Advocating for Digital Equity

A Facilitator Guide for Catalyzing Immigrant and Refugee Community Members

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INTRODUCTION

Did you know?

Of the adults in the U.S. "who [are] limited English proficient (LEP), low income, and [have] less than a high school diploma (a group comprised almost entirely of immigrants)

30% Don't have access to the internet

50% Don't have a computer or laptop in their home[1]

The Transforming Immigrant Digital Equity (TIDE) project at World Education was born out of a critical need to engage and educate service providers and policymakers in three overlapping spaces: adult English language learning, digital equity and inclusion, and immigrant inclusion. Over the past two years, TIDE has designed and piloted an ecosystem model for equitable English language learning and digital resilience, supported adult education and immigrant service providers' advocacy efforts around the Digital Equity Act of 2021, and uplifted successful models for technology-enabled learning.

Advocating for Digital Equity: A Facilitator Guide for Catalyzing Immigrant and Refugee Community Members builds on this work by supporting immigrants' and refugees' right to tell their own stories and lived experiences with the digital divide. For there to be equity in the English language learning and digital resilience ecosystem, we must center the experiences and expertise of adult immigrants and refugees, and recognize them as not only learners or recipients of services, but also co-designers, subject matter experts, community advocates, and perhaps most importantly, agents of change.

This facilitator guide also draws on the values and work of the following initiatives by World Education and our partners:

■ ***The Change Agent*** is an online magazine for adult educators and learners published with support from the New England Literacy Resource Center (NELRC) at World Education. Featuring writing by adult learners with a focus on social justice issues, *The Change Agent* was conceived in 1994 as a tool to help teachers and learners apply advocacy skills in response to impending federal funding cutbacks for adult education and continues to serve as a resource that centers learner voice. Our work

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[1] Jacob Hofstetter and Margie McHugh, Leveraging Data to Ensure Equitable and Effective Adult Skills Programming for Immigrants (Washington, DC: Migration Policy Institute, 2023), 11, https://www.migrationpolicy.org/sites/default/files/publications/mpi_nciip-adult-skills-brief-2023_final.pdf.

is inspired both by the name *The Change Agent* and by the platform the magazine provides for learners to tell their own stories in their own words.

- **CrowdED Learning**, an initiative of World Education, works to build a sustainable, equitable open education ecosystem that increases access to quality education and lifelong learning for all. Its SkillBlox platform makes it easy for instructors to find, organize, adapt, and share quality free content with learners. As part of our commitment to open education, we advocate for open processes like co-design and the development of reusable, inclusive open educational resources (OER). In alignment with this mission, elements of this toolkit have been shared via SkillBlox for easy access and adaptation.

Ecosystem for **Equitable ESOL Learning and Digital Resilence**

Adapted from Digital US graphic on Ecosystem for Digital Resilience
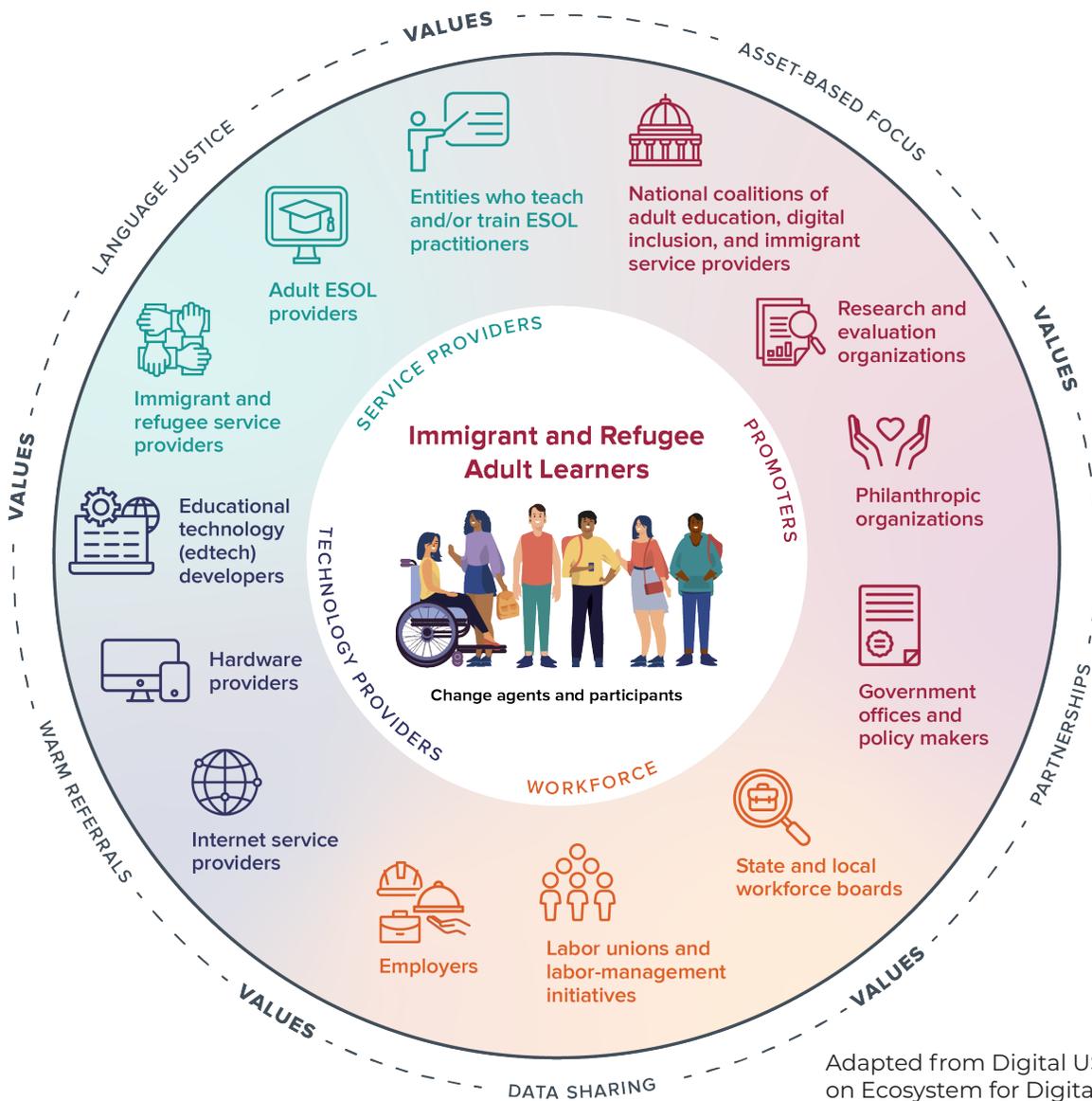
The ecosystem model for equitable English for Speakers of Other Languages (ESOL) learning and digital resilience that TIDE proposes centers immigrant and refugee adult learners and recognizes them as agents of change in their communities.

- **Communicative Justice Initiative (CJI)**, a collaboration of practitioners at San Francisco State University (SFSU) and the University of California San Francisco (UCSF), advances communicative justice in immigrant and refugee communities by teaching data literacy in the adult English language learning classroom and other settings. Communicative justice upholds the right of marginalized communities to be included in and lead conversations about data – what data is collected, who is represented, and how data is interpreted, shared, and put to use. CJI seeks to change the way people think about data by engaging adult learners as "data creators, data storytellers, and data visualizers."[2] World Education is an ongoing partner in CJI's work.

- **The Immigrant Voices Podcast Project**, an initiative of the Gardner Pilot Academy in Boston, features interviews with immigrants enrolled in the Academy's English for Speakers of Other Languages (ESOL) program. The podcast aims to share the lives, journeys, struggles, and successes of immigrants in their own words, and to foster acceptance and empathy through storytelling. World Education is not directly affiliated with the Immigrant Voices Podcast Project aside from being fans and listeners.

How to Use

Advocating for Digital Equity: A Facilitator Guide for Catalyzing Immigrant and Refugee Community Members is designed for adult education practitioners, staff at immigrant and refugee serving organizations, and other individuals who work directly with multilingual adult immigrant and refugee learners. While knowledge of adult learning theory and teaching experience are both helpful for using this guide, they are not essential. Thus, we refer to those providing this content as *facilitators* – trusted individuals who are actively listening to and learning alongside the *participants*.

The guide is organized into three modules: **1) Learning About and Reflecting on Digital Equity, 2) Collecting Data on Digital Equity**, and **3) Using Storytelling for Advocacy**. Each module is divided into two parts:

- **Part A** includes instruction on the topic of the module and contains an initial exploration activity, an engagement activity, a SkillBlox playlist, a post-activity discussion, and a review of key terms.

    - SkillBlox makes it easy for instructors to find, organize, adapt, and share free, quality content with learners. This guide offers links to SkillBlox playlists with adapted content and supplemental activities for beginner English language learners, which can be identified by the SkillBlox logo. While SkillBlox is free and does not require an account to use, account users can make their own copy of a playlist and adapt it. Learn more about Skillblox with these video tutorials.

- **Part B** includes project-based activities, which build upon the work from the previous module(s) to result in one comprehensive and cohesive project. This section also contains links to participant worksheets and additional resources for facilitators to expand their and their participants' knowledge on the topic.

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[2] Maricel G. Santos, "Teaching data literacy, advancing communicative justice with immigrant and refugee communities" (presentation, Open Door Collective, online, October 27, 2023).

We encourage facilitators to adapt all content for their specific contexts. While the guide includes components of English language instruction, digital equity and inclusion, and self-advocacy; facilitators can choose to focus on some areas over others as appropriate. Throughout each module, we also note possible adaptations of the content for learners from diverse language, literacy, and educational backgrounds. In addition, while we currently do not offer this guide in a language other than English, we envision that the content could be adapted to non-English and/or bilingual formats.

For facilitators new to the concepts of *digital equity, digital inclusion*, and *communicative justice*, we recommend the following before using the guide:

1. Reviewing National Digital Inclusion Alliance's Digital Inclusion 101 webinar, which introduces the key components of digital equity and inclusion work; and

2. Completing the "Starting the Conversation: Advancing Communicative Justice in Our Classrooms" worksheet from the Communicative Justice Initiative, to build an understanding of and reflect on learner-centered teaching as it relates to communicative justice and data literacy.

MODULE 1: Learning About and Reflecting on Digital Equity

In this foundational module, participants will be introduced to the topic of digital equity and reflect on how they see the impact of the digital divide and digital inclusion on their lives and communities. Participants will then choose a focus topic of interest for the rest of the project and think critically about the issue, how it affects them and their communities, and what would be needed to bring about change.

1.A. Learning About Digital Equity

Purpose: Participants are introduced to the topic of digital equity via a story from *The Change Agent*, reflect on its impact on their lives, and review key digital equity terms and concepts.

Initial Exploration

Discuss the following pre-reading questions:

1. Think about what you do every day. Do you use technology, such as the internet, a smartphone, or a computer? If yes, what do you use technology for?

2. Think about your personal life, job, and/or education. Do you have access to the technology you need so that you can do everything you want to do? If not, what technology do you need?

3. Is it difficult for you to use the internet, a smartphone, or a computer? What is difficult about it?

Engagement Activity

Ask participants to read the story "Camila Makes a Difference" from Issue #58 of *The Change Agent*. This fictional story introduces essential vocabulary related to the topic of digital equity and demonstrates how someone can advocate for digital inclusion in their community in multiple ways.

Adaptation: Participants with higher levels of English proficiency may be comfortable reading the story independently. For participants who need additional language support, consider reading the story together as a class and/or selecting an excerpt to focus on. The SkillBlox below includes additional activities and scaffolding for beginner English learners.

SkillBlox for Beginner English Learners

Code: UJR8BI

This SkillBlox contains an adapted version of "Camila Makes a Difference," along with language practice activities, like a grammar manipulative and a quiz.

Post-Activity Discussion

Check for comprehension and discuss the following post-reading questions together:

1. What digital skills does Camila have?

2. What is the problem in Camila's neighborhood?

3. What are some causes of this problem in Camila's neighborhood?

4. How is Camila helping her community?

Ask participants to discuss the following reflection questions in small groups or in pairs:

1. What digital skills do you have? What is a digital skill you want to learn?

2. Think about the problem in Camila's neighborhood. Does your neighborhood have the same problem?

3. Think about how Camila is helping her community. Does someone in the community help you? How can you help your community, too?

Adaptation: Participants with higher levels of English proficiency may be comfortable discussing all listed questions in small groups or in pairs. For participants who need additional language support, consider facilitating a class discussion and focusing on one question at a time. Alternatively, if you have class assistants or volunteers, consider having each assistant or volunteer lead a small group discussion.

Key Terms

Review the following vocabulary:

Vocabulary Word	Definition
Digital equity	When everyone has the technology (internet and devices) they need to do everything they want to do. Digital equity is important so that everyone can have the internet, devices, and digital skills they need to find information, get help, and talk to other people.

Vocabulary Word	Definition
Digital divide	The separation between the people who have technology and the people who don't have technology. The digital divide has many causes, including: ■ Income (it is more difficult for low-income families to pay for smartphones, computers, and internet) ■ Digital redlining (see definition below) ■ Digital skills (it is more difficult for some groups of people, such as immigrants and seniors, to learn how to use technology) ■ Location (big cities have better internet than rural places)
Device	A machine that can connect to the internet, like a computer, smartphone, or tablet. Having *device access* or *access to devices* means that you have a device you can use for your everyday life, work, and education.
Broadband internet	The fastest and most common type of internet. Broadband internet includes many types of internet connections, like 5G and fiber. Having *broadband access* or *access to broadband* means that you have a broadband connection you can use for your everyday life, work, and education.
Digital skills	The skills and practices that people need to use the internet, computers, smartphones, and other technology. Sometimes called "digital literacy."
Digital resilience	The digital skills and confidence that people need to use new and changing technologies. Digital resilience is important because technology is changing every day, and we need to learn how to use it and be flexible.
Subscription vulnerable	Unable to pay for the internet every month because of the cost. Subscription vulnerable families may be able to pay for some months, but it is more difficult to pay during other months.

Vocabulary Word	Reflection Questions
Affordable Connectivity Program (ACP)	A U.S. government program that helps people pay for internet. People who meet ACP requirements can get a discount of up to $30 per month on broadband service. Information on the ACP is available in multiple languages on the ACP Consumer Outreach Toolkit page. *Note to facilitators: As of December 2023, it is not certain whether the ACP will be renewed.*
Digital redlining	When internet companies put high-quality internet (fast, reliable internet) in some neighborhoods, but put low-quality or no internet in other neighborhoods. Neighborhoods with low-quality or no internet ("redlined" neighborhoods) usually have more people who are low-income and/or more people who are people of color.
Digital Equity Act (DEA)	A 2021 U.S. law whose goal is to close the digital divide for everyone, including making sure everyone can access and use technology. States receiving DEA funding must write a Digital Equity Plan that shows how the state will support digital equity for specific groups of people who are the most affected by the digital divide. An information sheet on the DEA is available in English and Spanish.

Adaptation: For more vocabulary-building resources, consider using the Digital Skills Glossary, which contains digital equity terms starting on slide 122. The Digital Skills Glossary is developed by adult educators for the Digital Skills Library, an open repository of free learning resources designed to help all adult learners develop the digital skills needed to achieve their personal, civic, educational, and career goals. The Digital Skills Library is managed by World Education's CrowdED Learning initiative.

Review and discuss the following facts and images together
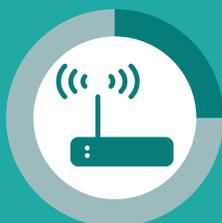
In 2019, almost 1 in 4 people in the United States did not have broadband internet access.[3]

24.5% of immigrants do not have home broadband access, compared with 22.8% of people born in the U.S.[4]

32% of U.S. households are subscription vulnerable.[5]

16.1% of immigrants do not have access to a computer or tablet, compared with 12.4% of people born in the U.S.[6]

Consider using the following questions to guide and/or prompt conversation:

- What do you notice about these sentences? Who has access? Who doesn't have access?
- How does the difference in access affect immigrants? Think about everyday life, work, and education.
- *In 2019, almost 1 in 4 people in the United States did not have broadband internet access.* Did you have internet access in 2019? Do you have access now? What has changed in your life between 2019 and now?
- *32% of U.S. households are subscription vulnerable.* If we have 100 households, how many households are subscription vulnerable? Is that a lot or a little? Why?
- How does being subscription vulnerable affect someone's everyday life?

Adaptation: Consider supplementing this discussion with the following exploration and brainstorming activity from the Communicative Justice Initiative: "See, Feel, Think, Wonder About Data and Social Justice."

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3 "Examining Gaps In Digital Inclusion As States Develop Their Digital Equity Plans," American Immigration Council, last modified December 19, 2022, https://www.americanimmigrationcouncil.org/research/examining-gaps-digital-inclusion.

4 "Examining Gaps In Digital Inclusion."

5 John B. Horrigan, "Three Data Points to Help Plan for Infrastructure Investment and Jobs Act Broadband Funding." Benton Institute for Broadband & Society, April 5, 2022, https://www.benton.org/blog/three-data-points-help-plan-infrastructure-investment-and-jobs-act-broadband-funding.

6 "Examining Gaps In Digital Inclusion."

1.B. Project-Based Work: Choosing a Focus Topic

Purpose: Participants choose a topic of focus and reflect on their personal experiences related to digital equity.

Ask participants to choose a topic of interest from the following list. Participants may also suggest a topic of their choice.

1. Digital divide
2. Digital skills (digital literacy)
3. Internet access

> **Adaptation:** While the rest of the project-based activities in this guide are written with independent work in mind, all activities can be adapted for a group project. Alternatively, depending on participants' literacy levels, time available for this work, and other factors, it may be more effective to have the entire class choose one topic of focus and complete the project together.
>
> Some topics of interest to participants, such as digital redlining and the Digital Equity Act, may require a higher level of online research skills and English proficiency due to their complexity and a lack of non-English, U.S.-based sources. However, with thoughtful, intentional scaffolding, we believe all topics to be accessible for any participant. These topics could also be the subject of a class or group project, as discussed above.

Using the listed questions as a starting point, support participants in reflecting on their personal experiences related to their focus topic.

Topic	Reflection Questions
Digital divide	1. Because Camila doesn't have internet access at home, she can't study, read the news, or talk to her family at home. What is something you want to do, but you can't do it because of the digital divide? 2. How does the digital divide affect the everyday life of your family or other people you know? 3. Why do you think the digital divide exists? 4. How could your community or the government help close the digital divide for you? (For example, free computer classes, more affordable internet, etc.) 5. How could you help your community close the digital divide for other people?

Topic	Reflection Questions
Digital skills (digital literacy)	1. When you need help with digital skills, who helps you? Do you help anyone with their digital skills? 2. What digital skills do you need for your everyday life? 3. Think about what you have seen others do with their computers or phones. Do they have a digital skill that you want to learn? What is it? 4. Are you worried about your online safety? What do you do to protect your information when you use the internet? 5. How could your community or the government help you improve your digital skills? (For example, free computer classes, tutoring in your language, etc.) 6. How could you help other people in your community improve their digital skills?
Internet Access / Affordable Connectivity Program (ACP)	1. Think about your internet access at home. How does it affect your everyday life? 2. Because Camila doesn't have internet access at home, she can't study, read the news, or talk to her family at home. What is something you could do if you had a more reliable internet connection at home? 3. Think about the internet quality in your neighborhood. What is the speed like? Is it reliable? What is the cost? Is there more than one internet company in your neighborhood? 4. Do you know about any programs that provide affordable, reliable internet access? 5. Have you heard of the Affordable Connectivity Program (ACP) before? Do you know anyone who uses the ACP? Who? 6. If you or someone you know uses the ACP, how did you/they hear about it? Did someone help you/them sign up? If yes, who helped you/them? 7. How has high-quality internet helped you or someone you know? What are you/they able to do now that you/they weren't able to do before? (For example, watch videos online, apply for jobs online, etc.) 8. How could your community or the government help make sure everyone has access to high-quality internet?

Digital Equity Resources for Facilitators

- **Digital Inclusion 101 (National Digital Inclusion Alliance):** Resources for individuals new to digital equity and inclusion work, including recurring webinars.
- **NDIA and Common Sense Media Highlight Community Perspectives on Digital Discrimination (National Digital Inclusion Alliance):** Includes a breakdown of different types of digital discrimination.
- **Affordable Connectivity Program (Federal Communications Commission):** The official page for the Affordable Connectivity Program (ACP). Available in Spanish, Korean, Traditional Chinese, Tagalog, and Vietnamese.
- **Digital Equity Act Programs (BroadbandUSA):** The official page for the Digital Equity Act (DEA).
- **What is the Digital Equity Act? (World Education):** A brief overview of the Digital Equity Act (DEA), with links to official and field guidance.

Resources to Support Participants' Digital Access

Affordable internet resources

- Affordable Connectivity Program (ACP): The consumer landing page for the ACP.
  - The Affordable Connectivity Program Basics (AT&T Connected Learning): A self-guided online course about the ACP and how to apply. The course is also available in Spanish.
- Free & Low-Cost Internet Plans (National Digital Inclusion Alliance): A regularly updated list of home internet plans that cost $30 per month or less.

Affordable device resources

- PCs for People: Low-cost devices for eligible families.
- Human-I-T: Low-cost new and refurbished devices.
- Map of device refurbishers (Digitunity): A nationwide map of device refurbishers and recyclers.

Digital skills resources

- Digital Skills Library: An open repository of free learning resources designed to help all adult learners develop the digital skills needed to achieve their personal, civic, educational, and career goals. The Digital Skills Library is managed by World Education's CrowdED Learning initiative.
- AT&T Connected Learning: Self-paced online technology courses.
- Northstar Online Learning (NSOL): Online digital literacy training designed for adult learners. The public can currently access the following units for free: Basic Computer Skills, Email, Microsoft Word, and Career Search Skills.
- Google Applied Digital Skills: Video-based lessons on basic digital literacy skills.

MODULE 2: Collecting Data on Digital Equity

In this module, participants will dive deeper into their topic of focus selected in Module 1 by collecting qualitative data on the subject. Participants will then reflect on what they've learned, compare the data to their own experiences, and continue to think about what would be needed to bring about change.

Remember that communicative justice upholds the right of marginalized communities to be included in and lead conversations about data – what data is collected, who is represented, and how data is interpreted, shared, and put to use. Thus, collecting data is not just about gathering information; it is also a powerful tool for learning, reflecting, and taking action. A participatory approach in data collection is key in order to recognize the importance of every voice in shaping the overall narrative.

2.A. Learning About Data

Purpose: Participants reflect on how they access information (data) in their everyday lives and learn about three data collection methods. They will then dive deeper into interviewing as a data collection method and learn about and reflect on best practices.

Initial Exploration

Ask participants how they find news and other information in their everyday lives. Who or what do they trust? Where do they go? Why? (Example responses may include their friends and family, WhatsApp, news sites in their language, etc.) Record participants' responses in a place that everyone can see.

Poll participants using a show of hands: for each source of information listed, how many participants find information from said source? Tally the number of responses under each source of information. Which sources of information are the most trusted?

Explain that this module will focus on how to collect information and that you have just used one method of doing so – surveying.

> **Adaptation:** Consider supplementing this discussion with the following exploration and brainstorming activity from the Communicative Justice Initiative: "Circle of Trust: Understanding and Talking about Social Networks and Trust."

The remainder of this module focuses on interviewing. We believe interviewing is an accessible and individualized method of data collection that uplifts people's personal experiences. It is also aligned with the focus of the third module, advocacy and storytelling.

Engagement Activity

Ask participants to read and/or listen to the following excerpts from "Episode 10: Blanca from Guatemala" of the Immigrant Voices Podcast Project. This podcast episode focuses on Blanca, an immigrant from Guatemala who started her own

cleaning company. The podcast gives an example of a responsive, conversational style of interviewing.

1. "Starting A Business": Transcript (p. 4) | Audio (10:14-11:35)
2. "Hindsight": Transcript (p. 5) | Audio (15:13-16:28)
3. "Helping Others": Transcript (p. 7) | Audio (25:54-28:23)

> **Adaptation:** Participants with higher levels of English proficiency may be comfortable reading and/or listening to the excerpts independently. For participants who need additional language support, consider reading and listening to the excerpts together as a class and/or selecting one excerpt to focus on.

SkillBlox for Beginner English Learners

Code: 4QGJI8

This SkillBlox contains a story called "Camila's Community Survey" along with activities that support the development of questions to use in a survey or interview.

Post-Activity Discussion

Check for comprehension, and discuss the following post-reading questions together:

1. How did Blanca sound during the interview? For example, was she confident or quiet?
2. How did the interviewer (Deborah) help Blanca tell her story?
3. Do you think this was a good interview? Why or why not?

Ask participants about their prior experiences with job and/or school interviews. Have they interviewed someone or been interviewed before? What was it like? Did the interview go well? What helped it go well? What did not help?

Ask participants what they think makes a good interview. If participants are struggling to voice a response, some factors to prompt them include:

- Behavior; e.g., how should both the interviewer and interviewee act?
- Communication; e.g., how should both the interviewer and interviewee speak?
- Preparation; e.g., what should the interviewer and interviewee do before the interview?
- Location; e.g., what should the interview space be like?
- Questions; e.g., what kinds of questions are good or interesting?

Record participants' responses in a place that everyone can see. Ideally, participants will express that open questions (regardless of whether they use this term) prompt more interesting answers, which you can reiterate when teaching the term in the next section.

Key Terms

Review the following vocabulary:

Vocabulary Word	Definition
Interview	A conversation where someone is asking questions to collect information. The person asking questions is the *interviewer*, and the person answering the questions is the *interviewee*. For example, in a job interview, the interviewer asks questions to see if the interviewee is qualified for the job.
Survey	A group of questions used to collect information. For example, a customer satisfaction survey asks questions about the customer's experience so that the company can improve its customer service. Another example is the U.S. Census, an important survey that everyone in the U.S. must complete every 10 years.
Online research	Using the internet to collect information. For example, looking for information using Google, doing an online survey, or doing an online interview.
Closed question (close-ended question)	Questions that can be answered with "yes," "no," or another short answer. For example: ▪ Did you like the movie? ▪ Are you going to class tonight?
Open question (open-ended question)	Questions that can have many different answers. Open questions usually have longer answers. Many open questions start with words like "who," "what," "when," "where," "why," or "how." For example: ▪ What did you like about the movie? ▪ Why are you going to class?

2.B. Project-Based Work: Collecting Data

Purpose: Participants collect data on their topic of focus selected in Module 1 via an interview with a family member, friend, community member, or fellow participant.

Walk through the assignment using the following worksheets. Each of the three worksheets covers a different topic of focus, but the structure of all three worksheets is the same. Give each participant the worksheet that corresponds to the topic they chose to focus on in 1.B.

- For participants who chose the *digital divide* as their topic, use Worksheet 2.B.1: Interviewing About the Digital Divide.
- For participants who chose *digital skills (digital literacy)* as their topic, use Worksheet 2.B.2: Interviewing About Digital Skills (Digital Literacy).
- For participants who chose *internet access* as their topic, use Worksheet 2.B.3: Interviewing About Internet Access.

For participants who chose their own topic, consider adapting the worksheet structure for their topic.

> **Adaptation:** Depending on participants' literacy levels and educational backgrounds, it might be helpful to 1) review the structure of the assignment before giving out the worksheets or 2) introduce and review each section of the worksheet as participants work through them rather than walking through all of the sections at the start.

Support participants in preparing for and conducting their interviews. While we offer suggestions for independent and group work, all activities can be adapted based on your knowledge of participants' strengths and needs.

1. **Drafting interview questions:** Assign participants to small groups based on their topic of focus. Participants work with their small group or independently to draft interview questions. Listen in on each group and offer suggestions as needed.

2. **Practicing interview questions:** Once participants have finished writing their interview questions, they break into pairs and practice asking their interview questions to each other. Participants should be comfortable with the flow of each question and practice the behavior and communication expectations they voiced in 2.A.

3. **Deciding who to interview:** Participants identify potential interviewees and choose one to interview. (It may be helpful to identify potential interview candidates (e.g., family members, friends, neighbors) as a group.) If participants are not interviewing others in the class, allow for sufficient time outside of class for participants to finalize interview details. Participants record the interview details on their worksheet.

> **Adaptation:** Some participants may not want or be able to interview anyone outside of the class, in which case they could interview fellow participants.

4. **Deciding how to record interviewees' responses:** Review how participants can choose to record their interviewee's answers: recording the interview versus taking notes. Using the table in the worksheet, discuss the pros and cons of each method as a whole group, then ask participants to return to their topic-based small groups for further discussion. Participants decide on which method they will use.

> **Adaptation:** Participants who choose to record their interview may need one-on-one or small-group technical support to learn or review how to do a voice recording on their device. Technical support should be provided in advance of the interview so that participants have time to practice and feel comfortable setting up the recording.

4. **Conducting the interview and reflecting:** Give participants sufficient time to conduct their interviews and the reflection on the worksheet.

> **Adaptation:** Depending on participants' writing level, consider 1) structuring the reflection as a group activity so that participants are reporting back to the whole group or in smaller groups in a guided manner, or 2) offering an alternative method so that participants can complete their reflection orally.

Data Literacy and Communicative Justice Resources for Facilitators

- **Communicative Justice Initiative (CJI)**, a collaboration of practitioners at San Francisco State University (SFSU) and the University of California San Francisco (UCSF), advances communicative justice in immigrant and refugee communities by teaching data literacy in the adult English language learning classroom and other settings. Communicative justice upholds the right of marginalized communities to be included in and lead conversations about data – what data is collected, who is represented, and how data is interpreted, shared, and put to use.

  - **Advancing Data Literacy for Adult Learners and Democratizing Data (World Education):** An overview of data literacy and its connections to adult education.

  - **Working with Data in Adult English Classrooms: Lessons Learned about Communicative Justice during the COVID-19 Pandemic (Margaret A. Handley, Maricel G. Santos, María José Bastías):** An overview of SFSU's data literacy skill-building work with bilingual Latina learners in an adult ESOL program in Northern California.

- ***Resisting Data Colonialism: A Practical Intervention* (The Tierra Común Network):** A toolkit for understanding what data colonialism is, who it harms, and how it can be resisted. The book's theoretical framework explores the historical roots of today's data practices in colonialism and racism, and the colonial entanglements that shape data extraction and AI like all forms of modern science.

- **New York State Library Digital Inclusion Toolkit (New York State Library, National Digital Inclusion Alliance):** Facilitators and participants who would like to conduct further research on the digital divide may be interested in the following content:
  - "What Does the Digital Divide Look Like in Your Area?" (pp. 18-19)
  - "Step 3: Learning About Your Community: Surveys" (pp. 31-33)

- **The Algorithm & Data Literacy Project:** Resources discussing the additional complexities that algorithms and artificial intelligence bring to data literacy.

MODULE 3: Using Storytelling for Advocacy

In this final module, participants will be introduced to the topic of advocacy, with a focus on storytelling as a powerful tool that personalizes complex issues and inspires action for meaningful change. Participants will then tell their own stories about how they are affected by the digital divide and what opportunities they see for change.

3.A. Learning About Advocacy

Purpose: Participants reflect on the challenges and solutions identified in their personal reflections and interviews and are introduced to the topic of advocacy via a story from *The Change Agent*. They then brainstorm how they might advocate for the identified solutions.

Initial Exploration

Ask participants to report back on their reflections from Module 1 and their interviews from Module 2.

1. What are the challenges they and their interviewees experience related to digital equity?
2. Why do they care about these challenges, and/or why is it important that these challenges are solved?
3. How do they think these challenges should be solved?

Record participants' responses in a place that everyone can see.

> **Adaptation:** Ideally, everyone will agree that it's important to close the digital divide. However, participants may voice that other challenges they face (e.g., food access, affordable housing) are more important or pressing. Support participants in expressing their thoughts regardless of their beliefs about the digital divide, if appropriate.
>
> For participants who do not believe that it's important to address the digital divide, consider adapting the remainder of this module for a more relevant issue, especially if there are diverse opinions in the class.

Shift the discussion from the digital divide to an open conversation about the issues that are important to participants. Use the three questions in bold below as a starting point, prompting responses or diving deeper with the other questions as appropriate.

1. **What issues (important topics or problems) are important to you?** What issues do you feel are important for your community? What issues do you feel are important for the world? Why do you care about those issues?

   Note to facilitators: Participants may express opposing views on an issue, disagree on if and/or how an issue should be addressed, and/or bring up issues that make

others uncomfortable. While it is important to have these conversations, they are not the purpose of this module. Be prepared to refocus the discussion on issues that are more likely to evoke agreement, such as clean water, access to healthy food, and clean air.

2. **How can you help other people understand why these issues are important?** How can you help your friends and family understand? How can you help your community understand? (If participants have difficulty answering this question, some examples to prompt them include *talking to your friends and family, sharing information online*, and *passing out flyers.*)

3. **What else can you do to support these issues?** What can you and your community do every day to make change happen? (If participants have difficulty answering this question, some examples to prompt them include *participating in an event about the issue, talking to a community leader*, and *writing a story.*)

Introduce the focus of this module and the term *advocacy* (see definition in the "Key Terms" section below).

Engagement Activity

Ask participants to read the story "Make Your Voice Count: A Story of Student Leadership" from Issue #43 of *The Change Agent*. This story introduces essential vocabulary related to advocacy and demonstrates how someone can advocate for changes in their community in multiple ways.

> **Adaptation:** Participants with higher levels of English proficiency may be comfortable reading the story independently. For participants who need additional language support, consider reading the story together as a class and/or select an excerpt to focus on.

SkillBlox for Beginner English Learners

Code: 2Q0TNM
This SkillBlox contains an adapted version of "Make Your Voice Count," along with language practice activities, like a grammar manipulative and a quiz.

Post-Activity Discussion

Check for comprehension, and discuss the following post-reading questions together:

1. What problems did the students have?

2. How did the problems affect the students and their community?

3. How did the student leaders help their classmates and the community?

Ask participants to discuss the following reflection questions in small groups or in pairs:

1. What topic did you choose (from Modules 1 and 2)? Why is this topic important?

2. How does this topic affect you and your everyday life? How does it affect the person you interviewed in Module 2?

3. What changes do you want to see? How can you help make these changes happen?

> **Adaptation:** Participants with higher levels of English proficiency may be comfortable discussing all questions listed in small groups or in pairs. For lower-level participants, consider facilitating a class discussion, focusing on one question at a time. Alternatively, if you have class assistants or volunteers, consider having each assistant or volunteer facilitate a small group discussion.

Key Terms
Review the following vocabulary:

Vocabulary Word	Definition
Advocacy	Supporting an issue that is important to you and your community. There are many different ways to do advocacy, including storytelling and organizing (see below).
Storytelling	Sharing a personal story or experience. There are many ways to do storytelling, including writing, speaking, using pictures and videos, and using art. Storytelling helps people understand an issue by describing the feelings of real people.
Organizing	Working with other people to support an important issue. The group works together to solve problems and make change happen.
Personal	About a specific person (not about many people in general). Personal stories are important in advocacy because they show how the issue affects real people.
Empathy	Understanding and sharing the feelings of another person. Empathy helps us understand other people's lives and experiences, even when they are very different from our lives and experiences.

Discuss the following questions:

- Think about the challenges identified in your interview. How can we help other people understand and care about these challenges?

- There are many different ways to do advocacy, including storytelling and organizing. What other types of advocacy do you know?

- What types of advocacy are you interested in?

- Do you think empathy is an important part of advocacy? Why or why not?

- Do you know any stories from your home country or childhood that taught important lessons or helped people understand different experiences? Why do you think these stories were successful?

3.B. Project-Based Work: Storytelling

Purpose: Participants write a personal story on their topic of focus and consider how to share their story.

Introduce the topic of storytelling and discuss the following questions:

1. Why are personal stories important for advocacy?

2. Do you have a favorite personal story from your community, the news, a book or a movie, etc.? Why is it your favorite? Why did the person share their story?

3. What makes a good personal story?

Record participants' responses in a place that everyone can see. Ideally, participants will express that good stories help them connect with the person, and evoke personal understanding and empathy. Stories should also have a purpose, whether it is to personalize the real-life impacts of global issues, build awareness, or call others to action.

Re-introduce the topic of digital equity. Remind the class about the facts on immigrant access to broadband and devices that were discussed in 1.A. Explain that while it is important to share facts when doing advocacy, it is also important to tell stories – for all of the reasons participants generated in the previous discussion. Good storytelling makes an issue feel more personal.

Discuss the following questions:

- Thinking about digital equity advocacy, what do you like more: numbers or stories? (This is a question about personal preferences – both answers are valid!)

- When do you think numbers are helpful in advocacy? (For example, to help leaders understand how many people are affected by the digital divide.)

- When do you think personal stories are helpful in advocacy? (For example, to help people understand how the digital divide affects real people.)

Walk through the assignment using Worksheet 3.B.1: Telling Your Digital Equity Story. Support participants in writing their digital equity story.

> **Adaptation:** Depending on participants' literacy levels and educational backgrounds, it might be helpful to 1) review the structure of the assignment before giving out the worksheets, or 2) introduce and review each section of the worksheet as participants work through them rather than walking through all of the sections at the start.
>
> Depending on participants' writing level, consider adapting the assignment so that participants can complete the worksheet and tell their story orally.

Support participants in sharing their stories if they feel comfortable doing so!
Sharing can be done in multiple ways, including but not limited to:

- Orally sharing stories together, in small groups, or in pairs
- Sharing in an online format, in writing and/or orally, on a platform such as Google Docs, online bulletin boards, and/or the class's learning management system
- "Translating" their story to art, music, or dance
- Submitting their story to a publication or story database, such as *The Change Agent*, StoryCorps, or Online For All's Success Stories campaign

What other suggestions do participants have?

Wrap up by discussing the following reflection questions together:

- What is something you learned and that you will remember from this project?
- What will you do next? Are there other types of digital equity advocacy you want to do? If yes, what are they? Are you interested in doing advocacy for other issues? If yes, what other issues?

In addition, consider adapting these sample self-assessment questions on changes in self-efficacy, confidence, and collective efficacy from the Communicative Justice Initiative. The questions are organized into six themes; select the theme(s) most relevant to your context.

Advocacy and Storytelling Resources for Facilitators

- ***The Change Agent:*** is an online magazine for adult educators and learners published with support from the New England Literacy Resource Center (NELRC) at World Education. Featuring writing by adult learners with a focus on social justice issues, *The Change Agent* was conceived in 1994 as a tool to help teachers and learners apply advocacy skills in response to impending federal funding cutbacks for adult education and continues to serve as a resource that centers learner voice.

- **StoryCorps:** Founded in 2003, StoryCorps has collected and preserved conversations from over 630,000 participants across the country. The stories are archived at the Library of Congress. Today, StoryCorps is the leading organization dedicated to preserving and sharing the stories of the American experience. StoryCorps DIY is a collection of multimedia resources for educators, libraries, and nonprofit organizations who want to embed StoryCorps practices into their classrooms and communities.

- **Center for Story-Based Strategy:** The Center for Story-Based Strategy provides resources and self-paced trainings for organizers, communicators, designers, educators, trainers, and creatives interested in utilizing story-based strategy, which is a participatory approach that links movement building with an analysis of narrative power and places storytelling at the center of social change. Some resources and workshops are offered in languages other than English.

- **StoryCenter:** StoryCenter promotes healing, growth, and social change by creating spaces for listening to and sharing stories. They offer public workshops on storytelling in a variety of forms.

- **One World Education**: One World's mission is to transform students into writers with voice, knowledge, and purpose. They offer a database of vetted sources on important issues to support student writing.

- **TechSoup's Digital Storytelling Toolkit:** While designed for nonprofits, many of the resources in the toolkit can be adapted for personal use.

- ***Community Organising for All:*** For facilitators and learners interested in learning more about organizing, the *Community Organising for All* podcast is a five part series that explores community organizing with migrants across four European national contexts: Croatia, Italy, Slovenia and the UK. Episode 1 addresses the question: "What is community organizing?" Each of the following episodes features local and migrant community organizers in Croatia, Italy, Slovenia, and the UK discussing their experiences, challenges, and the changes they are making.

Acknowledgments