

Second
Chance



Digital Literacy for Women

FACILITATORS' GUIDE





Session 1
Digital Empowerment:
Discovering Technology



COURSE OUTLINE

| | |
|----------------------------|---|
| Theme | Digital Literacy for Women |
| Mode | Blended |
| Duration | 10 hours 30 minutes |
| No. sessions | 5 sessions of 2 hours each 1 e-learning module of 30 minutes at end |
| Objective | To strengthen the digital literacy of Second Chance (SCE) participants, aligned with successful outcomes related to SCE's Employment, Entrepreneurship and Return to Formal Education pathways. |
| Outcomes | <p>Outcomes are aligned with digital inclusion and competencies based on the Digital Literacy Global Framework (DLGF) and The European Digital Competence Framework for Citizens (DigComp) associated with employment, decent work, and entrepreneurship in diverse contexts.</p> <p>By the end of the course, participants should be able to:</p> <ol style="list-style-type: none"> 1. Perform basic functions on computers and tablets 2. Perform Internet searches and evaluate the information 3. Communicate safely online 4. Create digital content 5. Participate safely in social networks 6. Participate in digital citizenship 7. Feel included in the digital world. |
| Specific objectives | <ol style="list-style-type: none"> 1. Indicator 1.1 (Motivation to get into the digital world): Participants recognize that the digital world offers access to opportunities and that they have the right to access that world as citizens, and they are motivated to use digital devices. 2. Indicator 1.2 (Operations with devices and software): Participants independently and confidently use basic hardware and software tools. 3. Indicator 1.3 (Creation of digital content): Participants increase their independence and confidence in creating and editing basic types of digital content. 4. Indicator 1.4 (Communication and collaboration): Participants increase their independence and confidence in using digital technologies to interact, communicate and collaborate, participating in society through public and private digital services. |

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5. **Indicator 1.5 (Information and data literacy):** Participants increase their independence and confidence in locating and retrieving digital data, information, and content by evaluating the relevance of the source and its content, as well as storing, managing, and organizing that information.
 6. **Indicator 1.6 (Security):** Participants increase their independence and confidence in identifying actions aimed at protecting personal data and privacy in digital environments, focusing on the protection of physical and psychological health.
 7. **Indicator 1.7 (Problem solving):** Participants increase their independence and confidence in solving minor problems related to digital devices or environments, and/or identifying their needs and finding the ways to address them.
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Requirements for live sessions

- MS PowerPoint or Google Drive, projector for the live sessions, paper and pens, whiteboard or flip chart and markers
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Requirements for e-learning

- PC with Internet connection (EdApp cannot be used on a PC without Internet)
 - Smartphone or tablet with initial Internet connection to download EdApp and lessons (after download, no connection is needed)
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SESSIONS

1

Digital Empowerment: Discovering Technology

- Course introduction
- Motivation for using digital technologies
- First steps with devices
- Introduction to the internet

2

Informed Women: Evaluating and Managing Digital Content

- Wi-Fi and mobile data
- Information and data literacy
- Data, information and evaluating digital content

3

Digital Women: Communication and Security Online

- What is a password?
- How to create a strong password
- Communicating online
- Data, information and evaluating digital content
- Interaction and sharing through digital technologies
- Active citizenship through digital technologies

4

Women Creators: Digital Content Basics

- Types of digital content
- Creating text documents
- Using spreadsheets to organize information
- Understanding and control of copyright

5

Social Networks and Managing your Digital Identity

- Basics of social media
- Digital identity management and online reputation

General tips:

- **Adapt for different levels:** Keep in mind that participants may have different levels of technological knowledge. Make sure to customize teaching to address diverse needs and abilities.
- **Encourage collaboration:** Seat more knowledgeable participants alongside those with less experience to foster mutual support and collaborative learning. This will help create an inclusive and supportive learning environment.
- **Monitor individual progress:** Continuously assess the progress of each participant to ensure that all participants are achieving the minimum competencies needed and gaining confidence in the use of digital technologies.

Session 1:

Digital Empowerment: Discovering Technology

Objective At the end of the session, participants should be able to use basic devices, understand the fundamental uses of the internet and recognize gender stereotypes in technology.

Outcomes By the end of the session, participants should:

- know what to expect of the course
- feel they are in an environment of trust and collaboration
- have reached agreement on how to communicate and work with each other during the course
- understand some of the ways in which we can use technology in our everyday lives
- recognize obstacles to using technology and have ideas on how to overcome them
- be able to use digital devices and access the internet
- be able to recognize gender stereotypes in the digital environment and have ideas on how to overcome them.

Key reflections

- **Recognizing and valuing gender perspectives in technology:** Recognizing how gender stereotypes affect women's experiences in technology is crucial. This recognition enriches learning and collaboration and promotes an environment where all voices are heard and respected.
- **Personal and professional development:** Acquiring digital skills is essential for maximizing independence and access to employment opportunities. Becoming familiar with technology and its applications can have a transformative impact in the daily and professional lives of women, empowering them to take advantage of new opportunities and improve their quality of life.
- **Overcoming technological barriers:** Identifying how to overcome technological obstacles is crucial. Fostering an environment of mutual support and continuous learning will allow participants to face technological

challenges with greater confidence and security, facilitating their progress and development in the digital field.

Key concepts Digital inclusion; digital competencies; empowerment; online safety; critical reflection; collaboration; access to resources

Resources Computer, projector, speaker, whiteboard/flip chart and marker pens, masking tape, post-its, pens

Presentation SCE Digital Literacy for Women - Session 1.ppt

| Time | Activity | Description | Resources |
|---------|--|--|---|
| 5 mins | 1. Welcome and course objectives | Introduction to the course and setting expectations | PowerPoint presentation |
| 14 mins | 2. Introductions and sharing of technology experiences | Introduction of participants and facilitator and sharing of experiences with technology | None |
| 5 mins | 3. Co-creation of social agreements | Group activity to establish social agreements | Flip chart, paper and markers |
| 14 mins | 4. Reflection on technology | Personal reflection on technology followed by a group discussion | Paper and pens |
| 14 mins | 5. Identification of obstacles and resources | Group activity to identify and discuss obstacles and resources that can help overcome them | Whiteboard/flip chart and markers |
| 15 mins | 6. Gender stereotypes and inclusion of women in the digital world | Group discussion on gender stereotypes, gender norms and gender roles, and how technology can empower women and the challenges they face in the digital world. | Whiteboard or flip chart and markers |
| 14 mins | 7. First steps with devices | Demonstration and participant practice supervised by facilitator | Computers and/or tablets |
| 14 mins | 8. Becoming familiar with your device | Presentation followed by hands-on activity on key components of devices | PowerPoint presentation |
| 15 mins | 9. Introduction to the internet | Hands-on activity on accessing the internet and navigating a website | Computers or tablets with internet access |
| 10 mins | 10. Conclusions | Closing activity to summarize and consolidate learning from the session | PowerPoint presentation and flip chart |

Total: 120 mins

1. Welcome and course objectives

Time: 5 minutes

Required materials: Computer, projector, Powerpoint presentation

Objective: To introduce the overall objectives of the course and outline the topics to be covered.

Description: Start the session with energy and a smile to create a welcoming atmosphere from the start. Clearly explain the course objectives practically, emphasizing how everyone will contribute to their own professional and personal development.

Course objective: By the end of the course, participants should be able to perform basic functions on computers or tablets, perform internet searches and evaluate the information, communicate safely online, create digital content, participate safely in social networks, participate in digital citizenship, and feel included in the digital world. By the end of the course, participants should be able to:

Objective of the session: At the end of the session, the participants should be able to use basic devices, understand the basic uses of the Internet, and recognize gender stereotypes in technology.

What will they learn in the session?

By the end of the session, participants should:

- understand the objectives of the course and what to expect from it
- feel they are in an environment of trust and collaboration
- have reached agreement on how to communicate and work with each other during the course
- understand some of the ways in which we use technology in our everyday lives
- recognize obstacles to using technology and have ideas on how to overcome them
- be able to use digital devices and access the internet
- be able to recognize gender stereotypes in the digital environment and have ideas on how to overcome them.

It is important in this first session to make the participants feel that they are in a safe learning space and to let them know they should not hesitate to ask questions.

2. Introductions and sharing of technology experiences

Time: 14 minutes

Required materials: None. There are no slides for this activity.

Objective: To generate an atmosphere of openness within the group.

Description: This activity aims to promote an atmosphere of openness where all participants feel comfortable to share in a safe space. It will allow you to warm up the atmosphere and briefly assess the

level of comfort and experience of each participant with technology, creating points of connection among all.

Instructions:**1. Activity overview (2 minutes)**

Explain the activity: 'We're going to introduce ourselves and share our first meaningful experience with technology to get to know each other better and understand our level of comfort with technology'.

2. Introduce yourself (2 minutes)

Introduce yourself briefly, sharing your name, role and a personal anecdote related to technology.

3. Introduction of participants and experience sharing (8 minutes)

Ask each participant to introduce themselves and to either share a short anecdote about their experience with technology or explain why they are motivated to learn digital skills. Allocate about 1 minute per participant if there are 8 participants; adjust the time according to the number of participants.

4. Reflection and motivation to learn technology (2 minutes)

Reflection: Conclude the activity with a brief reflection on what was shared. Make general comments about the variety of experiences, and how they reflect different levels of familiarity and comfort with technology.

Motivation: Thank the participants for their openness and bravery in sharing their stories. Reinforce the importance of learning and feeling comfortable with technology as a tool of empowerment.

3. Co-creation of social agreements

Time: 5 minutes

Required materials: Computer and projector; whiteboard/flip chart and markers. There is one slide for this activity.

Objective: To establish social agreements on how to maintain a friendly and respectful environment throughout the course.

Description: This activity helps to establish a harmonious and collaborative learning environment. Participants are asked how they think everyone should behave and together they reach agreement. In this way, everyone's voices are heard and the diversity of views is recognized.

Creating these 'social agreements' together reflects everyone's willingness to generate a respectful and enriching learning experience. The agreements help to maintain a friendly atmosphere and build positive relationships.

Keep the flip chart sheet with the agreements visible throughout the course.

Instructions:

1. **Explain** to participants the importance of participating in the course in a friendly and respectful atmosphere.
2. **Prepare** a flip chart/whiteboard where you will write down the agreements reached together.
3. **Ask participants:**
 - i) **What agreements do you think we need to build a safe and entertaining learning environment?**
 - ii) **What do all of us here have to commit to?**

If you notice that the group is not very participative, give some examples of agreements such as:

- Actively listen to your classmates.
 - Raise your hand to participate.
 - Ask questions when you have doubts.
 - Put away your cell phone to avoid distractions.
4. **Write down the agreements** suggested by participants on the flip chart or text document.
 5. **Finish with a list of agreements:** At the end, they will have a list of co-created agreements that will help them have a better learning experience. These agreements should remain in the room for the rest of the sessions as a reminder. It should be understood as a living document that can be modified and added to.

4. Reflection on technology

Time: 14 minutes

Required materials: Paper and pens. There are no slides for this activity.

Objective: To reflect on how technology has influenced the participants personally and professionally.

Summary: Personal reflection on technology followed by a group discussion.

This activity allows time for each participant to reflect on how technology has influenced their life. Encourage them to think about positive and negative aspects. This reflection helps them to become aware of their relationship with technology and how they wish to transform it.

Instructions:

1. **Introduction to the activity (1 minute)**
 - Explain the objective: **'We're now going to think about how technology has influenced our lives, both personally and professionally. I want you to think about the positive and negative impacts it has had'**.
 - Explain that they will think individually and then share their thoughts as a group.
2. **Individual reflection (5 minutes)**
 - Distribute paper and pens to each participant.
 - Ask the participants to spend a couple of minutes writing about how technology has affected their personal and professional lives. You can provide examples such as **the use of mobile phones, always being connected and reachable, texting, using the Internet, WhatsApp, having a camera always available, social networks, video calls, etc.**

3. Group sharing (5 minutes)

- Invite the participants to form a circle or semicircle to facilitate discussion.
- Encourage each participant to briefly share their reflections with the group. They can mention one positive and one negative aspect, or what they found most relevant.

4. Closing activity (3 minutes)

- Make a summary of what was discussed and highlight some common or unique reflections that emerge during the activity.
- Conclude by emphasizing the importance of being aware of how technology influences our lives, and we can manage it to our benefit.

5. Identification of obstacles and resources

Time: 14 minutes

Required materials: Computer, projector, Powerpoint presentation; flip chart/whiteboard and markers.

Objective: To identify personal obstacles and resources that will help to overcome them.

Instructions:

1. Introduction (3 minutes)

- Present the objective: 'We're now going to think about the obstacles that each of us faces in relation to technology. We will discuss what can help us overcome these challenges'.
- Explain that an obstacle and resources list will be created on the whiteboard so as to share common difficulties and possible solutions.
- **Personal obstacles regarding technology (1 slide):**
 - These are any barriers that make it difficult to fully use and take advantage of technological tools.
They may include:
 - **Lack of devices and connectivity**
 - **Lack of technical knowledge.**
 - **Fear or anxiety about using new technologies.**
 - **Difficulties in adapting to fast technological changes.**
 - **Previous negative experiences that generate distrust**
 - Each participant may face a unique combination of these factors, affecting their capacity to interact with technology effectively.
- **Resources to overcome technological challenges (1 slide):**
 - These are tools, support and strategies that help us to develop and use technological skills, and to overcome personal obstacles.
They may include:
 - **Access to devices and the internet in community centres**
 - **Technological training and education**
 - **Technological mentoring or tutoring support (in many homes, children are tutors of their mothers)**
 - **Learning and supportive communities**
 - **Online guides and tutorials (YouTube)**
 - Taking advantage of these resources can empower women, allowing them to develop confidence and competence in the use of technologies.

2. Identifying obstacles (4 minutes)

- Invite participants to reflect briefly on obstacles that they have faced when using technology or trying to develop technological skills.
- Ask one by one to share their thoughts while you write them down on one side of the whiteboard.
- Provide examples to stimulate conversation if you see the participants are hesitant or need ideas, such as limited access to the Internet, lack of devices or lack of technical skills.

3. Identifying resources (4 minutes)

- Now, shift the focus to resources. Ask participants what resources they know or have used to overcome the above obstacles.
- Write down these resources on the opposite side of the whiteboard from the corresponding obstacles.
- The Appendix gives ideas and examples of online resources, for example Khan Academy or EdApp.

4. Group discussion and reflection (2 minutes)

- With the completed lists, facilitate a brief discussion about how the resources can be used to overcome the obstacles.
- Encourage participants to think about how they can have access to these resources, or what actions they can take personally or collectively to improve their technological situation. Encourage them to ask young members of their family for help in better understanding the use of the resources.

5. Closing activity (1 minute)

- Emphasize the importance of recognizing both obstacles and resources as a first step in overcoming technological barriers.
- Thank participants for their participation and encourage them to use the collected information to make positive changes in their interaction with technology.

Note: Refer to the appendix at the end of this document for further ideas on obstacles and resources.

6. Gender stereotypes and inclusion of women in the digital world

Time: 15 minutes

Required materials: Computer, projector, Powerpoint presentation; whiteboard/flip chart and markers.

Objective: To discuss how gender stereotypes, gender norms and gender roles can influence women's experiences with technology and to highlight the importance of women's inclusion in the digital world.

Description: This activity aims to create a safe environment where all participants are comfortable to share their experiences and opinions. Actively listen and validate the shared experiences, encouraging everyone's participation. Keep the discussion focused and guide the conversation to be productive and respectful. Write down the ideas on the whiteboard clearly and in an organized manner to help the participants to remember the points discussed.

Instructions:

1. Introduction (3 minutes)

- Introduce the activity: 'Now we're going to talk about how gender stereotypes, gender norms and gender roles can influence our experiences with technology and the

importance of women's inclusion in the digital world. We want to understand and challenge these insights to improve our relationship with technology'.

- Briefly explain what gender norms, gender stereotypes, and gender roles are in an understandable way:

Gender norms: They are informal rules that dictate how we should think and behave according to society's expectations. We internalize and learn these rules from an early age. They can determine the toys given to boys and girls, their behaviors, the shapes and colors of their clothes, as well as the roles they aspire to.

Gender stereotypes: When gender norms make oversimplified and often incorrect generalizations about what women and men can do, those are known as stereotypes. These are beliefs or widely held generalizations about how women and men are and what their capabilities are. These stereotypes tend to be harmful because they limit people's abilities and aspirations. For example:

- The idea that women are emotional and irrational leads to the belief that women should not be leaders.
- The fact that many women are supported by their husbands leads to the belief that women do not need equal pay.
- The idea that women do not enjoy sports leads to the belief that they do not need sports facilities.

Gender roles: They are roles and behaviours that a society considers appropriate for women and men. These roles are influenced by gender norms and may determine, for example, who takes care of children or who works outside the home.

2. Let's talk about gender stereotypes, norms, and roles (3 minutes)

- Facilitate an open discussion on how gender stereotypes, norms and roles may have influenced their experiences with technology. Encourage the participants to share specific situations where they felt these aspects influenced their access or use of technology.
- As the participants talk, write down the main or common ideas such as types of stereotypes faced, emotional and work-related impacts, and strategies for overcoming these challenges.

3. Let's talk about inclusion of women in the digital world (5 minutes)

- Introduce the topic: 'We are going to discuss how the inclusion of women in the digital world is not only important for their empowerment, but also essential for world technological development. We will explore challenges and opportunities that women face.'
- Briefly share statistics about the current state of women in the technology field. In the Appendix are examples you can use. If you know of another example that is more familiar in your region or country, please share it with participants.
- Invite participants to reflect and discuss the challenges that *they* face in the digital world, such as the lack of connectivity, devices or skills, discrimination or lack of role models. Encourage participants to share ideas on how these challenges can be overcome and what opportunities can be generated to improve the inclusion of women.

4. Reflection and closing (4 minutes)

- Conclude with a reflection on the importance of promoting inclusion of women in all aspects of the digital world.

- Encourage participants to consider how they can contribute to this change, whether through education, mentoring, activism in their communities and networks, or women's groups.

Note: Refer to the appendix at the end of this document for further information about statistics of women in technology and examples of women leaders in the world.

7. First steps with devices

Time: 13 minutes

Required materials: Computer and tablet for demonstration; computers and/or tablets for participants. There are no slides for this activity.

Objective: To learn how to turn devices on and off and about their main components.

Summary: This is a live demonstration followed by practice by participants.

Instructions:

1. Introduction and demonstration (5 minutes)

- Explain the objective: 'We're now going to look at how to turn different devices on and off and become familiar with their main components.'
- Do a live demonstration of how to turn a computer and a tablet on and off, pointing out the power on/off buttons and briefly explaining the main components of each device, such as screen, keyboard, ports, etc.
- Distribute the devices among participants, making sure each one has access to at least one type of device.
- As you distribute the devices, briefly repeat the function of each button and component that you mentioned during the demonstration.

2. Supervised practice (5 minutes)

- Invite participants to practise turning the devices on and off. Encourage each participant to perform the process several times to ensure they feel comfortable with these basic steps.
- Walk among participants as they practice, helping and answering their questions. Make sure to correct any mistakes.

3. Closing and reflection (3 minutes)

- Conclude the activity summarizing the steps for turning devices on and off. Ask if there are any questions or if any participant would like to repeat any steps.
 - Emphasize the importance of knowing these basic procedures, as they are essential for any future interaction with technology.
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8. Becoming familiar with your device

Time: 13 minutes

Required materials: Computer, projector, Powerpoint presentation; computers and/or tablets for participants.

Objective: To identify and learn about the main components of a computer and tablet.

Instructions:

1. Preparation and initial introduction (3 minutes)

- Introduce the activity: 'Now we're going to identify and learn about the main components of computers and tablets. It is very important to understand these components so that we can use our devices effectively.'
- Continue with the PowerPoint presentation which includes pictures of a computer and tablet. Point out the main components such as the screen, keyboard, processor, USB ports, etc.

2. Detailed explanation of components (5 minutes)

- Explain each component shown in the presentation. Describe the function of each component, such as the processor (the brain of the device), the RAM memory (which assists the processor with multiple tasks), the storage (where the data is stored), etc.
- If possible, show the internal components of an open computer or tablet for the participants to see up close.

3. Component review (3 minutes)

- Do a quick activity where the participants must match the names of the components with the corresponding functions, using the slide in the PowerPoint presentation.

4. Closing and reflection (2 minutes)

- Conclude the activity with a short review regarding the key points.
- Reinforce the importance of knowing the components of the devices for efficient use and to solve basic problems that may occur.
- Ask if anyone has any questions and offer additional resources or recommendations for learning more about the topic.

10. Introduction to the internet

Time: 15 minutes

Required materials: Computer and projector; computers and/or tablets for participants; internet connection. There are no slides for this activity.

Objective: At the end of the activity, the participants should be able to identify the basic uses of the internet and navigate a simple website.

Preparation: Choose a website to show that is easy to navigate and relevant to the context of the course.

Instructions:

1. Brief explanation (2 minutes)

- Give a brief introduction about what the Internet is and the most common uses (searching for information, communicating, entertainment).
- Show visual examples of popular websites.

2. Guided practice (10 minutes)

- Provide step-by-step instructions for participants to navigate to the website you have chosen.
- Participants follow these instructions to open the browser, type in the web address, and browse the page.

- During the practice, walk around the room to assist those in need. Guide them without rushing, being present and helpful, while also encouraging them to make the effort with kindness.
 - If any participant is more experienced and/or completes the activity faster than the others, be ready to provide an interesting additional task, such as looking up a definition, a map, a recipe or the weather.
 - Keep track of time so that the practice does not exceed the allocated 10 minutes.
- 3. Conclusion (3 minutes)**
- Briefly summarize the key points of the activity, reinforcing the importance of understanding how to navigate the Internet.
 - Ask if anyone has any questions about what they have learned.
 - Thank the participants for their attention and participation, encouraging them to continue exploring and using the Internet in their daily lives.
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11. Conclusions and feedback

Time: 10 minutes

Required materials: Paper and pens for participants to write down their comments and questions.

Objective: To reinforce what has been learned and gather feedback from participants.

Instructions:

1. Summarize what participants have learned in the session.
2. Ask if participants have questions. Answer each question clearly and concisely.
3. Distribute paper and pens to participants. Ask them to write down their impressions and suggestions for improving future sessions. Collect the comments.
4. Thank participants for their time and participation. Encourage them to practise what they have learned if they can.

Appendix of complementary resources

Activity 5. Identification of obstacles and resources:

In this section, we will provide you with additional information about obstacles that women face and some recommendations for resources that will help them overcome those obstacles:

Obstacles:

1. Lack of access to technological resources

Many women, especially in rural areas or in developing countries, face a significant lack of access to technological resources. The gender digital divide manifests itself in the lower availability of technological devices, inadequate or non-existent internet connections and the lack of necessary infrastructure. This lack not only limits their ability to learn and use technology, but also restricts their educational and employment opportunities, perpetuating cycles of poverty and exclusion.

2. Gender stereotypes and cultural barriers

Gender stereotypes and cultural barriers continue to be a significant obstacle. In many cultures, technological and scientific areas are considered male domains, which discourages women from an early age from being interested in these fields. These prejudices affect both women's confidence in their technological skills and the support they receive from their families and communities. As a result, many women may feel less inclined to pursue careers in technology or invest time in learning digital skills.

3. Lack of role models and female mentors

The scarcity of female role models in the technological field also represents a significant barrier. Young women need to see examples of female success in technology to believe that they can achieve similar accomplishments too. The lack of female mentors and support networks in the technology field can make women feel isolated and without the necessary support to overcome the unique challenges they face. The presence of more women in technological leadership roles could help mitigate this problem by inspiring and guiding the new generations.

4. Discrimination and bias in the workplace

Gender discrimination and implicit biases in the technology workplace are persistent obstacles. Women often face difficulties in being taken seriously, receiving the same recognition and opportunities for advancement as their male colleagues.

These hostile environments can discourage women from entering and remaining in the technology field. Inclusion and diversity policies, as well as education about unconscious bias, are essential to creating a more equitable and welcoming work environment for all people.

Below you will find resources to learn more about the topic:

- UNESCO. (2017). Cracking the code: Girls' and women's education in STEM. Paris: United Nations Educational, Scientific and Cultural Organization. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000253479>

- UN Women. (2020). *The digital revolution: Implications for gender equality and women's rights 25 years after Beijing*. Available at: <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/The-digital-revolution-Implications-for-gender-equality-and-womens-rights-25-years-after-Beijing-en.pdf>
- World Wide Web Foundation. (2020). *Women's Rights Online: closing the digital gender gap for a more equal world*. Available at: <https://webfoundation.org/research/womens-rights-online-2020/>

Resources that can help overcome obstacles:

1. Technology training and education

Technology training and education are critical resources to help women overcome the barrier of lack of technical skills. Specific programs designed for this purpose can have a significant impact on their lives. It is particularly important to make them feel, in this first course, that they have the confidence to continue learning.

Impact of these programs

- **Increased confidence:** By acquiring new skills and knowledge, women gain confidence in their ability to use technology, which can translate into greater employment and personal opportunities.
- **Reduction of the digital divide:** These programs help close the gender digital divide by providing women with the tools they need to participate fully in the digital society.
- **Empowerment:** Technology education empowers women, giving them the ability to use technology to improve their quality of life, from managing personal finances to finding information and educational resources.

2. Access to appropriate devices and software

During this course, devices and internet connection will be provided so that participants can use them and learn effectively. These classes will be conducted in equipped classrooms, ensuring that all women have access to the necessary technology during their training.

By the time the course ends, we recommend looking for local resources that can continue providing access to technology. Although we know that in some communities it is a challenge, we could investigate if there are any:

- **Libraries:** Many public libraries offer free computer and internet access. Participants can use these resources to continue practicing and learning.
- **Community centres:** Community centres often have computer labs available for community use. It is important to identify those that offer these services and encourage participants to take advantage of them.
- **Schools and universities:** Some educational institutions allow access to their computer labs for community members outside of school hours.

3. Support from technology mentors or tutors (in many households, daughters or sons act as tutors for their mothers).

The support of technology mentors or tutors is crucial to help women overcome anxiety and lack of confidence when using new technologies. This type of support can come from various sources,

including family members, friends, and formal mentoring programs. In many homes, daughters and sons play a critical role in acting as tutors to their mothers, guiding them and teaching them how to navigate the digital world.

Families as a source of support

In the family setting, sons and daughters often have a higher level of technological knowledge than their parents. This knowledge can be invaluable for mothers who want to learn how to use new tools and devices. Young people can teach their mothers how to use smartphones, computers, and essential applications by providing ongoing, personalized support. This type of family mentoring not only helps women acquire technology skills, but also strengthens family bonds by creating moments of learning and cooperation.

4. Learning communities and support

Learning and support communities are essential to provide a collaborative environment where women can acquire and improve their technological skills. These spaces, both physical and virtual, allow participants to learn collectively, share experiences and find solutions to common problems. By being part of a learning community, women can feel supported and motivated as they see others facing and overcoming similar challenges. This sense of belonging and mutual support is crucial to maintaining interest and motivation in the technological learning process.

Encouraging women in the course to create or join a learning community can be very beneficial for pooling local resources and learning together.

5. Online guides and Tutorials (YouTube, Khan Academy or EdApp)

Online guides and tutorials are valuable resources that allow women to learn at their own pace and in their own time. Platforms such as YouTube, Khan Academy and EdApp offer a wide range of free educational content ranging from basic technology concepts to advanced skills. These resources are accessible and easy to use, making them ideal tools for women who want to improve their digital skills.

YouTube

YouTube is an online video platform where one can find tutorials on almost any subject, including many on technology. The videos can range from simple step-by-step explanations to complete courses taught by experts.

Steps to create an account on YouTube:

1. Open your browser and go to www.youtube.com.
2. Click on 'Sign in' in the upper right corner.
3. Select 'Create account' and choose 'For personal use'.
4. Enter your first name, last name, email address, and create a password.
5. Follow the instructions to verify your account through a code sent to your email.
6. Once verified, your account will be ready, and you can start subscribing to channels and creating tutorial playlists.

Khan Academy

Khan Academy is a free educational platform that offers lessons in a variety of subjects, including computer science and technology. The courses are designed in a structured manner and allow users to learn in a progressive way.

Steps to create an account in Khan Academy:

1. Open your browser and go to www.khanacademy.org.
2. Click on 'Sign up' in the upper right corner.
3. Select Learner and date of birth.
4. Choose to register with your email address, Google account or Facebook account.
5. If you choose an email, enter your email address and create a password.
6. Complete the additional information.
7. Verify your account through a link sent to your email.
8. Once verified, your account will be ready, and you will be able to start exploring the available courses.

EdApp

EdApp is a microlearning platform that offers short, interactive lessons on a variety of topics, including technology. It is especially useful for learning quickly and efficiently.

Refer to your coordinator for instructions on creating an account on EdApp with access to all of SCE's courses.

Activity 6 - Gender stereotypes and inclusion of women in the digital world**Inequality in access to technology**

- **Access to devices:** Worldwide, women are less likely than men to own technological devices, such as cell phones, tablets or computer.
- **Internet access:** Women are also less likely to have access to the Internet, which limits their ability to learn and participate in the digital world.

According to the International Telecommunication Union (ITU), by the end of 2023, there is still a significant digital divide between genders. Although there have been advances in digital connectivity, women in low-income regions remain less connected than men. The report also highlights that, in general, women have less access to technological devices and quality Internet connections (ITU, 2023). Available at: <https://www.itu.int/en/ITU-D/Statistics/Pages/facts/default.aspx>

Inequality in technological employment

- **Technical jobs:** Women are less likely to enter technical jobs compared to men.
- **Leadership positions:** There are very few women in senior positions within technology companies.
- **Studies in technology and science:** Only a small proportion of girl's study computer science and other STEM (Science, Technology, Engineering and Mathematics) subjects at school or university.

Technological literacy

1. **Digital literacy:** UNESCO highlights that 763 million adults and young people cannot read or write, and two-thirds of them are women. The literacy gap is a reflection of inequality in access to basic education, which in turn affects women's ability to participate in socio-economic and digital activities (UNESCO, 2023). Available at: <https://www.unesco.org/en/articles/digital-technology-key-improve-literacy-learning-girls-and-women>

2. **Participation in STEM** (STEM is an acronym in English that refers to the disciplines of Science, Technology, Engineering, and Mathematics, essential areas for innovation and technological development): Women represent only 28% of engineering graduates, and 22% of workers in artificial intelligence worldwide. The low representation of women in STEM and in technological careers is partly due to gender stereotypes and lack of role models, which limits their participation in shaping technology and well-paid careers (UN Women, 2023). Available at: <https://lac.unwomen.org/sites/default/files/Field%20Office%20Americas/Documentos/Publicaciones/2020/09/Women%20in%20STEM%20UN%20Women%20Unesco%20EN32921.pdf>

Statistics on women in IT

General statistics

- **Workplace representation:** Women represent approximately 25% of the workforce in the global technology sector. This figure has slightly increased since 2021, when it was 24% ([Techjury](#)) ([Stem Women](#)).
- **Leadership positions:** Less than 20% of all leadership positions in technology are occupied by women. Specifically, only 19% of senior vice president roles in technology are held by women, and 15% of directors are women ([Techjury](#)).

Literacy and education in IT

- **Degrees in computer science:** Only 18% of bachelor's degrees in computer science in the United States are obtained by women. Globally, women represent 29% of graduates in computer science ([Techjury](#)) ([Stem Women](#)).
- **Inequality in science and technology:** In 2021/22, women accounted for 24% of computer science graduates, although the proportion has varied in recent years ([Stem Women](#)).

Challenges and disparities

- **Pay inequality:** 52% of women in technology believe they are not paid fairly, compared to 75% of men who believe they are paid fairly ([Luisa Zhou](#)).
- **Entry-level positions:** 30% of women over 35 years old remain in junior positions in technology, compared to only 5% of men, despite having similar skills ([Luisa Zhou](#)).

Progress and opportunities

- **Interest in STEM careers:** 74% of girls show interest in STEM careers, although transition to technology careers is low due to lack of role models and support ([Techjury](#)).
- **Initiatives and support:** Programs such as Girls Who Code and Black Girls Code have been successful in inspiring girls to pursue careers in technology and science ([MIT Professional Education](#)).

Examples of women leaders in the digital world

Latin America:

1. **Ana Victoria García** - Founder and CEO of Victoria147, an entrepreneurial education platform for women entrepreneurs in Mexico. Biography: <https://speakersmexico.com/speakers/ana-victoria-garcia.php>
2. **Silvina Moschini** - Founder and CEO of SheWorks!, a remote job platform for women in technology. Biography: <https://silvinamoschini.com/es/about-silvina/>

3. **Claudia de Heredia** - Co-founder of Kichink, an e-commerce platform in Mexico. Biography: <https://www.sopitas.com/noticias/orgullo-nacional-conoce-a-claudia-de-heredia-la-mexicana-emprendedora-condecorada-por-la-onu/>
4. **Juliana Barreto** - CEO of Keyrock, a financial technology company in Colombia. Biography: <https://lanubespeakers.com/conferencista/juliana-barreto/>
5. **Cecilia Tham** - Founder of Future Funded, a platform that finances technology education for women in Spain and Latin America. Biography: <https://blancfestival.com/talks/cecilia-tham/>
6. **Claudia Calvin** -. Founder of *Mujeres Construyendo* (Women building), a community of bloggers and digital entrepreneurs in Mexico. Biography: <https://www.nosinmujeres.com/politologas/1596/claudia-calvin-venero/>
7. **Patricia Araque** -Co-founder of Ellas², an organization that supports women entrepreneurs in technology in Spain and Latin America. Biography: <https://www.eleconomista.es/emprendedores-innova/noticias/8512122/07/17/Patricia-Araque-No-nos-da-la-cabeza-para-trabajar-ocho-horas-al-dia.html>
8. **Nelly Luna Amancio** - Co-founder and director of Ojo Público, a journalistic research medium that uses technology for data analysis in Peru. Biography: <https://pulitzercenter.org/es/people/nelly-luna-amancio>
9. **Marcela Ruiz** – Marine Biologist from the Austral University of Chile and Master in Strategic Management and Project Evaluation. Marcela was the leader of the winning team of 'Avante 2020', an open innovation challenge organized by the Chilean Navy, Know Hub Chile, and Athenalab. Biography: <https://innovapolinav.cl/dia-de-la-mujer-emprendedora-la-historia-de-marcela-ruiz>

Africa

1. **Rebecca Enonchong (Cameroon)**: Founder and CEO of AppsTech, a global technology services company. Biography: [Rebecca Enonchong on Wikipedia](#)
2. **Juliana Rotich (Kenya)**: Cofounder of Ushahidi, a crisis mapping platform Biography: [Juliana Rotich on Wikipedia](#)
3. **Funke Opeke (Nigeria)**: Founder and CEO of MainOne, a leading provider of connectivity and data center solutions in West Africa. Biography: [Funke Opeke on MainOne](#)
4. **Rapelang Rabana (South Africa)**: [Rapelang Rabana - Wikipedia](#) Founder of Rekindle Learning, an educational technology company. Biography: [Rapelang Rabana on Wikipedia](#)
5. **Hilda Moraa (Kenya)**: Founder of Pezesha, a digital microcredit platform. Biography: [Hilda Moraa](#)
6. **Ory Okolloh (Kenya)**: Co-founder of Ushahidi and activist for government transparency and civic technology. Biography: [Ory Okolloh on Wikipedia](#)
7. **Fatoumata Ba (Senegal)**: Founder of Janngo, a venture capital platform focused on African technology companies. Biography: [Fatoumata Ba on Janngo](#)
8. **Ethel Cofie (Ghana)**: Founder of Women in Tech Africa, an organization that supports women in the technology field in Africa. Biography: [Ethel Cofie](#)

These women are driving change and innovation in the technology sector in Africa, serving as role models and blazing trails for future generations of women in technology.

International

1. **Susan Wojcicki** - Ex CEO of YouTube. Although her family was not poor, Wojcicki grew up in a low-income environment in Palo Alto, California. Her success in technology has been driven by her perseverance and dedication. Biography: <https://www.bbc.com/mundo/noticias-44202186>
2. **Jean Liu** - President of Didi Chuxing - Jean Liu grew up in a low-income environment in China. She has led Didi Chuxing, one of the largest transportation companies in the world, and has played a crucial role in its technological expansion. Biography: <https://circulotne.com/mujeres-exitosas-jean-liu-la-pesadilla-de-uber-en-china.html>

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Session 2
Informed Women:
Evaluating and Managing
Digital Content



Session 2:

Informed Women: Evaluating and Managing Digital Content

Objective

At the end of the session, the participants will be able to independently connect a computer and a tablet to the Wi-Fi network, use Google Chrome to efficiently and safely browse the internet, and implement effective search techniques in Google to find relevant and accurate information.

Outcomes

1. Understand Wi-Fi connections on computers and tablets.
2. Acquire basic skills for searching information.
3. Evaluate the quality and accuracy of digital content.

Key reflections

- Learning to **search for and evaluate reliable information** online helps you make informed decisions in your daily life.
- When you find information online, make sure that the information is **true** and you know its source before sharing it.
- Being online and having the skills to participate in the digital world opens doors to **new opportunities and knowledge**.

Key concepts

Connectivity; data management; digital literacy; source evaluation; content accuracy; digital responsibility; informed decision making.

Resources

Computer, projector, speaker, whiteboard or flip chart and markers, masking tape, post-its

Presentation

SCE Digital Literacy for Women – Session 2.ppt

| Time | Activity | Description | Resources |
|---------|--|--|--|
| 10 mins | 1. Welcome | Recap of the previous session and introduction to Session 2. | Whiteboard, whiteboard markers |
| 20 mins | 2. Connecting to the internet and browsing | Hands-on activity on how to connect a computer and a tablet to a Wi-Fi network and browse the Internet. | Whiteboard, whiteboard markers, a computer or tablet with Internet connection. |
| 35 mins | 3. Using Google Chrome to browse the internet | Hands-on activity on Google Chrome and its use as a web browser. | Whiteboard, whiteboard markers, a computer or tablet with Internet connection. |
| 45 mins | 4. Searching on Google | Hands-on activity on searching for information using Google. | Whiteboard, whiteboard markers, a computer or tablet with Internet connection. |
| 10 mins | 5. Conclusions | Closing activity to summarize the topics discussed during the session, gather feedback from the participants, and reinforce key learnings. | PowerPoint presentation, flip chart, paper and markers |

Total: 120 minutes

1. Welcome

Time: 10 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: Recap of the previous session and introduction to Session 2.

Instructions:

Welcome participants and thank them for attending. Ask them what they remember from the previous session and fill in any gaps. Briefly explain the purpose of this session and the topics to be covered:



- **Connecting to Wi-Fi:** Being connected online allows you to access information and services and communicate with others.
- **Searching for information:** Knowing how to search and check information online helps you make good decisions and avoid deception.
- **Using the internet:** Access to the internet opens new opportunities to learn, work, and connect with others.

Outline the key skills that they will gain from the session:

- How to connect to the internet
- How to use Google Chrome to browse the Internet
- How to search on Google

2. Connecting to the internet and browsing

Time: 20 minutes

Required materials: Computer, projector, Powerpoint presentation; computers/tablets for participants; internet connection.

Objective: Hands-on activity to understand how to connect a computer and a tablet to a Wi-Fi network.

Instructions:

1. Introduction (2 minutes)

Outline the activity: to explain basic concepts related to Internet browsing.

Acknowledge that the use of technical language might be overwhelming. Take the time to explain in simple words and mention that in the next activity they will practise using the Internet. Remind them that it is important to ask questions and that this space is for them.

2. Explain the first three key terms – see slides (5 minutes)

- **Internet**
 - A network of many computers connected around the world.
 - It enables the exchange of information and data worldwide.
 - The Internet is the basis of digital communication and provides access to many useful tools, such as
 - social networks to keep in touch with friends
 - educational platforms to learn new skills
 - commercial applications for online shopping
 - government services
 - entertainment tools to enjoy music, videos and games
- **Connecting to the internet**
 - Involves establishing a connection from a device, such as a computer or tablet, to the global network.



- This can be accomplished through wired or wireless connections.
- **Wi-Fi**
 - A wireless technology that allows connection to the Internet without physical cables.
 - Widely used in homes and public places to provide Internet access to mobile devices.

3. Hands-on: how to connect to a wi-fi network – no slides (5 minutes)

- **Identify a Wi-Fi network:**
 - Explain how to search for available Wi-Fi networks on a computer or tablet.
 - Project on screen what network lists look like and demonstrate how to connect to a network.
- **Finding the password on the modem:**
 - The modem is the device that transmits the internet signal to homes and offices.
 - Most modems have a label with the network name and password.
 - Display pictures of modem labels so that participants know what to look for.
- **Connecting to a network:**
 - Guide step-by-step how to select the network and type in the password to connect.
 - Explain how to check if the device is connected correctly.

4. Explain terms – see slides (5 minutes)

- **Web browsing**
 - Web browsing refers to exploring and visualizing websites in an Internet browser.
 - Browsers are programs that allow users the visualization of websites. Examples include Chrome or Firefox.
- **Web addresses**
 - Web addresses are unique identifiers used to access specific websites.
 - Explain that they consist of a domain name and an extension, such as ".com" or ".org". Example: unwomen.org.
- **Types of web addresses**
 - These are some of the different types of web addresses:
 - .com: Commercial
 - .org: Organizations
 - .net: Technology companies
 - .gov: Government pages
 - Countries: .mx (Mexico), .cm (Cameroon), .jm (Jamaica), .au (Australia)
- **Search engines**
 - Search engines are online tools that allow users to search for information on the web.
 - Popular search engines are Google and Bing.
 - **Keywords** are words or phrases you type into Google or Bing to find what you need.
 - Both search engines offer features such as maps, news, and weather.
- **Difference between web page, browser, and search engine**
 - **Web page:** A document on the Internet that can contain text, images, videos, and links to other pages.
 - **Browser:** A program that allows users to view web pages (e.g., Chrome, Firefox).
 - **Search engine:** An online tool that helps users find specific web pages (e.g., Google, Bing)



5. Safe browsing tips – see slides (3 minutes)

- **Public Wi-Fi:**
 - Avoid using public Wi-Fi unless you trust the organization providing it. Public Wi-Fi can be a risk, as malicious individuals might be able to see your private information. Therefore, it is crucial that the organization providing the Wi-Fi is trusted.
 - If you need to use public Wi-Fi, avoid sensitive transactions such as online banking.
- **Web addresses:**
 - If the address bar indicates 'Not Secure,' avoid that connection or ask for assistance.
- **Search engines:**
 - Use search engines such as Google or Bing to find information. Both are safe browsers; you just need to consider the results. In the following activities, we will learn how to analyse these results.

6. Conclusion (2 minutes)

Emphasize the importance of understanding these concepts for efficient Internet browsing and considering the recommendations for safe browsing.

Encourage participants to ask questions and share their experiences related to Internet browsing.

3. Using Google Chrome to browse the internet

Time: 35 minutes

Required materials: Computer and projector; computers or tablets for participants with internet connection and Google Chrome; whiteboard/flip chart with markers. There are no slides for this activity.

Note: Further 'how to' information for this activity is available in the **Appendix**.

Objective: Hands-on activity on Google Chrome.

Instructions:

1. Preparation (5 minutes)

- Make sure that all computers or tablets have Google Chrome installed.
- Prepare examples of websites beyond those listed in the hands-on activity for use during the demonstration. For instance, the exercise includes examples like Wikipedia or YouTube, and you might add local sites that are relevant to the participants.
- Explain the concept of links and how they work. A link is an "active" web address that, when clicked, automatically opens the website if you are connected to the internet, eliminating the need to type or copy the address into the address bar.

2. Introduction (5 minutes)



- Briefly introduce Google Chrome and its importance as a web browser.
- Show the Google Chrome browser projected on the screen and highlight its main elements, such as the address bar, tabs and buttons.

3. Demonstration (10 minutes)

- Do a live demonstration of how to open Google Chrome on a computer and browse the Internet. Be sure to include:
 - Verify that the device has the application installed (identify the Google Chrome icon).
 - Open Google Chrome by clicking on the icon.
 - Identify the address bar and how to position the cursor to type a keyword.
- Show how to open new tabs and navigate to specific websites using the address bar. Explore some additional features such as bookmarks and the toolbar.
- Demonstrate how to use links to access web sites without typing the address.
- Show how to zoom in and zoom out to improve accessibility.

4. Hands-on activity (15 minutes)

- Ask participants to work on their computers and follow the instructions you give.
- Ask them to open Google Chrome.
- Instruct them to navigate to the following websites:
 - Wikipedia: www.wikipedia.org (for finding general information)
 - National Geographic: www.nationalgeographic.com (for browsing interesting articles and photos)
 - YouTube: www.youtube.com (for searching for and watching videos)
 - Pinterest: www.pinterest.com (for having creative ideas)
- Instruct them to open at least three different tabs, each with one of the websites mentioned.
- Participants should use the address bar and search box on each website to perform online searches.
- They should practise tab management, including how to close tabs and reorganize them.
- Walk around the room to offer support and address any doubts.

5. Questions (5 minutes)

Summarize key concepts. Ask questions to verify understanding, such as:

- What is Google Chrome?
- Who can explain the steps to open a website?
- What are tabs and what are they used for?
- How can tabs be rearranged?

4. Searching on Google

Time: 45 minutes



Required materials: Computer and projector; computers or tablets for participants with internet connection and Google Chrome; whiteboard/flip chart with markers. There are no slides for this activity.

Note: Further 'how to' information for this activity is available in the **Appendix**.

Objective: Hands-on activity on doing a Google search.

Instructions:

Introduction and demonstration (10 minutes):

1. Project the Google search engine on the screen and demonstrate basic concepts.
2. Explain and demonstrate how to use the search box and keywords. Demonstrate basic searches such as:
 - "Where is the nearest store?"
 - "What is the capital of Cameroon?"
 - "Jamaica Weather"
 - "Define: sustainability"
 - "1 dollar to Indian Rupees"
 - "Where is the best bread sold?"
3. Invite participants to suggest their own searches and perform them live.

Guided practice (10 minutes):

1. Show how to use quotation marks for precise searches: "Using quotation marks in Google allows you to search for an exact phrase, ensuring that the results contain that phrase in the exact order in which you typed it". Example: "Best bakery in Mexico City" (you can adjust to your city or look for other types of stores such as bakeries, gift stores, etc.)
2. Show how to use filters to search for different types of content:
 - Images
 - Maps
 - Videos
 - News
 - Shopping
 - Books
 - Flights

Preferences and tools (5 minutes):

1. Show how to adjust **search preferences** to customize results.
2. Show how to use **search tools** to refine results by date, language, etc.

How to evaluate the information you find (10 minutes):

1. Show how to evaluate the quality and accuracy of the information:
 - Verify the date of publication to ensure the information is current.
 - Look up the author or organization of the article to verify their reliability and expertise on the topic.
 - Compare the information with other reputable sources.



2. Show how to search for information from reliable sites:
 - Conduct a search on a specific topic and analyze the results with the participants.
 - Examples of topics to search and analyze:
 - a) Best bakery in Mexico City (or adjust to your city).
 - b) "Benefits of daily exercise".
 - c) "History of International Women's Day".
 - d) "Easy and healthy recipes".
 - b)** Show how to identify sponsored articles versus regular search results.

Individual practice (10 minutes):

- Ask participants to conduct their own Google searches.
- Walk around the room to offer support and address any questions.

Question and answer sessions (5 minutes):

- Ask participants to share any questions or concerns about using Google and searching for information.

5. Conclusions

Time: 10 minutes

Required materials: Paper and pens for participants to write their comments.

Objective: To reinforce what has been learned and gather feedback from participants.

Instructions:

1. Summarize what was covered during the session and its relevance to participants:
 - **Connecting to and browsing the Internet**
 - **Using Google Chrome to browse the Internet**
 - **Searching on Google**
2. Ask participants if they have questions. Answer each question clearly and concisely.
3. Distribute paper and pens to participants. Ask them to write down their impressions and suggestions for improving future sessions. Collect the comments.
4. Thank participants for their time and participation. Encourage them to practise what they have learned if they can.



Appendix

Activity 3: How to manage tabs in Google Chrome

Open a new tab

Click on the new tab icon (a small box with a '+' symbol) to the right of the last open tab. Alternatively, you can press Ctrl + T on Windows or Cmd + T on macOS.

Close a tab

Click the "X" in the corner of the tab. You can also close a tab by pressing Ctrl + W on Windows or Cmd + W on macOS.

Reopen closed tabs

To reopen a tab you recently closed, right-click on an open tab and select "Reopen Closed Tab". You can also press Ctrl + Shift + T on Windows or Cmd + Shift + T on macOS.

Move tabs

To move a tab to a new position on the tab bar, simply click and drag the tab to the desired position.

Group tabs

- **Create a tab group:** Right-click on a tab and select "Add tab to new group".
- **Name the tab group:** Type a name for the group and choose a color.
- **Add tabs to a group:** Right click on other tabs and select "Add tab to a group" and then choose the group you want to add them to.

Pin tabs

Right click on the tab and select "Pin a tab". The tab will move to the left and only the website icon will be displayed.

Mute tabs

Right-click on the tab that is playing sound and select "Mute Site".

Close multiple tabs

- **Close all tabs:** Right-click on a tab and select "Close Other Tabs" to close all tabs except the selected tab.
- **Close tabs to the right:** Right-click on a tab and select "Close Tabs to the Right" to close all tabs to the right of the selected tab.

Useful keyboard shortcuts:

- **Switch among tabs:** Press Ctrl + Tab to go to the next tab and Ctrl + Shift + Tab to go to the previous tab.
- **Select a specific tab:** Press Ctrl (or Cmd on macOS) and a number from 1 to 8 to select a specific tab. Ctrl + 9 (or Cmd + 9) selects the last tab.



Activity 4: How to search on Google

1. Open your preferred **web browser** (Chrome, Firefox, Safari, etc.) and **go to the Google home page** by entering www.google.com in the address bar and pressing "Enter".
2. In the Google search bar, **type the word or phrase** that describe the information you want to find.
3. Press "**Enter**" or click on the search button (the magnifying glass icon) to see the results.
4. If you are searching for an **exact phrase**, put it in quotation marks. Example: "Weather in Yaounde today".
5. To **exclude a word** from your search, use the minus sign (-) before the word you want to exclude. Example: tablets -medicine.
6. To search **in a specific web site**, use site: followed by the URL of the site. Example: Cameroon site:www.mylearningpathway.org
7. To search for a **specific file type**, use filetype: followed by the file extension. Example: annual report filetype:pdf.
8. To **narrow down your results** after doing a search, use the filter options below the search bar to refine the results. You can filter by:
 - **Images:** To see only images results.
 - **Videos:** To see only video results.
 - **News:** To see only news results.
 - **More:** To access other filters such as books, maps, flights, and more.
9. To do more **advanced searches**, click on "Tools" below the search bar to access additional options, such as **Date** to filter results by date (last hour, last day, last week, etc.), **Language or Region**, to filter results by language and region.
10. If you prefer to **search by voice**, click on the microphone icon in the search bar and clearly speak your search terms. This feature is especially useful on mobile devices.
11. You can do **mathematical calculations** directly in the search bar. Example: $45*67$
12. You can **convert units** directly in the search bar. Example: 100 dollars to euros.
13. To search for a **definition**, type define: followed by the word. Example: define:andragogy.
14. To get **weather** information, type weather followed by the location. Example: weather Mexico City.
15. To search for a **specific address**, type it in the address bar. It is not necessary to type the address in full. Example: type 'UN Women' to search for www.unwomen.org.



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Second
Chance



Session 3
Digital Women:
Communication and
Security Online



Session 3:

Digital Women: Communication and Security Online

Objective

At the end of the session, participants should be able to create strong passwords, understand the first steps in online communication by creating a Google account, evaluate data, information and digital content, and send texts, photos and videos online.

Outcomes

By the end of the session, participants should:

- be able to create strong and easy-to-remember passwords.
 - have created a Google account.
 - know how to evaluate information they find online.
 - be able to send texts, photos, and videos online.
-

Key reflections

- **Strong passwords** protect your personal information. Use combinations of letters, numbers and symbols that are easy to remember.
 - **A Google account** gives you access to tools such as Gmail, Google Drive and Calendar, improving your productivity and organization.
 - **Being connected to the internet** allows you to access information, communicate with others and take advantage of learning, and personal development opportunities.
-

Key concepts

connectivity; data management; digital literacy; source evaluation; content accuracy; digital responsibility; informed decision making.

Resources

Computer, projector, speaker, whiteboard or flip chart and markers, masking tape, post-its

Presentation

SCE Digital Literacy for Women – Session 3.ppt

| Time | Activity | Description | Resources |
|---------|--|---|--|
| 10 mins | 1. Welcome | Recap of previous session and introduction to Session 3. | |
| 20 mins | 2. What is a password and how to create a strong one | Hands-on activity where participants will learn how to create strong and easy-to-remember passwords. | Computers and/or tablets |
| 30 mins | 3. Introduction to online communication and creating a Google account | Hands-on activity to take the first steps in online communication by creating a Google account. | Computers and/or tablets |
| 25 mins | 4. Evaluating online information and digital content | Hands-on activity to learn how to evaluate digital information. | Computers and/or tablets |
| 25 mins | 5. Sending text, photos and videos online | Hands-on activity where participants will send text, photos and videos to each other. | Computers and/or tablets |
| 10 mins | 6. Conclusions | Closing activity to summarize the topics covered during the session, gather feedback from participants and reinforce key learning points. | PowerPoint presentation and flip chart |

Total: 120 minutes

1. Welcome

Time: 10 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: Recap of the previous session and introduction to Session 3.

Instructions:

Welcome participants and thank them for attending. Ask them what they remember from the previous session and fill in any gaps. Briefly explain the purpose of the session and its relevance in today's world:

- It will help you stay informed.
- It will help to prevent someone from accessing your private information.
- It will help you to communicate with your family and friends.

The activities in this session are about:

1. Creating **secure** and easy-to-remember **passwords**.
2. Taking the first steps in online **communication** by creating a Google account.
3. **Evaluating what you see and read online**.
4. Sending **texts, photos and videos** online.

2. What is a password and how to create a strong one

Time: 20 minutes

Required materials: Computer, projector, Powerpoint presentation; whiteboard/flip chart and markers; pens and paper for participants.

Objective: Learn how to create strong and easy-to-remember passwords.

Instructions:

1. Introduction and initial presentation (3 minutes)

Present the slide: "Better safe than sorry".

- Digital communication allows us to connect with friends and family, but it also comes with security risks.
- It is important to protect our devices and data with screen locks and strong passwords. A password is a series of letters and numbers that only you know; anyone who doesn't know it will not be able to access your phone, Facebook account, bank account, etc.
- Avoid using common passwords such as "123456" and "password". Don't use your name or simple words.

2. The need for strong passwords (5 minutes)

Why we need strong passwords:

- Sometimes, someone may try to access our information without permission, even with the intent to steal it or cause us harm. Strong passwords help keep our information secure. A strong password is one that is very difficult to guess.
- A strong password protects important things like your email and bank accounts.
- With a weak password, someone could steal your information or break into your accounts.
- A screen lock is a security measure that requires a password, PIN (Personal Identification Number) or pattern to unlock your device. A PIN is a short number, like a password, that you can use to unlock your device.

3. Technique for creating strong passwords (7 minutes)

- Present the slide titled, "How to Create a Strong Password?"



- Read through the steps with the participants:
 1. Think of your favorite song, artist, movie, book or author. Example: 'Life is Beautiful'.
 2. Use the first letter of each word in capital letters: Example: 'Life Is Beautiful'.
 3. Put a symbol between each word: Example: 'Life!Is!Beautiful'.
 4. Change some letters for similar numbers: Example: 'L1fells!Beautiful'.
 - Guide the participants:
 - Use examples to demonstrate why weak passwords are dangerous.
 - Personal information (they are easy to investigate).
 - 12345 or password (these are the most common and most guessed passwords).
 - Cat or 2023 are very common words and easy to guess.
 - Encourage creativity and originality in choosing passwords.
 - MyDog\$Rex2022!
 - ILoVeR0ck&Roll!
- 4. Hands-on activity (5 minutes)**
1. Divide into pairs
 2. Give everyone 60 seconds to create a strong password.
 3. After 60 seconds, ask someone from each pair to write their password on the whiteboard or flipchart.
 4. Conclude by reminding them that a strong password is their first defense against digital threats like information theft.

3. Introduction to online communication and creating a Google account

Time: 30 minutes

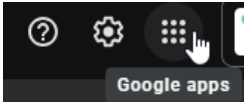
Required materials: Computer and projector; computers/tablets for participants; internet connection. There are slides for this activity.

Objective: To take the first steps in online communication by creating a Google account and activating the gmail account.

Instructions:

- 1. Initial explanation and team building (3 minutes)**
 - Importance of a Google account:
 - A Google account provides access to many valuable services with a single username and password, including Gmail, Drive, and Calendar, all at no cost.
 - Ask participants who already have a Google account to sign in.
 - Team building:
 - Divide the group into teams of two, preferably pairing a more knowledgeable participant with a novice.
- 2. Creating a Google account (6 minutes)**



- Demonstration and step-by-step guide:
 - Steps to create a Google account:
 1. Open your browser and visit accounts.google.com/signup.
 2. Enter your first and last name.
 3. Create a unique username.
 4. Create a strong password and confirm it.
 5. Enter your date of birth and gender.
 6. Optionally, enter your phone number and recovery email address.
 7. Read and accept the terms and conditions.
 8. Click "Next" to complete the account creation.
 - Guide the participants:
 - Assist those who do not have a Google account to follow these steps to create one.
 - Resolve any questions they may have during the process.
- 3. **Setting language in Google account (4 minutes)**
 1. Once the account is created, sign in.
 2. Click on "Personal info".
 3. Review the data and go to "General preferences for the web".
 4. Select "Language".
 5. Verify if the primary language is English. If not, click "Add another language".
 6. Find and select "English"
 7. Make sure "English" is at the top of the language list using the arrow.
- 4. **Exploring Google Apps (5 minutes)**
 - Demonstrate how to access the apps:
 - Open a new tab in the browser.
 - Display the Google Apps button (grid icon, known as the "Waffle").
 - Click on the button to display the different apps available.
 - Ask participants to open the apps together, and demonstrate something quick, like creating a document or checking a date on the calendar.
 - Explain the most useful apps:

Google Account: Allows you to use all Google services with a single account. Below are the most common ones.

 - **Gmail:** Email service.
 - **Drive:** Storage of documents, images and videos on the Internet.
 - **Docs:** Online word processor similar to Microsoft Word.
 - **Sheets:** Tool to create and edit spreadsheets. A spreadsheet organizes information in rows and columns in the form of a table and allows for calculations such as addition, subtraction, percentages, etc.
 - **Slides:** Tool to create slide presentations, similar to PowerPoint.
 - **Calendar:** Tool to manage events and appointments.
- 5. **Search and understand activity (5 minutes)**
 - After exploring the Google Apps, say, "If there are any terms you do not understand, open a new tab in your browser and type in, for example, 'What is a spreadsheet?' or 'What is cloud storage?' Then review the results and return to the tab with Google Apps."

- Encourage participants to practise their search skills to better understand the terms presented. Provide support as they explore the results, ensuring they understand the information they find.

6. Conclusion (2 minutes)

- Summarize what has been covered in this activity:
 - The importance of having a Google account and the benefits it offers.
 - How to create and set up a Google account.
 - The tools available through Google Apps and their practical uses.
- Encourage participation:
 - Invite participants to ask questions and share their experiences.
 - Offer ongoing support so they feel confident and motivated to explore and learn more.

4. Evaluating online information and digital content

Time: 25 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: Participants will learn how to evaluate the quality and accuracy of information they find online.

Instructions:

1. Introduction (5 minutes)

- Introduce the activity: "Now we're going to learn how to evaluate the information we find on the Internet to see if it is true and reliable."
- Explain the importance of distinguishing true information from false information: "It is important to know how to distinguish true information from false information because we often come across news and data that may not be true. This can lead us to make incorrect decisions or share false information with others."
- Show examples from the Powerpoint. Explain why one is false (e.g. "This news story says that chocolate cures all diseases, which is not true. There is no scientific evidence to support this.").

2. Basic concepts (5 minutes)

- Bot:
 - A bot is a program that performs automated tasks on the Internet. Some bots are good, like virtual assistants, but others are bad and can spread false information.
 - Example: A malicious bot could send you messages on social networks with links to dangerous websites.
- Phishing:
 - Phishing is when someone impersonates another person or company to get your personal information.
 - Example of a phishing email: You receive an email that says 'Your account has been locked. Click here to verify your identity'.
- Catfishing:



- Catfishing is when someone creates a fake profile on the Internet to lure others.
- Example: Someone might use fake photos and made-up details to impersonate someone else and ask you for money.
- Malicious:
 - On the internet, malicious refers to actions or programs designed to cause harm.
 - Example: A virus can delete files from your computer or steal your personal information.
- Reliable:
 - Reliable means you can trust the information because it comes from a reliable source.
 - Example: Reliable sources include university websites, reputable news organizations, and government agencies.
- Disinformation:
 - Disinformation is false information that is spread to mislead people.
 - Example: A fake news story claiming that drinking lemon juice cures cancer, with no scientific basis.
- False information:
 - It is information created to deceive people.
 - Example: A rumor on social media that a celebrity has died when in fact it is not true.
- Warning signs:
 - Indications that information may not be reliable.
 - Example: Exaggerated titles, misspellings, and strange web addresses.

3. Analyzing examples (5 minutes)

- Show the relevant slides from the Powerpoint: Is what you see here real or fake? Discuss each example with the participants, guiding them with simple questions:
 - Who posted this information?
 - Does it look like a professional or reliable website?
 - Does the content seem exaggerated or unrealistic? For example, a person from the past asking you for your bank details or asking you for money.

4. Discussion (5 minutes)

- Many apps, especially free ones, track everything you enter, read, and search for. So, if you visit a site and later regret it, such as a fake news story, fake offer, or something similar, it is likely that in subsequent searches, it will show up more often for you.
- Invite participants to share their observations and what they learned. "Have you ever found information on the Internet that seemed true but turned out to be false? How did you discover it?"

5. Summary (5 minutes)

- Summarize the key point:
 - "Remember to always look for the source of the information, observe how it is presented, and be critical of information that seems suspicious: For example, be wary of information that is exaggerated, too easy, too attractive, makes promises, or includes threats such as bad luck if you don't do something."
 - It is important you make sure information is true before sharing it.
- Any questions?



5. Sending text, photos and videos online

Time: 25 minutes

Required materials: Computer, projector; computers or tablets for participants; internet connection. There is one slide for this activity.

Objective: Participants should be able to send text, photos and videos using Gmail and Google Chat.

Instructions:

1. Introduction (5 minutes)

- “We’ll now look at how to send different types of digital content, such as text, photos and videos.”
- “Knowing how to send different types of digital content is crucial for communication, whether in personal or professional settings.”
- We will use:
 - Gmail to send emails with text, photos and videos.
 - WhatsApp for instant messaging with text, photos and videos.
- Explain when to use each tool:
 - Gmail: for formal communications and sending high-quality files.
 - WhatsApp: for quick and informal communication, though photos and videos may be of lower quality.

2. Send text, photos and videos via Gmail (10 minutes)

- Do a live demo:
 - Sign in to your Google account.
 - Compose an email in Gmail and write a short message.
 - Send it to another participant.
 - Show how to attach photos and videos to the email and send them.
- Hands-on Activity:
 - Ask participants to sign in to their Google account.
 - Ask them to create an email and send a message to another participant.
 - Ask them to create another email and attach a photo or short video.
 - Explain that large videos (longer and/or of higher quality) may take longer to send and occupy more space on Google Drive.

3. Send text, photos and videos via WhatsApp (10 minutes)

- Do a live demo:
 - Open WhatsApp on your phone.
 - Show how to start a conversation on WhatsApp.
 - Show how to send text messages, photos and videos via WhatsApp.
- Ask participants to have a go. Ask them to:
 - Open WhatsApp on your phone.
 - Send a text message to another participant.
 - Send a photo.



- Send a short video. Say that the quality may be lower than sending a video by email and that large videos may take time to send.

4. Closing (5 minutes)

- Review the steps for sending texts, photos, and videos. Ask participants if they have questions or if they had particular difficulties.
- Check understanding: when is it better to use Gmail versus WhatsApp? Emphasize that Gmail is more formal and suitable for high-quality communication, while WhatsApp is more immediate and personal.
- Encourage participants to practise communicating online so that they gather confidence.

6. Conclusions

Time: 10 minutes

Required materials: Computer and projector; paper and pens for participants to write down their comments and questions. There is one slide for this activity.

Objective: To reinforce what has been learned and gather feedback from participants.

Instructions for the activity:

1. Summarize the key points from the session:
 - We learned how to create strong and easy-to-remember passwords.
 - We understood the first steps in online communication by creating a Google account.
 - We learned how to evaluate information we find online.
 - We learned how to send texts, photos, and videos.
2. Ask if participants have questions. Answer each question clearly and concisely.
3. Distribute paper and pens to participants. Ask them to write down their impressions and suggestions for improving future sessions. Collect the comments.
4. Thank participants for their time and participation. Encourage them to practise what they have learned if they can.



Appendix

Further information for Activity 3

How to create a Google account

Step 1: Access the registration page

Open your web browser and go to the Google account registration page: Create a Google Account.

Step 2: Complete the basic information

On the registration page, enter the following information in the appropriate fields:

- **Name:** Enter your first and last name.
- **Username:** Choose a username for your new account. This will be your new Gmail address (for example, your_name@gmail.com).
- **Password:** Create a strong password. It must be at least 8 characters long and combine letters, numbers and symbols.
- **Confirm:** Re-type the password to confirm it.

Step 3: Continue registration

Click the "Next" button to continue with the registration process.

Step 4: Security verification

Google may ask you to verify your identity using a phone number. Enter your cell phone number and click "Next". You will receive a verification code by SMS.

Enter the verification code received in the verification field and click "Verify".

Step 5: Personal information

Fill in the additional fields:

- **Phone number** (optional): You can provide a phone number to recover your account in case you forget your password.
- **Recovery email** (optional): Enter an alternate email address for account recovery.
- **Date of birth:** Enter your date of birth.
- **Gender:** Select your gender.

Click "Next" to continue.

Step 6: Accept terms and conditions

Read and accept the terms and conditions of Google. Scroll down and click on "I Agree" to finish the registration.

Step 7: Finish the registration.

After accepting the terms, your Google Account will be created and you will be redirected to the welcome page.

Step 8: Customize your account

Follow the on-screen instructions to customize your Google Account, add a profile picture, and set other preferences according to your needs.



How to send a message in Gmail or cancel sending a message

Step 1: Log in to your Gmail account

- **Open your browser:** Open your preferred web browser (Chrome, Firefox, Safari, etc.).
- **Go to Gmail:** Enter www.gmail.com in the address bar and press "Enter".
- **Sign In:** Enter your email address and password to sign in to your Gmail account.

Step 2: Compose a new message

- **Click "Compose":** In the upper left corner of the Gmail page, click the "Compose" button.
- **Complete the Email:**
 - **To:** Enter the recipient's email address in the "To" field.
 - **Subject:** Enter the subject of the email in the "Subject" field.
 - **Message Body:** Write your message in the body of the email.

Step 3: Send the message

- **Click "Submit":** Once you have completed your message, click the "Send" button at the bottom of the compose box.

Step 4: Cancel message sending

- **Undo Send:**
 - After sending a message, you will see a notification at the bottom left of the screen that says "Message Sent" and options to "Undo" or "View Message".
 - **Click "Undo":** If you wish to cancel the send, click "Undo" within the time available (usually a few seconds after sending the message).

Step 5: Configure the Time to Undo Sending (Optional)

- **Go to Settings:**
 - Click the gear icon in the top right corner of Gmail and select "See all settings".
- **Adjust the time to Undo Send:**
 - Under the "General" tab, look for the "Undo Send" section.
 - Select your preferred cancellation period (5, 10, 20 or 30 seconds) from the drop-down menu.
 - Scroll down and click "Save Changes" to apply the settings.

How to send an attachment in a Gmail message


Step 1: Log in to your Gmail account

- **Open your Browser:** Open your preferred web browser (Chrome, Firefox, Safari, etc.).
- **Go to Gmail:** Enter www.gmail.com in the address bar and press "Enter".
- **Sign In:** Enter your email address and password to sign in to your Gmail account.

Step 2: Compose a new message

- **Click "Compose":** In the upper left corner of the Gmail page, click the "Compose" button.
- **Complete the email:**
 - **To:** Enter the recipient's email address in the "To" field.
 - **Subject:** Enter the subject of the email in the "Subject" field.
 - **Message Body:** Type your message in the body of the email.

Step 3: Attach files

6. **Click on the Attach icon:** At the bottom of the compose box, click on the paperclip icon () that represents the option to attach files.
7. **Select files:**



- A window will open to browse the files on your computer.
- Browse the file(s) you wish to attach, select them and click "Open" or "Upload".
- You can attach multiple files by holding down the Ctrl key (on Windows) or Cmd (on macOS) key while selecting the files.

Step 4: Check attachments

- The selected files will appear at the bottom of the compose box. Check that all the files you wish to send are correctly attached.

Step 5: Send the message

- **Click "Send":** Once you have completed your message and checked the attachments, click the "Send" button at the bottom of the compose box.

Additional considerations

- **Size limit:** The maximum size for attachments in Gmail is **25 MB**. If your files exceed this size, Gmail will automatically upload them to Google Drive and add a link to the file in your message.
- **Attach files from Google Drive:** If you want to attach a file from Google Drive, click on the Google Drive icon (a triangle) at the bottom of the compose box, select the file from Drive and click "Insert".

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Session 4
Women Creators: Digital
Content Basics



Session 4:

Women Creators: Digital Content Basics

Objective

At the end of the session, the participants will have acquired basic skills to manage and create digital content, understand the importance of information organization, and be able to use essential digital tools, including document creation, spreadsheet management, and visual content design.

Outcomes

By the end of the session, participants should be able to:

1. understand the different types of digital content
2. create documents in Microsoft Word/Google Docs
3. organize information in spreadsheets
4. create content in Canva.

Key reflections

- Basic skills in **managing and creating digital content** can **increase independence** and **professional and educational** opportunities, facilitating greater integration into today's digital environment.
- Using **documents** and **spreadsheets** can **help to present and organize information** more easily and efficiently, aiding in daily tasks and personal projects.
- **Creating simple visual content** can enhance the presentation of your ideas and projects.

Key concepts

Digital content; Google Docs; spreadsheets; Canva; videos; photos; text; graphic design; documents; editing; organization of Information

Resources

Computer, projector, speaker, flip chart and marker pens, masking tape, post its, whiteboard/flip chart and markers

Presentation

SCE Digital Literacy for Women – Session 4.ppt

| Time | Activity | Description | Resources |
|---------|---|--|---|
| 10 mins | 1. Welcome | Recap of the previous session and introduction to Session 4. | |
| 15 mins | 2. Types of digital content | Introduction to different types of digital content and their uses. | Computers and/or tablets |
| 30 mins | 3. Creating documents in Google Docs | Hands-on activity on creating and editing documents in Google Docs. | Computers or tablets with Internet access, and a Google account |
| 25 mins | 4. Organizing information with spreadsheets | Hands-on activity on basic spreadsheet functions for organizing information. | Computers and/or tablets |
| 25 mins | 5. Creating content in Canva | Hands-on activity on creating simple visual content using Canva. | Computers and/or tablets |
| 15 mins | 6. Conclusions | Closing activity to summarize the topics covered, gather feedback and reinforce key learning points. | PowerPoint presentation and flip chart |

Total: 120 minutes



1. Welcome

Time: 10 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: Recap of the previous session and introduction to Session 4.

Instructions:

1. Greet participants and thank them for attending (2 minutes).
Remind them of what they did in the previous session:
 - We learned how to create secure, easy-to-remember passwords.
 - We understood the first steps in online communication by creating a Google account.
 - We evaluated data, information, and digital content.
 - We sent texts, photos, and videos.
2. Ask participants for their reflections and questions (4 minutes).
3. Briefly explain the objectives of the session and its relevance in today's world (2 minutes).
4. Mention the key points that will be addressed during the session (2 minutes).
 - Introduction to types of digital content
 - Creating documents in Google Docs
 - Organizing information with spreadsheets
 - Creating content in Canva

2. Types of digital content

Time: 15 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: To help participants understand the different types of digital content and their uses.

Note: More information on types of digital content is available in the Appendix.

Instructions:

1. **Explain what we mean by 'digital content' (2 minutes).**

Digital content is any material that is created, stored, and distributed in digital format, e.g., for phones, tablets, or computers. It includes text, images, videos, and audio. Today, it is



possible for people to create different types of digital content by themselves without the need for expensive equipment or professional skills.

2. Present examples of digital content (8 minutes).

- Slide 7: Examples of digital text (documents, e-mails, blogs).
- Slide 8: Examples of digital images (photos, graphics, illustrations).
- Slide 9: Examples of digital videos (recipes, tutorials, travel).
- Slide 10: Examples of digital audio (podcasts, music, voice messages).

3. Invite participants to share examples of digital content they use or know. Answer questions (5 minutes).

3. Creating documents in Google Docs

Time: 30 minutes

Required materials: Computer with a Google account, projector, computers or tablets for participants, internet access.

Objective: Participants learn how to create and edit documents in Google Docs.

Instructions:

1. Introduce Google Docs (slide 11): (2 minutes)

- Explain that they will learn how to use Google Docs to create and edit documents.
- Ask them to follow along step-by-step on their devices as each feature is explained.

2. Sign in and access Google Docs: (5 minutes)

- Ask participants to sign in to their Google accounts, which they created earlier in the course, and open Google Docs.

3. Create a new document (slide 12): (5 minutes)

- Guide participants through the creation of a new document in Google Docs.
- Ask them to do the same.

4. Explore the interface and basic functions (slide 13): (5 minutes)

- Talk through the Google Docs interface and its basic functions.
- Show how to type text and change formatting (bold, italics, underline).

5. Save and share documents (slide 14): (5 minutes)

- Explain how to save and share a document in Google Docs.

6. Practical exercise:

- Copy and paste text:
 1. Invite the participants to find a web page about something they are interested in (e.g., a ready-made resume, an animal, a recipe, or a place to visit).
 2. Show them how to copy that text and paste it into their Google Docs document (you can use CTRL C to copy and CTRL V to paste or use the mouse to select the text and then copy and paste).



3. This exercise will integrate practice from previous sessions as we will be looking up information and will allow participants to practice formatting text.
 7. **Text formatting: (5 minutes)**
 - Show how to apply bold, italics, and underline to the copied text.
 8. **Screen capture (optional):**
 - For more advanced participants, show how to take a screenshot using Shift + Windows + S and paste it into their Google Docs document.
 9. **Walk around the room to offer personalized support and address any doubts (3 minutes)**
-

4. Organizing information with spreadsheets

Time: 25 minutes

Required materials: Computer with a Google account, projector, computers or tablets for participants, internet, Powerpoint presentation.

Objective: Participants learn how to use Google Sheets to organize information.

Instructions:

1. **Introduction to spreadsheets (2 minutes)**
 - Explain what a spreadsheet is and how it is used to organize information. Use an example that is relatable to participants, such as a shopping list with the quantity and price of products, or a budget that relates various household expenses to the months of the year.
 - Explain that a spreadsheet allows you to organize data logically and perform calculations automatically.
2. **Opening Google Sheets (2 minutes)**
 - Show how to open Google Sheets.
 - Ask participants to sign in to Google and open Google Sheets.
3. **Creating a new spreadsheet (2 minutes)**
 - Show participants how to create a spreadsheet.
 - Show how to use the basic functions of Google Sheets:
 - Toolbar
 - Formula bar
 - Main menus (File, Edit, View, Insert, Format, etc.)
 - Columns and rows
 - Cells
4. **Data entry and formatting (4 minutes)**
 - Show how to enter data into cells.
 - Show how to change cell formatting (e.g., bold, background color, alignment).
5. **Basic operations (3 minutes)**
 - Show how to perform basic operations such as sum and averaging.
 - Provide practical examples of how these operations can be useful, such as calculating total monthly expenses or average food expenses each month.
6. **Organizing personal or professional information (15 minutes)**



- Ask participants to create a spreadsheet to organize personal or professional information.
- Provide specific examples for practice:
 - Household expenses: Enter monthly expenses, calculate the monthly total, and multiply by 12 to get the yearly total.
 - Food expenses: Enter monthly food expenses and calculate the monthly average.
 - Imaginary business: Create a fictitious business that sells five products. Enter prices and quantities sold to calculate monthly income from the sale of 10, 20, and 50 units.

7. Personalized assistance:

- Walk around the room to offer personalized support and address any questions.
- Ensure all participants are comfortable with the basic functions of Google Sheets.

5. Creating content in Canva

Time: 25 minutes

Required materials: Computers or tablets with Internet access.

Objective: Participants learn how to create simple visual content using Canva.

Note: More 'how to' information on Canva is available in the Appendix.

Instructions:

1. **Create an account in Canva: (4 minutes)**
 - Show how to create a Canva account.
 - Ask participants to create a Canva account.
2. **Log in to Canva: (2 minutes)**
 - Show how to log in to Canva.
 - Ask participants to sign in to Canva.
3. **Explore the Canva interface and basic functions: (4 minutes)**
 - Introduce the Canva interface and its basic functions.
 - Show how to select templates and add text and images.
 - Show how to share a design.
4. **Practical exercise: Creating a visual design (15 minutes)**
 - Design goal: "Who are you close to in your digital communications?"
 - Ask participants to design a simple visual piece for a social network, such as a poster or slide that reflects their answer to this question. Alternatively, ask them to design a label or poster for a product that they would love to be able to produce and sell.
 - The design should include elements such as text, images, and a template appropriate for the chosen social network.
5. **Personalized assistance:**
 - Walk around the room to offer personalized support and address any doubts.
 - Ensure all participants are comfortable with the basic functions of Canva.



6. Conclusions

Time: 15 minutes

Required materials: Paper and pens for participants to write down their comments and questions.

Objective: To reinforce what has been learned and gather feedback from participants.

Instructions:

1. Summarize what was covered during the session and its relevance to participants:
 - **Types of digital content**
 - **Using Google Docs**
 - **Organizing information in a spreadsheet**
 - **Using Canva to create a design**
2. Ask participants if they have questions. Answer each question clearly and concisely.
3. Distribute paper and pens to participants. Ask them to write down their impressions and suggestions for improving future sessions. Collect the comments.
4. Thank participants for their time and participation. Encourage them to practise what they have learned if they can.



Appendix

Activity 2: Types of digital content

Digital content refers to any type of information created, stored, and shared in a digital format. This content can be consumed on various devices, such as computers, tablets, and smartphones, and is distributed through multiple digital platforms. Understanding the types and uses of digital content is essential in the digital age, as it facilitates effective communication, learning, and social interaction.

1. **Digital Text:** Digital text includes any form of written content that can be read on a screen. This ranges from documents and emails to blogs and online articles. Digital text is essential for both professional and personal communication, as well as for the dissemination of information and knowledge.
 - Examples: Text documents (Google Docs, Microsoft Word), emails (Gmail, Outlook), blogs (WordPress, Blogger).
2. **Digital Images:** Digital images are visual representations stored and displayed in digital format. These include photos, graphics, and illustrations, and are widely used in social networking, digital marketing, and media.
 - Examples: Photos (JPEG, PNG), graphics (infographics, diagrams), illustrations (digital art).
3. **Digital Videos:** Digital videos combine moving images and sound to create dynamic and engaging content. They are one of the most popular forms of digital content due to their ability to convey information in an effective and entertaining way.
 - Examples: YouTube videos, video calls, tutorials.
4. **Digital Audios:** Digital audios are sound recordings that can be listened to on electronic devices. These include podcasts, music, and voice messages, and are important for communication and entertainment.
 - Examples: Podcasts, music on streaming services (Spotify, Apple Music), voice messages.

Activity 5: Creating content in Canva

Creating a Canva account

1. Go to canva.com and select Sign in.
2. On the registration page, select Continue with email or Sign up with your work email.
3. Enter the email address you would like to use on Canva, then select Continue.
4. Enter your preferred account name.
5. Click Create your account.
6. Enter the code that was sent to your email address to finish signing up.
7. You can set a password in Settings later. Learn how to set or [change your password](#).
8. Verify your email address by following the steps in the email we will send you.
9. Enter the confirmation code from the email you received.



Creating designs using templates

1. On the home page, use the search bar to look for the design type or size that you want to create.
2. Click on it from the results.
3. Scroll through the available templates.
4. To preview one, hover your mouse over it and click the **•••** that appears. Select Preview this template.
5. To use the template, select Customize this template. You will then be taken to the editor.

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Session 5
Social Networks and
Managing your
Digital Identity



Session 5:

Social Networks and Managing your Digital Identity

Objective

At the end of the session, participants should be able to understand and use the main social networks, manage their digital identity, understand basic copyright concepts, and identify and access digital citizenship services available in their country.

Outcomes

By the end of the session, participants should be able to:

1. understand the main social networks, their features, and how to use them effectively.
2. Manage their digital identity and maintain a positive online reputation.
3. understand the basic concepts of copyright and how to protect one's own content on social networks.
4. identify and access digital citizenship services available in their country.
5. apply safe and effective practices to protect information in the digital environment.

Key reflections

- Our online actions can have a lasting impact on our personal and professional reputation. It is therefore important to maintain a positive and consistent **digital identity**.
- It is crucial to understand and respect **copyright** in the digital environment and to **protect our own creations** from unauthorized use.
- **Digital citizenship services** can enhance our daily lives by facilitating access to resources and services. We can use these tools to be responsible and active digital citizens.

Key concepts

Social networks; digital identity; online reputation; copyright; content protection; digital citizenship; citizenship services

Resources

Computer, projector, speaker, whiteboard or flip chart and markers, masking tape, post-its

Presentation

SCE Digital Literacy for Women - Session 5.ppt

| Time | Activity | Description | Resources |
|---------|---|---|---|
| 10 mins | 1. Welcome | Recap of the previous session and introduction to Session 5. | |
| 30 mins | 2. Social networks | Introduction to the main social networks, their features, and how to use them effectively. | Computers or tablets with internet access |
| 15 mins | 3. Digital identity and online reputation management | Hands-on activity on managing digital identity and maintaining a positive online reputation. | Computers or tablets with Internet access |
| 20 mins | 4. Introduction to copyright | Introduction to the basic concepts of copyright and how to protect your own content on social networks. | Computers or tablets with Internet access |
| 25 mins | 5. Digital citizenship services | Activity on digital citizenship services and how to access them. | Computers or tablets with Internet access |
| 15 mins | 6. Course conclusions | Closing activity to reinforce what has been learned over the five sessions and gather feedback. | PowerPoint presentation and flip chart |

Total: 120 minutes

1. Welcome

Time: 10 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: Recap of the previous session and introduction to Session 5.

Description:

- Welcome participants and thank them for attending the last session (2 minutes).** Remind them of what they did in the previous session:



- Learned about different types of digital content
- Created a document in Google Docs
- Created a spreadsheet in Google Sheets
- Created a design in Canva

2. Ask for any questions or reflections (4 minutes).

3. Briefly explain the objective of the session and its relevance in today's world and outline the topics that will be covered during the session (4 minutes).

- Social network basics
- Digital identity and managing your online reputation
- Copyright basics
- Digital citizenship services.

2. Social network basics

Time: 30 minutes

Required materials: Computer, projector, Powerpoint presentation; computers or tablets for participants; internet.

Objective: Participants learn about the main social networks, their features and how to use them.

Instructions:

1. Introduce social networking and its importance in modern life – see slides (5 minutes)

- Social network basics
 - Explain what social networking is in a simple way, using examples such as Facebook.
 - Relate the topic to everyday situations, such as keeping in touch with friends and family.
- Importance of social networking
 - Social networks are vital in modern communication, allowing users to connect with people around the world, access real-time news, and promote products and services. They are powerful tools for networking and community building.
 - They help us stay connected and meet new people. Mention how they can be useful for promoting a business.

2. Show the most popular social networks – see slides (5 minutes)

- Facebook: Focused on sending text messages, images, photos, and videos. Helps to form communities.
- Instagram: Focused on photos and videos.
- LinkedIn: Oriented toward enterprise use, business, and employment.
- TikTok: Focused on short videos.

3. Explain the main features and uses of Facebook and Instagram (5 minutes)

4. Create an account (5 minutes)



- Show how to create a Facebook account.
 - Show how to create an Instagram account.
 - Invite participants to create their own account in one or other network if they wish to.
 - Outline the 'do's and don'ts' for privacy and information sharing on the slides.
- 5. Demonstrate how to make a post (5 minutes)**
- Allow participants to practise on their devices and assist them if they have questions.

3. Digital identity and managing your online reputation

Time: 15 minutes

Required materials: Computer, projector, Powerpoint presentation.

Objective: To learn how to manage your digital identity and maintain a good online reputation.

Note: Do not be judgmental when discussing online safety. Convey this message to participants:

Many of us have unintentionally done something online that we later regretted. Perhaps we have shared photos with people we did not know well, lost money to a scam, or made personal information too public. If you have experienced something like this, know that you are not alone —many people have gone through similar situations, and it is not your fault. These experiences can lead to feelings of embarrassment and humiliation, but remember that bad things can happen, may have already happened, through no fault of your own. The goal of this course and this session is to equip us with knowledge on how to protect ourselves as best as possible. However, it is equally important to support other women who find themselves in vulnerable situations where their personal information or private photos are exposed online. They may feel intense shame and humiliation, deeply affecting their mental well-being. We must approach these situations with solidarity, empathy, and sisterhood, offering support in any way we can.

Instructions:

The notes on the PPT slides contain important points for each slide. Be sure to review them before the presentation so you do not leave out any key details.

1. What is digital identity? (3 minutes)
2. Online reputation and examples (4 minutes)
3. Tips and good and do's and don'ts (4 minutes)
4. Examples (4 minutes)

4. Introduction to copyright

Time: 20 minutes



Required materials: Computer, projector, Powerpoint presentation; computers or tablets for participants; internet.

Objective: Participants learn about the basic concepts of copyright so that they can protect their digital content on social networks and use online information responsibly and ethically.

Instructions:

1. Introduce the concept of copyright and its relevance to participants (8 minutes).

- What is copyright?
Copyright ensures that creators can control and benefit from their work.
- Why is copyright important?
Explain how copyright benefits everyone, from artists to writers to musicians.
Encourage participants to reflect on their own creations and consider how they would like to protect them. Facilitate a brief discussion to explore their feelings and thoughts on the topic.

2. Searching for legal content (12 minutes).

- How to Search for and Use Legal Online Content
If possible, demonstrate live how to use sites like Google Images or Creative Commons. Explain the difference between copyrighted content and royalty-free content. "For example, when searching for images on Google, you can filter the results to find only those that are allowed to be used and modified."

5. Digital citizenship services

Time: 25 minutes

Note: An alternative activity is offered below for contexts where government services may not be available online or where participants are reluctant to share their personal information with government.

Required materials: Whiteboard and whiteboard markers.

Objective: To introduce participants to the concept of digital citizenship so that they can recognize the benefits of being active digital citizens and access the digital citizenship services available in their country, improving their interaction with government and community online platforms.

Instructions:

1. Explain what digital citizenship is and its benefits (5 minutes)

Digital citizenship involves the responsible and effective use of technology to participate in society, politics, and government. It includes understanding rights and responsibilities in the use of the Internet and other digital technologies.

Highlight the personal and community benefits of digital citizenship. Use practical examples of how these benefits apply in everyday life.



2. Reflection on digital citizenship (10 minutes)

Divide participants into groups of two or three and ask them to discuss the aspects of digital citizenship that are most relevant to them and what makes it difficult for them to be digital citizens. Ask each group to share their ideas in plenary.

3. Practical exercise on digital citizenship: Look up the CURP (10 minutes)

- This part of the activity is context-specific. The slide in the Powerpoint is for Mexico only. You will need to prepare beforehand what to offer to participants in your country, what kind of government service is most relevant and whether it is online.
- You should introduce participants to government or agency websites relevant to their needs. For example, they may need advice or financial support on housing, health, schools, finances, salaries or pensions. This is a good opportunity to show them the benefits of going online. However, it is necessary to coordinate with program managers in advance to ensure that participants receive links to approved, official, high-quality and relevant information.
- Be aware of the risks the participants may face when sharing personal data online, especially if they have migrant status or, for whatever reason, do not wish to be registered with the government. This type of activity will likely involve them sharing personal data such as dates of birth and possibly sensitive documents such as birth certificates. You should be aware that you and the program have a responsibility to ensure that participants do not suffer any harm as a result of the information they are advised to share online.

Alternative activity: Advancing one of your new digital skills

Time: 25 minutes

Materials: Computer or tablet for participants, internet connection

Objective: Participants are supported to advance in one of the skills they have learned during the course and have any questions answered.

Instructions:

1. Ask participants to identify something they would like to practice or create. This could include:
 - Writing their resume or a letter in Google Docs.
 - Writing an email to an organization or government department requesting more information.
 - Starting a cover letter for a job application in Google Docs.
 - Creating a spreadsheet for their family or small business budget
 - Creating a graphic in Canva to post on social media.
 - Creating an account and profile on a social media platform
 - Searching for a job.
 - Practising typing!
2. Move around the room to answer as many questions as possible. Where possible, involve more experienced participants to support others without distracting them from their own efforts.



6. Conclusions

Time: 15 minutes

Required materials: Paper and pens for participants to write down their comments.

Objective: To remind participants of what has been learned in the whole course and gather feedback.

Description: Summarize the topics covered in the 5 sessions, followed by a Q&A session. The participants will also be asked to provide feedback on the session to help improve future sessions.

Summarize the topics covered and provide time for questions and answers. Collect feedback and suggestions to improve future courses. Emphasize key learnings and ensure that each participant leaves the session feeling empowered and ready to apply what they have learned.

Instructions:

1. Summarize what was covered during the session and its relevance to participants:
 - Social network basics
 - Digital identity and managing your online reputation
 - Copyright basics
 - Digital citizenship services
 2. Ask participants if they have questions. Answer each question clearly and concisely.
 3. Then briefly review what has been covered in the whole course.
 4. Distribute paper and pens to participants. Ask them to write down their comments and suggestions for both (i) this session and (ii) the course as a whole. Collect the comments.
 5. Thank participants for their time and participation. Encourage them to practise what they have learned if they can.
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Appendix

Activity 2: Social networks

Social networks are digital platforms that enable interaction and content sharing among users. These platforms have transformed the way people communicate, share information, and relate to each other. Major social networks, such as Facebook, Instagram, Twitter, and LinkedIn, have specific features that differentiate them and allow them to serve various purposes.

- Facebook: It is a social network oriented toward personal and community connections. Users can create profiles, share photos and videos, and update their statuses. Additionally, it allows for the creation of groups and events, facilitating interaction and community organization.
- Instagram: Focuses on visual content, allowing users to share photos and videos, use Stories and Reels for temporary and creative content, and apply filters and special effects to their posts.
- X (formerly Twitter): Known for its microblogging format, allowing users to share short messages called tweets. It is a powerful tool for the rapid dissemination of information and participation in global conversations in real time.
- LinkedIn: A professional network that facilitates networking, job searching, and career advancement. Users can create professional profiles, connect with colleagues, and follow companies and industry leaders.

Activity 3: Digital identity and online reputation management

Digital identity refers to the information and content a person shares online, including social media profiles, blogs, comments, and photos. Managing digital identity involves controlling how this information is presented and ensuring it positively and accurately reflects who the person is.

Online reputation is shaped by how others perceive and react to the content shared. Effective digital identity management requires being mindful of online posts and interactions, ensuring they are respectful, professional, and aligned with personal and professional values.

- Key Factors: Posts, comments, interactions, and privacy settings are crucial for maintaining a good online reputation.
- Best Practices: Keep profiles up to date, engage positively in conversations, and regularly review privacy settings.

Activity 4: Copyright

Copyright is a set of legal rules that protect the original creations of authors, such as text, music, artwork, and video. These rights allow authors to control the use and distribution of their works, ensuring they receive recognition and compensation for their work.

In the context of social networks, it is crucial to understand how to protect one's content to avoid unauthorized use and copyright infringement. This involves knowing the policies of each platform and using tools to report misuse.



- Key Concepts: Rights of reproduction, distribution, public communication, and transformation.
- Content Protection: Properly configure privacy settings and use watermarks or identifications on shared content.

Activity 5: Digital citizenship services

Digital citizenship refers to the responsible and effective use of technology to participate in society, politics, and government. It encompasses access to digital services that facilitate interaction with government institutions and participation in democratic processes.

Digital citizenship services include the management of official documents, access to health and education services, and participation in online community initiatives. These services are designed to be accessible and improve the efficiency of public service delivery.

- **Examples of services:** Online government portals, health management applications, and citizen participation platforms.
- **Access and use:** Citizens can register for these services using digital IDs and follow established procedures to ensure the security and privacy of their information.

Online Government Portals, Health Management Applications, and Citizen Participation Platforms

Latin America

1. **Argentina**
 - **Government Portal:** <https://www.argentina.gob.ar/>
2. **Chile**
 - **Chile Atiende:** <https://www.chileatiende.gob.cl/>
3. **Colombia**
 - **Digital Government:** <https://www.gov.co/>
4. **Mexico**
 - **Gob.mx:** <https://www.gob.mx/>
5. **Peru**
 - **Gob.pe:** <https://www.gob.pe/>
6. **Uruguay**
 - **Procedures Portal:** <https://tramites.gub.uy/>

Africa

1. **Cameroon**
 - <http://www.spm.gov.cm/>
2. **South Africa**
 - **South Africa Government Online:** <https://www.gov.za/>
3. **Kenya**
 - **eCitizen:** <https://www.ecitizen.go.ke/>
4. **Nigeria**
 - **Government Portal:** <https://www.nigeria.gov.ng/>
5. **Ghana**
 - **Ghana.gov:** <https://www.ghana.gov.gh/>
6. **Uganda**
 - **eCitizen Uganda:** <https://www.ecitizen.go.ug/>

United States and Europe



1. **United States**
 - **USA.gov:** <https://www.usa.gov/>
 2. **United Kingdom**
 - **GOV.UK:** <https://www.gov.uk/>
 -
 3. **Germany**
 - **Bund.de:** <https://www.bund.de/>
 4. **France**
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 5. **Spain**
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