity Through Ethical Tech & Digital Inclusion provided valuable insights into how young people can contribute to digital inclusion while developing their own knowledge, confidence and sense of social responsibility.

Throughout the project, the activities showed that digital inclusion is not simply about teaching people how to use technology. It also means helping individuals understand technology, feel confident using it, recognise potential risks and make informed choices in an increasingly digital society.

## 1. Start from real needs, not assumptions

One of the main lessons learnt was the importance of adapting activities to the actual needs and existing digital skills of participants.

Different target groups have very different relationships with technology. Older people may need support with basic digital tasks, while young people may already use digital tools confidently but have limited awareness of topics such as artificial intelligence, privacy, misinformation or digital ethics.

For this reason, activities are more effective when facilitators first understand what participants already know, what difficulties they experience and what they would genuinely like to learn.

> **LESSON FOR FUTURE INITIATIVES**
> Before delivering a digital inclusion activity, dedicate time to understanding participants' needs, confidence levels and everyday digital challenges.

## 2. Simple language makes complex technology accessible

Artificial intelligence, cybersecurity and digital ethics can initially appear technical or intimidating. The project demonstrated that these topics can become accessible when they are explained through simple language, relatable examples and practical demonstrations.

Participants responded better to situations connected to everyday life – for example, recognising a suspicious message, identifying AI-generated content, protecting a social media account or discussing how an AI tool makes decisions – than to highly theoretical explanations.

> **LESSON FOR FUTURE INITIATIVES**
> Translate technical concepts into everyday situations and avoid unnecessary jargon.

## 3. Learning by doing is more effective than passive learning

Interactive methods proved particularly useful throughout the project. Participants learned more effectively when they could experiment, solve problems, discuss scenarios and test digital tools themselves.

Workshops, practical exercises, the Tech Café approach and collaborative activities created opportunities for participants to ask questions without feeling judged and to learn through experience.

> **LESSON FOR FUTURE INITIATIVES**
> Digital education should be practical. Demonstrate a tool or concept and then give participants the opportunity to try it independently with guidance available when needed.

## 4. Young people can be powerful digital inclusion multipliers

AI4ALL reinforced the value of placing young people in active roles rather than treating them only as learners.

When young participants become facilitators, peer educators or digital supporters, they can transfer their knowledge to other members of the community. At the same time, teaching others strengthens their own communication skills, confidence, patience and understanding of digital responsibility.

**This approach transforms digital literacy into an act of solidarity.**

> **LESSON FOR FUTURE INITIATIVES**
> Provide young people with the preparation and responsibility needed to become digital ambassadors within their communities.

## 5. Intergenerational learning benefits everyone

Activities involving people from different generations demonstrated that digital learning does not need to be one-directional.

Younger participants often brought confidence and familiarity with digital technologies, while older participants contributed life experience, critical perspectives and different ways of approaching information.

This exchange helped reduce stereotypes between generations and created a more supportive learning environment.

> **LESSON FOR FUTURE INITIATIVES**
> Create spaces where participants from different generations can learn from one another rather than positioning one group exclusively as the “teacher” and another as the “learner”.

## 6. A safe environment encourages people to ask for help

Digital insecurity is often accompanied by embarrassment. Some participants may avoid asking questions because they believe their digital knowledge is insufficient or fear making mistakes.

The project highlighted the importance of creating an informal, patient and non-judgemental atmosphere. Participants became more engaged when they understood that there were no “stupid questions” and that making mistakes was part of the learning process.

**LESSON FOR FUTURE INITIATIVES**
Build trust before focusing on technical skills. Digital inclusion depends strongly on confidence.

## 7. Digital literacy must include critical thinking

Knowing how to use a smartphone or an online platform does not automatically mean that someone is digitally literate.

The project reinforced the importance of discussing misinformation, online manipulation, privacy, artificial intelligence and the reliability of online information alongside practical digital skills.

Participants need to be encouraged to ask questions such as:

- Who created this information?
- Why was it created?
- Can I verify it somewhere else?
- What personal data am I sharing?
- Could this image, video or text have been generated or manipulated using AI?
- What could happen if I share this information?

**LESSON FOR FUTURE INITIATIVES**
Combine technical competence with critical thinking, media literacy and responsible online behaviour.

## 8. AI education should include opportunities as well as risks

Discussions about artificial intelligence can easily focus only on dangers such as misinformation, deepfakes, privacy or job displacement.

AI4ALL showed the importance of presenting a balanced perspective. Participants should understand potential risks while also exploring how AI can support learning, creativity, accessibility, communication and solutions to social challenges.

The project's AI for Good perspective demonstrated that technology can become a tool for positive social impact when it is used ethically and responsibly.

**LESSON FOR FUTURE INITIATIVES**
Avoid presenting AI either as a threat or as a perfect solution. Encourage participants to evaluate both its benefits and limitations.

## 9. Ethics should be part of every digital activity

Responsible technology use cannot be separated from questions of fairness, privacy, accessibility, discrimination and human responsibility.

Even simple activities involving AI can lead to meaningful discussions about issues such as:

- Who is represented in digital systems?
- Can algorithms reproduce bias?
- Who is responsible when an AI system makes a mistake?
- What personal information should we share with online tools?
- Is technology equally accessible to everyone?

These conversations helped participants understand that digital citizenship involves values as well as skills.

> **LESSON FOR FUTURE INITIATIVES**
> Integrate short ethical reflection moments into practical digital activities rather than treating ethics as a separate theoretical topic.

## 10. Accessibility and flexibility are essential

Participants learn at different speeds and may face different barriers, including language difficulties, limited digital experience or accessibility needs.

Activities worked better when facilitators were able to slow down, repeat instructions, demonstrate processes visually and provide individual assistance.

> **LESSON FOR FUTURE INITIATIVES**
> Prepare flexible activities that can be simplified, expanded or adapted according to participants' needs.

## 11. Small actions can generate wider community impact

One of the most important messages emerging from AI4ALL was that digital solidarity does not always require large-scale interventions.

Helping someone create a secure password, recognise a scam, access an online public service or understand how AI-generated information works can have an immediate impact on that person's independence and confidence.

When these actions are multiplied across young volunteers and community organisations, their collective impact becomes much greater.

> **LESSON FOR FUTURE INITIATIVES**
> Encourage participants to view everyday digital support as a meaningful form of community solidarity.

## *What We Would Recommend to Other Organisations*

Based on the experience of AI4ALL, organisations planning similar digital solidarity initiatives should:

- Assess participants' digital needs before designing activities
- Use practical and participatory learning methods
- Communicate technical topics through clear and accessible language
- Prepare young people to act as peer educators and digital ambassadors
- Create intergenerational learning opportunities
- Provide a supportive and non-judgemental learning environment
- Combine digital skills with cybersecurity, media literacy and critical thinking
- Discuss both the opportunities and risks of artificial intelligence
- Integrate ethics, privacy and inclusion throughout the learning process
- Adapt activities to participants' pace, language and accessibility needs
- Encourage participants to transfer what they have learned to their families and communities

CHAPTER 07

# 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.

CHAPTER 08

# 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 |
| **Facebook** | Educ AI |
| **Instagram** | 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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