UNHCR The UN Refugee Agency | Innovation Service

Digital Literacy interventions – a guide for organizations working in forced displacement contexts

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Digital Literacy interventions – a guide for organizations working in forced displacement contexts

UNHCR
The UN Refugee Agency

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Aims of this guide

Guide Digital literacy interventions: Through examples and learning this document guides you through seven basic steps of deploying digital literacy/skills interventions.

Inspire Digital Innovators: See what has been done regarding digital literacy and skills interventions across the globe, get inspired by successes, and get challenged by complex obstacles.

This guidance seeks to build the capacity of organizations working in forced displacement contexts to help displaced and stateless people gain foundational digital literacy and skills competencies. It outlines an approach that will help you understand users' digital literacy needs, develop resources, and deliver tailored training sessions that successfully meet those needs.

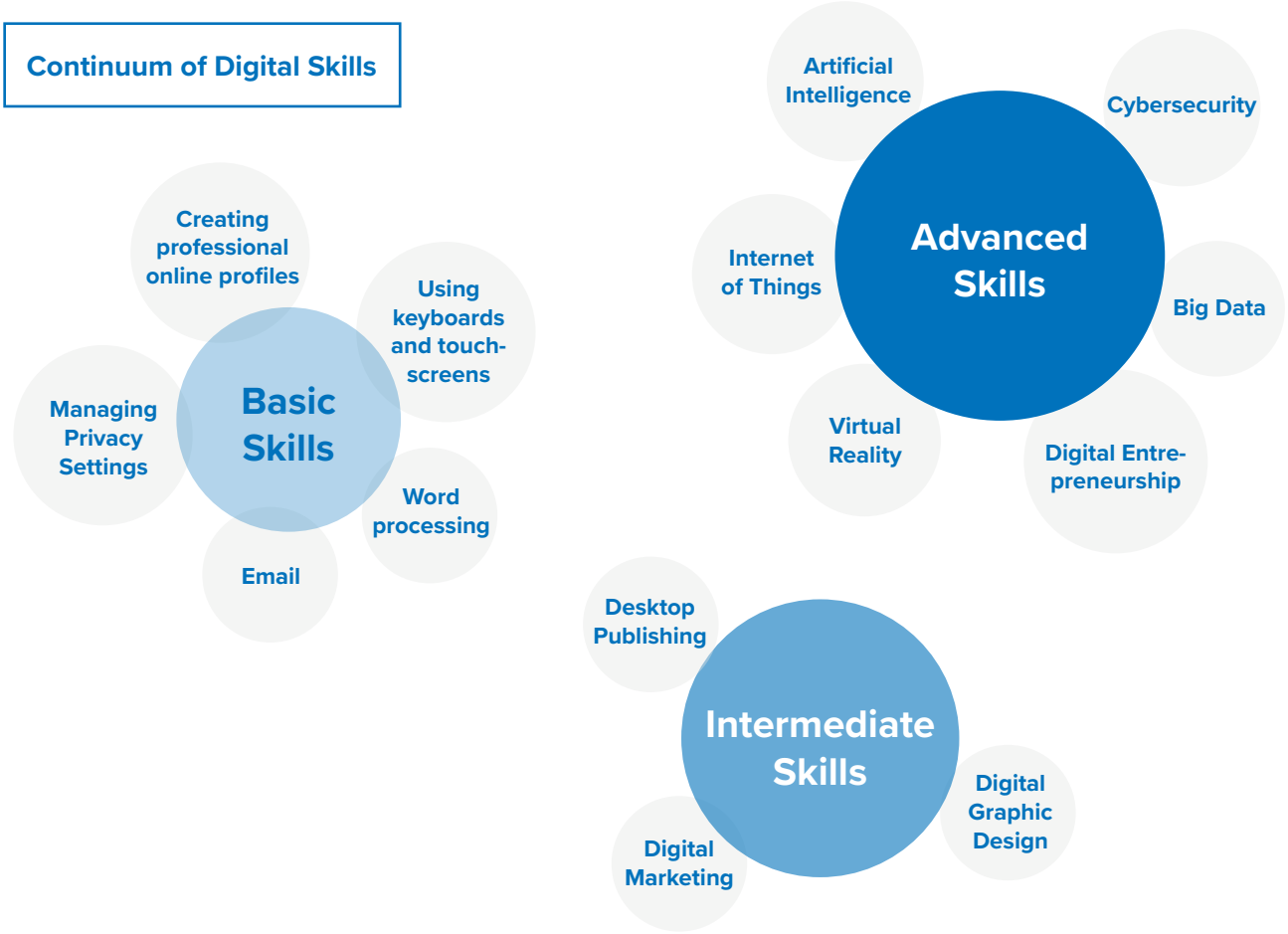
Who is this **guidance** for?

This guidance is targeted at **organizations working in forced displacement contexts** around the world. This includes **UNHCR staff** working across different areas where digital literacy interventions might be relevant (Livelihoods and Economic Inclusion, Community-based Protection, Cash-based intervention, Education etc) as well as **partners** (including NGOs and CBOs that are refugee-led and/or led by women, youth, persons with disability and other diverse groups) and the **broader humanitarian sector**. The guidance is **global** but provides **regional** examples throughout and should be adapted to local context by the user.

"Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital devices and networked technologies for participation in economic, social, and political life.[1]"

What is **digital literacy**?

Digital literacy is a broad topic ranging from **basic/foundational skills**, like the ability to access the internet and search for content via an internet browser or apps, to **more advanced digital skills** like digital content creation, coding and data science (see ITU's continuum of digital skills example below). This guidance primarily focuses on basic/foundational competencies. **Given the rapid evolution of digital skills and technologies, digital training programmes can quickly become obsolete, highlighting the need to foster continuous skills development.** We aim to update this guidance in future to ensure continued relevancy and appropriateness.



1 USAID definition: Digital Literacy Primer | USAID | Document | U.S. Agency for International Development

Why is **digital literacy** and **skills training** important?

Digital technology can be a catalyst for positive change for displaced and stateless people if individuals have the requisite digital literacy and skills to participate equally, meaningfully, and safely in the digital world.

"Access to digital technology enables forcibly displaced and stateless people to stay connected with family and friends who have been scattered around the world, access critical information and services, and participate in educational and employment opportunities. In a globalised, interconnected world, digital skills empower displaced and stateless persons to rebuild their lives, advocate for their rights, and integrate into new communities. Enhanced digital literacy enables individuals and communities to overcome barriers, stay informed, and create more stable and connected futures".

There are limited digital upskilling opportunities for refugees, with some governments developing digital skills building initiatives that are not inclusive of refugees. Refugees often experience interrupted education, lower rates of access to education across all levels (primary, secondary, tertiary) and limited opportunity to apply digital skills due to limited connectivity and/or movement restrictions/ encampment policies in many refugee contexts.

They are disproportionately affected by a lack of digital skills, widening the digital skills gap, and reducing their likelihood of succeeding in the digital economy.

The digital literacy and skills gap among forcibly displaced and stateless people also threatens the viability of digital interventions. Digital literacy is an essential component of any digital intervention. The success of digital programmes relies on a user's ability to engage effectively with the digital application. The digital skills gap therefore risks communities in need of services and assistance being left behind and lessens the likelihood of these groups benefiting from digital dividends. Examples include access to essential services and assistance such as humanitarian aid, legal aid, access to asylum, MHPSS, reporting and support for victims of trafficking and abuse and others. As more of these services become digital-only, so does the urgency for digital literacy interventions.

Concerted effort is needed to support forcibly displaced communities in using technology effectively and safely, minimising **digital risk**. Without action it will be the most marginalised groups (such as women, persons with disabilities, older persons) who experience the greatest risk of exclusion and digital harm.

"Resources and tools must be made available to facilitate the development of the necessary digital skills and digital literacy to help tackle online safety" (ITU, 2022).

Consequences of **inaction and risks** of digital illiteracy

Organizations working in forced displacement contexts must maintain its commitment to 'do no harm' principles, ensuring that forcibly displaced and stateless persons/people have the requisite skills and knowledge to minimise risks associated with technology. If organizations are unable to develop cycles of enhanced digital literacy amongst the communities they support, it may result in serious **protection risks** including but not limited to:

- **Disinformation, misinformation and hate speech**

  Information integrity – refers to the accuracy, consistency and reliability of information. It is threatened by disinformation, misinformation and hate speech. The UN Secretary General has made it a priority to promote information integrity on digital platforms.

  Hate speech is any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to the forcibly displaced and stateless, based on their religion, ethnicity, nationality, race, colour, descent, gender, language or other identity factor. Hate speech against the forcibly displaced and stateless is often rooted in, and generates intolerance and hatred, and in certain contexts can undermine international law and UNHCR's work in implementing its mandate. This definition is adapted from the working definition in the UN Strategy and Plan of Action on Hate Speech. Hate Speech that reaches certain thresholds is prohibited and should be criminalized under international human rights law. This includes incitement to commit genocide, acts of violence or racial discrimination.

  Disinformation is information that is not only inaccurate, but also intended to deceive and spread to inflict harm on forcibly displaced or stateless people, or damage UNHCR's work or reputation.

  Misinformation refers to the unintentional spread of inaccurate information shared in good faith by those unaware that they are passing on falsehoods that have a harmful effect on forcibly displaced and stateless people or UNHCR.

  In practice, the distinction between mis- and disinformation can sometimes be difficult to determine. Understanding the nature of the information that is being spread and the intent of the authors can help determine the most effective response in the given context. For example, misinformation (eg an inaccurate rumour) spread organically online by refugee communities would require a different response than a coordinated disinformation campaign targeting refugee communities. Information risks is an umbrella term used across the UN system which includes misinformation, disinformation and hate speech, and covers emergent and future risks amid rapid breakthroughs in artificial intelligence.

- **Abuse of personal data** – implications of sharing personal information online
- **Bad Digital Habits** – Users end up becoming addicted to various forms of online content due to lack of awareness of mental health risks
- **Communities being left behind** – lessening the likelihood of individuals and communities benefiting from digital dividends
- **Cyberbullying and harassment** – individuals being targeted or discriminated against online
- **Grooming / Targeting** – individuals being targeted for trafficking (recruitment, control and exploitation), GBV (gender-based violence, including sexual violence), risk of smuggling
- **Recruitment / Targeting** – radicalization or illicit activities online
- **Scams and Fraud** – financial fraud or scams relating to desirable services, i.e. resettlement or fraudulant job offers
- **Surveillance and Monitoring** – monitoring of activities through third parties such as governments of countries of origin

"When looking at digital risk with an awareness of the digital divides that exist, it is clear that without action, it is groups already at enhanced risk of harm that will face greater risk if they are not supported to learn how to use technology safely and in ways which benefit them."

(Digital Skills Insights, 2021, UNESCO)

Integrating **digital literacy** into **digital strategies**

As the humanitarian sector adopts digital strategies, the broader goals and ambitions of these strategies will be hampered without tangible progress on digital literacy amongst communities. Digital literacy is a prerequisite to any intervention with a digital component, so following the steps in this guidance, particularly the 0. Frame and 1. Scope sections, should be a central part of designing any digital intervention.

Spotlight example

Factoring digital literacy into **UNHCR's Digital Transformation Strategy**

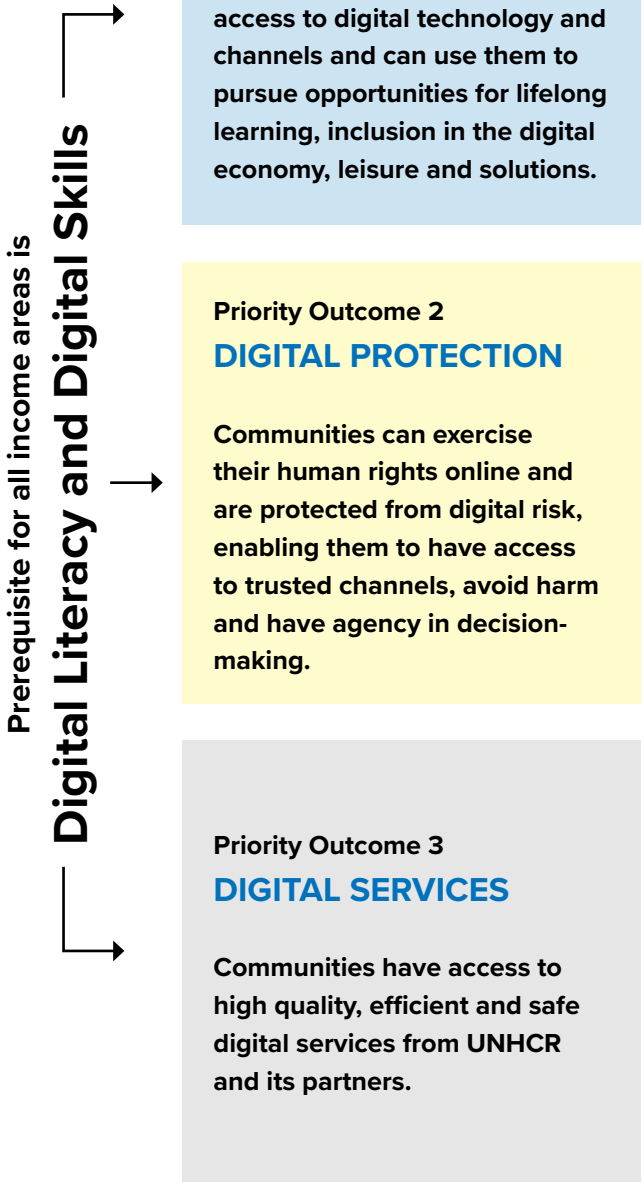
Digital literacy and digital skills are **prerequisites to three outcome areas of UNHCR's new Digital Transformation Strategy:**

Digital Inclusion: Whilst digital inclusion can offer significant benefits to forcibly displaced people and stateless populations, a critical barrier to adoption and use of digital technologies is a lack of prerequisite digital literacy and digital skills. Without these digital skills, individuals risk being pigeon-holed into being passive consumers of digital technology, rather than active contributors and creators within a connected society using a variety of digital technologies.

Digital Protection: As a protection agency, UNHCR is acutely aware that digital awareness, data literacy and capacity in navigating digital spaces is fundamental to refugee safety. As such, supporting communities to develop digital literacy and skills to use technology effectively and to make informed decisions about how they connect and how they interact with online content, is a fundamental dimension to UNHCR's approach regarding digital protection. This includes the ability to navigate online spaces to be better protected against malicious actors, how to navigate misinformation/disinformation spaces and to know if/when/how to respond to (or escalate) online abuse.

Digital Services: As many sectors of humanitarian programming digitise services (spanning Cash, Feedback and Complaints, Resettlement, Identity Management, and Livelihoods and Economic Inclusion), it is more critical than ever that affected populations can equitably access and safely use such digital services, regardless of age, gender, or diverse characteristics.

To achieve these outcome areas, digital programming must go beyond ensuring access to connectivity, digital devices, and services, to supporting the development of digital skills and digital literacy among communities. For more information, see here.



How is this guidance **organised**?

The guidance offers **seven steps** in the design process that will help you understand digital literacy needs of users and develop resources and training sessions to meet those needs. Meaningful community engagement is critical throughout the process.

0 Frame

Frame your intervention by understanding the local context, including national frameworks and existing digital literacy activities

1 Scope

Scope the purpose and long-term outcomes of your training and identify your target audience applying an AGD approach

2 Understand

Understand the digital literacy and skills level of your target audience and their learning preferences

3 Create and adapt

Create and develop your training content and supporting materials through meaningful community engagement

4 Test and adapt

Test training to generate feedback on your training content

5 Deliver

Deliver your training

6 Monitor and evaluate

Monitor and evaluate whether your training is effective and refine

7 Document and share

Document and share lessons learned

How do I get started?

Purpose of training

How can I make my digital skills training inclusive for marginalised groups?

Persons with disabilities

Spotlight Examples

Women

What tools can I use to understand my target audience?

Leverage research tools

What existing digital skills trainings/ curriculums can I use/ learn from?

Existing digital literacy training

List of digital literacy trainings and spotlight examples

How can I co-create the digital skills training with my target audience?

Create training together with your target audience

How long should my training take?

How long will the training take?

What tools can I use to measure digital literacy and skills?

Tools to measure digital literacy and skills

Conduct a baseline survey

How do I make sure my digital skills training is relevant?

Engage your audience

How should I test my digital skills training?

Test prototypes of the training

How can I avoid common pitfalls?

Avoid common pitfalls

0. Frame

Frame your intervention by understanding the local context, including national frameworks and existing digital literacy activities

Checklist

- [ ] Determine what you want to achieve
- [ ] Understand the local context
- [ ] Research national digital learning frameworks and existing digital literacy activities

Determine what you want to achieve

UNHCR has a duty of care to support forcibly displaced and stateless people in building their requisite digital literacy and skills to participate equally, meaningfully, and safely in the digital world. Digital literacy and skills building is a critical part of advancing access to the connected society and digital services, whilst also minimising risks.

The success of any digital literacy intervention will be determined by the extent to which it is specifically tailored to the different types of target communities in context, and its ability to align with and strengthen existing national skills frameworks and local digital literacy and skills building activities. Before embarking on any digital literacy intervention, it is therefore important to understand what is happening locally, and the extent to which existing opportunities are meeting digital literacy needs.

Understand the local context

Start with a review of available literature and online material to generate a high-level overview of the context. Seek to answer the questions outlined in Box 1 below. In this secondary data review, ensure you include as much community feedback information as possible, gathering information from recent participatory assessments, to capture community needs and preferences.

Filling in gaps by speaking with experts who have local knowledge of the cultural context and in-depth understanding of challenges that people face, can also be really useful. These experts can include your colleagues, personnel from Ministry and National bodies / Councils to ensure alignment on inclusion, and NGOs, community and refugee-led organizations and training organizations.

Box 1: Initial research areas to explore

Researching the below areas through desk research and expert interviews can help you better understand your context and subsequently determine your target audience:

- **Current digital learning context:**
  - What are the national skills frameworks and human capital development plans of the country? Where are the gaps and what needs strengthening? How could trainings be integrated within these national frameworks?
  - How are people learning to use digital technologies at present? Is there existing training available? What kinds of digital technologies does it focus on (mobile, laptop, tablet, etc) and what kinds of digital skills are being taught?
  - Are people learning to use digital technologies more organically? i.e. through channels outside of training programmes, such as peers and family. Are digital technologies being used for leisure purposes such as social media, streaming, gaming and others? What kind of training do people have time to commit to?

- **Socio-economic/demographic factors:** What cultural backgrounds do people identify with? What are the existing community systems and leadership structures? Which languages do people speak, read and write? What percentage of people can read and write? What norms and traditions affect technology access and use? What education level do people have? What types of people and institutions do they trust? Have you adequately considered AGD aspects accounting for the inclusion of various groups?

- **Use cases and motivations:** What are people's aspirations in their everyday lives? What motivates them to use digital services? What information needs and preferences do people have for using technology? What sort of digital literacy training do people want?

- **Barriers:** What challenges do people face in their everyday lives? What barriers do people face in accessing and using digital technologies?

What is the state of the digital ecosystem?

Understanding the state of the digital ecosystem will also help to inform what kind of training could be most appropriate for the location (i.e. remote or in-person training).

- **Access to devices:** What kinds of technology devices do people have access to (basic or internet-enabled mobile phones, laptops, tablets)? Who owns the device in the family or community? Are devices shared? What barriers do people face in accessing devices?
- **Access to connectivity:** Do people have reliable internet access in their home? If not, where do they go to access the internet?
- **Affordability of connectivity:** How much do devices cost? (e.g. internet-enabled smartphone); what is the cost of internet data and voice services?
- **Infrastructure:** Which areas have access to coverage and what type of coverage (2G, 3G, 4G?) Are there safe locations to access and charge devices? (e.g. community centres; charging stations, etc).
- **Regulatory environment:** What are the registration requirements for registering SIM cards and mobile money accounts? [check Displaced & Disconnected in Americas (1 & 2), Asia & the Pacific, Middle East and North Africa and the Methodology Toolkit].

Research national digital learning frameworks and existing digital literacy activities

Secondary data review and speaking with experts will shed light on any current activities being undertaken that are advancing digital literacy. This should include generating an understanding of the local education ecosystem. A mapping of the policy environment to understand formal digital learning provision will be important, exploring whether there is a favourable environment towards national inclusion in education, alongside digital skills frameworks or curricula. For example, there may be existing formal provision of digital literacy programmes in schools or others being rolled out by governments, or development agencies that may be relevant for forcibly displaced populations, that you can advocate for refugees to be included in.

Organizations such as the ITU are working to support UN Member States in developing their national level programmes (see ITU's Digital Skills Toolkit). It is essential to look at these national systems first and understand existing activities, to avoid duplication or setting up programmes in parallel. For example, it is necessary to research the skills framework and national human capacity development plan of the country to understand how digital skills can interact with other skills relevant to the national labour market.

Organic learning of digital skills (via peers, family and self-learning), outside of formal channels, will also likely play a central role for local communities, and understanding these local dynamics is an essential first step.

The aim of this 'Framing' phase is to understand whether existing activities meet identified needs, or if an intervention is required. In many contexts, there are digital literacy training gaps, so it is likely that some kind of intervention will be needed, but understanding the local context and identifying the necessary gaps is an essential pre-requisite before embarking on any digital literacy programming.

By the end of this 'Framing' phase you should have decided on whether you will be moving ahead with a digital literacy intervention, and how best to integrate it into national frameworks. Next, it's time to consider the scope of your programme.

1. Scope

Scope the purpose and long-term outcomes of your training and identify your target audience applying an AGD approach

Checklist

- [ ] Consider the purpose of your training and long-term outcomes
- [ ] Consider your target audience (including identifying people to be trained as trainers)
- [ ] Apply an Age, Gender and Diversity approach

Now that you have a good understanding of the local context and have determined that a digital literacy intervention is needed, it is time to scope the purpose and long-term outcomes of your training and to apply an AGD approach to help identify your target audience.

Consider the purpose of your training and long-term outcomes

Before you get started, consider the purpose of digital literacy and skills training and the associated long-term outcomes and opportunities. For example, are you delivering digital literacy training and skills for forcibly displaced and stateless persons:

- to improve **everyday life opportunities** (including digital social and leisure activities);
- for online **income generating opportunities** (see examples from Africa and the Middle East);
- to enhance **employability** and find work (offline and remote);
- to provide **connected education** and higher education opportunities;
- to enable people to **access essential online services** and engage with humanitarian actors;
- to improve **safety online** (e.g. fraud and cybercrime prevention; associated protection risks in digital spaces);
- to enable people receiving **digital cash assistance** to do so effectively and increase linkages to financial inclusion (see example from Somalia).

Any intervention should seek to integrate trainings within existing national frameworks supporting inclusion in national education systems. It should aim to align with existing skills frameworks and human capital development plans in country which have been identified in → Step 0: Frame.

Interventions that fail to focus on long-term outcomes can experience pitfalls as outlined in the box below.

Box 2: Linkages to outcome areas for long-term effectiveness

Many digital skills training programmes in forced displacement settings do not focus on long-term outcomes. They are often too short, arranged over a few days or weeks, and don't allow for effective learning. Metrics that are commonly used for digital literacy trainings only focus on short-term outcomes, such as 'number of people trained,' instead of focusing on long-term, sustainable digital inclusion-related benefits to community members.

Examples

1. This is a common pitfall of digital cash assistance interventions, where people who have had no prior experience of using a mobile phone are expected to safely and effectively use their mobile money account after a one hour training session. By delivering effective digital skills training on phone functionality and mobile money use, cash recipients can benefit from a cash programme long after the assistance has ended, ensuring people have the skills to use mobile money in the longer-term, increasing linkages to financial inclusion. It is therefore important to consider the long-term effectiveness of the designed programmes by setting outcome goals that focus on this longer-term perspective. This could include, for example, monitoring the proportion of people who are still using their mobile money account three months post cash assistance programme.

2. Unsuccessful digital literacy interventions are also commonly seen in online employment programmes. When delivering digital skills training for employment outcomes, consider how to respond to the skills demand of quickly evolving digital labour markets within your context. Soft skills, including communication, teamwork, adaptability and problem solving, are likely to be important for success in the digital workplace.[2] Additionally, factoring in longer-term post-training support, through mentorship and the provision of necessary technologies, devices and spaces, can improve the likelihood of these trainings leading to longer-term outcomes.

Consider your target audience (including identifying people to be trained as trainers)

The literature review and expert interviews conducted in → Step 0. Frame can help to inform and refine who your target audience for the training should be and the kinds of digital literacy gaps that exist.

- People's digital technology needs vary across different groups. Using UNHCR's AGD policy to understand the diversity within your target group is essential to ensuring the training is relevant and addresses diverse needs. Understanding and analysing the impact of intersecting personal characteristics on people's experiences of forced displacement and statelessness and consequent requirements for digital literacy trainings is necessary for effective interventions.

- Identifying individuals to be trained as trainers can maximise the sustainability and impact of the initiative. Intermediaries such as mobile money agents or digital literacy champions in the community can play an important role in digital literacy interventions, providing formal or informal training. See best practice examples from Digital Opportunity Trust who leverage community leaders and digital ambassadors in their digital literacy interventions.

2 UNHCR | Improving Digital Livelihood Opportunities for Refugees

Apply an Age, Gender and Diversity (AGD) approach

Applying an (AGD) approach when considering the purpose of your training is essential. People's digital technology needs vary across different groups, depending on a range of factors including age, gender, education, social norms, etc. Understanding the diversity within your target groups helps to ensure the training is relevant and addresses diverse needs across sub-groups. You can review examples throughout this guide highlighting the importance of gathering information from recent participatory assessments → (0. Frame); developing content with your target audience → (3. Create and Develop); and ensuring meaningful community engagement across all stages.

Criteria to consider

UNHCR's Age, Gender and Diversity Policy aims to ensure programmes account for the inclusion of various groups by engaging directly with them to understand their needs and building on their experiences. Criteria to consider include: Age, gender, location, education level, disability status, literacy and language, technology usage, digital literacy level, desire for technology proficiency.

SUCCESS FACTOR:
Make it inclusive

Box 3: Digital gender divides impacted by digital literacy and skills

SUCCESS FACTOR:
Make it inclusive

Digital literacy and skills are one of the biggest barriers facing women, especially in achieving online access. As outlined in USAID's Gender Digital Divide report, the lack of digital literacy is a persistent barrier to adoption and use of technology in low-and middle-income countries, due to gaps in functional ability of certain groups to effectively use these digital tools. Gendered inequalities mean that more women than men are illiterate or have lower levels of education, therefore often lacking the digital skills or confidence needed to use the internet. If women do achieve mobile phone or internet access, usage of services and applications tends to be less frequent and diverse than that of men's. Evidence demonstrates more women than men report difficulties in using technology and trouble reading content or language, requiring more help from others in using more complex features. For example, GSMA and UNHCR research in Bidi Bidi, Uganda found 73% of women who used mobile phones had difficulty using them at least sometimes (compared to 44% of men). Poorly designed handsets and content not in the local language present more of a barrier for women than for men. Social norms and intra-household dynamics can also restrict digital access and use for women, accentuating digital literacy barriers. These barriers disproportionately affect women in forced displacement contexts. They also disproportionately affect women with disabilities, so exploring the intersectionality between gender and disability is also important. Unlocking female-specific resources (access to devices and safe spaces) and building intentional programming for the inclusion of women to counter some of the gender imbalance in access to the digital world is essential.

By the end of the scoping phase, you should have considered the purpose of your training and long-term outcomes and have decided on your target audience for the digital literacy training.

2. Understand

Understand the digital literacy and skills level of your target audience and their learning preferences.

Checklist

- [ ] Adopt a human-centred design approach
- [ ] Leverage research tools for generating insights and deeper understanding (KIIs, FGDs, Community Visits, Surveys)
- [ ] Segment your target audience
- [ ] Map your audience to a digital literacy journey

Now that you have a good understanding of your context and have identified your target audience, it is time to generate an in-depth understanding of your audience and their **digital literacy and skills level**, **needs** and **learning preferences**.

Adopt a human-centred design approach

Take a human-centred design approach to consult with and understand your target audience. There are several tools you can use to develop a deeper understanding of their needs. Examples include IDEO Design Kit, GSMA/UNHCR methodologies for inclusivity (see example spotlight below). UNHCR's AAP Operational Guidance outlines key elements of each Accountability to Affected People (AAP) core action providing guidance to ensure communities are meaningfully and continuously involved in decisions.

Box 4: Inclusive methodologies for persons with disabilities

SUCCESS FACTOR:
Make it inclusive

To better understand the lived experiences of persons with disabilities, the GSMA, UNHCR and Safaricom initiated a research project working with Kenyans and refugees with hearing and visual impairments in Nairobi, to better understand opportunities mobile-enabled solutions could provide. Human-centred design methodologies were used as they are particularly suited to work with marginalised communities helping researchers better understand user perspectives.

The research tools used were Location Mapping, User Journeys, Communication Mapping, Future Me and Daily Diaries and the report includes details of how they were tailored to ensure they were inclusive. Adaptation examples included using tactile materials such as clay and objects of different shapes (such as cups, characters, blocks, etc), rather than drawing, for activities with visually impaired refugees. For persons with hearing impairments, sign language translations took longer than expected in the calculation of time in the agenda. It is therefore important to keep this in mind and adapt explanations and activities to account for extra time needed. These tools can be adapted to other contexts and applied to understand user motivations and experiences of using digital technologies and digital literacy and skills levels of your target audience. The research shared six lessons learned for making human-centred design methods more inclusive:

1. **Getting the right people in the room and building meaningful connections:** The most important aspect of human-centred design is meaningful engagement with the target population.
2. **Give time, take time and stay agile:** Being flexible and agile is key when conducting human-centred design research.
3. **Manage participant expectations**: The project's intention should be communicated as soon as the target population is identified.
4. **Create safe and accessible spaces**: Creating a space that is accessible and feels safe for everyone participating is essential to meaningful and effective participation.
5. **Practice empathetic listening**: The tools used in a human-centred design process offer a framework to trigger deeper conversation about certain topics.
6. **Be mindful of cultural translation**: Beyond language differences between the researcher and participant or between participants themselves, there are many cultural aspects that should be taken into account in human-centred project design.

There are three broad areas that can be explored, focusing on your target audience's motivations and experiences of using digital technologies, their current skill levels and their preferred learning approach.

1

What do your target audience want and need from digital technologies?

What are their priority needs and preferences?

How do end users use digital technologies in their daily lives? (if at all)

What challenges do they face in accessing and using them?

Are there risks involved?

2

What is their current level of digital literacy and skills?

What can people currently do on a digital device? Are there disparities in skills across different sub-groups?

Are there individuals that own devices, yet lack sufficient digital literacy skills to utilize them effectively and safely?

What kinds of devices do they need to be able to use / navigate to achieve the intended outcome? e.g. do people need to be able to use a laptop to access the job market, or is a smartphone more applicable in a particular context?

3

What is the preferred learning approach of your target audience?

How have people learned in the past? What worked well? Which training formats would be most effective?

Are digital or non-digital (face-to-face) training modes preferred?

What are the most appropriate devices to use? Is a laptop necessary or is a smartphone more applicable in this context?

Which community members should be engaged to increase trust, awareness and sustainability of the intervention?

Devices

It is often assumed that digital literacy and skills training should focus on laptop or computer skills. However, in low-resource settings, if the available devices people have are smartphones, for example, it is important to consider that this might be the optimal device to train people on. The primary way that people connect to the internet in low- and middle-income countries (LMICs) is via mobile phones. It is often their only means of access, particularly for rural populations and women.[3]

Depending on what outcome you are aiming towards, there is a lot that can be achieved through effectively using mobile services. If people are unable to access a device to practise skills they have learned, they are less likely to learn sufficiently. Here is an example from UNICEF demonstrating how basic mobile phones that do not connect to the internet can support learning in emergencies.

3 Developing-mobile-digital-skills-in-low-and-middle-income-countries.pdf (gsma.com)

Box 5: Digital Training Offerings

Several providers offer digital training solutions to train people remotely. For example, Viamo, a social enterprise, uses voice-technology to deliver training to learners remotely on any type of phone (internet is not required). Here is an example from UNCDF in Malawi of digital trainings being used to enhance digital financial literacy for utility payments. In addition to potential cost savings (depending on scale) when compared to in-person training, a major advantage of digital training solutions is their ability to digitally track real time behaviour change.

Coursera is another platform that many humanitarian organizations use as a digital training solution. UNHCR has been facilitating access to Coursera for forcibly displaced and stateless people since 2017. Over 20,000 learners in 80 countries have joined the "Coursera – UNHCR Learning Programs," gaining free access to over 12,000 courses, specializations, projects, and certificates from more than 325 leading universities and companies. For example, in Egypt, 2,310 young refugees and asylum seekers have developed market-driven digital skills in computer programming, data analysis, and web design on Coursera, with support from UNHCR.

Whilst digital remote training has many advantages, it is important to assess whether it is the optimal form of training for your target audience in their contexts. For example, if phone penetration is low, connectivity is unreliable among the target community, or people prefer to learn in-person, digital remote training may not be the most viable training solution.

Box 6: Preferences for learning

UNHCR's experiences in Indonesia and El Salvador found in-person training to be the preferred and most effective learning environments. Of course, the learning model does not have to be binary, and in many situations, a blended approach can be the most effective model (see CLC playbook for guidance).

Indonesia

"In consultation with refugees, it became clear they don't favour remote learning, other than younger people with existing digital skills, and instead preferred a structured learning course. Refugees mentioned that they like meeting in person, interacting with teachers, and knowing that there is a set of lessons. This approach has its challenges, though, as refugees often do not have the funds or time to travel to physical classes, and learning centres often lack equipment, resources, and space."

El Salvador

In a digital literacy intervention led by UNHCR and World Vision in El Salvador, face-to-face interventions with people who have little or no level of schooling were found to be more effective than virtual ones, this translates into more effective learning and greater control and monitoring of the training.

Leverage research tools for generating insights and deeper understanding

A number of tools can be used to generate deeper insights from your end users - four primary tools are included below. Drawing from various data collection tools, including through a mix of quantitative and qualitative data, allows for triangulation and validation of findings to improve robustness of conclusions. Collecting informed consent is critical for all data collection methods. Ensuring people are aware how their views are going to be collected and shared (i.e. anonymised) is crucial, as is explaining the recording method. You can see an example of a script for informed consent in Annex A but note that this must be tailored to make sure it's appropriate for the context.

1 Key informant interviews

What: Key informant interviews (KIIs) are in-depth one-on-one conversations with people who have knowledge and an informed perspective and understanding on a specific topic. The primary goal is to obtain qualitative information about perceptions and experiences. Information from these interviews can provide valuable insights for designing and tailoring your training. Examples of informants include community members, digital literacy experts with local contextual knowledge, digital training practitioners, Government personnel, or experts from NGOs or civil society organizations (including those led by forcibly displaced and stateless persons), who have worked with communities you are seeking to target.

Example topics to explore:

- Perspectives on end users' digital access and use, challenges and motivations;
- Ideas on how digital literacy skills could be improved;
- Experiences on learning styles of the end users.
- Preferences for location and scheduling of training sessions

2 Focus Group Discussions (See Annex A for sample FGD guide)

What: FGDs gather community members together to discuss specific topics. They are helpful for understanding experiences and attitudes in a relatively short space of time.

Tips for conducting FGDs:

- Ensure questions are **open-ended** to encourage informal discussion around beliefs, perceptions and experiences.
- Actively **listen** to respondents and avoid leading questions.
- Participants should have **similar characteristics** to ensure they feel comfortable sharing views in group settings. For example, consider splitting end users by gender, age, ethnicity, and any other sub-groups that are important for the context.
- Organise the FGD in a **space** that makes participants feel at ease.
- Ensuring people feel **comfortable** is key. This can be encouraged by spending time on introductions and through culturally appropriate games and activities.
- Try to have both a **facilitator** and **note-taker**. Ideally, both should speak the same language as participants and should be the same gender as the participants.
- **Limit participants**: ideally the number of participants should not exceed 12.
- **Time boundaries:** Try to avoid FGDs going beyond 2 hours.

Example topics to explore are outlined in → Annex A.

3 Community visits

What: Community visits (such as to community centres or households) can be useful for generating a deeper understanding of your target audience, providing a nuanced view of community dynamics and social influences. For example, this method can uncover gendered socio-cultural dynamics around technology access, use and barriers.

Tips for conducting community visits:

- Identify different segments of your target audience to conduct community visits with.
- Arranging a meeting with an individual first to build trust who can then introduce you to other community members can work well.
- Prepare to be flexible and adapt your approach as needed.
- Have a pre-prepared interview guide of the key themes you need to cover.

Work with a local facilitator who is familiar with the community.

4 Surveys

What: Whilst tools discussed so far can generate qualitative insights, surveys can be a useful tool to quantify trends and insights associated with digital literacy and skills. Surveys generally include close-ended questions avoiding qualitative questions, which are better suited to FGDs or KIIs.

Tips for conducting surveys:

- When your target audience includes low digitally literate populations, surveys should ideally be conducted face-to-face. Phone surveys can work but are often subject to coverage and non-response bias that can compromise the representativeness of the sample and the external validity of the estimates obtained from the survey.
- Surveys produce averages and therefore do not always capture concerns of all individuals in a community, hence why it is useful to complement surveys with qualitative approaches, particularly for capturing insights about subsets of your target audience.
- Choosing the correct sample size and sampling methodology for surveys is critical for ensuring representativeness. GSMA offers some foundational advice on sample size and sampling (p31), based on experiences rolling out the Connectivity Needs and Usage Assessment. UNHCR's Sampling Decision Assistant is also a useful tool.

Box 7: Tools to measure digital literacy and skills

GSMA's Connectivity, Needs and Usage Assessment (CoNUA) Toolkit addresses evidence gaps on digital technology by providing tools for humanitarians and their key stakeholders to measure mobile phone access and usage, and the preferences and skills of forcibly displaced and stateless people, in a robust and standardised manner.

There are dedicated sections on literacy and digital literacy in the **End-User Survey** and the **Exercise** tool, with questions about specific digital skills and knowledge related to the use of mobile phones.

There are a range of ways to measure digital literacy and skills including:

1. **Performance tests:**

   Advantages: the most robust way to understand digital proficiency levels.
   Disadvantages: labour intensive and costly. Specific to the context in which they are applied.

2. **Self assessment e.g. ability and frequency of conducting an activity (often used in surveys):**

   Advantages: quick and cost effective
   Disadvantages: subject to social desirability bias

CoNUA's **End-User Survey** uses a **self assessment approach** by asking a set of mobile proficiency questions (see questions in Annex B).

The **Exercise tool** (available in Annex C) uses a **performance test** approach proposing Toolkit users hold practical sessions so they can see exactly where end users may not know how to complete certain activities on their phone. The Exercises sheet provides a list of mobile-phone related tasks that can be given to participants, and to observe how participants accomplish them.

ⓘ *Note that these tools focus explicitly on mobile phones, but can be easily tailored to other digital devices.*

Box 8: Measuring digital literacy and skills among refugees in Uganda

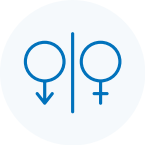
To measure the level of digital literacy amongst refugees in several camps across Uganda, U-Learn combined data collected using GSMA's **End-User Survey** and an analysis of respondent capability based on the **Exercise** tool, concluding:

> *"Tasks which require not only basic literacy and numeracy, but also complex digital literacy skills (i.e. the ability to use an internet-enabled phone), are reported to be above the skill level of most respondents. [...] Respondents believe that training on basic and digital literacy will result in increased demand for digital financial services and could be scaled through common cultural practices of knowledge-sharing within communities."*

Whilst the Exercise tool is designed with qualitative analysis in mind, the U-Learn team took a quantitative approach to help them to interpret it, by using Excel pivot tables, disaggregated by gender and age, to identify the proportion of end users observed able to independently or semi-independently send an email. The team acknowledged that the sampling in these exercises is not representative, and hence the figures are indicative only.

Segment your target audience

If there is a lot of diversity within your target audience, you will need to segment your audience into different categories to ensure training is relevant and at the right pace for your various groups. You can leverage **demographic criteria**, **digital usage behaviour (including motivation and interest) and digital literacy and skills levels** information collected through the above research methods, to help segment your target audience. Segmentation examples could include:



Gender

Depending on your context and the role gendered norms play on digital access and use. It may be worthwhile targeting women and girls specifically to understand their perspectives in a safe environment.

Age

If your research identifies younger people are more digitally savvy for example, you may decide to split audiences depending on age.

Digital literacy levels

Self-assessment and performance tests may have identified a wide range of digital literacy capabilities, therefore requiring groups to be split into 'non-users', 'low-level users', and 'intermediate users' for example.

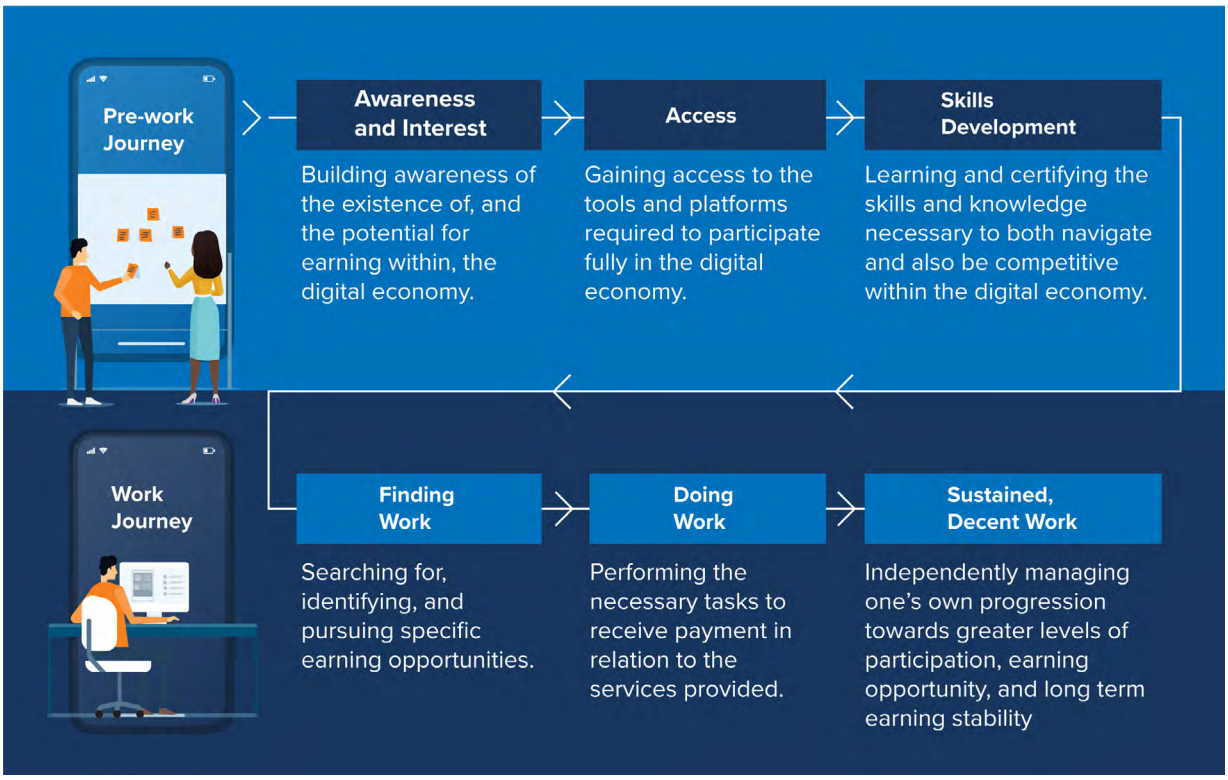
Given the intersecting nature of demographic criteria and digital usage behaviour, it may also be helpful to create personas as a more appropriate way of segmenting your audience. Personas are fictional characters that represent groups of people whom we aim to provide with training. For more on what a persona is and how to create one, you can check out resources online. This blog also provides 5 promising practices for persona creation.

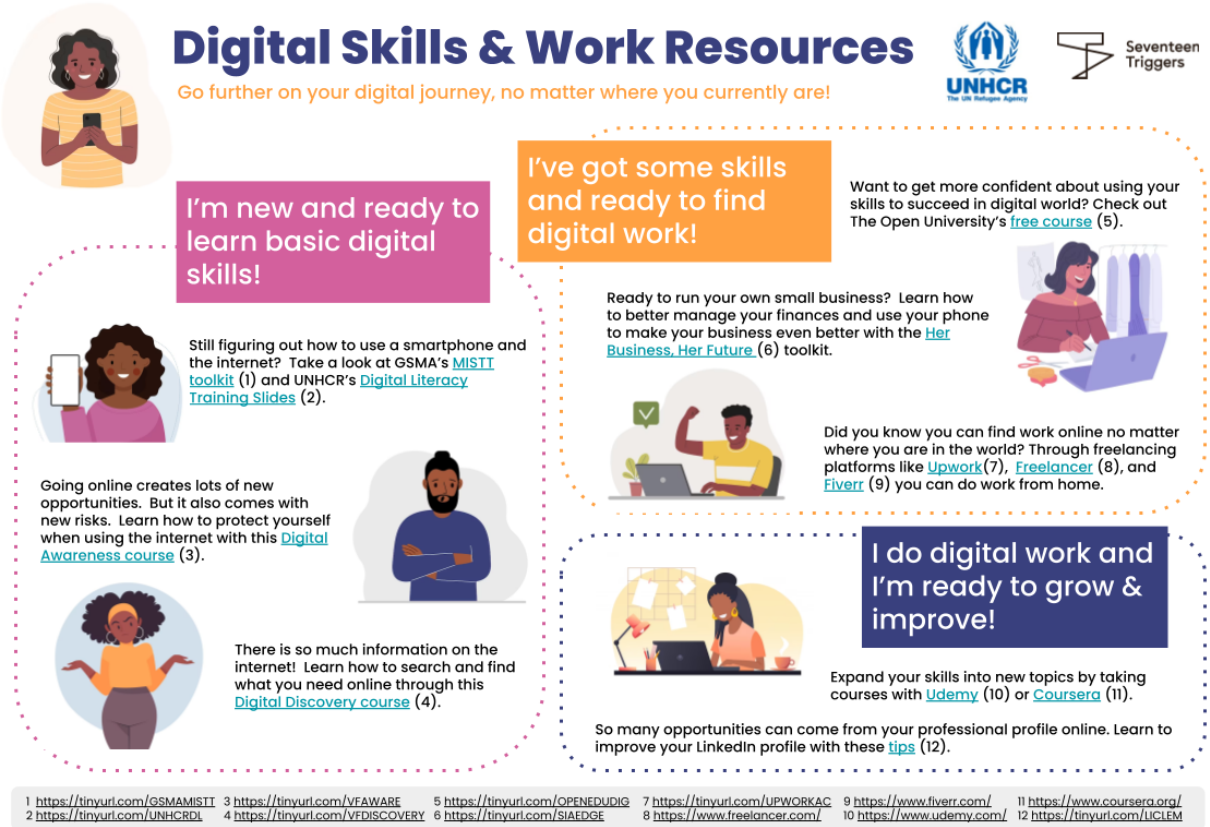
Map your audience to a digital literacy journey

Once you have a deeper understanding of the digital literacy and skills levels of your target audience and their learning preferences, it is time to map your audience onto a digital literacy journey. An example that UNHCR and 17 Triggers developed oriented around digital upskilling for income generating opportunities is provided below. By understanding where your target audience, or a particular segment of your target group, sits along this 'journey', you can identify a starting point for your training content.

Learning to earning journey framework

Note that this journey is not a one-size fits all framework: journeys can vary greatly across contexts. However, the act of mapping this journey is useful to ensure a holistic approach is taken, to account for downstream success.



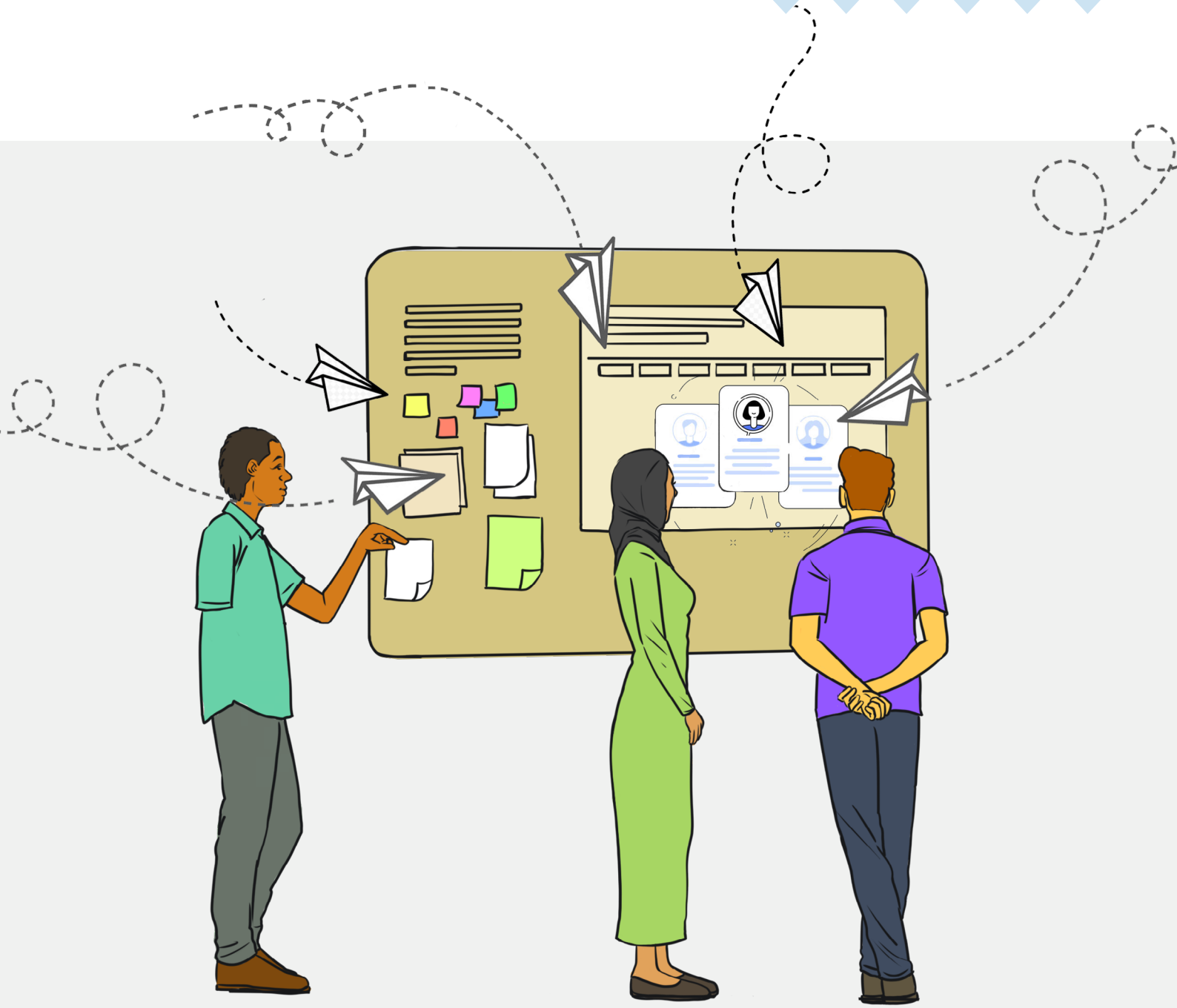


3. Create and develop

Create and develop your training content and supporting materials through meaningful community engagement

Checklist

- [ ] Identify the content to be included in your training
- [ ] Structure your content
- [ ] Create training together with your target audience through meaningful community engagement
- [ ] Engage your audience (storytelling & group activities)



By now you should have an in-depth understanding of your target audience's motivations and experiences of using digital technologies, their current skill levels and their preferred learning approach.

Now it is time to **create your training content and materials** to improve their digital skills levels and achieve the outcome areas identified earlier.

Before you start this activity, ask the following questions:

- Have you **reviewed existing digital literacy** trainings that may be applicable to user group needs? [See list of digital literacy trainings and spotlight examples below]. Note the importance of engaging the Government if there is existing relevant digital literacy content from the Ministry of Education, ICT or a similar function. Alignment with or support towards existing national curriculums where feasible is important. SUCCESS FACTOR: Don't reinvent the wheel.

- Have you identified **partners** with relevant expertise to support with digital literacy trainings creation and roll out? SUCCESS FACTOR: Leverage Partnerships.

- Would some kind of **certification** be beneficial to people you are training? What kind of options for formal recognition can potential partners provide? SUCCESS FACTOR: Make it participatory.

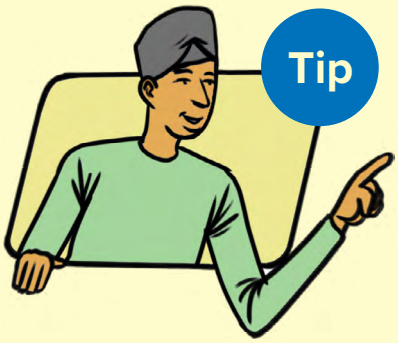
- How will you **include communities** to co-design training plans and define the most appropriate delivery methods, location and scheduling for the training? SUCCESS FACTOR: Make it participatory.

- Have you factored in time to create your training materials and guidance for the **trainers** (i.e. those delivering the training)? (See more in → Step 4 under 'Train your trainers')

- Have you considered how you will **communicate** about the training to promote transparency?

- Have you considered using a **digital competency framework** (see Box 8) to help decide what should be included in your training?

- Have you considered how to make the training **sustainable**? [Adoption of digital tools and services requires multiple opportunities for users to learn and partake in refresher activities. Time-bound interventions offer lower value compared with continuous and iterative digital literacy programming.] (see example of UNHCR and Hello World's community-led model here). SUCCESS FACTOR: Make it sustainable.



Traditional literacy (reading and writing) is not essential for learning basic digital literacy. It is possible for people with low traditional literacy to gain digital skills, though training will need to be approached differently and will likely take longer. Focusing the training on practical exercises and supporting it with visual aids rather than text can be one approach.

Identify the content to be included in your training

To help you define what should be included in your digital skills training, consider the following questions:

- Think back to the original **purpose** of digital literacy and skills training and the associated outcomes and opportunities to be achieved. How are you integrating your trainings within national skills frameworks?
- From the 'Understand' phase what digital skills are most important for your target audience to meet their **motivations** for using digital technologies?
- What digital skills and services are most **relevant** and **useful** for them?
- Are there **concerns** or **barriers** to be addressed through the training? For example, if people reported not knowing how to protect themselves online, then digital safety training should be a core component of your curriculum (UNHCR's Digital Awareness course may be a useful starting point for you).

Structure your content

The next step is to decide how to structure your content in a way that is most suitable for your audience. You can structure your content in a number of ways; around skills, services or life stories:

1 Specific skills

(e.g. browsing the internet). Exploring digital competency frameworks can be a useful way of identifying digital skills required for specific outcomes (see Box 8). For example, if your target audience has identified digital content creation as a key skill to learn, using the DigComp framework can be a good way of honing in on this competency area and assessing the proficiency required (Foundation, intermediate, advanced, highly specialised).

Leveraging platforms like Coursera can also help to assess specific skill levels providing guidance to learning resources that can support in developing specific skills, including beyond digital skills.

2 Digital services & platforms

(e.g. how to use Microsoft Word or YouTube). Your target audience, or those in their community who are already using digital services, may have identified key services that can support them in achieving their goals. GSMA's Mobile Internet and Skills Training Toolkit (MISTT) includes a number of modules on these digital services/ platforms, from WhatsApp, to Google to Facebook (see more in Box 9: Existing digital literacy and skills trainings).

3 Life story

Examples that reflect daily realities of your target audience and resonate with them.

Box 9: Digital Competency Frameworks

Digital Competency frameworks have been designed to support the development of digital competence of individuals personally and professionally. They provide examples of competence areas and sub-levels at all levels of development. Frameworks can provide a starting point for how digital literacy interventions can be shaped. It is necessary for practitioners to review relevant digital literacy frameworks, adapt them to specific contexts and develop the corresponding learning resources. Implementation strategies must be aligned with user needs and respond to existing motivations to learn.

Frameworks can be used to map key digital competencies and proficiency levels to support the design and assessment of digital skills interventions.

Frameworks most suitable for humanitarian organizations are those that are **device agnostic**, focus on **competency areas (beyond digital skills alone)**, and are suitable for both **online and offline settings**.

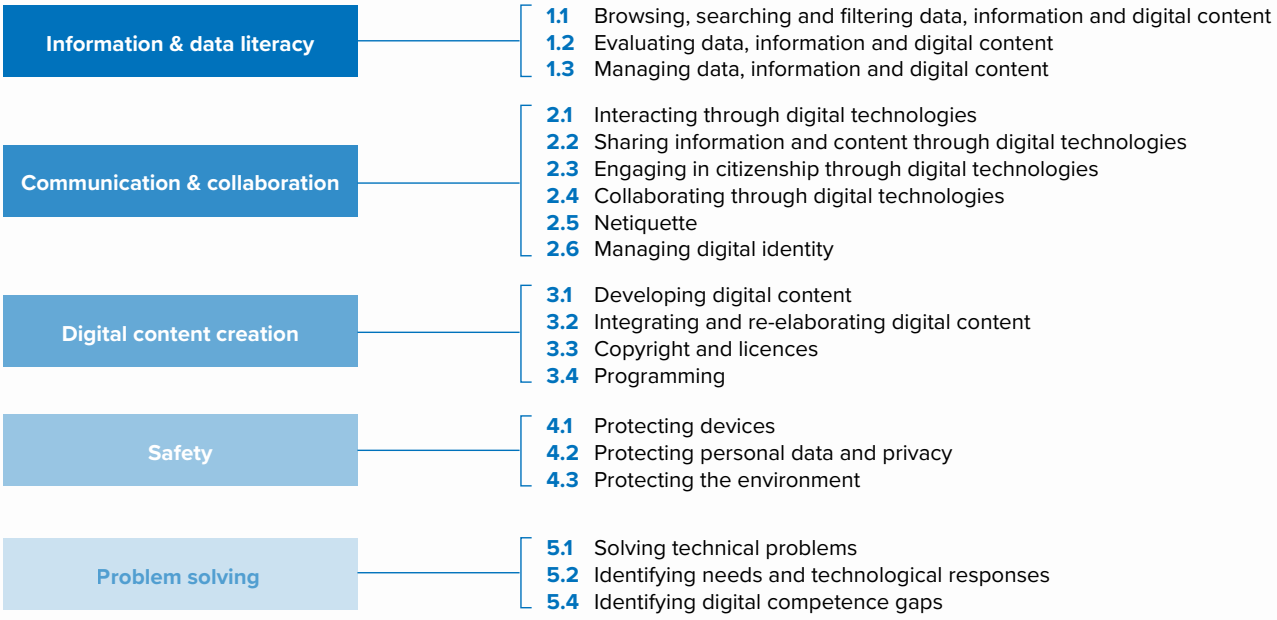
Two relevant frameworks meeting this criteria are (further details in → Annex D):

1. The European Commission's Digital Competence Framework for Citizens (DigComp 2.2) and;
2. UNESCO's Digital Literacy Global Framework (DLGF).

They offer practical approaches and have been widely adopted by numerous organizations and implemented across several contexts.

DigComp includes five competency areas, which can be a useful guide when considering which content is necessary to include in your training curriculum.

DigComp Framework Competence Levels



UNESCO's DLGF is an expanded version of DigComp, with two additional competency areas (0. Device and software operations; and 6. Career-related competencies). This approach can be helpful in contexts where it is important to start from scratch, at the setup and configuration stage which is covered under 0. Device and software.

See a tangible example of how GSMA mapped digital competency and proficiency levels to a digital literacy intervention in → Annex E.

Competence areas

0. Devices & software operations
1. Information & data literacy
2. Communication & collaboration
3. Digital content creation
4. Safety
5. Problem-solving
6. Career-related competences

Box 10: Existing digital literacy and skills trainings

SUCCESS FACTOR:
Don't reinvent the wheel

There are a range of tried and tested digital literacy and skills trainings out there. The extent to which they will need to be tailored depends on your context and target audience, but it will be far more effective to consult existing training, rather than starting from scratch each time. Three examples are provided below:

GSMA Mobile Internet and Skills Training Toolkit

These are a set of free resources to teach people the basic skills they need to access and use mobile internet, including sections on navigating digital risks. It uses a 'train the trainer' approach and consists of short lessons available in PDF and video format that can be easily adapted to local needs and languages. Although the focus is on mobile, these can be tailored for broader ICT use, if needed.

Modules include:

- Fundamentals (introduction to the internet; online safety; mobile money; accessibility features; avoid scams online; download apps)
- Apps, websites and technologies (WhatsApp, YouTube, Google, Wikipedia, Facebook, Android, KaiOS, Ayoba)
- Learning pathways (Connecting with family; learning and discovering for your family; staying connected and entertained; building skills to boost your business)

Digital Awareness: Learn how to stay safe online and adopt appropriate behaviour.

Curriculums have been designed and produced by Digital Awareness UK, in collaboration with UNHCR and Vodafone Foundation.

Modules include:

- Protecting personal information
- Strong, secure passwords
- Creating a positive digital footprint
- Managing fake news
- Spotting and avoiding scams
- Being kind online
- Connecting with people safely
- Refresh of digital awareness curriculum

Modules include:

Digital Discovery: Learn how to search for information online effectively and efficiently.

- Introduction to search engines
- Search engine results page
- Using filter bars
- Searching with keywords
- Filtering search results
- Understanding web addresses
- Exploring Wikipedia
- Fact checking information
- Fact checking on social media and messaging apps

Note that these tools focus explicitly on mobile phones, but can be easily tailored to other digital devices.

Create training together with your target audience through meaningful community engagement

Developing content together with your audience ensures that it is relevant and engaging for them.

> *Even if you already have content, you should include your target audience to refine and validate it.*

SUCCESS FACTOR: Make it participatory

Co-creation

First, formulate a sample group of your target audience to **co-create** the training materials with. A **workshop** format can be used to spend time with the group to understand what they want to learn about, their challenges, how digital skills can improve their daily lives and the format of the learning preferred. UNHCR and 17 Triggers provide details of several co-creation workshop activities that can be used (pg 175-200), and include suggested timings, roles and support required, materials to prepare beforehand, and other pre-session preparations. Next, you should develop a **prototype of training materials**, to test with the group, receive feedback on, and iterate (in → Step 4: Test and Adapt).

Box 11: Existing digital literacy and skills trainings

Indonesia

UNHCR Indonesia used a co-creation approach with refugees to develop a basic digital literacy curriculum. After initial consultations with refugees of different ages, genders, and nationalities a workshop with Refugee-Led Organizations kick-started the outline of a new curriculum.

> *"Even within communities with low digital literacy, there are wide differences in familiarity with mobile phones and digital tools. Training modules must strike a balance between being too basic for those with some familiarity and being too complex for those with almost no digital skills who need help operating devices."*

Mozambique

Participants felt more ownership and commitment when allowed to choose which professional training courses they wanted to pursue, rather than pre-selecting vocations based on traditional norms. Despite traditional gender norms against women working in some of the chosen fields, women had a strong desire to learn the skills for jobs they felt were most viable in the market. In addition, integrated life skills training (e.g., psychosocial competencies and interpersonal skills) helped empower women and raise awareness of their economic role in the community.

Box 12: Gaming for digital literacy and educational outcomes

Gamers often become adept at using and maintaining hardware and software, including understanding system requirements, troubleshooting issues, and optimizing performance. Gaming helps users become proficient at navigating user interfaces and settings menus, and voice and text chat functions in games improve players' written and verbal communication skills.

A study of more than 3,000 young children from across six countries found that playing five or more hours of video games per week was "significantly associated with higher intellectual functioning, increased academic achievement, a lower prevalence of peer relationship problems and a lower prevalence of mental health difficulties."

Meanwhile, just 14 hours of gameplay across eight weeks showed a self-reported positive effect on communication ability, adaptability, and resourcefulness in adult learners.

There is no reason to think these benefits would not apply to displaced populations, if they are empowered to access play opportunities. Indeed, in Türkiye, an online game-based intervention for Syrian refugee children called Project Hope has been shown to have had a positive effect on education, language acquisition, and mental health. After participating in this short pilot programme children showed "significant improvements in Turkish language acquisition, coding, executive functioning and overall sense of hopefulness."

Engage your audience

SUCCESS FACTOR: Make it participatory

One of the most vital, yet often overlooked, parts of digital literacy training is to ensure that your audience is engaged and what you're teaching is resonating with them. Using methods such as **storytelling** and **group activities** are some ways to heighten engagement, and improve confidence and comfort, which will ultimately increase the likelihood of **sustained learning**.

Storytelling

Storytelling can be particularly useful for people with little to no experience of using digital technologies to explain the ways in which digital services can offer positive change to everyday lives. Storytelling techniques could include **role-play, pre-recorded stories (video or audio), and live testimonials**.

Developing your storyline

Create storylines that reflect the daily realities of your training participants. Consider the common needs of your target audience identified in → Step 2: Understand phase and assess how technology can help to address those needs. For example, the needs could be:

- Supporting or growing businesses
- Pursuing digital leisure activities
- Using digital financial services
- Developing skills for job job opportunities in-country, online or in a third country

For **live testimonials** the trainers can create stories/examples of how technology supported them or others with addressing the identified needs, relating it back to the target audiences' lives. If participants believe a solution has inherent value they will most likely overcome literacy challenges to learn how to use it.

For **role-play** or **pre-recorded stories**, scripts should be developed, and personas can be created based on your research in → Step 2: Understand phase.

Box 13: Common pitfalls

Common pitfall: focusing on theory over practice

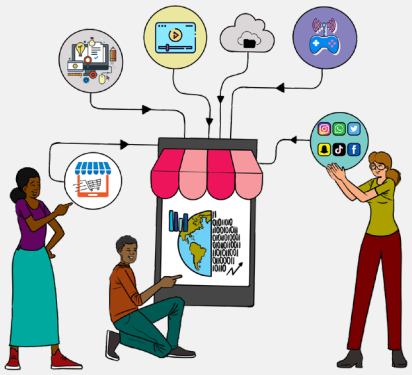
> In 2023, UNHCR and 17 Triggers conducted community-based workshops in seven countries to better understand refugee needs and experiences in the digital economy and to co-create solutions for how to better unlock the potential the sector can provide. Many participants across countries expressed feeling unsure about how to apply learnings of training programs due to a lack of practical, hands-on experience during trainings. The cause of this was attributed to ineffective curriculums, which were too focused on theoretical principles, rather than real-life examples of applying learnings, or due to a lack of access to computers or the internet during training sessions.

Common pitfall: not tailoring training to your audience motivations and skills levels

> In some cases, training material was not relevant to the participants' lives. For example, a small business owner selling clothes in Jordan was provided access to data entry training, a skill she struggled to connect with her existing work. In other cases, training on navigating the internet, conducting research on Google, or using Microsoft Office programs, was too basic for the digital skills levels of participants.

Box 14: Developing storylines - live testimonials

GSMA's Mobile Internet and Skills Training toolkit offers examples of how to use stories to bring benefits of online safety and internet platforms (e.g. Facebook) to life.



Bring the Benefits to life!

Tell your own story of how you (the trainer) have stayed safe when using the internet: This could also include examples from your friends and family.

Some examples might include:

- Blocking unknown numbers on WhatsApp if they seem dangerous or malicious.
- Using the 'back' button when finding an unsuitable video on YouTube.
- Changing the privacy settings in Facebook so that your profile is only accessible to 'Friends'.
- Setting up a PIN / passode on your device so that people cannot access your phone if it is stolen. Changing the privacy settings in the phone operating system (e.g. Android or KaiOS).
- Keeping your mobile money PIN safe to prevent fraud.

Make safety relevant

Discuss with the trainees how staying safe when using the internet is important:

Ask:

- "What are the main things you like (or want) to do on the internet?" Give them some suggestions based on their interests.
- "Are there things that worry you when you are using the internet?" Trainer to help the trainee understand how they can be safe in these areas.

Box 15: Developing storylines

Strategic Impact Advisors' initiative Hey Sister! Show Me the Mobile Money! leverages **role-play methods** in their digital financial literacy training resources. The audio series follows four women who learn from each other how to conduct financial activities on their mobile phone. There are 25 episodes featuring engaging conversations among the women — and sometimes the men in their lives — on specific topics.

The series is designed to raise awareness and confidence among women, regarding the use of digital financial services to support their economic goals and grow their economic empowerment and financial independence. Scripts can be used and adapted, to train clients, members of a program, family members, friends, colleagues, etc.

The audio files are available to download for free, in the following languages: English, French, Ga, Twi, Dagbani, Hausa, Ewe, Kassem, Runyakitara, Ateso, Luganda, Lugbara, Luo, Chichewa, Kinyarwanda and Swahili.

There are also facilitators guides for trainers to learn more about training, and slideshows for tips and best practices.

Group activities

Group activities can encourage participation, group learning and support. **Group work** can ensure participants feel at ease and actively engage in learning. Through practice and support of others in the process enhances the likelihood of participants remembering what they are learning.

Group games and quizzes work well in digital literacy training, taking the pressure off individuals who may feel less confident, allowing participants to recap what they have learned and helping to keep energy levels up. **Quizzes** can also help trainers gauge the pace at which participants are learning, and whether certain individuals require additional support.

For low literacy groups relying on icons and images, and using tools that do not require writing, e.g. practising using the microphone function on a phone to search, is important.

Box 16: Games and Quizzes

GSMA's Mobile Internet and Skills Training toolkit, includes games and quizzes as recap exercises at the end of module. See examples below on WhatsApp and online safety:

Play the **WhatsApp** icon game

Hold up each WhatsApp icon, one at a time

Ask "Where is this on the phone and what is it?"

Explain to your trainees what each icon is, if they need support

Give small rewards (e.g. positive encouragement) for correct answers and stick the icons on the wall afterwards to help remind your trainees what they are

Discuss with the trainees what they have learned about safety during this session.

"What have you learned about safety when using the internet?"

Prompt if required 'blocking' people on messaging platforms, dealing with inappropriate content, knowing what to trust on the internet.

What do you want to use Google search for in your own life? What are you most interested in and excited about using it for?

Key lessons are recapped.

Ask "Do you still have any concerns about staying safe using the internet?"

More advanced ideas are suggested for those that are particularly interested.

Supporting resources

Visual aids and hand-outs are useful materials, particularly for audiences with lower literacy and digital literacy levels, and for those who may not have access to digital devices in their homes to practice what they are learning.

Visual aids, such as posters and cut-outs, can be used during training sessions to help convey concepts and encourage learning. For example, posters with step-by-step instructions on how to use key functions can be useful.

Hand-outs for participants to take home with them encourage continued learning after sessions, which can be particularly helpful for participants who do not have access to devices so are unable to practise what they have learned after the sessions.

Now that you have developed your **training content and supporting materials**, you can go onto **test and adapt** your training.

4. Test and adapt

Test training to generate feedback on your training content

Checklist

- [ ] Identify and recruit your trainers
- [ ] Train your trainers
- [ ] Recruit your participants
- [ ] Test prototypes of the training
- [ ] Evaluate training prototypes and adapt

Now that you have developed your training content and materials, it is time to **test** it by undertaking a pilot.

First, consider the following questions:

- Have you factored in a reasonable **budget** for pilot training sessions? Have you checked with Programme or Admin/Finance colleagues about specific rules for hiring/paying community members and to ensure payments can be made in a timely manner.
- What **resources** do you need? (venue, training materials, trainers, devices, etc).
- **Who** will take part in your pilot? Have you developed a communication plan to ensure you reach your target audience across sub-groups? Do you need to split genders and skills levels? Are host populations taking part alongside displaced people?
- Have you considered **device access** of your attendees? Do people need devices and data bundles to practise with? If not, can you integrate this into your programming?
- Have you considered how to make your pilot training **inclusive**? For example, have you factored in the accessibility of the venue, convenience of the location, timing of the training, and language consideration?

Identify and recruit your trainers

There are a range of ways you can do this. Through Steps 1 and 2, you may have identified community members who have advanced digital literacy skills for whom being a trainer could be a good opportunity. Leveraging community members can have many advantages including leveraging peer-to-peer learning and offering an income-generating opportunity for community member facilitators. Community members are also familiar with the context of your participants and therefore can use storytelling examples that are relevant to their everyday lives. If you decide to hire community members, ensure that adequate time is factored in to train your trainers appropriately, including adequate support following the training, for instance by ensuring experts are available to mentor/support them, or by forming communities of practice if there are multiple pilots etc. This approach can help maintain the service after the project ends. A subsidised service fee can be introduced in the second half of the training to prepare for an exit after the funding ends. In most circumstances, hiring specialist trainers will be necessary. This can be done alongside hiring community members to support with training. Identifying digital literacy/skills organizations to partner with is usually the best approach. Through these organizations you can identify specialist trainers who have the necessary skills and experience to deliver high quality training. Ensure the trainers understand AGD aspects, code of conduct and linkages to referral mechanisms. Depending on the content of the training, specific guides may also be beneficial, such as UNHCR's "Using Social Media in Community Based Protection: A Guide".

Box 17: Training community members to lead trainings

UNHCR and Hello World established a learning hub in Zone 1 in Bidi Bidi refugee settlement in Uganda and delivered basic digital skills training to the community in October 2023. They identified community members with higher digital literacy levels to support trainers and then go on to deliver the training to their communities. → See Annexes B and C for examples of digital literacy performance tests.

"We selected participants based on their baseline digital literacy scores. Those who had particularly high scores were appointed as 'ICT support persons' within the class, and will still receive a certificate for participating. They will be responsible for supporting the trainer. We will also train these people to be delivering the training themselves throughout the month."
(Hello World).

Box 18: Digital champions and intermediaries

Digital champions and community members can play an integral role in driving digital literacy behaviour change. USAID's experience is that digital literacy interventions benefit from the use of champions, role models, community leaders, and trusted entities. These individuals model and incentivize the adoption of digital literacy competences and serve as sources of informal training.

Akorion, an agtech (agricultural technology) company digitizing agricultural value chains in Uganda, leverages community agents to reach and train farmers on using mobile agriculture services. Community agents help to lower costs of reaching new customers, and provide cost-effective training and capacity building support to farmers, helping build trust in the platform.

Engaging intermediaries can also mitigate risks. For example, digital cash assistance programmes have found mobile agents providing incorrect advice that heightens digital risk - by advising refugees to set their PINs as 0000 for example. Intermediaries and champions should be embedded into programme design and receive digital literacy and safety trainings.

Train your trainers

Factor in time to train your trainers adequately, particularly focusing on ensuring they are equipped to work with forcibly displaced and stateless persons.. The time required will depend on your trainers' prior experience of delivering similar training. Training should include a detailed overview of training content, and tips and best practices for conducting successful training sessions. Continued support for your trainers should be provided through the whole process, not just for the testing stage.

Tips for trainers:

Basics
Do not assume your participants' level of knowledge and start with basic concepts. You can always progress quickly if people have a requisite understanding, but you don't want people to lose confidence in their abilities if you start too advanced.

Simplicity
Focus on the essential skills, rather than complicating the session with more technical aspects if they are not required. People are more likely to retain knowledge if content is kept simple.

Relevancy
People will not learn if what they're being taught is not relevant to their lives. Draw on insights from earlier stages of training development, get to know participants and tailor the delivery of the material to make it relevant for them.

Activities
Make sure participants are practising what you're teaching. Keep explanations short and punchy. Get them to trial the activities on the device and support and reward them through the process.

Encouragement
Using positive encouragement (positive reinforcement through applause, body language, etc) will ensure participants have a positive experience and feel comfortable.

Interaction
Interact with participants so you can understand where additional support, resources and guidance is required.

Inclusion
Ensure that participants' diverse needs and challenges (literacy level, disabilities, language barriers, etc) are effectively addressed during the sessions to make them feel meaningfully included in the training.

Engagement
Keep the interventions engaging by incorporating elements of entertainment, such as games, multimedia, and interactive content, to maintain participants' interest and motivation.

Trauma-Informed Approach:

Be mindful of participants who may have experienced violence or displacement by creating a safe and supportive environment. Recognize signs of trauma, avoid triggering content, and provide appropriate support and resources to help them feel secure and respected throughout the training.

Recruit your participants

Ensure the participants you recruit for the pilot align with the audience and sub-segments you have decided to target. Using the same sample criteria developed in → Step 2. Understand will help you achieve this. If you're working with a partner organization to recruit your participants, make sure they are familiar with the earlier decisions you have made around your target audience. It is essential to be transparent and clearly communicate to communities what the opportunity is about, its objectives, and the eligibility criteria/focus to avoid any tensions.

Test prototypes of the training

Trial run sections of your training: Introduce and train participants on pre-decided modules from your training. If you try and run the whole training, feedback will be less detailed and useful.

Tips to generate honest, useful feedback

1. **Use open-ended questions:** e.g. 'What did you think about this activity?', instead of 'did you like this activity?'
2. **Be patient and offer positive encouragement:** It can take time for people to feel comfortable in group settings, so take the time at the start of the session to allow people to settle in and make it easy for them to contribute.
3. **Observe:** A lot can be learned from observing people's reactions to the training, versus verbal feedback, so take the time to observe whether the content and activities are resonating with your audience.

Evaluate training prototypes and adapt

At the end of the module explore:

- What was the most important/exciting/interesting thing they learned?
- What was clear/easy to understand?
- What did they enjoy? What did they not enjoy?
- What changes would they make? Ask participants to get into pairs and to show each other their favourite thing they learned. Observe what people have understood and what they need more help with.

Also refer to Box 18 under → Step 6. Monitor and Evaluate (Criteria for evaluating your training using the Kirkpatrick model) for suggested questions to use in your training evaluation, that will help to capture the effectiveness of the training, beyond just satisfaction levels.

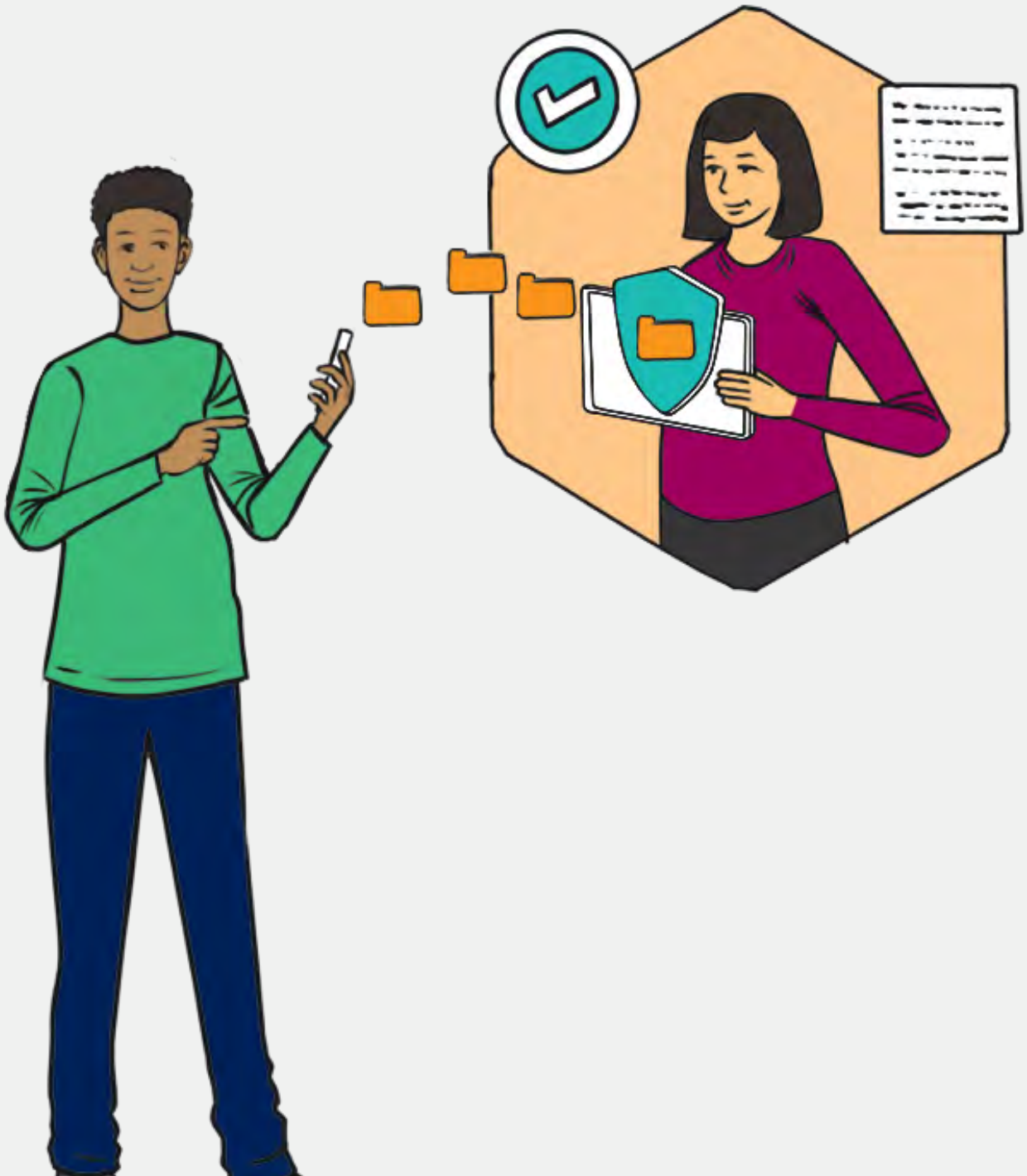
Refine your materials and delivery approaches based on feedback from participants of the pilot sessions. Once materials and approaches have been **adapted**, test them again. Once you are satisfied with your training materials, it's time to **deliver** your training sessions.

5. Deliver

Deliver your training

Checklist

- [ ] Schedule your training sessions
- [ ] Provide feedback opportunities
- [ ] Conduct a baseline and endline survey
- [ ] Avoid common pitfalls



Once you have tested, adapted and refined your training, you can start preparing to deliver it.

Schedule your training sessions

Create a schedule with sessions during times of day that are convenient for your target audience based on your consultations. For example, for women, factor in child-caring duties that may restrict mothers' abilities to attend training sessions at particular times of the day. After-hours trainings for people working during the day will also be important. Considering the time of year for training is also key for children and adolescents in school who may only be available during school break periods.

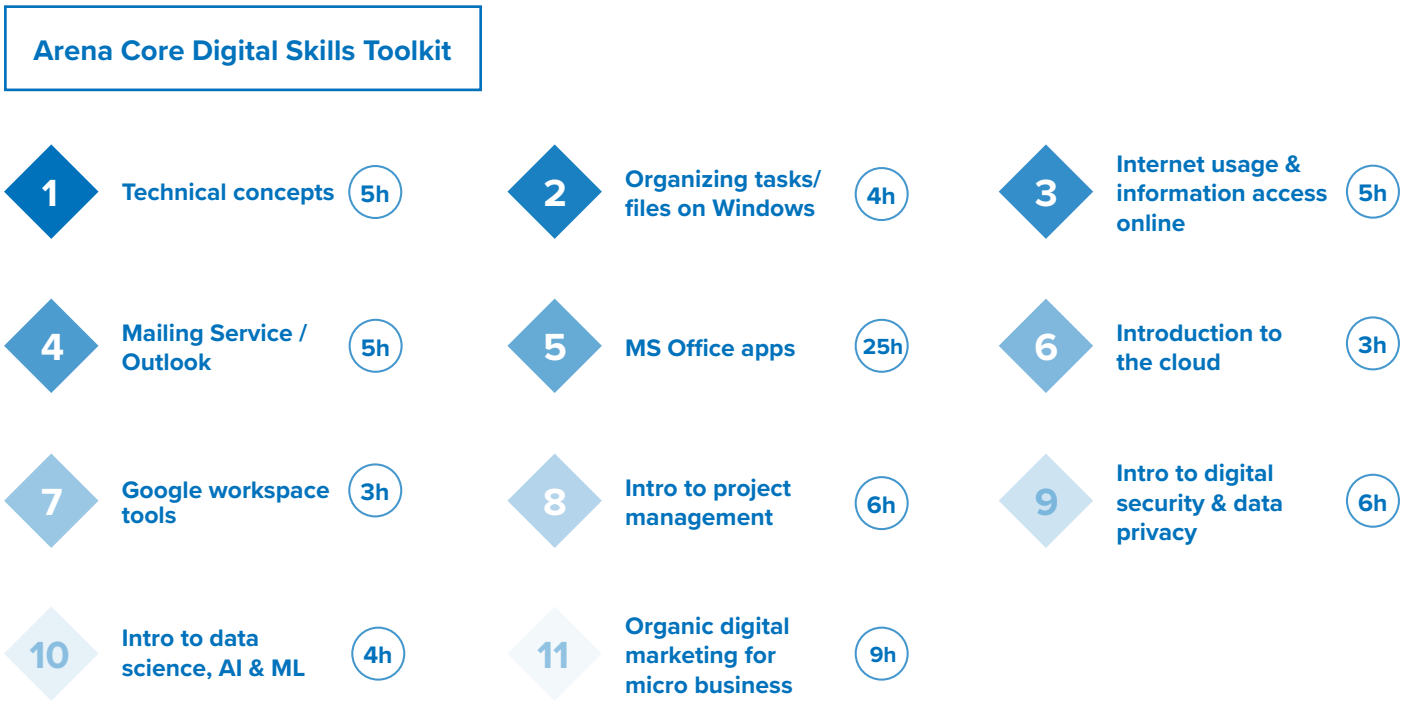
Audiences who are struggling to meet basic needs may have the motivation but lack the resources to invest time in skill development. While it is highly dependent on context and available resources, alleviating these pressures by providing meals, child-care or even compensating people for participation can make initiatives more accessible.

Restrict sessions to a maximum of two hours per day, especially for people who are new to digital technologies. Ensure modules are split into sessions (bitesize blocks of time). Starting a new topic can take up a lot of energy and to increase the likelihood of your participants remembering what you are teaching, shorter sessions will help.

How long will the training take? A common pitfall of digital literacy training is not factoring in enough time to deliver effective training. Do not underestimate how long people need to learn digital skills, especially when starting from scratch. The time it will take to deliver your training depends on a range of factors, and we have included some examples below to give you ballpark figures:

- **Basic digital skills training in Uganda:**
  - **Overview:** UNHCR and Hello World are revitalising a community centre in Bidi Bidi refugee settlement, through an innovative and sustainable community-driven model, and are delivering digital skills training.
  - **Content:** The training included both foundational capabilities — turning on a device, typing, accessing the internet — and more complex competencies, like setting up and using an email, staying safe online, and creating a CV using Microsoft Word.
  - **Target Audience:** 80 refugee participants trained, achieving a gender balance and ensuring people living with physical and mental disabilities were able to benefit from these essential skills.
  - **Location:** Bidi Bidi, Zone 1
  - **Organizations:** UNHCR and Hello World
  - **Time for course delivery:** Total 40 hours (4 weeks from Monday to Friday - 2 hours each day)

- **Community-led core digital skills and digital safety courses in Lebanon:**
  - **Overview:** UNHCR and Anera equipped refugees and stateless people with digital skills to overcome access barriers, providing awareness sessions and digital risk training to mitigate and manage risks online. Charging stations and internet facilities were installed in areas with severe electricity shortages to address connectivity-related risks.
  - **Content:** Core digital skills curriculum - 11 modules (see image below)
    ToT toolkit: Awareness session - training skills and logistics management; intro to digital security and data privacy; freelancing and organic marketing for microenterprises.
  - **Target Audience:** Adolescents and adults aged between 18-30 years old
  - **Location:** Community Development Centre in Ghazze, Beqaa
  - **Organizations:** UNHCR and Anera
  - **Time for course delivery:** Total 75 hours (divided into 5 hours per day over a period of 15 days).



- **Basic digital skills training in Indonesia:**
  - **Overview:** UNHCR Indonesia used a co-creation approach with refugees to develop a basic digital literacy curriculum, including skills such as how to create accounts, establish secure passwords, and make digital payments.
  - **Content:** Introduction to smartphones; mobile applications; data protection and security; internet risks; cloud storage; digital economic opportunities; operating system
  - **Target Audience:** refugees and asylum seekers from multiple nationalities aged 15-65 who were Farsi, Dari, Arabic, Somali or English speakers
  - **Location:** Jakarta and surrounding areas
  - **Partner organization:** SMART, AI Diia, Sisterhood, HOPE Learning Centre. and HELP Learning Centre
  - **Time for course delivery:** Training of Trainers was delivered over 2 weeks for them to cascade the 8 modules to participants and students attending the Refugee Learning Centres in the format and timings that best suited them.

Provide feedback opportunities

Provide opportunities for trainers and participants to provide feedback, in case there are any concerns or suggestions for improvements as you go. This can enable opportunities for real-time changes to the training if necessary.

Conduct a baseline and endline survey of trainees

Prior to your first session and following your final session, factor in time to conduct a short survey with each individual, so that you can assess and measure progress over time and effectiveness of your training (see more in ➜ Step 6. Evaluate).

Example survey questions:

- Name (optional)
- Languages and literacy
- Have you used digital services before? (give examples of locally relevant digital services)
- If yes, what have you used them for?
- Have you used the internet before?
- If yes, what internet services have you used?
- How confident do you feel using digital services? (1=no confidence / 5=very confident)
- What would you like to learn in the digital training?

Avoid common pitfalls

Focus on quality over quantity: it is easy to get carried away with focusing on numbers that are too ambitious, especially when demand for training is high. It is always better to focus on smaller projects that target particular groups, that lead to high quality outcomes, rather than low quality, large projects. For example, in a livelihoods and economic inclusion programme, shift KPI measurements away from the number of participants, toward the proportion of participants who successfully find work after training to measure the quality of the programmes. (see more under → Step 0. Frame).

Example

> A digital literacy project in Kakuma focused too much on reaching high numbers of participants (25,000 people) at the expense of dedicating enough time to training individuals, particularly those who had never used computers.

Don't assume people can practise what they have learned at home: given low levels of access to hardware (laptops, tablets and smartphones) and reliable internet in the home among forcibly displaced populations, it may not be possible for people to practice the digital skills they have learned in sessions. Having the ability to practice and repeat tasks is essential for learning, so factor this into your training design. For example, consider whether people can use devices in the centre where the training is taking place before or after training sessions.

Example

> In 2022, UNHCR provided equipment to the Espacio Mujeres Tec in Córdoba, Argentina to facilitate training for women seeking to enter the technology sector. Young refugees and migrants in Argentina faced difficulties accessing digital technologies, either due to a lack of appropriate equipment or poor internet connection due to the high cost of the service.

Design for sustainability: adoption of digital tools and services requires multiple opportunities for users to learn and partake in refresher activities. Time-bound interventions offer lower value compared with continuous and iterative digital literacy programming.

One-off digital literacy programmes are all too common in the humanitarian sector. By engaging local stakeholders, such as training hubs or vocational training centres, you can increase sustainability of training ensuring local players are equipped to continue offering training services (including troubleshooting or refresher sessions) and access to the community. Training organizations should link alumni to spaces where they can benefit from continued digital access after the training ends to avoid skill depreciation.

Don't underestimate the role of organic learning: digital skill building does not begin or end with formal training. Beyond training, the role of organic learning through peers, friends and self-taught learning, should not be underestimated.

Example

> UNHCR and 17 Triggers research across seven countries found participants across all countries were rarely starting from scratch when it comes to digital skills. With continued growth in smartphone access, refugees and host communities members are organically developing skills in navigating the internet, consuming educational content on YouTube, Instagram, TikTok, etc and engaging in social media. Digital skills were also being developed through formal school curricula in both host and originating countries. Acknowledging and leveraging both formal trainings and informal, organic learning mechanisms through peers etc is therefore critical for effective learning.

Design for the evolution of digital skills and technologies: Technologies are evolving rapidly and the associated evolution of digital literacy and skills is fundamental to the long-term success of any digital literacy intervention. Digital training programs can quickly become obsolete if continuous skills development is not built into their design. There is also need to upgrade digital infrastructure periodically, and sustainable funding will be required to enable this.

6. Monitor and evaluate

Monitor and evaluate whether your training is effective and refine.

Checklist

- [ ] Conduct quantitative assessments
- [ ] Conduct qualitative assessments
- [ ] Revise training based on your findings

It's important to understand whether your training is effective and if participants are improving their digital skills and confidence levels. Consider the initial purpose of the training from → Step 0 - Frame, including any long-term outcomes and develop your assessment criteria around these. You can take a quantitative and/or qualitative approach to measure and/or evaluate this, ensuring you disaggregate the data. Data should be collected regularly over the course of the training, and at the very least include a baseline, midline and endline. **Remember to regularly refine and revise the trainings based on your findings.**

Conduct quantitative assessments

You can use a simple survey before and after the training to assess any change. This can include changes in people's confidence levels, digital literacy and skills levels and motivations for learning digital skills. Keep the survey short and make sure trainers administer it by speaking with participants, to avoid any challenges for people with lower literacy levels.

Conduct qualitative assessments

Qualitative assessments can be used to assess behaviour change and perceptions about the training. This can involve speaking with participants some time after the training has been completed to understand if they have remembered the key learnings, and whether they have been using what they learned and how. It can also reveal any tweaks that may be needed in the training design and identify how to develop the training further in the future.

Revise training based on your findings

Remember people's needs will change over time, as will the ways in which technology can address those needs, so it's important to keep engaging with your target audience and to refine trainings accordingly. Both real-time adjustments and longer-term changes to the trainings for the next cohort/roll-out are equally important.

Monitoring, Evaluation and Learning (MEL) explainer

> **Monitoring** is the routine collection and analysis of information to track progress against planned activities.
>
> **Evaluations** are assessments of a project, its design, implementation and results. They identify how and why different aspects of a project have or have not worked, and what others could learn from this. Evaluations are conducted at specific points during the project or at the end to understand your project's contribution to change.
>
> **Learning** is the process through which experience and information generated from monitoring and evaluation activities are reflected on and used to improve project results and delivery, and generate evidence for stakeholders.

Box 19: Criteria for evaluating your training using the Kirkpatrick model

It's important to go beyond assessing satisfaction levels when evaluating your digital literacy/skills intervention. The Kirkpatrick Model is a globally recognized method of evaluating the results of training and learning programs. It assesses formal and informal training methods and rates them against four levels of criteria: reaction, learning, behaviour, and results. Here we have slightly adapted these four criteria to include satisfaction, learning, transfer and impact. By applying these criteria, guided by the Kirkpatrick model, you can generate a better understanding of whether your training is effective and how to improve it. Importantly, you can assess the extent of transfer of learning to behaviour. Training programmes are of little use if learnings are not implemented in everyday life. If what the target audience learns translates into improved outcomes (whether that be for digital work, leisure or to access other online services etc), then training effectiveness has occurred. Here are some suggested questions to be asked following the training, which can be adapted depending on your evaluation needs.

1. **Satisfaction:** Was the training enjoyable for you? Was it easy to follow? Did you feel engaged?
2. **Learning:** Can you recap in your own words what you've learned? Do you feel confident using these new skills? What would help you improve your confidence in new skills?
3. **Transfer:** Going back to your regular life, how likely are you to use the skills you learned? What will you most certainly use? What won't you use? Why?
4. **Impact:** How will these new skills impact your life? What opportunities would it open for you? Do you feel fully equipped to benefit from these opportunities?
5. **Recommendations:** What would you recommend to improve the training in the future?

For more on the Kirkpatrick model, follow this link.

7. Document and share

Document and share lessons learned.

Checklist

- [ ] Capture lessons learned
- [ ] Share lessons learned

Record and document lessons learned as you go, and make them openly available to other stakeholders. Don't just wait until the end of the project to learn and share. Sharing lessons learned and best practice can provide effective and creative ways to build digital literacy competencies. This will ensure you are contributing to the evidence base of digital literacy interventions, helping to inform strategy, programming and best practices of operations in the future.

SUCCESS FACTOR: Make it participatory

Digital literacy interventions are not straightforward or easy so the more lessons you can share on what worked and what didn't, the more the humanitarian community and displaced and stateless populations can benefit. Remember that sharing lessons of failure are just as useful, if not more useful than only sharing what worked and successes.

Box 20: USAID shares lessons learned on digital literacy

USAID's Digital Literacy Primer provides numerous examples of digital literacy interventions across USAID's programming, promoting understanding and collaboration on the topic. On page 52, it offers key considerations for digital literacy activities in humanitarian assistance. The primer also provides a number of case studies with lessons learned.

Capture lessons learned

Some basic questions to get you started with capturing lessons are as follows:

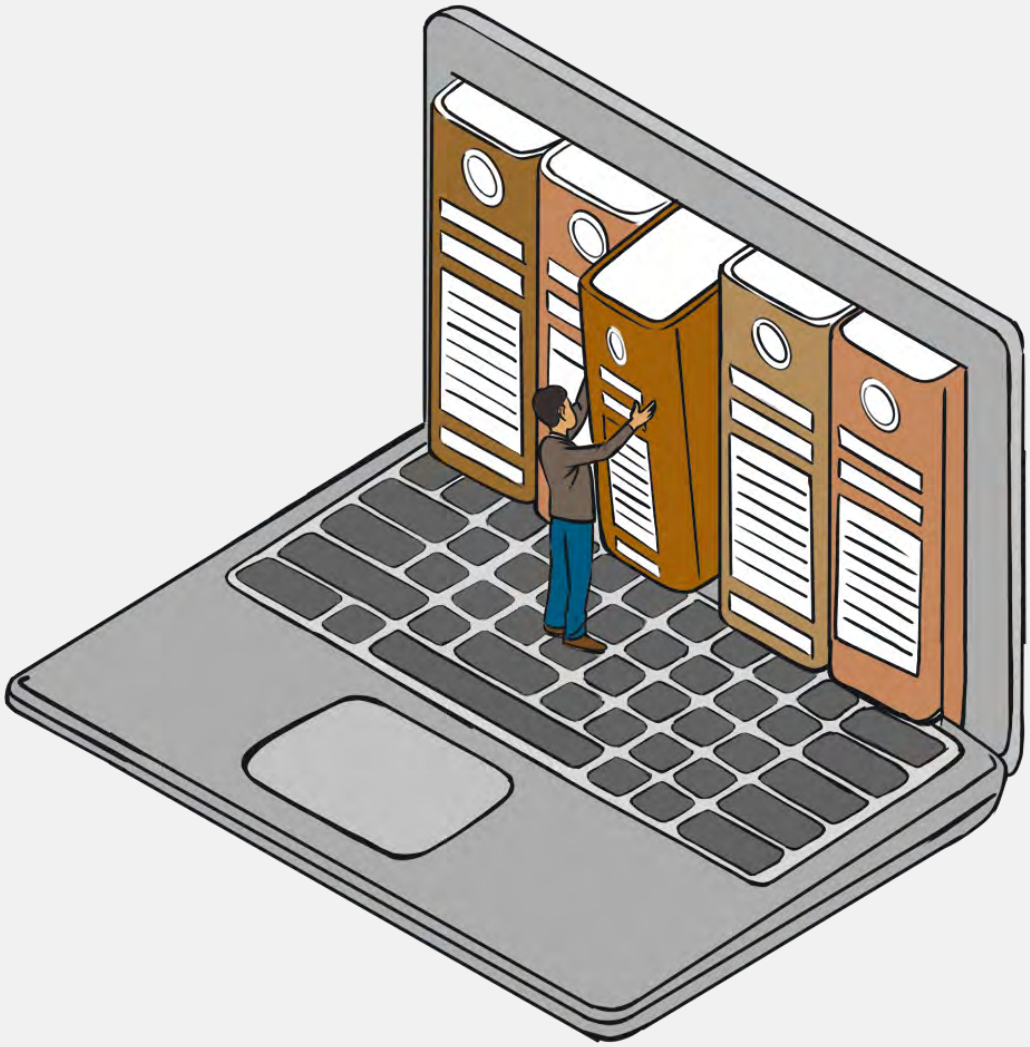
- What worked/didn't work well?
- Why did/didn't this work?
- Why didn't it go as planned?
- What decisions were made? Were they efficient?
- If I could give one tip to the next person delivering this training, what would it be?
- If I could go back in time and give one tip to myself on day one of the project, what would it be?

It's useful to revisit these questions at regular intervals throughout the project. The exact cadence will depend on the length of your intervention, but aim to do this exercise at least three times.

Share lessons learned

There are numerous ways to share your learnings. These can include informal (learning sessions with internal teams) and more formal mechanisms (blogs; webinars, communities of practice etc). Encouraging the sharing of stories and lessons learned among training participants and community members is also critical. UNHCR and 17 Triggers research found that one effective way to share these stories is through community workshops, webinars, or online platforms dedicated to refugee support. Additionally, creating mentorship programs where successful trainees can directly connect with and guide aspiring individuals is invaluable.

A. Annexes



Annex A: Focus Group Discussion Guide example [source: GSMA CoNUA]

Consent

Hello, I am **name** and I work for **organization name** I am conducting a focus group discussion to find how digital services are being used in **location or area name** so that humanitarian organizations have a better understanding on how to communicate and provide aid. **Provide specific reason for running this discussion.**
The discussion will take about **XX** minutes and I will ask about your access to and usage of **device** and Internet. You do not have to answer any questions you do not want to. If you would like to end the discussion at any point, that is fine. All the information you tell me will remain anonymous. There are no right or wrong answers, please feel able to talk openly. The answers you give will not affect you or your family. This discussion is not being conducted as part of a needs assessment or distribution. Please let me know if you have any questions. Are you happy to take part?

A Explain the subject and warm up participants

Introduction to the session	• Explain who you are and the purpose of the session • Explain confidentiality (they should have already signed consent forms prior to the session)
Warm up discussion	Ask respondents to get into pairs and tell each other a bit about themselves, then introduce partner to the group

B Perceptions and current levels of understanding of the internet

Internet in their community	• What comes to mind when you think of the internet in your community? • When does it come up in everyday conversation? What kinds of things do people say? • Who is using the internet in your community? • What devices are they accessing the internet on? • What are they typically using it for? • What do you think motivates people to use it?
Internet in their lives	• Ask participants to tell you how they were first introduced to the internet? • What kinds of information/content do you think is available on mobile Internet? • What sites/apps/services do you know of? What are your favourites? • What worries/concerns you about using the internet?
Show and tell (or internet users)	• Ask and get participants to show you: • How do they access the mobile internet? • What sites/apps/services and services do they use? • What are the most important types of information/content you access on the internet?

C Motivations and barriers to using the internet

Exercise: life without the internet compared to life with the internet

- Split participants into two groups and give each group an outline drawing of two people – one with access to the mobile internet, and one without. Ask them to spend a few minutes bringing each person to life: What is each person like? How do they feel?
- When and how did they get mobile internet access? What stops the other one from getting access?
- What can they do? What can they not do?
- What benefits does the user get from having internet?

Motivations for using the internet

For users of the internet:

- How has your life changed now that you use internet?
- What would you miss if you didn't have access anymore?

For non-users of the mobile internet:

- What would you like to be able to do on the internet that you can't do currently?
- What would be most exciting / have the biggest change on your life?

Barriers to using the internet

- What worries/concerns you about using the internet?
- What prevents you from using it? (Probe sensitively)
- What kind of help or advice would you like with the internet?

D Preferred learning styles

Explore preferred learning styles

- How have you learned in the past?
- How have you learned (or been taught) to use online services?
- Ask for examples of previous learning method that was successful?
- How do you like to learn (be taught or engaged) about technical skills, such as using a mobile phone or computer? (e.g. in person, interactive, group, reading, viewing, listening, etc.).

Peer learning (for internet users)

- Divide participants into pairs, and ask them to tell and teach each other about their favourite internet service: •What it is • How it works • Key features.
- Pay attention to how they teach, learning styles that works best and the language they use.

E Test prototypes of the training

Trial run sections of your training

Introduce and train participants on a pre-decided module from your training.

Evaluate training prototypes

At the end of the module explore:

- What was the most important/exciting/interesting thing they learned?
- What was clear/easy to understand? What was less clear/easy to understand?
- What did they enjoy? What did they not enjoy?
- What changes would they make? Ask participants to get into pairs and to show each other their favourite thing they learned. Observe what people have understood and what they need more help with.

Annex B: End-user survey - self-assessment digital literacy questions [source: GSMA CoNUA]

Digital Literacy	
Do you know how to... (Prompt each)	• Turn the mobile phone on. • Turn the mobile phone off. • Lock and unlock the phone using PIN, pattern, etc. • Charge the battery. • Remove and insert the SIM card. • Use the torch (flashlight).
Do you know how to use mobile phone to... (Prompt each)	• Make and receive calls. • Send and receive text messages (SMS). • Send and receive emails. • Top up airtime (prepaid credit). • Use USSD (Quick Codes) such as example code relevant in this country to check balance, e.g. *101# • Send and receive instant text based messages such as WhatsApp, Facebook Messenger, other relevant apps, etc. • Send and receive voice messages such as WhatsApp, Facebook Messenger, other relevant apps, etc. • Take photos and record videos • Visit a specific website with a browser (e.g. Chrome, Firefox, UC Browser, Safari, etc) if you know its name or address. • Search for specific information using Google or locally relevant search engine. • Use social media such as Facebook, locally relevant social network, etc. • Listen to FM radio. • Check the weather forecast, including severe weather alerts.

Annex C: Exercise Guide - performance tests for digital literacy [source: GSMA CoNUA]

Can you please show if you can complete these tasks?	Notes and prompts for the facilitator
Turn the phone on and off, take out the battery and SIM card	
Lock and unlock the phone using PIN, pattern, password, fingerprint, etc.	Distinguish clearly between unlocking the device itself, and any services running on the device. Consider services such as mobile money and other financial services that may need login or identification per transaction.
Check separately for other services requiring their own PIN or password, if using	
Check if they are using network data (2G/3G/4G/5G)	
Connect to a Wi-Fi network	Provide network and credentials for participants to connect to.
Send SMS, make a call	Provide your (temporary) phone number so the participants can message you.
Send a WhatsApp, Facebook Messenger, or other IM message	Provide your (temporary) phone number/account so the participants can message you.
Send an email	Provide your (temporary) email address so the participants can send you an email.
Check Facebook, Twitter, Instagram, TikTok, <other relevant service>	
Go to a specific address in a web browser Search/ Google something useful	For example: wikipedia.org. For example: a local news outlet or a recent news story, website of the Ministry of Education, or country UNHCR office.
Download an app	Distinguish between searching on one specific app or social network, versus searching all the websites with a search engine; For example: https://play.google.com/store/apps/details?id=org.wikipedia - for Android.
Play a video or a song	For example: a YouTube video in local language.
Check your mobile money account balance	USSD code or app if relevant - consider carefully if this is appropriate to do without the participants being uncomfortable.
Check data bundle quota and/or data usage	USSD code or MNO app, or use the operating system-level data usage tracker.
Top up airtime (prepaid credit)	Provide scratch cards (also as an incentive for the participants).

Check news from a local outlet or service	Example news services in Lebanon are: • https://bintjbeil.org • https://www.aljadeed.tv/arabic • https://www.lbcgroup.tv • https://nabd.com • https://www.aljazeera.com/where/lebanon/ Above links are their websites, but they disseminate information through other channels which are more likely to be accessed by phone, For example: their own Facebook pages.
Can you please show if you can complete these tasks?	**Notes and prompts for the facilitator**
Create an account for an online service	For example: https://www.wikipedia.org/, or, if more interesting - Google or Facebook.
Share or send a photo or other similar content	Can use the account just created in the step above. Provide your own (temporary) account if helpful.
Set up a password or PIN to protect device & account access	Distinguish clearly between unlocking the device itself, and any services running on the device.
Do a privacy and security check-up	For example: • https://myaccount.google.com/security-checkup • https://www.facebook.com/privacy/checkup
Check some services related to: Learning or education	For example: • https://www.wikipedia.org/ • https://www.youtube.com/learning https://www.youtube.com/channel/UCt84aUC9OG6di8kSdKzEHTQ MISTT Khan Academy
Check some services related to: Games, entertainment and music	For example: • Youtube, TikTok. • Music app for music files saved on the phone. • Watching movies. • Locally-popular games and other services.
Find health information online	For example: • Google. • Facebook. • WhatsApp groups. • National or regional health services. • YouTube.
Use maps and navigation (e.g. Google Maps)	Address search, pluscodes. Finding businesses, facilities, offices, points of interest, etc. Driving/walking directions. Share your current location with someone (For example: through WhatsApp).

Annex D: DigComp 2.0

The DigComp reference model

Information & data literacy
- **1.1** Browsing, searching and filtering data, information and digital content
- **1.2** Evaluating data, information and digital content
- **1.3** Managing data, information and digital content

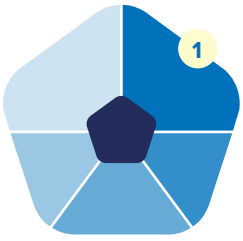
Communication & collaboration
- **2.1** Interacting through digital technologies
- **2.2** Sharing information and content through digital technologies
- **2.3** Engaging in citizenship through digital technologies
- **2.4** Collaborating through digital technologies
- **2.5** Netiquette
- **2.6** Managing digital identity

Digital content creation
- **3.1** Developing digital content
- **3.2** Integrating and re-elaborating digital content
- **3.3** Copyright and licences
- **3.4** Programming

Safety
- **4.1** Protecting devices
- **4.2** Protecting personal data and privacy
- **4.3** Protecting the environment

Problem solving
- **5.1** Solving technical problems
- **5.2** Identifying needs and technological responses
- **5.4** Identifying digital competence gaps

DigComp areas

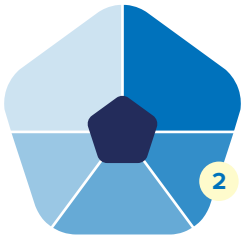


Information & data literacy

To articulate information needs, to locate & retrieve digital data, information & content.

To judge the relevance of the source & its content.

To store, manage, and organize digital data, information & content.

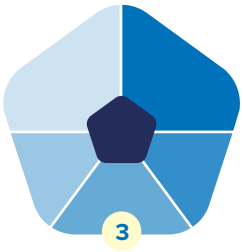


Communication & collaboration

To interact, communicate & collaborate through digital technologies while being aware of cultural & generational diversity.

To participate in society through public & private digital services & participatory citizenship.

To manage one's digital presence, identity & reputation

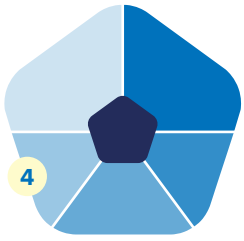


Digital content creation

To create & edit digital content.

To improve & integrate information & content into an existing body of knowledge while understanding how copyright & licenses are ti be applied.

To know how to give understandable instructions for a computer system.

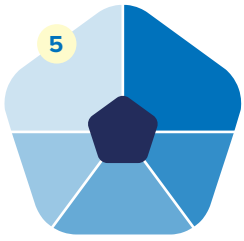


Safety

To protect devices, content, data & privacy in digital environments.

To protect physical & psychological health, and to be aware of digital tehnologies for social well-being & inclusion.

To be aware of the environmental impact of digital technologies & their use.



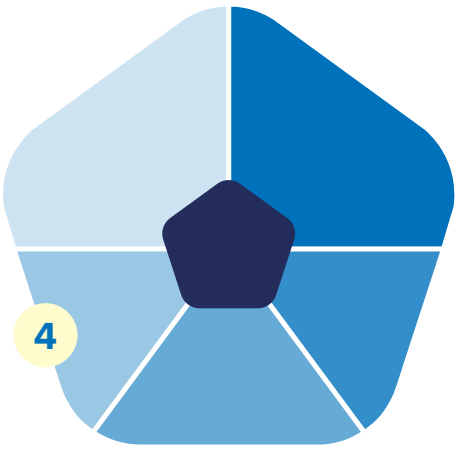
Problem solving

To identify needs & problems, and to resolve conceptual problems & problem situations in digital environments.

To use digital tools to innovate processes & products.

To keep up-to-date with the digital evolution.

Profeciency level 4 - Safety



DIMENSION 1

COMPETENCE AREA

4 Safety

DIMENSION 2

COMPETENCE

4.1 Protecting Devices

To protect devices & digital content, and to understand risks and threats in digital environments.

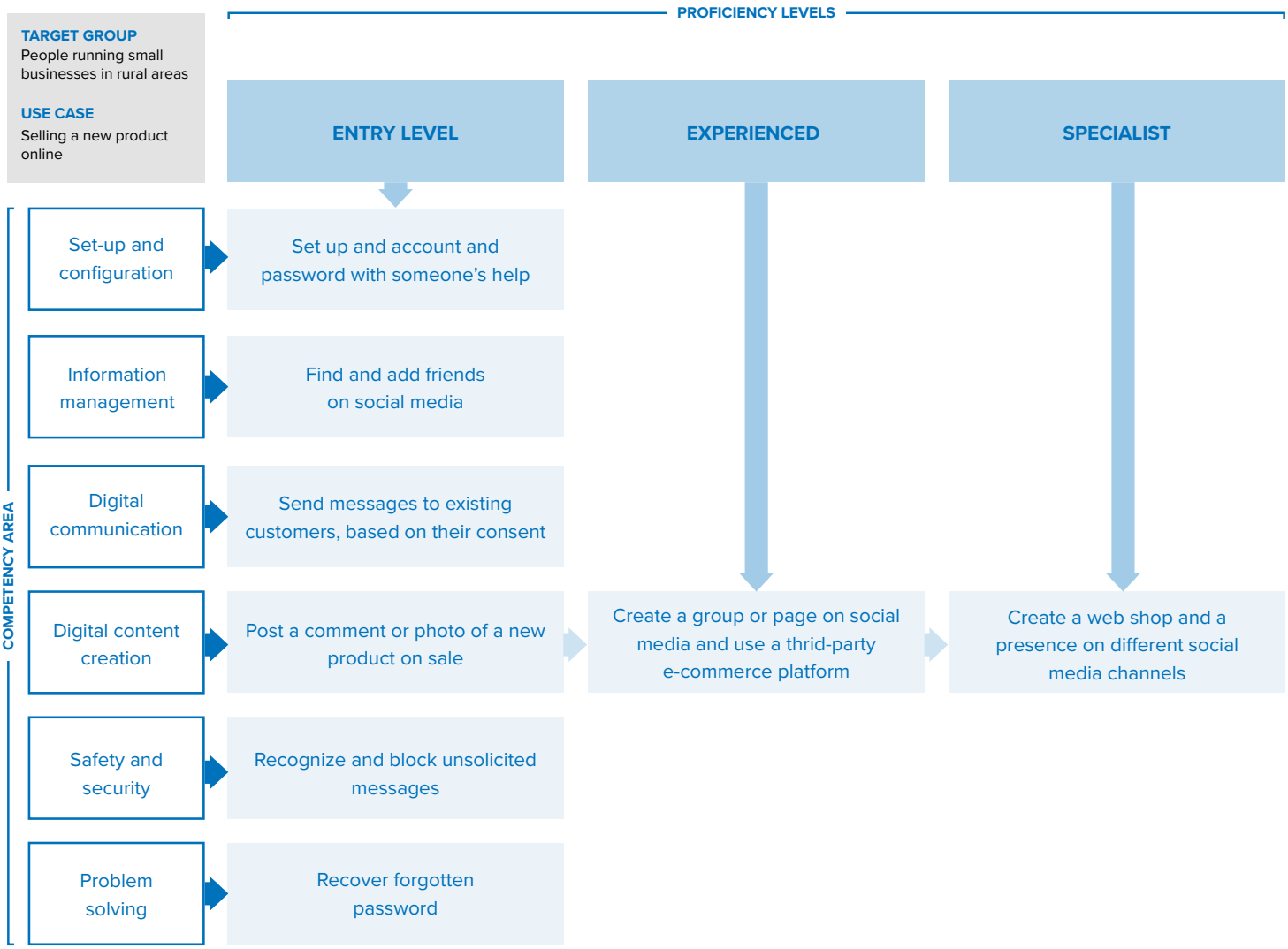
To know about safety & security measures and to have a due regard to reliablity & privacy.

FOUNDATION	1 At basic level & with guidance, I can:	• **identify simple** ways to protect my devices and dgital content, and • differentiate simple risks and threats in digital environments. • choose simple safety and security measures, and • **identify** simple ways to have due regard to reliability and privacy.
	2 At basic level & with autonomy and appropriate guidance where needed, I can:	• **identify simple** ways to protect my devices and digital content, and • differentiate simple risks and threats in digital environments. • follow simple safety and security measures • **identify simple** ways to have due regard to reliability and privacy.
INTERMEDIATE	3 On my own and solving straightforward problems, I can:	• **indicate well-defined and routine** ways to protect my devices and digital content, and • differentiate well-defined and routine risks and threats in digital environments, and • **select well-defined and routine** safety and security measures. • **indicate well-defined and routine** ways to have due regard to reliability and privacy.
	4 Idependently, according to my own needs, and solving well-defined and non-routine problems, I can:	• **organize** ways to protect my devices and digital content, and • **differentiate** risks and threats in digital environments. • **select** safety and security measures. • **explain** ways to have due regard to reliability and privacy
ADVANCED	5 As well as guiding others, I can:	• **apply different** ways to protct devices and digital content, and • **differentiate a variety** of risks and threats in digital environments • **apply** safety and security measures • **employ different** ways to have due regard to reliability and privacy
	6 At advanced level, according to my own needs and those of others, and in complex contexts, I can:	• **choose the most appropriate** protection for devices and digital content, and • **discriminate** risks and threats in digital environments. • **choose the most appropriate** safety and security measures. • **access the most appropriate** ways to have due regard to reliability and privacy.
HIGHLY SPECIALIZED	7 At highly specialized level, I can:	• **create solutions to complex problems with limited definition** that are related to protecting devices and digital content, managing risks and threats, applying safety and security measures, and reliability and privacy in digital environments. • **integrate my knowledge to contribute to professional practice and knowledge and guide others** in protecting devices.
	8 At most advanced level, I can:	• **create solutions to solve complex problems with many interacting factors** that are related to protecting devices and digital content, managing risks and threats, applying safety and security ,easures, and reliability and privacy in digital environments. • **propose new** ideas and processes to the field.

Annex E: A sample framework for mapping digital competency and proficiency levels

GSMA (page 13) provides a tangible example of how to map digital competency and proficiency levels to a digital literacy intervention. Using an adapted version of UNESCO's DLGF they create six competency areas relevant to mobile digital skills development. Using frameworks in this way can:

1. **Identify the skills required in a particular use case**
2. Support in **designing digital skills interventions** accordingly
3. Guide **assessment of the current proficiency levels** of a user segment, **identifying skills gaps** to be addressed.
4. Assess target audience's **progress in acquiring skills** and **measure effectiveness** of intervention.



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