



THRIVE - Compendium of interactive  
resources - integration infographics - to  
develop key skills and support the civic,  
social, and economic integration of migrant  
women.

Civic Level. Advanced.Tutor Handbook

# thrive

Using Interactive Infographics to Build  
Social and Civic Competences of  
Migrant Women



## THRIVE Tutor Handbook

The aim of this short handbook is to support you, an educator, trainer, or mediator to use the THRIVE Interactive Infographics with female migrants or third country nationals. When developing these Interactive Infographics, the focus has been to support female migrants or third country nationals in their Civic, Social and Economic Integration into their host country.

Through the THRIVE project, we have developed a suite of 36 Interactive Infographics – to address the Civic, Social and Economic Integration of female migrants into their new country.

This handbook will help you to use one of these Interactive Infographics in your work with female migrants and third country nationals. In this short handbook, you will be introduced to what an interactive infographic is, a little about the topic that is being addressed in this Interactive Infographic and you will then gain an insight into the activities that are embedded in this Infographic and some guidance on how they can be used best in a group of female migrants or third country nationals.

This short handbook addresses an Interactive Infographic developed to support female migrants and third country nationals who are trying to build their key competences in relation to: **Civic Level - Advanced**

### What is an Interactive Infographic?

An Interactive Infographic is an engaging educational experience for learners. The Infographics consist of learning materials that engage the user to “interact” with information. The THRIVE Interactive Infographics are comprised of digital resources that are embedded into the Infographic poster through the use of QR codes. If you click on the QR codes in this Infographic, you will find a range of digital learning materials including educational videos, online magazine articles, online educational escape rooms, digital breakouts, games, quizzes, WebQuests. The infographic is presented as a poster with QR codes. If you scan each QR code, you will find it is linked to one of the digital learning resources listed above. In this way, a



simple poster can be brought to life and turned into an educational resource that you can use with female migrants and third country nationals or VET learners.

Through using an Interactive Infographic, you can ensure that female migrants and third country nationals can engage with education materials in a location that suits them – perhaps on a coffee break, or when waiting for a meeting or class to start – wherever the female migrants and third country national can view the Infographic, they can access the learning materials embedded in it. It is for this reason that it is important that the Infographics are printed out and displayed in locations that are accessible for female migrants and third country nationals where they will have the opportunity to engage with the learning materials. In addition, we would suggest that you display these Infographics on community noticeboards, in community centres, libraries and other information hubs in your community, where learners can access the digital learning content embedded in the poster.

The Infographics can also be used in a facilitated session through classroom-based learning. We will discuss this use for the Infographics in this handbook.

#### Introduction to the topic:

Social, Economic and Civic inclusion means ensuring equality of treatment between nationals and foreigners. Equal access to social support services, and equal opportunities in accessing education, housing, health, and essential resources. In this infographic, are addressed some social support services to assist female migrants and third country nationals to access information they need to follow regarding baseline topics such as employment, housing, health and legal support. The integration of female migrants and country national is essential to enhance their quality of lives, as well as unlock their full potential and fully integrate within the community.



### Getting to know the Resources:

In this section, we will provide you with a brief introduction to the digital resources and activities that we have embedded in this Interactive Infographic, and we will also give you some tips and hints for how these can be used to develop the Civic, Social and Economic integration of female migrants or third country nationals.

### What is covered in the Explainer Video?

To use this Explainer Video with female migrants or third country nationals in a group or in a facilitated training session, you can decide to use it as an introduction to the activity before you deliver the Digital Breakout, Online Educational Escape Room and/or WebQuest activity with your group of learners or migrants. Using the video in this way will give learners or migrants a short but detailed overview of the topic, and they will begin to learn some of the key vocabulary and concepts that they will need, in order to complete the challenge-based learning resources that are embedded further in the Interactive Infographic.

### What is covered in the Quiz?

The aim of this quiz is to determine the female migrant or third country national's aptitude towards their level of social, economic and civil integration in relation to the topic of Social Institutions and Support Services. As a trainer working to help engage marginalised and vulnerable female migrants and third country nationals, especially in politically charged areas, in their social, civic and economic integration into their new country, it is important that you ensure that this quiz is completed by learners before they commence the challenge-based learning resources contained in this Interactive Infographic. This will allow you to assess if the level and complexity of the resources contained in this Interactive Infographic are appropriate to the learner's needs.



This quiz consists of 10 questions, which can be used to assess the basic level competencies, regarding the Support Institutions and Social Services for migrants and third country nationals, to facilitate inclusion and integration in Portugal.

Depending on how the learner performs in this quiz, you can then advise the learner to complete the challenge-based learning activities from one of the other levels: Basic, Social, or Civic Level. In addition, you can also advise if the learners should complete the challenge-based learning resources autonomously, as part of a small group for peer-learning or directly with your support and instruction.

What is a Digital Breakout or an Online Educational Escape Room and how can you use it?

A Digital Breakout or an Online Educational Escape Room are similar types of resources. They are both challenge-based learning resources – in that they pose learners with a set of challenges that they need to solve, using their critical thinking skills, to be able to progress to the next level and to ultimately solve the overall challenge being posed to them. These are unique resources that force learners to reflect on their prior knowledge and experience, critically evaluate challenges that are presented to them, solve clues and puzzles, and ultimately overcome a series of mini challenges, in order to progress. These digital resources are learner-centred and engaging for learners of all ages and abilities. They are built using Google Forms, and can be timed, so that learners only have a set time to solve the puzzles and challenges posed to them. Learners, or teams of learners, follow a single storyline or scenario throughout the breakout, finding clues, cracking codes, solving puzzles, and answering questions. The purpose of A Digital Breakout is to teach learners about a specific topic or issue, in a fun and engaging manner.



The Digital Breakout on Social Support Institutions in Portugal will support migrants and third country nationals having a first guided experience on navigating High Commission for Migration's website, by following the given steps. It encompasses factual knowledge on the social support Institutions for migrants and third country nationals in Portugal, as well as practical knowledge on where and how to find information on the High Commission for Migration's Website. With this scenario-based digital breakout, female migrants and third country nationals will also be able to understand how to use the information found on the website, namely regarding health support and support for migrant entrepreneurship, according to their specific needs or situation.

Digital Breakouts can work both as an individual or group activity. You can choose to deliver the Digital Breakout in a group-work setting by having individual or small groups of learners or employees completing the challenges and developing their own competence in relation to Social Support Institutions in Portugal. If using these resources in a group-work setting, ensure that you set a time limit to complete the challenges – this will add an air of competition to the breakout sessions!

### LINK TO THE DIGITAL BREAKOUTs:

- <https://docs.google.com/forms/d/e/1FAIpQLSeVmYaYfQ9DI2nuhnmZhXlungMxx0-DD3LJsGOIjKpmSt78EA/viewform>
- [https://docs.google.com/forms/d/e/1FAIpQLScSrnsovmWEReEnbo3YmxoHbno327TRCvUcD\\_nlbGB2ZkxSiQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScSrnsovmWEReEnbo3YmxoHbno327TRCvUcD_nlbGB2ZkxSiQ/viewform)





What will female migrants or third country nationals achieve?

By completing the challenges in this Digital Breakout female migrants or third country nationals will achieve the following learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"><li>• Basic knowledge of legislation and policies on migration relevant to one's situation.</li><li>• Basic understanding of the concepts of democracy, justice, equality, civil rights, and citizenship.</li></ul>	<ul style="list-style-type: none"><li>• Engage with others, getting involved, being critical and seek improvement.</li><li>• Getting involved and acting in the local community.</li></ul>	<ul style="list-style-type: none"><li>• Willingness to integrate different views and values.</li><li>• Social and political responsibility.</li></ul>

Debriefing questions:

Once female migrants or third country nationals in your facilitated workshop have completed the Digital Breakout, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

1. Did you find this Breakout helpful as a way to navigate the High Commission for Migration Website?
2. Was the content of the breakouts significant to you in some way?
3. Do you believe you will be able to find more information in the ACM's website in the future?

What is a WebQuest and how can you use it?

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the internet. WebQuests are designed to utilise learners' time well, to focus on using information rather than on looking for it, and to support learners' critical thinking at the levels of analysis, synthesis, and evaluation. Every WebQuest has five parts



that are considered vital. These include the introduction, the task, the process, the evaluation, and the conclusion. To support learners in accessing the information in a coherent manner, in the THRIVE WebQuests, the Process step contains a range of useful links (Resources) to support learners to complete that step in the Process.

WebQuests present a scenario in which a group of learners enhance and develop their knowledge and research skills whilst completing the objectives presented. WebQuests set learners a challenge and then provide links to reliable sources online where they can find information to support them to complete the challenge. By providing learners with these links, the aim of a WebQuest is to develop a deeper understanding of the topic being addressed among learners, because they are being asked to review information from different sources, analyse the content and then make up their own mind about the topic. WebQuests are also used to ask learners to develop their own projects or activities, so they take responsibility for their own learning.

WebQuests are particularly useful for encouraging female migrants or third country nationals to develop their core civil, social and economic competencies because they allow for authentic learning experiences. By this we mean that learners are presented with a real-world scenario or problem that they may face in their daily lives, and they are supported to find solutions to address it. This means that their learning experience is grounded in developing practical solutions to problems they face, and so their solutions have a real-world application. Research has shown that this is a key motivator to learners.

WebQuests also allow learners to reflect on their own skills and competences, and to identify how what they have learned through the WebQuest can be assimilated into their own skill set and used to enhance their personal development.







On this WebQuest – “A hard week’s work”, encompasses an overview on organizing prolonged stay in Portugal as a host country. Female migrants and third country nationals will be able to find factual knowledge on sorting out residency, employment, health, accounts, as well as practical knowledge on where and how to find further information. Through a journaling activity, they will be encouraged to organize data as they find more suitable, promoting proactivity and organizational skills.

WebQuests work best as small group activities. When completing the WebQuest that is embedded in this Interactive Infographic, learners should ideally work in groups of 2-3. When developing the WebQuest, we did not prescribe a time limit for completing the challenge. Depending on the availability of the female migrants or third country nationals completing this challenge, you are free to set a suitable time limit that is realistic and suitable for the learners you are working with.

To complete the challenge, learners will need access to the internet, access to a laptop, PC or smart device and a printed copy of the WebQuest so that they can work through the challenges and the steps in the process on their own. Learners should work collaboratively on this task, but independent from your instruction; therefore, it is important that you are there to supervise what they are doing, but that you do not get involved in how they complete the challenge. Through the WebQuest, learners should develop their own understanding of the topics covered, so it is important that they have the space and freedom to make sense of the topic for themselves.

What will learners achieve?

By completing the challenges in this WebQuest, learners will achieve the following learning outcomes:





Knowledge	Skills	Attitudes
<ul style="list-style-type: none"><li>• Basic knowledge of legislation and policies on migration relevant to one's situation.</li><li>• Basic understanding of the concepts of democracy, justice, equality, civil rights, and citizenship.</li></ul>	<ul style="list-style-type: none"><li>• Engage with others, getting involved, being critical and seek improvement.</li><li>• Getting involved and acting in the local community.</li></ul>	<ul style="list-style-type: none"><li>• Willingness to integrate different views and values.</li><li>• Social and political responsibility.</li></ul>

#### Debriefing questions:

Once female migrants or third country nationals in your facilitated workshop have completed the challenges as part of the WebQuest, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

- How would you rate the over-all experience? Did you enjoy learning through completing a WebQuest challenge?
- Did you enjoy the scenario? Do you think that this is an engaging way to learning about sustainable eating? Why?
- Were you happy with the document that you and Zizi developed? Do you think it will be useful in the future?

(It is important that through these questions, learners are encouraged to reflect on what they have learned and can apply this new knowledge to their current situation.





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