



## Guidance notes

### **On using our training materials on *The safe, wise and secure use of digital tech: advice for women and girl migrants in South Africa who have little experience of digital tech***

This document provides advice and support for people wishing to use the [free](#) resources prepared by members of the [ICT4D Collective](#) to train women and girl migrants in Southern Africa (as well as others) in the safe, wise and secure use of digital technologies. These notes derive from the initial research-practice of [Work Package 9](#) of the [MIDEQ Hub](#) developing resources to train Nepali migrants and their families. 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 means that it is free to use and can be revised and adapted by users, providing it is shared according to the same license.

These guidance notes are divided into three sections and annexes:

#### **1. General advice on using this material for training**

- Timing and numbers of participants
- Localising and adapting the slide deck.
- Key messages
- Preparation
- Style of presentation
- Managing discussions and questions
- Using printed versions of the slide deck
- The value of repetition

#### **2. Specific advice for using this slide deck for women and girl migrants in South Africa**

#### **3. Further potential uses of the material in the slide deck**

#### **4. Annexes**

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

## 1. General advice for using the slide deck

This slide deck is designed to be used as the basis for training women migrants and their children in the use of digital technologies (tech) so that they can maximise the benefits while minimising the potential harms. It was 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 subsequently further developed through conversations with migrants and migrant organizations in South Africa, especially the Domestic Workers Association of Zimbabwe and the Scalibrini Centres in Cape Town and Johannesburg.

The slide deck was developed collaboratively, building on iterative recommendations from Nepali migrants and migrants from at least ten countries in Africa who are currently living and working in South Africa, as well as civil society organisations that work with migrants, concerning what they consider to be the most important content for migrants and their families to know about:

*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

The slide deck is 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 as well as practical activities (provided that there are sufficient trainers or facilitators for each breakout group of around 10-15 people)

### Localising and adapting the slide deck in different contexts

The slide deck is in English and uses illustrations that are mainly from South Africa. It includes numerous images, and can readily be used as it is. However, there may well be circumstances where it would be more appropriate to change the images, as well as the style and text, so that the slides are more contextualised and relevant to the lives of the particular group of women and girls for whom the training session is intended. Organisations using the slide deck might also wish to include examples and illustrations from their own experiences and activities. Users are strongly encouraged to do this in line with the CC BY SA license, so that the material is as

relevant as possible for the participants, but also shared subsequently within the wider community.

Wherever possible, trainers/presenters should use examples and illustrations from the local contexts where the training takes place, and add their own experiences throughout the training. It can also be a good idea to ask participants if they would like to share any of their own relevant experiences to bring the training to life. Another way of making the slide deck real to participants is to begin with a short introductory story or even use a relevant video clip (perhaps one of those available [here](#)) to highlight the relevance of the material to the lives of women migrants in South Africa.

### **Key messages**

The slide deck has four key messages:

- The use of digital tech can provide many **benefits for women migrants, but such use can also cause significant harms**, and these must be mitigated for the benefits to be gained.
- **Women and girl migrants suffer much more than men from online violence and harassment** (although it must be recognised that men also suffer from these harms).
- Women migrants and their families need as far as possible to ensure that they use digital tech **safely, wisely, and securely** (or privately).
- Women 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.

The material can also be divided up into four sections, each of which can be delivered in depth on a separate occasion: introduction and digital literacy; safe use of digital tech; wise use of digital tech; and secure (or private) use of digital tech.

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

### **Preparation by trainers before using the slide deck**

It is possible to use the slide deck 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 deck, before they begin using it 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 during the training.

### **Style of presentation**

With the exception of the 30-minute informative presentation of the material in the deck, 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, requests for clarification, and practical demonstrations. The deck has four specific opportunities for discussion and questions, and in a 60-minute presentation at least five minutes should be allocated for each of these. 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. If not, the presenter can say they will find out (perhaps in a refreshment break during the training) and then let everyone know. None of us knows the answers to every possible question!

### **Using printed versions of the slide deck**

In contexts where there is no electricity or it is impossible to project the slide deck it is always possible to use 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 a basis for what they say (see Section 3 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 deliberately used in the slide deck as a means of reinforcing key messages, although a presenter could always skip over such repetition should time be running out.

## **2. Specific advice for using the slide deck**

The main purpose of this slide deck is to provide **a basic introduction to the safe, wise and secure use of digital tech**, for women migrants, especially in South Africa, focusing particularly on what to do when beginning to use a mobile device. It is intended very much for those who have limited previous experience of digital tech.

### **Part 1**

Slides 8-13 therefore begin with the basics of having a mobile device and being connected to the Internet if you have a smartphone. 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 9)
- And then emphasise the options for choice of SIM cards and networks (Slide 10)
  - If people ask what SIM means, it is an abbreviation for “Subscriber Identity Module”
  - Slide 10 also provides an important reminder that not all companies cover all areas equally well, and there are cost implications of newer technologies.
- 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 often not requiring payment for mobile data). It would be good to include mention in Slide 11 of the sorts of apps that women 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 (unlike Google).
- Slide 13 provides a short introduction to the concepts of digital literacy and information literacy, making the important point that not everything on the Web is to be trusted,

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, if necessary picking out just the key points, but for real beginners the messages in these first few slides are very important.

## Part 2

Slides 15-20 address the **safe use** of digital tech, focussing first on behaviours and then on technical aspects. It begins by emphasising that women and girls are especially vulnerable online.

Areas to be emphasised 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 to enhance safety.
- The importance of having strong passwords and several layers of authentication.
- Presenters could focus on Slide 18 which provides useful behavioural tips of what to do and what not to do. 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 participants are technically interested, presenters could note on Slide 19 that device recognition is technically termed “endpoint security”.
- If there is time, it is always useful to have a brief discussion after this section.
- Slide 20 is especially important for women and girls

### **Part 3**

Slides 22-25 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 they have other useful suggestions on this from their experience that could be shared in the group. The important message from this section is that women (and also men) need to be wise and thoughtful about the implications of using mobile devices. We should all use digital tech to do good rather than causing harm.

### **Part 4**

Slides 27-20 address **security** (or privacy). The section is divided into behavioural and technical aspects.

Particular attention is paid to the risks around paedophilia and the sexual abuse of children online. Women should always think twice (or more) before posting pictures of themselves, and especially their children, online.

### **The conclusion**

This 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?**

It can be helpful to ask participants what one thing they will do differently having participated in the training session. This can form the basis for a useful discussions among participants.

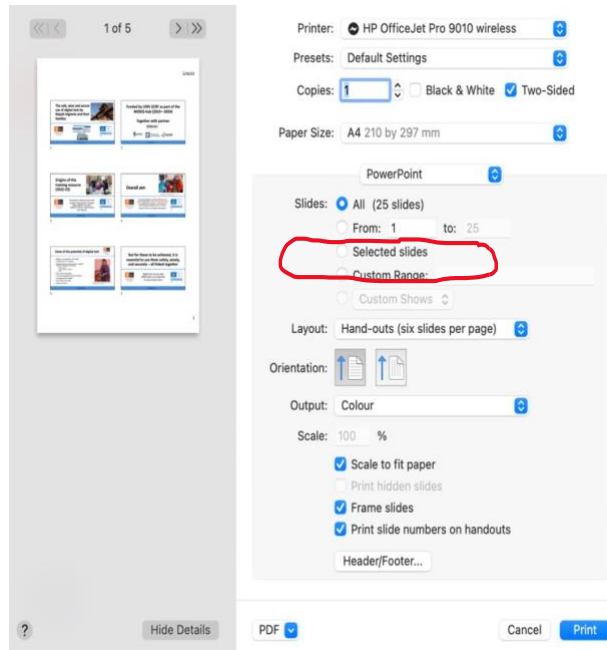
Slide 32 then provides succinct recommendations on what to do and what not to do.

The final slides provide information about how the deck was developed and some useful links.

## **3. Further potential uses of the material in the slide deck**

### **Handouts**

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




## Text pages

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



## Posters

Some of the slides have been designed so that they can readily be developed into posters (see, for example, slides 18, 23, 24 and 32 below). These can easily be printed and used in training rooms or computer labs (and most of the advice is also relevant to men). Short radio promotions could also be made about single slides.

## Final reminders: being safe, wise and secure

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### What to do

- Learn about how to use your digital tech
- Create robust passwords
- Use multi-factor authentication
- Regularly update your apps and operating systems
- Be thoughtful and polite on social media
- Take time away from digital tech

### What not to do

- Don't share your passwords
- Don't become addicted to digital tech
- Don't respond to messages you do not trust
- Don't waste money you can't afford on digital tech and social media
- Don't send money or documents online to someone you don't know
- Don't share anything online you would not want everyone to see

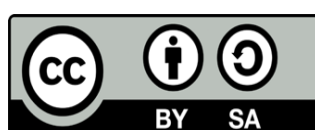
<https://ict4d.org.uk>

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

These guidance notes are based on material prepared by members of Work Package 9 of the MIDEQ Hub.



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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 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 women migrants):

- CodeMonkey (2022) What are the basic digital literacy skills for children? (by Keren Hirschhorn), <https://www.codemonkey.com/blog/what-are-the-basic-digitalliteracy-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](https://cpr.pt/wp-content/uploads/2022/01/see.tell_listen_-_training_module_on_digital_literacy_for_refugees_en-1.pdf).
- ECPAT, INTERPOL, and UNICEF (2022) *Disrupting Harm in South Africa: Evidence on Online Child Sexual Exploitation and Abuse*, Global Partnership to End Violence against Children
- Equality Now (2021) *Ending Online Sexual Exploitation and Abuse of Women and Girls: A Call for International Standards*
- European Commission, Connect Migration Network – Digital Literacy for Immigrants, [https://ec.europa.eu/migrant-integration/integration-practice/connect-migrationnetwork-digital-literacy-immigrants\\_en](https://ec.europa.eu/migrant-integration/integration-practice/connect-migrationnetwork-digital-literacy-immigrants_en).
- European Union Media and Digital Literacy MOOC, <https://digital-skillsjobs.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/wpcontent/uploads/2020/11/Digital-Literacy-Training-Guide.pdf>.
- ICT4D Collective (2023) *Technology, Inequality and Migration*, ICT4D Collective (includes links to the Collective’s many resources (see especially work in [Nepal](#) and South Africa that provided the basis of this training deck)
- ITU, Digital Literacy, <https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-andGirls/Pages/Digital-Literacy.aspx>.
- Manyane, A., Minnar, I., Dube, H. and Iyer, I. (eds) (2022) *Understanding Online Gender Based Violence in Southern Africa*, Centre for Human Rights, University of Pretoria
- Microsoft, Digital Literacy (including resources, <https://www.microsoft.com/enus/digital-literacy>.