Connected Society

How to Design a Mobile Internet Skills Training Toolkit

A guide to designing a toolkit to train people in basic mobile internet skills

The GSMA represents the interests of mobile operators worldwide, uniting more than 750 operators with almost 400 companies in the broader mobile ecosystem, including handset and device makers, software companies, equipment providers and internet companies, as well as organisations in adjacent industry sectors. The GSMA also produces the industry-leading MWC events held annually in Barcelona, Los Angeles and Shanghai, as well as the Mobile 360 Series of regional conferences.

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Connected Society

The Connected Society Programme works with the mobile industry and key stakeholders to improve network coverage, affordability, digital skills and locally relevant content, in pursuit of the wider adoption of the mobile internet.

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Introduction

What is the 'How To Guide'?

This document is a 'How To Guide' for organisations aiming to improve the mobile internet literacy of a particular group of people. It enables practitioners in any country to develop and deliver contextually specific training in basic mobile internet skills. We provide actions and recommendations on how to develop tailored, meaningful training sessions and resources for your particular audience. It complements our Mobile Internet Skills Training Toolkit.

Who can use this 'How To Guide'?

Any Mobile Network Operator (MNO), Non-Governmental Organisation (NGO), Government or Development Organisations that has an interest in their beneficiaries, improving their knowledge and understanding of the mobile internet.

Why and how was this guide developed?

Ten years ago, only 16% of the world was online and fewer than 1 in 10 people in developing countries were using the internet. In the past decade many of those people have come online for the first time. Despite this, 57% of world's population remain offline, the majority of which are rural people in developing countries.[1] Research conducted by the GSMA's Connected Society programme has consistently shown that low levels of mobile internet literacy is one of the most important reasons why many of these people remain offline.[2]

In order to address this barrier, the Connected Society programme decided to develop a Mobile Internet Skills Training Toolkit. We did this through a user-centric design process, in collaboration with a number of partner organisations. This design process included a review of available literature, interviews with experts, and multiple rounds of focus group discussions, community visits, and a "train the trainer day" followed by a 2 day pilot training workshop with our target audience in Maharashtra State, India. This process gave us a strong understanding of people's mobile phone and internet usage, their preferred learning styles, and insight into the motivations and challenges that people face there. This guide uses the findings gathered during this process to provide a clear and easily adaptable framework for designing and delivering training on basic mobile internet skills in other parts of the world, enabling you to create a localised and customised toolkit relevant for your audience.

What is the Mobile Internet Skills Training Toolkit?

The tools and resources provided in the Mobile Skills Training Toolkit give trainers what they need to demonstrate the value and the functionality of the internet on mobile phones. As a result, trainees are equipped with a deeper understanding of what they can use the internet for and the basic skills needed to access and use it. The toolkit targets people with little or no mobile internet skills who want to learn how to use the mobile internet. This includes people who want to learn what the mobile internet is and how to communicate and search online. Although the toolkit has been tailored for people in Maharashtra State, India, we are confident that it will have relevance for people in the rest of India, particularly when used in conjunction with this guide. Moreover, it can be adapted to meet the needs of people in other countries using this 'How To Guide'.

1. Source: ITU (2015)
2. See: GSMA, Digital Inclusion Report 2014 and Accelerating Digital Literacy: Empowering women to use the mobile internet

Defining the problem: Mobile Internet literacy

UNAWARE	AWARE	UNDERSTANDS	INTERNET ACCESS	TRIAL	REGULAR USE	CREATE CONTENT
Never heard of mobile internet services	Aware of mobile internet services and knows what it does	Understands the value of the mobile internet, the costs and trusts in the service	Gains access to the internet on mobile either via data plan, pay-as-you-go or Wi-Fi	Interacts with the mobile internet via search, app and uses other functions	Uses the mobile internet for social and busniess purposes	Creates content for sharing

What is mobile internet literacy?

For the purpose of this document, we have defined mobile internet literacy in two ways:

## Mobile internet literacy

The ability to access the mobile internet and search for content via an internet browser and apps.

Advanced mobile internet literacy

The ability to access, create, navigate and consume online content on a range of digital devices.

The aim of this 'How To Guide' is to help people gain mobile internet literacy, inspiring them to move along the path towards more advanced mobile internet use as shown in the diagram opposite.
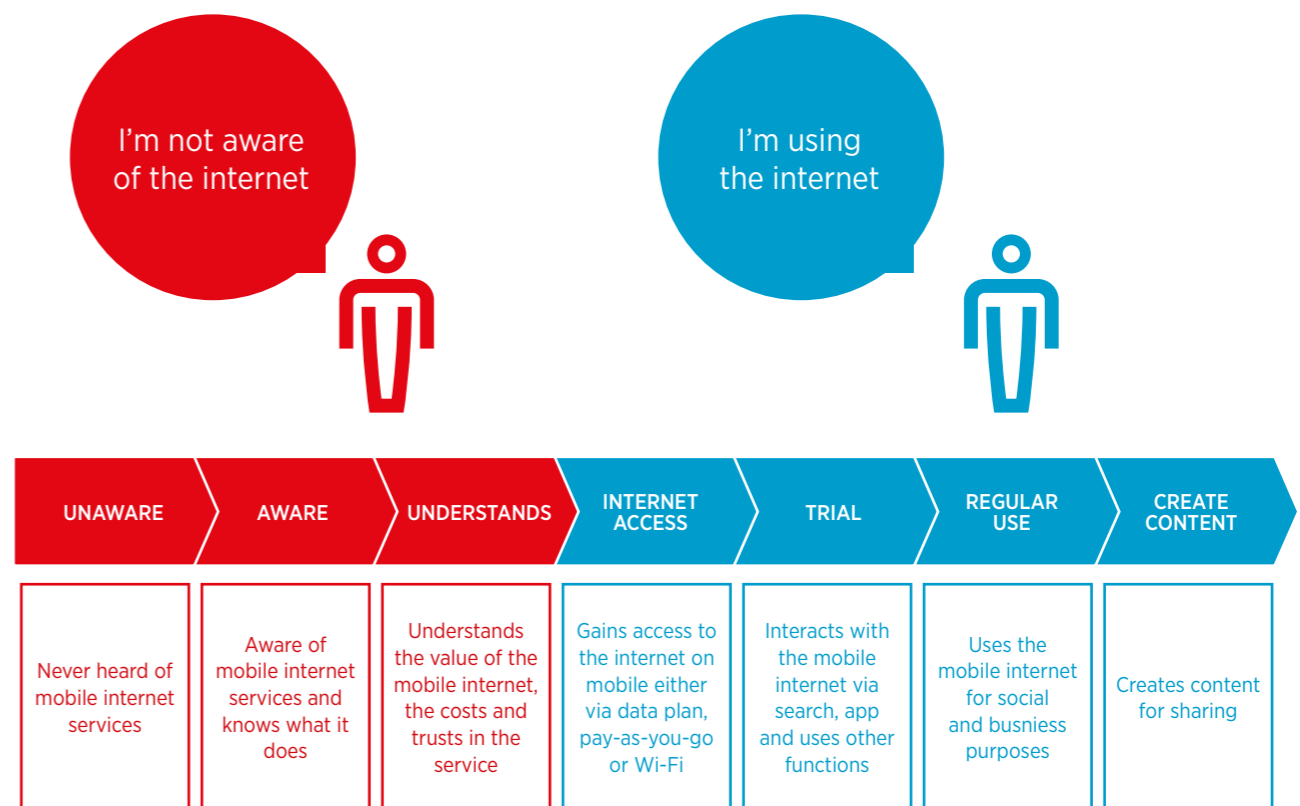
Why does it matter?

In the last 30 years the internet has had major impact on the world, transforming the way individuals, societies, businesses and industries function and interact. At the same time mobile phones have become the most popular and widespread form of personal technology in the world, with 4.7 billion unique mobile subscribers globally.

In developing countries mobile phones have become the primary way that people connect to the internet, with the number of unique subscribers to the mobile internet growing from 874 million at the end of 2010 to 2.5 billion in 2015.[3]

While this equates to 40% of the population in developing countries subscribing to the mobile internet, it also means that 60% of those populations are not subscribers. The Connected Society programme has identified multiple barriers preventing these populations from connecting to the mobile internet, namely infrastructure challenges, affordability and consumer impediments such as a lack of locally relevant content and digital literacy.

Here we focus on the last of these barriers. Due to gaps in understanding, unconnected and illiterate populations are currently being left behind in the mobile internet revolution and are not benefitting from the plethora of services and life enhancing content and information that access to the mobile internet can provide.
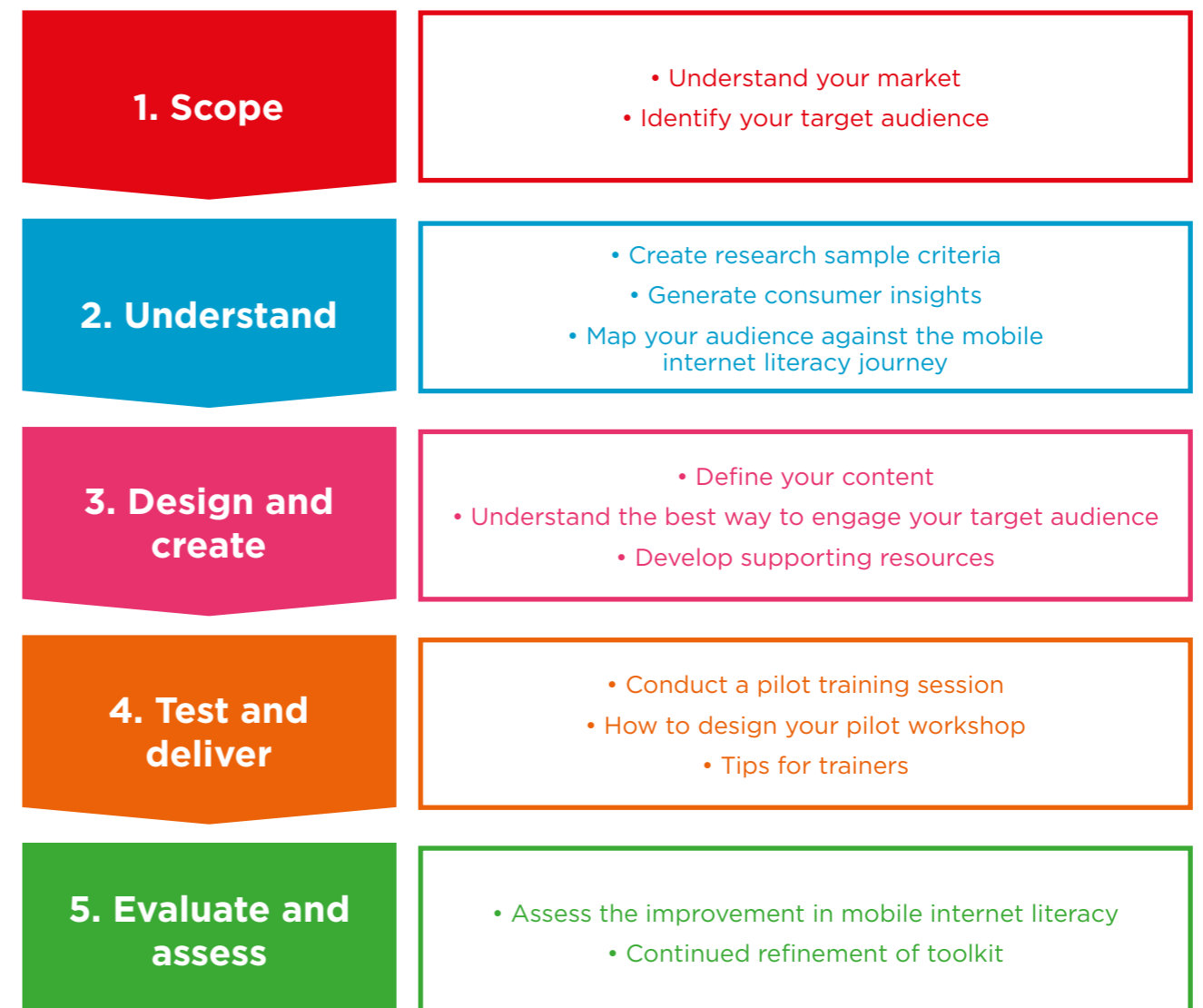
3. GSMA Intelligence (Q4 2010 - 2015)

How to use the 'How To Guide'

This 'How To Guide' consists of five steps. Each step describes a specific set of actions and recommendations, and is illustrated with examples from the original toolkit.

Figure 2

1. Scope	• Understand your market • Identify your target audience
2. Understand	• Create research sample criteria • Generate consumer insights • Map your audience against the mobile internet literacy journey
3. Design and create	• Define your content • Understand the best way to engage your target audience • Develop supporting resources
4. Test and deliver	• Conduct a pilot training session • How to design your pilot workshop • Tips for trainers
5. Evaluate and assess	• Assess the improvement in mobile internet literacy • Continued refinement of toolkit

This 'How To Guide' outlines a research and design process that will help you to understand users' needs and develop resources and training sessions that meet those needs. People's understanding, challenges and motivations are very different across cultures, meaning there is no 'one-size-fits-all' approach to learning. This is a guide for adapting the Mobile Internet Skills Training Toolkit, which was developed based on research and testing in Maharashtra State, India. Although, we are confident that it will have relevance in the rest of the country. It is very important that time is invested in adapting the toolkit for use in different contexts, so that it meets users' needs in your market.

Partnership roles

Successfully designing and delivering a Mobile Internet Skills Training Toolkit may mean engaging in partnerships with a number organisations. Different partners bring diverse strengths, so depending on the role of your own organisation, your target audience and the purpose of your training, you may wish to partner with any number of the following:

Partnering with Mobile Network Operators

MNOs can help you understand your audience during the research stage: providing data on customer behaviour and usage patterns, key mobile internet services and future business and marketing strategies. If the MNOs in your region offer mobile training to their customers, then they may be able to provide trainers during the testing of your toolkit and support in taking it to scale.

NGOs and local development organisations

NGOs and local development organisations can help you understand your market during the research stage: offering insight into people's everyday lives, personal challenges and aspirations, cultural norms and values, and preferred learning styles. These organisations could also give support during the design and delivery of the training, recruiting their beneficiaries as participants for the pilot. NGOs involved in training (particularly in digital skills) could also provide trainers during the testing of your training and support in taking it to scale.

Partnering with governments

Governments can offer expertise during the research for your toolkit, particularly in providing information on existing digital skills training initiatives, gaps in the market and advice on delivery of the toolkit. Governments can also support in taking the toolkit to scale.

Research organisations and consultancies

Research organisations can support you during research, particularly in helping to understand your market and identifying your target audience. They can recruit your research participants and identify their needs, barriers and motivations. During the testing of your toolkit, these organisations can also support you to pilot it, and assess the impact of the training afterwards. Some research organisations or specialist consultancies can also help you to design and create your training content and resources.

Partnership roles: what worked for us

A number of partnerships were key to the successful design and development of our training and toolkit in India.

MNOs

Idea Cellular and Telenor India were key MNO partners from early on in the research phase, sharing information on their customers' concerns, interests and preferred mobile internet services.

Both MNOs contributed their own trainers to take part in the pilot training and offered feedback on the toolkit.

NGOs and local community organisations

Digital Empowerment Foundation (DEF) was a key training partner from early on in the research phase. They were able to share insights on how to develop a successful digital training initiative in India, drawing on the range of digital training initiatives they are involved in.

DEF also contributed their own trainers to take part in the pilot training and these trainers recruited their own participants for the pilot. This meant that many of our trainers already had a relationship with their participants and a strong understanding of their mobile internet literacy levels. This was useful in that they were able to support their participants closely and provide clear feedback on the toolkit.

Research organisations

2CV was a key partner from the beginning of the research phase, engaging with the MNO and NGO partners and a range of digital literacy and training experts, to conduct research in understanding the market and identifying the target audience.

2CV were also a key partner in testing the toolkit and engaged with their Indian research partner, Point of View Research, to recruit research participants and conduct the focus groups and community visits.

As 2CV have expertise in developing training toolkits, they were also key partner in designing the toolkit and piloting it with trainers and participants in Maharashtra, India.

Step One: Scope

STEP 1: SCOPE

> **PURPOSE:** Understand the local context and environment in which you plan to use the toolkit
>
> **OUTCOME:** Identify the target audience for mobile internet skills training

The first step in creating a training programme and resources that meet people's needs is to develop a broad understanding of the challenges they face in your market and a sense of what learning opportunities are already available.

Understand your market and identify your audience

To develop an initial, high-level understanding, it can be useful to start by conducting a review of the available literature. Sources such as the World Bank, UN and GSMA Intelligence and GSMA Mobile for Development websites provide information that can help you to develop a high-level overview of your market.

It is also valuable to speak to experts who have first-hand experience and understanding of the market as well global perspectives of similar training offerings. This can help to develop a deeper understanding of the types of challenges people face and the cultural context they are operating in. These experts could include local NGOs, training organisations or digital literacy experts. The audience insights and lessons learned that can be gained from speaking to these people are critical in helping you capture information that is largely not available in the public domain.

Once you have gained a clear understanding of your market, the next step is to identify a target audience

that you want to offer mobile internet skills training to.

People's mobile internet needs, usage, barriers and motivations are affected by a range of factors within each market, such as education, age and social norms. Identifying a target audience will help you to focus on understanding and addressing the needs of that particular group of people, thereby making the training more relevant to them.

For instance, you could target a particular gender (e.g. women), age bracket (e.g. 35-55), or those in a particular location or employment sector (e.g. agriculture). Often you will want to target a group made up of a mix of these factors (e.g. women aged 35+, in a particular region, working in agriculture).

To maximise impact and sustainability, we also recommend identifying a group that could be trained as trainers. Subsequent training sessions could then be conducted through partnerships with NGOs, MNOs, or local community groups who can support these trainers.

What worked for us

We conducted an initial review of available literature before identifying relevant experts who could help us deepen our understanding. Our interviews were with global, regional and in-market experts, to gather context and add depth to our literature review.

While there is a range of literature on digital literacy generally, we found a dearth of publically available material on mobile internet literacy, particularly relating to India. This meant that expert interviews were crucial to help us deepen our knowledge and understanding.

Through this process, we identified a broad subset of the population in India on which we decided to focus the training. This included men and women between the ages of 20-60, that were from largely peri-urban and rural backgrounds, and who had low education and traditional literacy levels. These people were interested in learning about the mobile internet and had a basic level of awareness of what it could be used for, they could also use their mobile phones to make calls and send SMS, but had little or no mobile internet skills or experience.

Below we have bucketed some areas you could consider researching to understand your market environment and target audience in greater depth.

1: Socio-economic factors

• What cultural backgrounds do people identify with?

• What norms and traditions affect mobile internet access and usage, and education and training (e.g. gender norms)?

• How would you classify the market in terms of education levels?

• What percentage of people over 15 years old can read and write?

• What are the main sources of income for the majority of the population?

• What are the differences between urban and rural populations?

• What are the most commonly spoken languages?

2: Mobile phone ownership

• Who usually owns or uses a mobile phone in a family or community?

• Are phones shared? How are they shared?

3: Mobile internet environment

• Which areas have mobile internet coverage?

• How many mobile internet subscribers are there?

4: Cost of mobile internet use

• What is the average cost of an internet-enabled feature phone and entry level smartphone?

• How much does it cost to access the internet on a mobile phone? What mobile internet packages are available?

5: Motivations and barriers to using the mobile internet

• What are people's motivations and aspirations in their everyday lives?

• What challenges do people face in their everyday lives?

• What positive and negative perceptions of the internet do people have?

• What motivates people to use the mobile internet?

• What barriers do people face in using the mobile internet?

6: Existing digital skills initiatives

• How are people learning to use the mobile internet at present?

• What existing internet skills training is available? What proportion is desktop PC vs. mobile focused?

• What gaps are there in mobile internet training programmes that need to be addressed?

Step Two: Understand

Create research sample criteria

Firstly, it is important to create a sample criteria based on your target audience. This is a set of defining characteristics that will help you ensure you speak to the right people during your research e.g. a particular gender, age range, location.

While creating your sample criteria it is important to consider the diversity within your target audience. For example, there are likely to be differences amongst members of your target audience which can affect how they respond to your training content and these different needs and perspectives need to be taken into consideration.

SAMPLE CRITERIA TO CONSIDER

- Age
- Gender
- Location
- Personal and family income
- Education level

- Occupation
- Mobile usage
- Mobile internet literacy
- Desire for mobile internet proficiency

PURPOSE: Understand the mobile internet skills of the target audience and their preferred learning styles

OUTCOME: Identify the specific skills that will become the focus of the training sessions and resource materials

Once you have a clear picture of your market and have identified your target audience, the next step is to develop an in-depth understanding of this audience and their mobile internet skills. This will help you to decide what to focus your training on.

This understanding can be developed by conducting research with members of your target audience. This can include holding interviews or focus group discussions with them.

Create research sample criteria

What worked for us

Once we had identified our target audience, we created a sample criteria, using this to recruit our research participants.

OUR SAMPLE CRITERIA

- Mix of non and low users of mobile internet
- Mix of feature phone and entry-level smartphone (Android) users
- Living in Maharashtra, India, in Pune and the surrounding region
- Equal split of men and women
- Urban, peri-urban and rural mix (greater focus on rural)
- Low to middle income people (greater focus on low income)
- Varying education levels (greater focus on lower levels of education)
- Age-range between 20-60 years
- Professions: mix of unemployed, employed and self-employed (e.g. housewife, local store owner)
- Mix of socially connected in the community and outspoken (strong and active social connections within family or community) with those not so connected
- Demonstrate a desire to be more proficient in the internet (medium to high motivation to use the mobile internet more)

Generate consumer insights

Some key areas to explore with your target audience are outlined below:

1. What do your target audience want and need from mobile internet?

People will not be motivated to improve their mobile internet skills if they do not see the value of doing so. It is important to understand how it could be beneficial to them in their daily lives:

- What are their most important wants and needs?
- How do they use the mobile internet in their daily lives (if at all)?
- Are they aware of the various services and applications they can access through the mobile internet?
- What challenges (e.g. awareness, relevance or skills) do they face in accessing these services?
- What concerns if any, do they have about using the mobile internet?

2. What is the current level of mobile internet literacy of the target audience?

Understanding their current levels of literacy will help you identify what skills to focus your training on.

- Where does your target audience sit in the 'digital literacy journey' (see Map your audience against the mobile internet literacy journey)
- How comfortable are they using their phones to access the internet and use the different services?
- What can they currently do on their own and what do they need help with?

3. How does the target audience prefer to learn?

People learn in different ways, and it is important to find out what kinds of training methods suit these styles. For example, people might prefer group discussions, listening to stories they can relate to, watching videos or playing games and activities. The best way to understand this is to explore how people prefer to learn and share information in their community.

- How did they learn to use their phones? On their own, or with support? From who and how?
- Do they prefer to learn one-on-one, with a small group, or in a big group?
- What are the ways that people consume and share information in the community? E.g. listening to the radio, story-telling, community groups

Generate consumer insights

Tools

There are several tools you can use that are valuable to develop a deeper understanding of your target audience. The key tools we will cover here are: expert interviews, focus group discussions and community visits.

💬 Expert interviews

Expert interviews are short conversations with people who have relevant knowledge and an informed perspective on a subject area, region or programme.

The information from these interviews can provide valuable insights for designing your toolkit, making it more relevant to your target audience and stakeholders. In-market digital literacy experts, digital training practitioners, and people from organisations such as MNOs and NGOs, can provide valuable expert interviews.

Example topics to explore:

• Their thoughts and experiences on your audiences' mobile internet behaviour, challenges and motivations

• How they feel these people's mobile internet skills could be improved

• Learning styles of the target audience

What worked for us

We spoke to a number of in-country and regional experts who helped us understand the audience.

and the challenges they face with regard to mobile internet literacy, and assess what existing training initiatives exist and how these approach the challenges. These experts also referred us to further relevant literature to review.

Generate consumer insights

👥 Focus group discussions (FGDs)

FGDs are a helpful tool for understanding the attitudes and experience of a group of people in a relatively short space of time.

It is important that members of each FGD share relatively similar characteristics so that participants feel comfortable sharing their opinions. If you have a diverse target audience, consider splitting them into more homogenous sub-groups for this (e.g. by gender, age, rural/urban). This will increase your understanding of different needs and perspectives.

How to conduct focus groups?

Ensure you hold your focus group at a place where attendees feel comfortable. For example, if they are from a rural location, conduct it in a rural setting such as a village hall. Building rapport with the group is also very important, so begin with some general introductions and light games. The role of the facilitator is to put the attendees at ease, and encourage them to participate in an informal discussion.

If there are language barriers, it is important to work with a bilingual facilitator, or have a translator present.

What worked for us

We conducted 6 different 2-hour focus group sessions, ensuring that each group represented a different segment of our target audience (e.g. female, rural, feature phone owners with little or no mobile internet literacy). These sessions covered the target audience's challenges, aspirations, perceptions of mobile internet and preferred learning styles.

Generate consumer insights

⚬⚬ Community visits

This approach involves going into a community or area where your target audience are based, and speaking to a range of people in order to understand their everyday lives, needs and attitudes.

Community visits are valuable for developing a deeply contextualised understanding of your target audience, community dynamics and broader social influences. It can also enable a greater focus on individual behaviour. They are also useful for understanding detailed practices and barriers, as well as capturing usage patterns in the community (e.g. is sharing of devices common?).

How to conduct community visits?

Community visits often work best when you pre-arrange a meeting with an individual in the community who can then introduce you to other people. Start with a one-on-one discussion with the participant, and broaden out to meet family, friends, and other relevant people.

Though it is crucial to be flexible in these visits, it is also important to have an interview guide with the key questions you want to cover. A local facilitator can help guide the session. If there are language barriers, we recommend working with a translator.

Example topics to consider can be seen on page 14.

What worked for us

We conducted community visits with different sample segments of our target audience. In these sessions we explored the community context, perceptions of mobile internet, how they currently learn about the mobile internet, individual and community-wide mobile internet uses and challenges.

Generate consumer insights

📄 How to use a discussion guide

Whenever you conduct an interview, even if it is very brief and informal, it is valuable to have a list of questions on hand to remind you of your objectives and the topics you want to cover.

Your topics will need to be tailored for different interviewees and discussions. An example of a focus group discussion guide can be found in the appendix.

The following are some areas to consider:

Perceptions, attitudes and experiences

• What do you know of your target audience's experiences with the mobile internet and the level of interaction with it, to date?

Motivations and barriers

• How are the target audience likely to benefit from using the mobile internet?
• What mobile internet literacy barriers do people currently face?
• What incentives and motivations can help people learn mobile internet skills?

Learning styles

• How does the target audience currently learn to use the mobile internet?
• What are literacy (reading and writing) levels like amongst the target audience?

Existing initiatives

• Are there any examples of initiatives addressing these barriers effectively?
• What can be learned from these efforts?

Create research sample criteria

Ethics and safeguarding

When conducting research with your target audience, it is important to behave ethically and responsibly.

GUIDELINES FOR ETHICAL RESEARCH PRACTICE

- Get formal, informed consent from your participants before research and/ or any photography takes place. For children you will need to get consent from a parent or guardian

- Ensure participants are able to withdraw from research at any time free from judgement or coercion

- Gender match researchers to participants where possible so that they can feel safe and comfortable

- Conduct research in safe and suitable locations, and arrange safe transport to and from the venue where needed

- If you require significant amounts of time from members of the community or intend to involve them on an ongoing basis, you may want to consider compensating them for their participation for example by giving them mobile airtime or data, or items such as kitchen supplies or school books
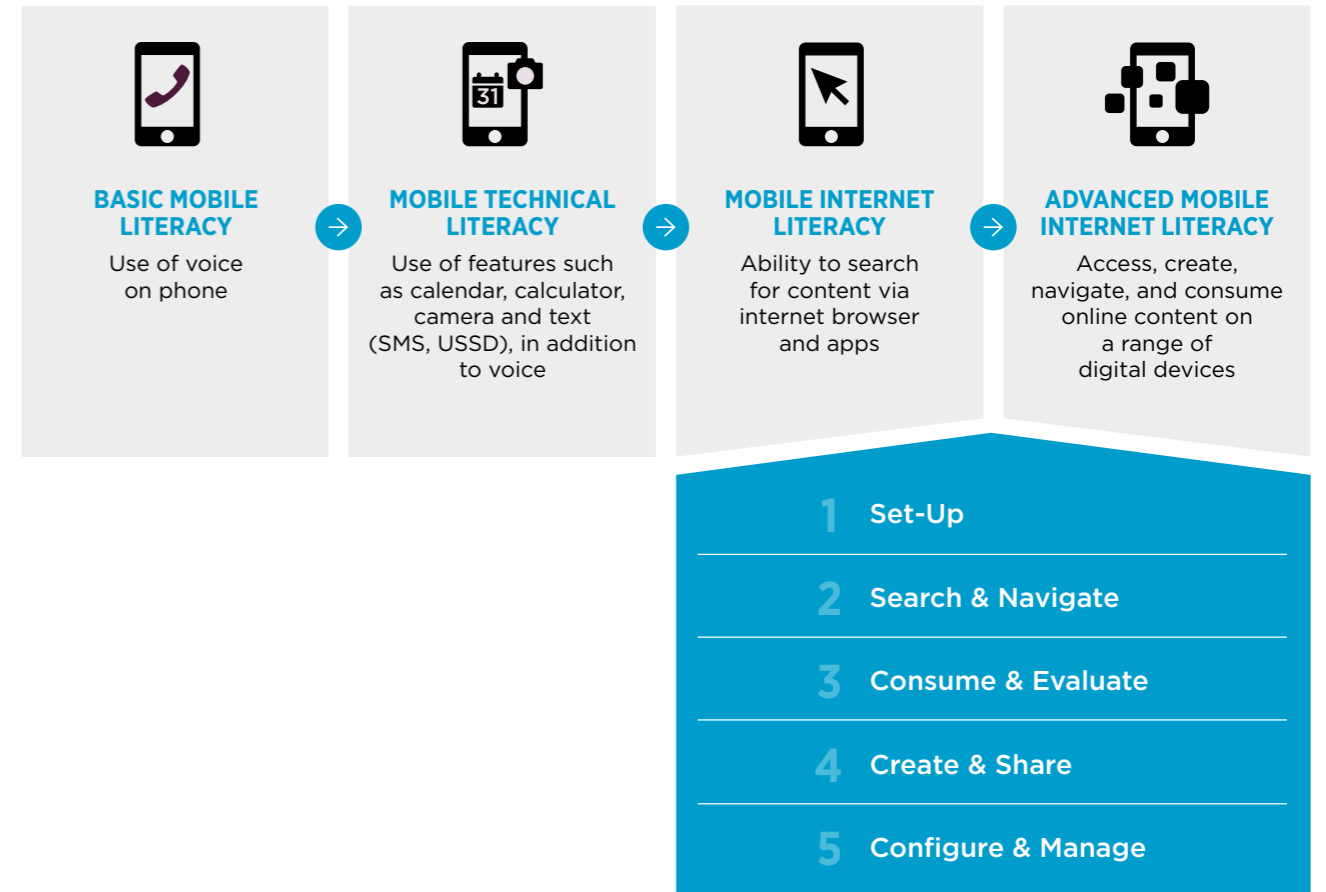
If your target audience includes vulnerable members of a community, such as children or young women, you will need to take extra care to ensure participants are not at risk when participating in your research.

Map your audience against the mobile internet literacy journey

Once you have assessed the mobile internet literacy levels of your target audience, it is useful to identify where they fall on a mobile digital literacy 'journey' (see below). This will help you to pinpoint which skills you need to focus on and provide a framework for understanding where you need to focus your efforts.

GSMA's Digital Literacy Journey [4]

BASIC MOBILE LITERACY	MOBILE TECHNICAL LITERACY	MOBILE INTERNET LITERACY	ADVANCED MOBILE INTERNET LITERACY
Use of voice on phone	Use of features such as calendar, calculator, camera and text (SMS, USSD), in addition to voice	Ability to search for content via internet browser and apps	Access, create, navigate, and consume online content on a range of digital devices

1	Set-Up
2	Search & Navigate
3	Consume & Evaluate
4	Create & Share
5	Configure & Manage

1. Set up: requires a data plan, setting up internet access, downloading and signing into apps and services

2. Search & Navigation: refers to the ability to search and navigate within a mobile internet app or service

3. Consume & Evaluate: basic level – understanding the different sources and types of content available. Advance level – be able to discover new and useful services, apps and information and to know which content to trust

4. Create & Share: refers to the ability to create tailored content for an online interaction and then share that content with a particular audience

5. Configure & Manage: basic level – able to update settings and preferences for one or more internet service. Advanced level – ability to configure new services and apps independently, to manage multiple digital identities and critical risk factors related to internet use[5]

4. GSMA, Digital Inclusion Report 2014
5. GSMA, Accelerating Digital Literacy, 2015

Map your audience against the mobile internet literacy journey

Identify a starting point: Once you understand where your audience sits along the 'journey', you can identify a starting point for your training content. In order to engage your participants and keep them motivated, it can help to introduce them to the benefits of using the mobile internet, before you teach more technical skills. We recommend you start by demonstrating the content you can **consume** and how to **search and navigate** that content before **set up.**

Remember: Traditional literacy (reading and writing) is not essential for low levels of digital literacy. Having higher levels of traditional literacy amongst your target audience will make it easier for them to learn the skills needed to move through the digital literacy journey. However, it is possible for people with low traditional literacy to gain digital skills, though training will need to be approached differently. For example, by focusing the training on practical exercises, and supporting it with visual aids rather than text.

Segment your community

What worked for us

Our target audience were mobile users with little or no mobile internet skills. The mobile digital literacy journey helped us to assess what skills we needed to focus on to support their development of basic mobile internet skills.

Through our research we established that in order to give our target audience the necessary skills, we would need to demonstrate the benefits of the mobile internet to them, and show them how to search and navigate content on their phones.

At a more advanced level, the next step would be to teach more technical skills such as 'set up', and more complex skills such as creating and sharing content, evaluating content, and configuring and managing profiles online.

We were aware there was a lot of diversity within our target audience, therefore we needed to segment our audience into different categories to ensure we understood these differences, and could ensure the training was relevant to all people in the target community.

We used key demographic criteria and mobile internet usage behaviour to segment our sample, this included:

- **Gender:** Considering the needs of women and men, and sensitive issues such as men's perception of women using the mobile internet
- **Age:** We split our audience into two key age brackets; 20-35, 35-60
- **Location:** We looked for differences amongst rural, peri-urban and urban mobile users
- **Literacy levels:** We took into account a range of education and literacy levels
- **Income levels**: We looked out for differences amongst different socio-economic groups
- **Mobile internet usage:** We considered the different experiences of non-users, low-level users and what we call 'leading-edge' low level users of the mobile internet

Leading edge low-level users of the mobile internet, are users that are transitioning from basic to more advanced usage of the mobile internet. It was valuable to speak to this audience to understand what motivated them, and how this could be replicated amongst those with less mobile internet skills.

Step Three: Design and create

> **PURPOSE:** Develop the content and supporting materials for the mobile internet skills training
>
> **OUTCOME:** Resources and materials that people can use to deliver the training and promote mobile internet literacy skills

Now that you have developed an understanding of the people you want to train, the next step is to design and develop training content and materials that you will use to improve their mobile internet literacy.

Identify and structure your content

You can now identify the topics to include in your mobile internet skills training and the techniques and materials you will need to deliver these topics.

The following questions can be used to help you frame your selection of topics:

- What mobile internet skills and services are most important to your audience?
- What mobile internet skills would be most useful and relevant to them?
- What mobile internet skills and services do they want to know more about?
- What concerns or barriers need to be addressed through the training?

Once you have identified the topics you want to include, you will need to structure them in a way that is simple and easy for your participants to follow, and that engages them from the beginning.

There are many different ways of structuring your content, e.g. around the service, the skill or around a life story (i.e. a persona story). You can experiment with which approach works better for your content with your research test groups **(see 'Define your content': What worked for us').**

Define your content

Tips for defining and structuring your content

Start from the basics.

Starting with the basics allows you to identify and address any knowledge gaps amongst the group and ensure everyone feels confident and comfortable as they progress.

Set participants up for success.

Some participants may be unfamiliar with mobile phones, especially smartphones. Ensure participants are comfortable with basic functionality and navigation of the devices before introducing the mobile internet in your training.

Provide a hook.

To get your participants motivated and engaged, provide an initial 'hook' before expanding out to other mobile internet uses. Fun and entertainment are often popular hooks for people.

Keep it simple.

Some topics may be too complex or require more discussion time, so be realistic about what you can cover. Through focus group discussions you can establish what you need to cover and how much time your participants are likely to need to learn new skills.

Build from familiar concepts.

Learning something new can be intimidating, so starting with elements that participants may already know (e.g. messaging) can help you to build confidence in your participants before introducing some of the more unfamiliar ideas.

> Because not all the women in our training were familiar with smartphones, we gave them plenty of time at the beginning of the training to take 'selfies' using the camera. Not only did they enjoy using the camera, but it helped to build their confidence using the phone.

Define your content

What worked for us

We identified three key services that our target audience wanted to learn about, that could be beneficial for their lives and those around them, and that could enable our participants to develop the basic transferable skills they needed for use of the wider mobile internet. These services were WhatsApp, YouTube and Google search. Safety and Cost were the main issues for people, so we built these into all the modules. We also created a general 'bitesize' introduction to introduce people to the internet in simple, non-technical language.

Introduction to the internet
Many people don't know what the mobile internet is, even if they have heard of it. We have included some simple explanations to help answer some of the most common questions that people ask about the internet.

WhatsApp
As in many other countries, people in India have significant interest in WhatsApp.[6] Due to SMS its messaging functionality is something with which people have some familiarity. Using WhatsApp as an entry point allows trainers to build on from what people know, whilst introducing the benefits of communication via the internet and the skills needed for this.

YouTube
YouTube enables participants to discover internet content in a simple, engaging and relatively enclosed online environment. It also allows trainers to build on the positive regard that people in India have for audio visual content, whilst introducing the skills necessary to use the mobile internet.

Define your content

Google search
Google Search provides people with the opportunity to find content that is relevant to them on the internet. This allows participants to experience the breadth and depth of information available to them on the internet, whilst also practising their search and navigation skills. For trainers who have taken their participants through the YouTube module, this provides an opportunity to build on the skills learned with YouTube.

Safety and Cost
Our research showed that safety and cost are significant concerns for people using the mobile internet in India (and they will likely be in other countries too), so we decided to address them in each module as well.

6.   WhatsApp was the most popular free app in the Google Play Store in India (as of December 2015). Source: AppAnnie

Define your content

Remember: To create content that engages your audience, it is important to develop it hand-in-hand with them. This involves a process of 'iteration'.

What is the iterative process?

This is the intensive practice of listening to and understanding the realities of end users, and generating content based on this. The process of listening and refining usually involves multiple rounds of back- and-forth between the designer and users, building and testing prototypes as you go along. Even if you already have content, it can be useful to put it through this process to understand how it resonates with your audience.

The iterative process to developing content:

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1. Identification of test groups

These are groups of people you bring together, before, during or after your toolkit is designed. The conversations you have with these people will determine whether the content you have developed is relevant and meets their needs.

Test groups should include a sample of the community you expect to target with the training content, but may also include other parties, such a community leaders or people who have slightly higher levels of mobile internet literacy. It is worth experimenting with different types of people in the test groups and noting what their presence adds. For example, the presence of a mixed ability group can lead to increased peer-to-peer learning.

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2. Co-creation process

The first step in the co-creation process is to spend time with these groups and understand what they want to learn about, how they prefer to learn, and what their challenges are.

Once you have these insights, you can create prototypes of the resources and training content and bring these test versions to the groups to get their feedback. The more rounds of feedback you can get on your content the better.

Define your content

Tips on how to get relevant feedback
It is important to think about the right questions and the best way to frame your discussions. Interacting with research participants and asking questions without assumptions or judgement is key to achieving honest and open input from the group.

Open-ended questions.
Leading questions (e.g. 'everyone likes this activity don't they?') can lead to predictable answers, and closed questions (i.e. those with a 'yes' or 'no' answer), can close down discussions. By asking open ended questions (e.g. how do you feel about this activity'?), you can encourage discussion and a wide range of responses.

Patience and positive encouragement.
Some people may be less confident, particularly in the beginning, as they acclimatise to the group setting. Give them time to feel comfortable and provide positive encouragement when they speak.

Observation.
Not all feedback needs to be spoken. Observe people's reactions and the atmosphere in the room as different subjects are discussed by the group and as different prototypes are introduced to them. This can give you a clear indication of how content is resonating with your audience.

Define your content

What worked for us

We conducted 6 different focus groups lasting 2-hours, ensuring that each group represented a different segment of our target audience. In each group we spent 45 minutes discussing their challenges, aspirations, perceptions of mobile internet and preferred learning styles. We then spent 1 hour and a quarter testing prototype resources and training content with them.

We conducted 2 groups per day and in between each set of groups, we used the feedback we received from participants to guide the next iteration of resources and training content, before re-testing in the following set of groups.

The final stage of iteration involved a run-through of all the training content and resources, in a training pilot, with 70 participants. These participants were recruited using the same sample criteria as provided for the test groups.

Even if you only have the resources to conduct one of the examples above, this will yield rich findings to build your toolkit.

Understand the best ways to engage with your audience

A range of training methods can be used to deliver training content. Each method has different strengths. Using a mix of methods within a session can be a more engaging and fun way to deliver your training.

Remember: Even in environments that seem similar, subtle cultural differences can dramatically change how participants respond to training content. It is important to test different approaches with your target audience to understand what resonates most with them.

1. STORY-TELLING

Story-telling activities can integrate lessons with an engaging narrative. They typically depict everyday situations with which participants can easily identify.

What kinds of story-telling should you use?

There are a range of story-telling approaches that can be useful, such as role-plays, persona stories, live testimonials and video stories. The ones that work best will depend on the learning preferences of your audience.

When should you use story-telling?

Story telling can be useful to explain how the mobile internet and various internet services can bring positive change to the everyday lives of people who use them. By using stories based on common experience, people are able to appreciate the value the mobile internet can bring to their lives and those around them.

If your audience understand the relevance of the mobile internet to their lives, you could minimise this area of your training.

Understand the best ways to engage with your audience

How to create a relevant story

1. Develop a story line

Think of some common scenarios your target audience can identify with. The insights from your research (Step 2: understanding your audience) can help you to create storylines that reflect the daily realities of your training participants. Below are some questions to think about as you develop your storyline:

- What are the common needs your target audience has? For example:

    - Supporting or growing their business?

    - Caring for the family and community?

    - Developing their skills and education?

- How can the mobile internet be used to address these needs?

> **Tip:** If you are going to use live testimonials (where the trainer, or other people tell their own, personal story about how the mobile internet has benefitted them), you do not need to develop the storyline any further. Instead, discuss what target audience 'needs' you want to address with the trainer/other person. Give them the freedom to tell their own personal story based on this. If you decide to do this, skip to step 3.

Understand the best ways to engage with your audience

2. Develop your story

If you are going to use role play, persona stories, or video stories you will need to develop your script. You can create your characters based on your earlier research. Once you have done this, you will need to write a 3-5 minute script, based on the storyline and characters you have developed. Picture your character in their everyday surroundings, interacting with their friends and family. Imagine them experiencing the need you identified earlier, and discovering how learning new mobile internet skills can help to meet that need.

> **Tip:** If your story is going to be translated into another language, you may need to shorten the script to keep it within 3-5 minutes. Sometimes when messages are translated from one language to another, they may become longer.

3. Ask questions

Have a short discussion with your participants following the stories, to encourage them to think about what they mean and ensure they have understood clearly. Prepare a set of questions for this. They could include:

- Why is the mobile internet important?

- Why is the mobile internet useful? What can you use it for?

- What do you want to use it for now?

Understand the best ways to engage with your audience

What worked for us

In India we found people preferred 'live testimonials', where our trainers told their own personal stories about how and why the mobile internet benefited them and people they knew, and related it back to the participants lives.

We provided the trainers with the three 'needs' we wanted to address, that came out of our research. These included: supporting my business, learning new skills, and caring for my family and community.

We then asked our trainers to think about how using the mobile internet addressed those needs according to their own experience and those of the people around them, and together we discussed their examples of this.

When we did the training, the trainers' own live testimonials about the benefits of using the mobile internet became part of the training and helped the audience understand the benefits for themselves.

To support participants engagement with the benefits of using the internet, we included persona posters on the walls during the training.[7]

Support my business	**Learn more skills**	**Take care of my family**
"Arunan uses the internet to help support his business"	"Seema uses the internet to help her learn more skills"	"Pradip uses the internet to support and care for his family and friends"

7.   We developed one male and female persona poster for each of the three needs

Understand the best ways to engage with your audience

2. GROUP ACTIVITIES

Group activities are collaborative training techniques that encourage participation and group learning and support. Group activities can combine training, communication, team building, problem solving and entertainment.

When should you use group activities?

If participants enjoy the learning process, they will get more from it. Group activities can be useful to encourage participants to actively engage in the training, raise the energy levels in the room and help participants to feel at ease. Importantly, these kinds of activities encourage participants to practise and remember what they are learning, whilst supporting each other in the process.

What kinds of group activities should you use?

There are a huge range of group activities you can introduce to the training. However, games and quizzes are particularly useful for making the learning process fun.

Understand the best ways to engage with your audience

Games and quizzes

When you are introducing a new concept to participants, playing games around these concepts can be a great way to get them to practise what they are being taught. Grouping participants together for games also takes the pressure off any one individual, and enables some light competition between groups.

Quizzes on the other hand can be useful during or towards the end of the training session, to help participants learn and remember concepts that have been introduced. They can also be very helpful for the trainer, to gauge participants' understanding and progress. Quizzes should remain easy and simple, so that participants feel confident participating.

Tips:

- Consider the reading and writing ability of your participants when you design games and quizzes. For groups with lower literacy levels, it is important to minimise the level of reading and writing required. For example, instructions, questions and answers could be spoken, and games and quizzes can involve only simple numbers or one word answers e.g. 'Use Google search to tell me how old Shah Rukh Khan is?'

- Encourage participants to support each other during games and quizzes. This will help all participants in the room to learn more and provide a more comfortable learning experience for those who feel less confident.

Develop supporting resources

Resourses

It is important to think about the visual aids and resources you will need, as you develop the content for you training sessions. Creative and simple visual aids and materials help participants learn new skills and concepts quickly.

Make sure to consider your audience when you design your materials. What will be useful to them during and after the workshop?

Some materials that can be useful are:

1. Visual aids:

During the training, visual aids can be helpful for conveying new concepts and skills, as well as helping participants remember what they have learnt. They can also brighten up the space and make it feel like a fun place in which to learn. The design of visual aids should be clear and easy to read, using self-explanatory icons and simple words, particularly for groups with lower literacy levels. Visual aids can be all shapes and sizes, ranging from large posters that you can stick onto the wall, to cut-outs that you hold up for participants at various points in the discussion.

2. Hand-outs:

It can be helpful to give your participants materials during the training which they can take away with them. These act as reference materials that can help them remember and share what they have learned. You can convert some of your visual aids into simple and easy- to-read hand-outs for participants (e.g. Glossary of mobile internet terms).

Tips:

- Localise your materials to make sure ensure they are relevant and resonate with your audience. Use images that your participants can easily identify with e.g. people who look like them and explanations from people who sound like them.

- Remember, when you translate materials into another language, the length of text can increase dramatically, so allow extra design time to ensure everything fits

Develop supporting resources

What worked for us

Games and quizzes

We used lots of games and quizzes throughout our training sessions to keep the energy levels up and to ensure participants were engaged and having fun.

We tended to use games to encourage participants to become familiar with new concepts and practise what they had learned on the phone. Quizzes were used to recap on what they had learned.

Because our participants had little or no literacy levels, we used very few written words in our training sessions. The games and quizzes tended to revolve around images and icons related to the mobile internet, and on using tools that did not require participants to write e.g. search using the microphone. This meant they felt more comfortable during the training sessions.

Visual aids

A range of different posters and icon cut-outs were used during the training sessions to support participants in their learning.

- **Posters:** We had posters on the walls and introduced them throughout the training. We used a series of 'How to use' posters throughout the training, which demonstrated how to use the key functions of each service in a simple, visual step-by-step process. Due to the low literacy levels of our target audience, images and icons were the focus of the posters and only the most simple words were used.

- **Icon cut-outs**: These were used by the trainers when introducing a new concept, and helping to recap on the concept, in order to encourage participants to begin to recognise different icons. These were useful for participants with low literacy levels as no reading was required.

Develop supporting resources

Hand-outs

Hand-outs were provided to help participants remember what they had learned in the training and to answer any additional questions they might have:

- **Safety tips:** These were handed out following the safety section. Only very simple words were included in the tips and icons were added to help the participants to remember.

- **Glossary of terms:** This included icons and very simple explanations of a range of mobile internet terms that participants were likely to hear in the training and potentially also in their everyday lives.

Step Four: Test and deliver

Test and deliver

Conduct a pilot training session

Some basic questions to consider when organising your pilot training session include:

- What is your budget for the pilot training session?
- Who do you want to attend your pilot? How many people?
- What resources will be required (venue, trainers, training materials etc.)?
- How many trainers will you need and will they require trainers?

Recruit your participants. When you recruit participants for the pilot training session it is important they align with your target audience, so you should recruit using the same sample criteria that you developed for your earlier research groups. If you are working with partner organisations (e.g. NGOs) it can be valuable to engage with them at this stage as they may wish to include some of their own beneficiaries as participants.

Train your trainers. It is important to introduce your trainers to the training content before the pilot and to give them plenty of time to prepare. It can be valuable to run a 'train the trainer' session with them, particularly if they are new to training. In this session you can outline how you would like the training to run. You can also provide them with training tips, for example around how to introduce themselves and engage with their participants.

Conduct a short survey. It can be valuable to do a short survey with each participant when they arrive for the pilot training, as this will help the trainers to assess their participants' needs and skill levels and split them into similar skill level groups.

> **PURPOSE:** Deliver a training session that meets the needs of your target audience and provides you with feedback on your training content
>
> **OUTCOME:** Your audience uses the resources to improve their usage of the mobile internet

Once you have researched the lives and mobile internet usage of your audience and developed appropriate resources to address mobile internet literacy, you now need to ensure that you will be able to deliver the training effectively.

You can test your training content and delivery through running a training pilot.

> **SURVEY AREAS TO COVER**
> - Name
> - Languages and literacy (reading, writing, speaking)
> - Have they used the mobile internet before
> - If they have used it, what have they used it for
> - What internet services have they used
> - Confidence levels using the mobile internet (a Likert scale can be helpful, where 1 = no confidence and 5 = very confident)

When delivering your pilot, it is important to think about how to structure it so that it meets the needs of your audience. By now you should have a good indication of what set-up would best suit your audience. These are some key aspects to consider:

1. Single-gender sessions

Split men and women into separate training sessions. This provides an equal opportunity for practical experience and space to discuss gendered interests and concerns openly.

2. Small group practice

Split trainees into small groups of no more than 6 people. Provide one trainer to support each group. This enables trainees to gain practical experience and allows for peer-to-peer learning and support.
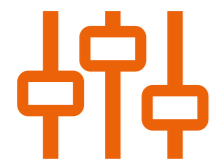
3. Skill level groups

Match trainees in groups with others who have similar knowledge and skill levels. It is very important that trainees are a similar skill level to the others in their group, so that they feel confident and interested. Feel free to move trainees into different groups after the training has started if it becomes apparent that trainees are not at a similar skill level to others in their groups.

4. Shared devices

If people don't have their own smartphone, provide entry level smartphones with data pre- loaded. Try to ensure the phones are similar (e.g. have the same Operating System) and have similar functionality. This allows everyone to move through the same steps in the training and overcomes concerns about using personal data or sharing personal information. Ideally we recommend no more than 3 trainees per device.

Tips for trainers

Below are some tips for facilitating the training.

Start with the basics: It is important not to make assumptions about what your participants already know. Even though some participants may be familiar with some of the concepts and services, they are still likely to have some gaps in knowledge and will develop their skills by starting with the basics.

Keep it simple: It is important to focus only on the essential information participants need to know in order to use a service. Providing technical information may unnecessarily confuse them or they may lose interest.

Make it relevant: Using personal interests and passions will encourage engagement with your training content. Get to know your participants, their livelihoods, their interests, and use this to ensure the training is directly relevant and useful to them. This will make the training more meaningful for them and lead to better learning outcomes.

Encourage action: Get practical! Keep explanations short and punchy, and get your participants onto the phone as quickly as possible. Allow participants to experience the mobile internet for themselves, and support them as they try it.

Appreciate participants: Trying new things can be daunting, and if participants do not have a positive experience they may be discouraged. It is important to reward participants with regular positive encouragement (group applause, 'well done', positive body language) to keep them going, particularly when they learn or try something new.

Interact with participants: Engage participants in two-way communication and have one-on-one conversations as this will help you to understand what they are learning and need more help with. Avoid lecturing participants from the front as this can lead to them losing interest.

Test and deliver

What worked for us

Conducting a pilot

We recruited 70 participants to attend a two-day training session on mobile internet skills.

Our attendees included men and women aged 20-60 with little or no mobile internet literacy, and a desire to develop basic mobile internet skills.

Our local training partner in India, DEF, contributed their own trainers to take part in the toolkit pilot and these trainers recruited their own participants for the pilot. These included people that attend their DEF community/training centres across Maharashtra and who fitted our sample criteria. This meant that many of our trainers during the pilot already had a relationship with their participants and a strong understanding of their mobile internet literacy levels, so were able to support their participants closely. They were also able to provide us with clear feedback on our toolkit.

Our MNO partners, Idea Cellular and Telenor India, also contributed trainers to attend the training pilot and to support the DEF trainers. This was useful because they were able to bring a wealth of expertise in presenting the value of the mobile internet and addressing users concerns around data plans.

Ahead of the training we also conducted a one day 'train-the-trainer' session with all trainers. This covered a detailed briefing on training content, providing tips and best practice for mobile internet training and we also collected trainer's feedback on how to deliver the training session.

Step Five: Evaluate and refine

What worked for us

Taking into account our target group, their learning styles and our training objectives, we designed our pilot as follows:

We held separate male and female sessions. The two groups ran through the same training content in separate rooms and we invited them to come together in one space at the close of the training, to share their experiences and receive their certificates.

Each male and female group of 35 participants was split into groups of 6 participants with one trainer guiding each group through the training. This meant in total we had 6 group trainers and 1 lead trainer, whose role was to introduce new topics, keep timing and manage the overall session.
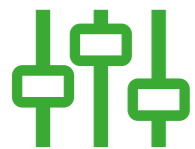
Participants were split into skill level groups to allow for a better training experience.

We provided entry level smartphones for participants, with one device for every three participants.[8] We used Samsung J1 entry level Android smartphones for the training. We also encouraged participants that owned smartphones to use them during training if they were comfortable, as trying new skills on their own devices reinforced participants learnings.

PURPOSE: Understand the efficacy of the toolkit and make final adjustments

OUTCOME: An improved mobile internet skills toolkit for delivering training sessions

Finally, it is important to test whether the people who attended your training have improved their mobile internet skills. You can do this in several different ways, and often a combination of approaches can yield the most robust results.

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8. We did not include feature phone access as they deliver a limited and inferior internet experience and, therefore, are not ideal for demonstrating the benefits of the mobile internet. Additionally, in Step 2 of our process, we found that there was a preference amongst our target audience for accessing the mobile internet through smartphones. Finally, feature phone and smartphone internet access and functionality are very different, making it impractical to cover both in the same training.

Assess the improvement in mobile internet skills

Assess the improvement in mobile internet skills

1. Quantitatively: You can measure your participants' needs and understandings with a survey before and after the training, and assess the difference in their answers before and after. This survey should be kept short and simple, so that participants do not become disengaged.

> **Tip:** When administering surveys, ensure the trainers speak to participants individually, to ask the questions and mark down the answers. This means that participants with lower literacy levels are not challenged with reading and writing.

2. Qualitatively: It can be helpful to include a qualitative assessment sometime after the training to understand if participants changed their behaviour following the training, and how they found the training. This can involve visiting participants in their community (with their permission), to discover what they have taken away from the training and if they have been using what they learned to support others in the community.

> **Tip:** When administering surveys, ensure the trainers speak to participants individually, to ask the questions and mark down the answers. This means that participants with lower literacy levels are not challenged with reading and writing.

Refine and keep refining

Remember your audiences' lives, needs and behaviours will continue to change over time. It is important to keep engaging with them and getting their feedback, particularly about what is relevant to them and what they want to learn. Take this into account for the design of your training sessions.

What worked for us

Quantitatively, we conducted a very short and simple survey before and after the training, to measure our participants' confidence levels, basic mobile internet literacy and what they wanted to learn. Although this was not an in-depth survey, it gave us an indication of the extent to which the training had been successful. This survey can be found in Appendix.

Qualitatively, we conducted community visits with some of our participants a few days after the training had finished. In these visits we explored with them what had worked well and not so well in the training, how they felt about the training, what they had learned and what they wanted to do following the training. This helped us to understand whether we had pitched the training at the right level and to identify what we needed to develop further in the training design.

Appen-dix

A. Sample focus group discussion guide

A. Explain the subject of the research and warm up the participants	
1. 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)
2. 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 mobile internet	
3. Internet in their community: perceptions of the mobile internet	• What comes to mind when you think of the mobile internet in your community? • When does it come up in everyday conversation? What kinds of things do people say? • Who is using the mobile internet in your community? What are they typically using it for? • What do you think motivates people to use it?
4. Internet in their lives: familiarity with the mobile internet	• 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 mobile internet?
5. Show and tell (for mobile internet users only)	• 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 mobile internet?

A. Sample focus group discussion guide

C. Motivations and barriers to using the mobile internet	
6. Exercise: life without the mobile internet compared to life with the mobile 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 mobile internet?
7. Motivations for using the mobile internet	**For users of the mobile internet:** • How has your life changed now that you use mobile 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 mobile internet that you can't do currently? • What would be most exciting / have the biggest change on your life?
8. Barriers to using the mobile internet	• What worries/concerns you about using the mobile internet? • What prevents you from using it? (Probe sensitively) • What kind of help or advice would you like with the mobile internet?

A. Sample focus group discussion guide

D. Identify preferred learning styles	
9. Explore preferred learning styles	• How have you learned in the past? • How have you learned (or been taught) to use the mobile services and the mobile internet? • 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.)
10. Peer learning (for mobile internet users)	Divide participants into pairs, and ask them to tell and teach each other about their favourite mobile 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	
11. Test-run sections of your training	Introduce and train participants on a pre-decided module from your training.
12. 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.

B. Guidelines for consent

Guidelines getting informed consent from participants

To conduct research responsibly, you need get informed consent from participants. This means providing a transparent explanation of the research, in a format that participants can understand and agree to or reject.

A consent form should:

• Be written and or provided in verbal or audio format in the local language/ a language that the participant can understand

• Provided in accessible language

• Explain the individuals or organisations involved in the research

• Explain the subject and purpose of the research

• Explain what will be done with the information, opinions, personal details and photography

• Explain whether this data will be used anonymously or in a way that is identifiable, if it will be identifiable it should explain exactly where it will be used

• Detail any compensation or incentives they will receive for participating in the research, or for the use of the information they have provided at any time

• Space for the participant to agree or reject to the terms, and a date stamp

If your participants have low literacy, this explanation should be provided in verbal or audio format and a thumb print can be used in place of a signature.

Below is sample text from a consent form. This particularl consent form explains that all data captured can be used by the organisation in a public way, at any point.

"By signing this form, you have agreed that [insert organisation] may photograph you, film, record, and may use your photos and name as well as written materials to help them remember who you are and your story. You agree to allow [insert organisation] to use any film, video, photograph or picture of yourself and recording of your voice and any other statement or other materials to share your story with other people everywhere. You allow [insert organisation] to use what you have given them without paying you for It or asking you to check before you use them."

C. Sample training survey: entry

NAME	1. DO YOU USE THE MOBILE INTERNET?	2. HOW CONFIDENT DO YOU FEEL USING THE MOBILE INTERNET? (1= NO CONFIDENCE; 5= VERY CONFIDENT)	3. WHAT WOULD YOU LIKE TO LEARN FROM TODAY'S TRAINING WORKSHOP?
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		1 2 3 4 5	
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C. Sample training survey: exit

NAME	1. WHAT DID YOU ENJOY LEARNING MOST IN THE PAST 2 DAYS?	2. HOW CONFIDENT DO YOU FEEL USING THE MOBILE INTERNET? (1= NO CONFIDENCE; 5= VERY CONFIDENT)	3. WILL YOU TEACH YOUR FRIENDS AND FAMILY? WHAT WILL YOU TELL THEM ABOUT?
		1 2 3 4 5	
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D. Sample resources – posters
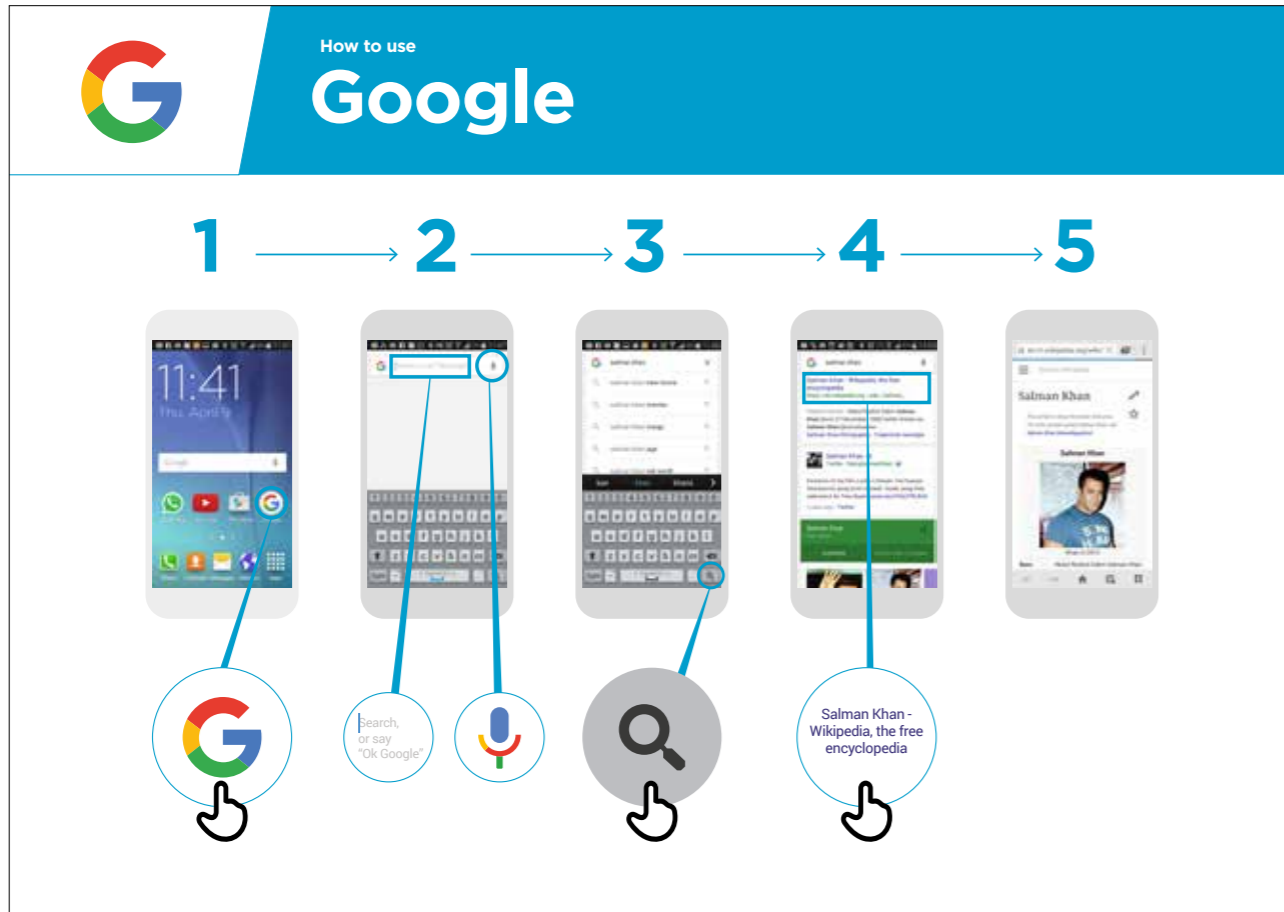
D. Sample resources – posters

D. Sample resources – posters

D. Sample resources – handouts

"Arunan uses the internet to help support his business"
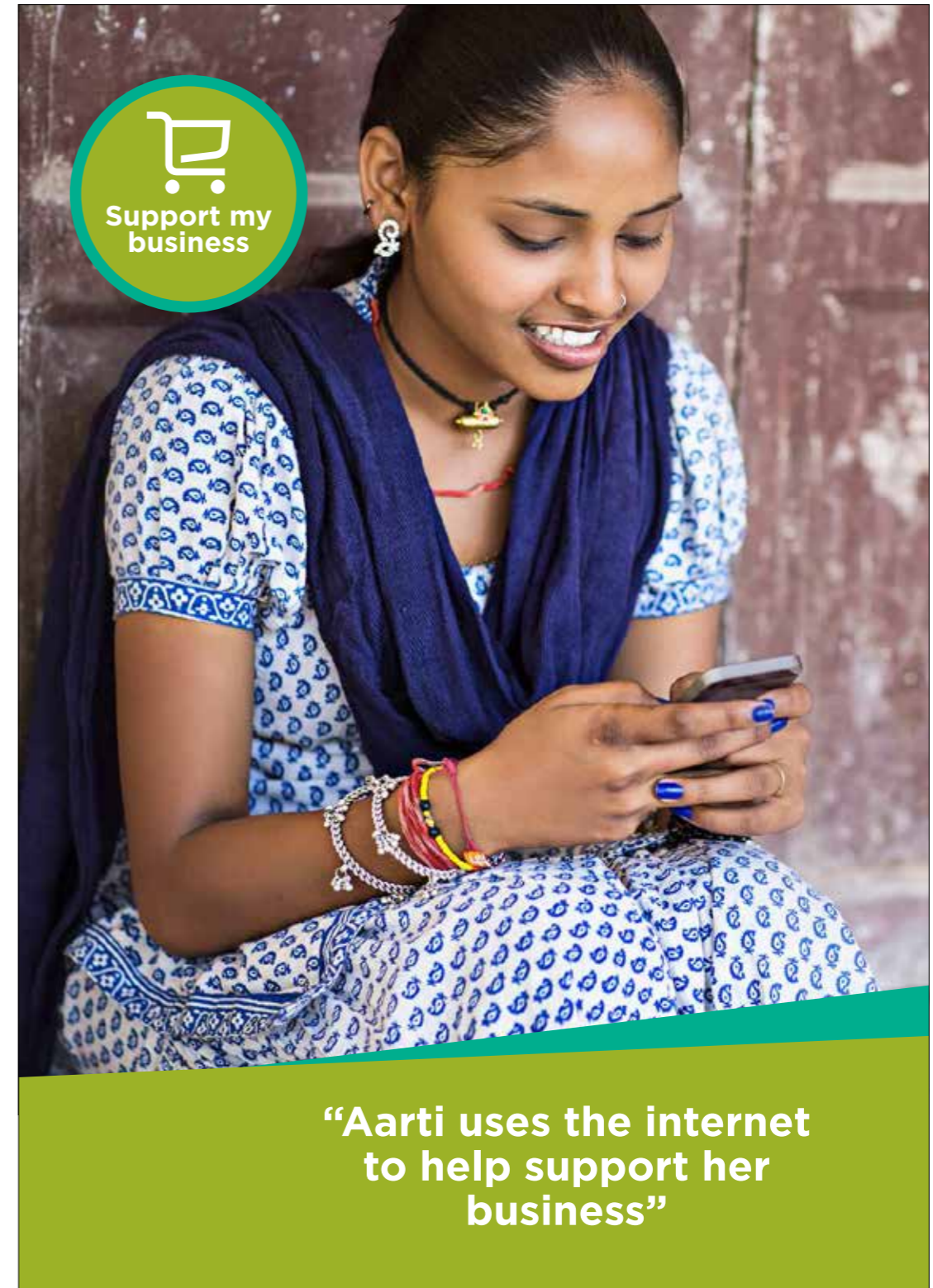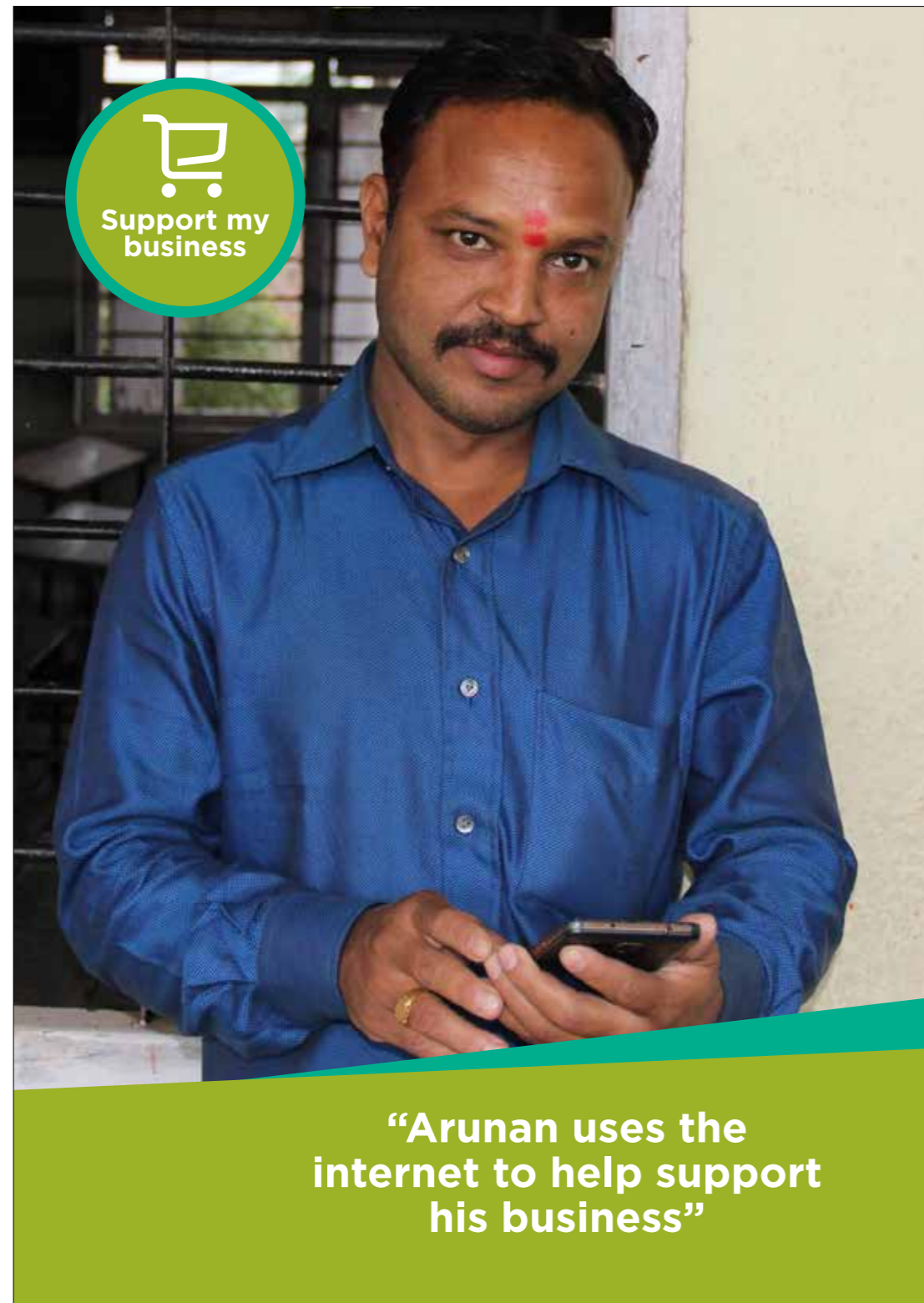
Support my business

Definitions

Trainers can add to this section to include local relevant information on the mobile internet

2G / 3G / 4G — The internet can run at different speeds when you use it. 2G internet is the slowest, 3G internet is faster and 4G internet is the fastest

App — An app gives you a shortcut to a service on your phone. For internet services e.g. WhatsApp, Facebook, Google, apps provide a quick and easy way to get onto the internet to use that service

Address bar — The address bar shows you what website you are on. In the address bar there will always be the address of the website e.g. www.google.in

www.india.in

Advert or Ad — An ad is a piece of information that is trying to sell you something. It is good practice to avoid clicking on ads
- Ads can be videos or images that pop up on your screen
- Ads can also be the links at the top of Google results and on the right side of the screen

Buy Now!

Browser — A web browser, or simply "browser," is an application used to access and view websites. Common web browsers include;

Google Chrome   Mozilla Firefox   Opera   Microsoft Internet Explorer

Data — Whenever you use the internet on your phone, you are using data. You can buy data from your mobile network provider, just like you do with phone credit
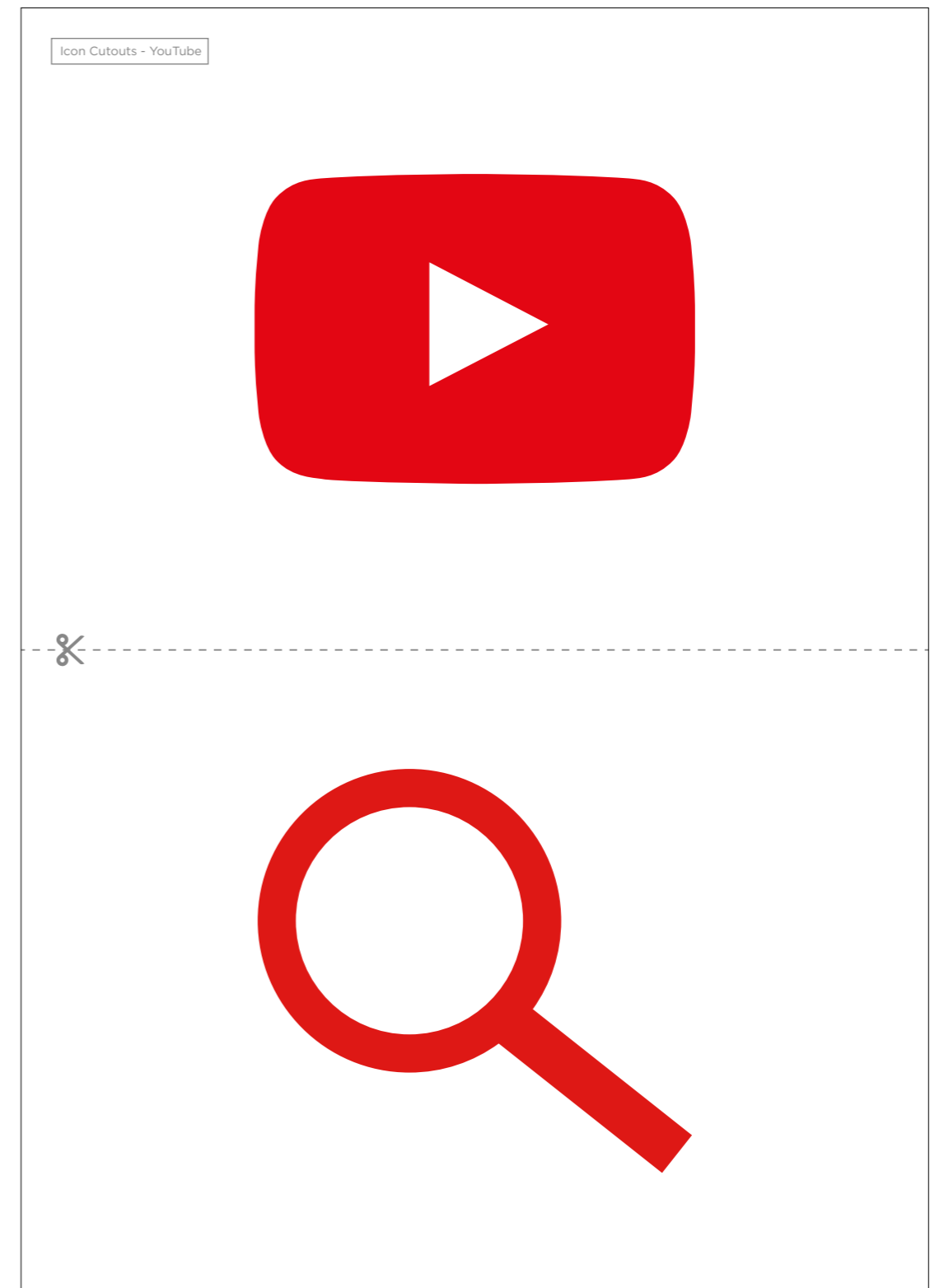
Feature phone — A mobile phone that has the ability to access the internet and store and play music but lacks the advanced functionality of a smartphone

Google — Google is an internet service that makes it easy to find any information that you want to find on the internet

D. Sample resources – handouts

Easy tips for internet safety

'Block' or ignore people you don't know, or who are bothering you

Keep your personal information private

Tell someone you know and trust, if you feel uncomfortable about anything you see or experience

Be polite and respectful to people

D. Sample resources – visual icons

Icon Cutouts - YouTube

D. Sample resources – certificate

★ ★ ★ ★ ★

CERTIFICATE

Has completed
BASIC MOBILE INTERNET SKILLS
training

★ ★ ★ ★ ★

Date   Signed

GSMA HEAD OFFICE
Floor 2
The Walbrook Building
25 Walbrook
London EC4N 8AF
United Kingdom
Tel: +44 (0)20 7356 0600
Fax: +44 (0)20 7356 0601