



UNESCO Chair
in ICT4D



Guidance notes

On using the training resources on the *safe, wise and secure* use of digital tech by Nepali migrants and their families

This document provides advice and support for people using the [freely available slide decks](#) produced by [Work Package 9](#) of the [MIDEQ Hub](#) to train Nepali migrants and their families in the safe, wise and secure (private) use of digital technologies (tech). It is available under a *Creative Commons – Attribution-ShareAlike 4.0 International License* [Creative Commons CC BY-SA 4.0 License](#) (see Annex 1 for details), which in essence means that it can be revised and adapted by users, providing it is shared according to the same license. A more [basic version of the training slide deck](#) for people with very little technical knowledge is also available [here](#).

These guidance notes are divided into the following sections:

1. General advice on using the slide decks

- Timing and numbers of participants
- Localising and adapting the slide decks.
- Key messages
- Preparation
- Style of presentation
- Managing discussions and questions
- Using printed versions of the slide decks
- The value of repetition
- Links to the Nepali migrant platform (<https://pardesi.org.np>)

2. Specific advice for using the basic advice slide deck for those with only a little knowledge about digital tech

3. Specific advice for using the slide deck for those who already have some knowledge about digital tech

4. Further uses of the material in the slide decks

5. Annexes

- The Creative Commons – Attribution-ShareAlike 4.0 International License
- Useful references

1. General advice for using the slide decks

These slide decks are designed to be used as the basis for training migrants and their families in the use of digital technologies (tech) so that they can maximise the benefits while minimising the potential harms. They were developed between 2019 and 2023 as part of the MIDEQ Hub through a process of research and collaboration between researchers in the then UNESCO Chair in ICT4D (now the ICT4D Collective) at Royal Holloway, University of London, migrant organisations and companies in Nepal, and the Nepal Institute for Social and Environmental Research (NISER; <https://niser.com.np>) the lead partner for Nepal within MIDEQ.

Two slide decks have been developed collaboratively, building on iterative recommendations from Nepali migrants and their organisations concerning what they consider to be the most important content for migrants and their families to know about:

- A slide deck for those with little or no knowledge about how to use digital tech (focusing especially on the basics of how to use a mobile phone), and
- A slide deck for those who already have some such knowledge (that goes into greater depth and technical detail).

All participants should be encouraged in advance to bring their own phones to the training (if they have them) so that they can experiment with some of the suggestions given during or after the session.

Timing and numbers of participants

Both slide decks are intended to be used as the basis for discussions in three main types of context:

- A quick 30 minute informative presentation to migrants (could be for any number of people)
- A 60 minute presentation that builds on the core information provided in a more nuanced way, and also permits some time for questions and discussion (best for around 25 people)
- A 120 minute session (or longer) that goes into more detail and permits considerable discussion around the issues (provided that there are sufficient trainers or facilitators for each breakout group of around 10-15 people)

Localising and adapting the slide decks in different contexts

The main slide decks are available in six different Nepali languages (Nepali, Maithili, Bhojpuri, Tharu, Tamang and Nepal Bhasa/Newar) as well as English. They include numerous images, many of which are of Nepali contexts, and can readily be used as they are. However, there may well be circumstances where it would be more appropriate to change the images, style and text so that the slides are more contextualised and relevant to the lives of the migrants and families for whom a particular training session is intended. Users are strongly encouraged to do this in line with the CC BY SA license, so that they are as relevant as possible for the participants.

Wherever possible, trainers/presenters should use example and illustrations from local Nepali contexts throughout the training. If these resources are being used in

specific host countries, then examples from these countries should also be used to bring the material to life in the local context. Another way of making the slide decks real to participants would be to begin with a short introductory story or even use one of the video clips available [here](#) to highlight the relevance of the material to the lives of migrants and their families.

Key messages

Both slide decks have three key messages:

- The use of digital tech can provide many **benefits for migrants, but such use can also cause significant harms**, and these must be mitigated for the benefits to be gained.
- Migrants and their families need as far as possible to ensure that they use digital tech **safely, wisely, and securely** (or privately).
- Migrants should especially recognise that any use of digital tech carries **risks**, and that companies and governments will usually be interested in extracting data from them through the use of these technologies.

It is important that anyone using these training materials should reinforce these messages wherever possible, repeating them at various points in the training.

Preparation

It is possible to use the slide decks with a minimum amount of preparation apart from ensuring that trainers using them are familiar with the content. It is good, though, for all trainers themselves to be given a training session by a knowledgeable presenter based on the decks, before they begin using them for training others. Better still, they should read up on some of the suggested references and examples in Annex 2 so that they are sufficiently knowledgeable to respond to questions asked by migrants and their families doing the training.

Style of presentation

With the exception of the 30-minute informative presentation of these decks, trainers should always seek to ensure that they do not just read the text verbatim, but seek instead to be discursive around the themes mentioned, and engage with the audience by asking questions and using examples that will resonate with them. Always remember that literate participants will be able to read the text on a slide faster than a presenter can deliver it. Observations from the personal experience of the presenter and the audience will also always help to bring the training session to life. Think about asking the audience questions such as “Does anyone have experience about this point that might help others here?”, or “Can you think of other examples where this might apply?”.

Managing discussions and questions

Ideally trainers using the materials should leave plenty of time for discussion, questions and requests for clarification. The decks have four specific opportunities for discussion and questions, and in a 60-minute presentation at least five minutes should be allocated for each of them. Should the presenter/trainer not know the answer to a question, they should not worry about it, and it is always worth them asking the audience to see if anyone else might know or have a suggestion. None of us know the answers to every possible question.

Using printed versions of the slide decks

In contexts where there is no electricity or it is impossible to project the slide decks it is always possible to use the printed versions of the slides. Ideally, each participant could have a copy, on which they could also write notes, but the costs of printing these out might be prohibitive, in which case one printed copy could be used by the trainer as notes (see Section 4 below). People with visual impairments can learn through the voice of the trainer, and the text and images on the slides can provide the basic information for those with hearing impairments. It is also possible to use subtitles and text-to-voice/voice-to-text software to improve understanding.

The value of repetition

Repetition is sometimes deliberately used in the slide decks as a means of reinforcing key messages. This is deliberate, although a presenter could always skip over such repetition should time be running out.

Links to the Nepali migrant platform *Pardesi* (<https://pardesi.org.np>)

These slide decks have been prepared alongside the new *pardesi.org.np* platform that has been developed as part of or work in the MIDEQ Hub to provide migrants and their families with key information about all stages in the migration process. It is always useful to include examples of the use of this platform while using these decks for training.

[SPACE FOR ADDITIONAL NOTES]

2. Specific advice for using the basic advice slide deck for those with only a little knowledge about digital tech

The main purpose of this slide deck is to provide a **basic introduction to the safe, wise and secure use of digital tech**, focusing especially on what to do when beginning to use a mobile device. Slides 8-12 therefore begin with the basics of having a mobile device and being connected to the Internet if you have a smart-phone. It also provides simplified definitions of some technical terms should the presenter (and audience) be unaware of them (and in case the participants ask such questions). These need not be mentioned, but are there just in case. These slides:

- Begin by summarising the use of a basic phone (Slide 8)
- And then emphasise the options for choice of SIM cards and networks (Slide 9) – if people ask what SIM means, it is an abbreviation for “Subscriber Identity Module”
- Slide 10 provides an important reminder that not all companies cover all areas, and there are cost implications of newer technologies, as well as illustrating these differences with maps of Nepal
- Slides 11 and 12 focus on using smart-phones and connecting to the Internet, making the important distinction between mobile and WiFi connections (with the latter not requiring payment for mobile data). It would be good to include mention in Slide 11 of the sorts of apps that migrants use most frequently in the context of the location where the training is taking place.
- Slide 12 – lists some browsers, and presenter might comment that DuckDuckGo (<https://duckduckgo.com>) provides an option that does not track users

It is important that at the end of this section there is sufficient time for participants to ask any questions. The remainder of the slide deck can actually be gone through quite quickly picking out just the key points, but for real beginners the messages in these slides are very important.

Slides 15-18 address the **safe use** of digital tech, focussing on behaviours and technical aspects. Areas to be particularly emphasised might include:

- The importance of understanding the various different scams that can be encountered online and how to minimise them.
- The need to understand details of how to use settings in smart-phones
- The importance of having strong passwords and several layers of authentication.
- If participants are technically interested, presenters could note on Slide 17 that device recognition is technically termed “endpoint security”.
- Presenter could focus on Slide 18 which provides useful “top tips”, and especially the importance of the first bullet point on ensuring a factory reset of any second-hand phones. Different phones (Android, Apple...) have different ways of accessing the settings, so it can be a good idea actually to show participants how to do this if they bring their phones to the training session.
- If there is time, it is always useful to have a brief discussion after this section.

Slides 20-23 provide basic information on **wise** use of digital tech, giving advice on what to do, and on what not to do. Again, in the discussion the trainer could ask

participants if from their experience they have other useful suggestions on this that could be shared in the group.

Slides 24-27 address **security** (or privacy), noting that there is not really a difference between “secure” and “private” in Nepali languages. Hence, privacy could be emphasised in the introduction to this section. The section is divided into behavioural and technical aspects.

The conclusion is an opportunity to re-emphasise the key questions to think about whenever using digital tech:

- **is it safe?**
- **is it wise?**
- **is it secure?**

The final slides provide information about how the deck was developed and the sources of funding.

[SPACE FOR ADDITIONAL NOTES]

3. Specific advice for using the slide deck for those who already have some knowledge about digital tech

This more advanced training deck is intended for those who already have some basic understanding of, or have used, smart phones previously. The main difference between it and the previous deck is twofold:

- This deck does not have information about the basic use of a mobile phone, and
- It includes some more technical detail in sections 2 (safe), 3 (wise), and 4 (secure)

There are also fewer slides than the basic deck so that the discussion sessions can be longer, providing an important opportunity for migrants and their families to share their good practices with each other. If they are reluctant to do so, the trainer could try to promote discussion by sharing her or his own experiences and practices.

The introduction sets the scene by explaining the origins of the training deck, emphasising the aim, and noting that the positive potential of digital tech can only be achieved if the harms are mitigated. The deck also mainly focuses on mobile smart phones because they are the most common device used by migrants, although most of the information is also relevant for the use of tablets, laptops and desktop computers.

Section 1 provides quite a short (2 slides) introduction to basic digital literacy. If the subsequent discussion indicates that participants need to know more about how to use mobile devices, then it might be worth considering using the “basic advice” deck described above (in Section 2).

Section 2 (Slides 12-15) is on the **safe** use of digital tech, and it is worth emphasising:

- Safety is about knowing the potential harms and doing as much as possible to mitigate these by behaving safely in the light of this knowledge (Slide 13)
- In Slide 14, it could be helpful to expand the discussion by asking participants if they have encountered any of the types of fraud mentioned under the first bullet point, what they felt like, and how they responded. Likewise, it could be interesting to explore with them what types of authentication they use. The key point for participants to take away is the need to make their devices as secure as possible.

Section 3 (Slides 16-19) are on using digital tech **wisely**, and focus first on what to do wisely, and then on what not to do to ensure wise use. A key issue that comes across in both of these slides is the need to avoid being controlled (or addicted to) the use of these devices and apps, and to ensure that migrants do not spend all of their time using them, especially for things like gambling or playing games. Not least, the trainer could emphasise the high data cost of the latter. Again, the discussion section is important here, and a real opportunity to encourage participants to share their own good practices.

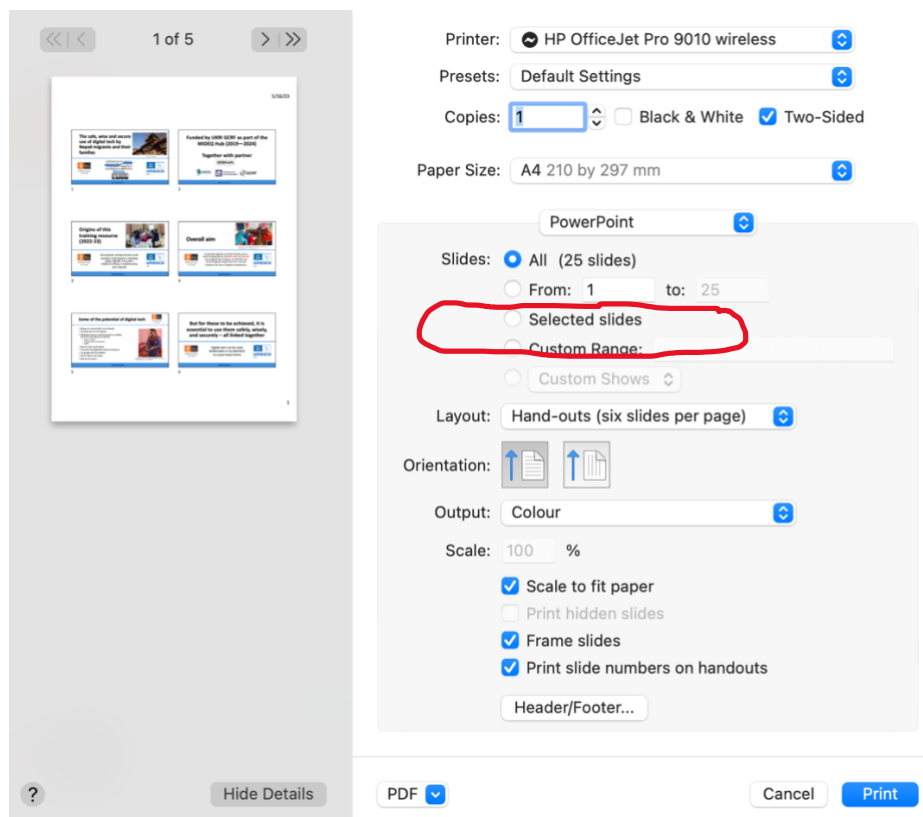
Section 4 (Slides 20-23) finish the training off by addressing matters of **security and privacy**, focusing initially on technical aspects and social behaviours, and then highlighting the importance of keeping software up-to-date, turning off cookies, and considering using a VPN. Hopefully by the end of this, there will still be time for discussions, and drawing the session to an end by re-iterating the importance for migrants and their families always to ask themselves when using digital tech:

- is it safe?
- is it wise?
- is it secure?

[SPACE FOR ADDITIONAL NOTES]

4. Further uses of the material in the slide decks

The material in the slides can also readily be made into handouts using the <Print> feature in Microsoft PowerPoint (or equivalent package such as Keynote, or [Apache Open Office](#)), setting the Layout to 4 or 6 slides per page as in the illustration below:



Alternatively, it is easy to create text pages containing the material in the slides by using <Outline View> and copying the text as in the illustration below:

6. But for these to be achieved, it is essential to use them safely, wisely, and securely – all linked together

7. The positives of digital tech can only be realised if...

- Migrants and their families have basic “digital literacy”
 - Knowing how to use digital tech
- And use digital tech:
 - Safely
 - Ensuring safe practices are used
 - Wisely
 - Using digital tech for appropriate purposes
 - Securely and privately
 - Making sure use of digital tech is as secure and private as possible
 - Unless you prefer everyone to know everything



Source: Tim Unwin

8. Need to begin with basic use of digital tech. You can do much more with digital tech if only you knew how! Everyone can learn how to be tech savvy!

9. Basic digital literacy (i)

- Connectivity
 - Generations of mobile connectivity (now 4G and 5G)
 - Two options for WiFi:
 - Public WiFi networks
 - Private networks
- Searching for information (Browsers)
 - Popular such as Chrome (Google), Safari, Firefox
 - Or more niche such as DuckDuckGo
 - But “truth” on the Internet is not necessarily true
- Interacting
 - Using voice
 - Typing in Nepali script



These are but two of the ways in which the materials can be adapted to different circumstances.

Always remember, though, to add locally sourced relevant imagery and examples to illustrate the text and bring it to life.



Annex 1

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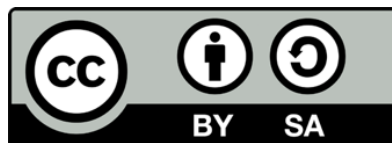
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Annex 2

Useful references and suggestions for further reading

A comprehensive list of mainly academic references on migrant use of digital technologies in Africa, Asia and Latin America and the Caribbean is available at <https://ict4d.org.uk/technology-inequality-and-migration/litrev/>, and provides a wealth of detail about the research being done in this field.

Training material by our partner, the GSMA Foundation is also available through their *Mobile Internet Skills Training Toolkit* at <https://www.gsma.com/mobilefordevelopment/%20connected-society/mistt/>.

The links below, provide specific advice about, and examples of, digital literacy training (with particular relevance to Nepal and to migrants):

Center for Alternative Development Studies (CEADS), Lalitpur (2019) *The Existing Situation of Digital Literacy and Use of ICT in Public Secondary Schools (A Baseline Study)*, https://www.britishcouncil.org.np/sites/default/files/digital_literacy_level_in_secondary_level_teachers_-_a_baseline_study.pdf.

CodeMonkey (2022) What are the basic digital literacy skills for children? (by Keren Hirschhorn), <https://www.codemonkey.com/blog/what-are-the-basic-digital-literacy-skills-for-children>.

CPR/See Tell Listen (2019) *Training Module on Digital Literacy for Refugees*, https://cpr.pt/wp-content/uploads/2022/01/see.tell_listen_-_training_module_on_digital_literacy_for_refugees_en-1.pdf.

European Commission, Connect Migration Network – Digital Literacy for Immigrants, https://ec.europa.eu/migrant-integration/integration-practice/connect-migration-network-digital-literacy-immigrants_en.

European Union Media and Digital Literacy MOOC, <https://digital-skills-jobs.europa.eu/en/opportunities/training/media-and-digital-literacy-mooc> (designed for university students)

GSMA (2020) *Digital Literacy Training Guide: a Guide for Mobile Money Agents and Digital Literacy Change Agents*, London: GSMA, <https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2020/11/Digital-Literacy-Training-Guide.pdf>.

ITU, Digital Literacy, <https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-and-Girls/Pages/Digital-Literacy.aspx>.

Microsoft, Digital Literacy (including resources, <https://www.microsoft.com/en-us/digital-literacy>).

Nepal Data Literacy Program (BETA) <https://dataliteracy.github.io/>.