



# SUGGESTED MODEL CURRICULUM FOR COMMUNITY HEALTH WORKERS ON FOUNDATIONAL DIGITAL LITERACY COMPETENCIES



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# Abbreviations

AI	artificial Intelligence
ASBC	Agents de Santé à Base Communautaire
CHW	community health worker
DHIS2	District Health Information System 2
ICT	information and communications technology
IT	information technology
SMS	Short Message Service

# Definition of terms

Term	Description
Community health workers (CHWs)	Health care providers who live in the community they serve and receive lower levels of formal education and training than professional health care workers, such as nurses and doctors, and who have enormous potential to extend health care services to populations who are more vulnerable to disease and/or economic barriers to care, such as communities living in remote areas and historically marginalized people, to meet unmet health needs in a culturally appropriate manner, improve access to services, address inequities in health status, and improve health system performance and efficiency. This category of health workers includes <i>kaders</i> , Agents de Santé à Base Communautaire (ASBCs) or Community Based Health Workers, village health workers and teams, community-based volunteers, community health promoters, and rural health workers in different contexts.
Competence	Ability to carry out a task effectively and efficiently (or successfully), encompassing knowledge, skills, and attitudes.
Competence area	Domain of knowledge or capability to perform or carry out a task.
Digital health	“Systematic application of information and communications technologies, computer science, and data to support informed decision-making by individuals, the health workforce, and health institutions, to strengthen resilience to disease and improve health and wellness for all” [ <a href="#">World Health Organization, 2023</a> ]
Device	For the purpose of this curriculum, a digital tool used by a CHW in his or her daily work to support health service delivery, including smartphones, tablets, iPads, and other mobile digital devices that facilitate data collection, patient communication, health education, reporting, and access to medical information.
Digital literacy	Ability of CHWs to access, use, manage, and share health information safely and effectively through digital technologies—specifically, to operate digital devices, communicate securely, create and manage digital content, protect sensitive data, solve digital challenges, conduct online transactions, and apply digital tools in his or her professional roles.
Digital literacy competence	Ability to effectively access, understand, evaluate, and apply digital tools and information to support health-related tasks and decision-making, including skills such as navigating digital health devices, critically assessing online health information, ensuring data privacy and security, and using digital communication tools for health promotion and service delivery. Digital literacy competence enables health care workers to engage meaningfully with digital health technologies, improving health outcomes and system efficiency.

# 1. Curriculum overview

## 1.1 Foundational digital literacy framework

This curriculum is designed to equip community health workers (CHWs) with foundational digital literacy competences to enhance their effectiveness and efficiency in health service delivery. It covers seven foundational digital literacy competence areas, structured in a modular approach to ensure progressive competence building. This section provides an overview of the curriculum, including overall goal, development process, overall learning outcomes, target audience, delivery mode, and linkage of the curriculum to the foundational digital literacy competence framework (Figure 1).

Figure 1. Foundational digital literacy competence framework for community health workers (CHWs).

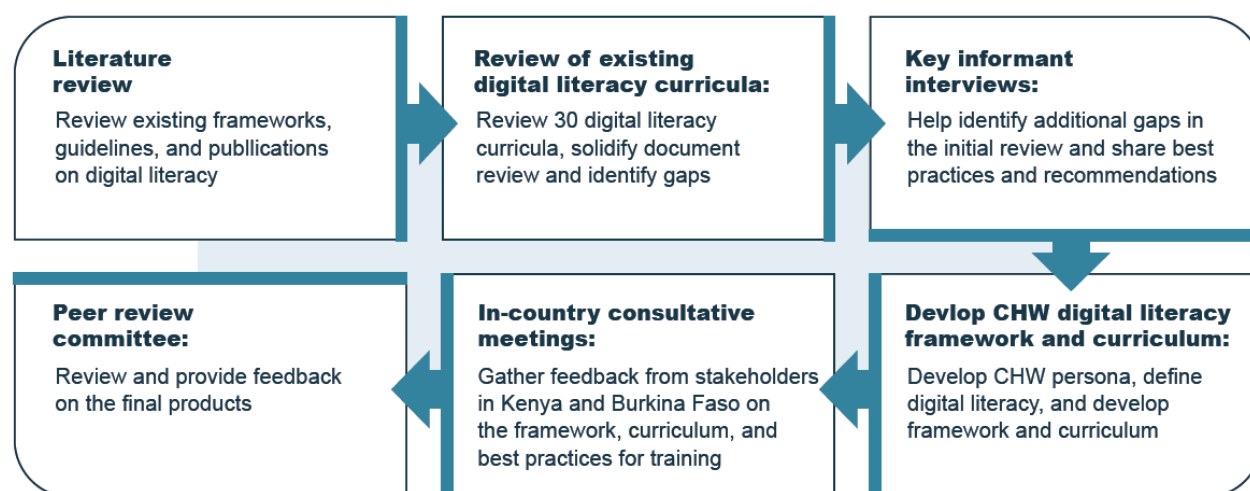


Abbreviations: DHIS2, District Health Information System 2; ICT, information and communications technology;

## 1.2 Curriculum development process

Development of this curriculum was a result of several iterative steps, as shown in Figure 2 below and described thereafter.

Figure 1. Steps in the curriculum development process.



The first step in the process was a document review aimed to understand what level of knowledge exists on digital literacy in low-resource settings and how understanding can inform the training of CHWs. By analyzing documents from stakeholders like the United Nations (e.g., International Telecommunication Union and United Nations Educational, Scientific and Cultural Organization), United States Agency for International Development, ministries of health, and UK Aid, the authors explored related frameworks, knowledge levels, skill-building approaches, and assessment methods. This resulted in a draft of the foundational digital literacy competence framework, which was then refined through subsequent steps.

The second step was a review of 30 existing digital literacy curricula, including 16 designed for community agents and 13 targeting CHWs in low- and middle-income countries. This step provided deeper insights into key competencies and revealed gaps in foundational digital literacy training for CHWs.

The third step was conducting key informant interviews with 18 representatives from the global digital health community—including from ministries of health, implementing organizations, donor organizations, academia, and the private sector—built on the initial two steps. These interviews focused on requirements and approaches for a foundational digital literacy competence framework and provided insights into curriculum development.

The fourth step was creation of a generic CHW persona and definition of digital literacy, in the context of CHWs, which helped develop an inclusive and comprehensive framework. The initial draft of the model curriculum was developed at this point, followed by consultative meetings with stakeholders in Burkina Faso and Kenya. They reviewed the draft curriculum and provided feedback, which was incorporated into the second draft of the curriculum (step 5). The sixth step was a review of the second draft by a peer review committee. Feedback from the committee was used to update the curriculum to produce a final version of the foundational CHW digital literacy model curriculum for CHWs.

## 1.3 Overall goal

The primary goal of this curriculum is to provide CHWs with the foundational digital literacy competencies necessary for effective communication, data management, service delivery, and decision-making in their day-to-day work.

## 1.4 Competence areas covered

In addition to three overarching competence areas, the curriculum covers seven foundation-level competence areas, as per the foundational digital literacy competence framework for CHWs:

- **Devices and software operations:** ability to confidently operate and navigate relevant digital devices, performing basic functions and using the applications necessary for carrying out CHW duties.
- **Information and data literacy:** ability to search for, evaluate, manage, and store digital health information securely and responsibly.
- **Communication and collaboration:** ability to use digital tools to communicate, collaborate, and share information in a respectful and responsible manner.
- **Digital content creation:** ability to create, edit, store, and share simple digital content (e.g., text, audio, images, and videos) using appropriate digital tools.
- **Security and safety:** ability to apply basic security measures to protect digital devices, personal data, client data, and online interactions, while also safeguarding themselves from cyber threats, harmful content, and digital risks.
- **Digital transactions:** ability to securely register for and conduct basic online transactions, such as accessing services, making payments, and managing accounts.
- **Interpersonal skills for digital health service delivery:** ability to effectively use digital devices in front of clients, explain their benefits, address concerns, and dispel myths, ensuring greater acceptance of and trust in digital health service delivery.

**The three overarching competencies are as follows:**

- **Problem-solving:** ability to identify and use digital tools and online resources to troubleshoot and resolve common technical issues related to devices, software, and connectivity, as well as address challenges in digital communication and information access.
- **Legislation, policy, and responsible data use:** ability to recognize the importance of digital policies, health data protection laws, and ethical guidelines in ensuring the safe, legal, and responsible use of digital health information.
- **Artificial intelligence (AI):** ability to recognize and appreciate how and when to use AI tools as an important part of all digital device use.

Regarding coverage of specific competencies, this curriculum only covers basic-tier competencies for foundational level competence areas above.

## 1.5 Overall learning outcomes

By the end of this training, CHWs will be able to:

- Confidently operate and navigate relevant digital devices, performing basic functions and using the applications necessary for carrying out daily and professional tasks.
- Search for, evaluate, manage, and store digital health information securely and responsibly.
- Use digital tools to communicate, collaborate, and share information in a respectful and responsible manner.
- Create, edit, store, and share simple digital content (e.g., text, audio, images, and videos) using appropriate digital tools.
- Securely register for and conduct basic online transactions, such as accessing services, making payments, and managing accounts.
- Apply basic security measures to protect digital devices, personal data, client data, and online interactions, while also safeguarding themselves from cyber threats, harmful content, and digital risks.
- Develop the confidence and communication skills needed to effectively use digital devices in front of clients, explain their benefits, address concerns, and dispel myths, ensuring greater acceptance of and trust in digital health service delivery.
- Identify and use digital tools and online resources to troubleshoot and resolve common technical issues related to devices, software, and connectivity, as well as address challenges in digital communication and information access.
- Recognize the importance of digital policies, health data protection laws, and ethical guidelines in ensuring the safe, legal, and responsible use of digital health information.
- Recognize and appreciate how and when to use AI tools as an important part of all digital device use.

## 1.6 Target audience

The curriculum targets CHWs—a term which includes *kaders*, Agents de Santé à Base Communautaire, village health workers and teams, community-based volunteers, community health promoters, and rural health workers in different contexts.

## 1.7 Delivery mode

The training can be delivered either face-to-face through workshops or online through instructor-led or self-paced learning, or a blending of both. Several factors will influence choice of delivery mode, including the availability of resources. However, it is recommended that the training be **delivered in-person via face-to-face workshops**, with follow-ups done online or via blended modalities.

## 1.8 Duration

Since it is a modular training, the curriculum can be adjusted to local needs and delivered in its entirety or as individual modules. Duration will thus vary based on delivery modality and number of modules adopted.

## 1.9 Organization of the curriculum

This curriculum is divided into eight modules, organized as per the foundational digital literacy competence framework for CHWs. All seven foundational competence areas of the framework are included. An introductory module has been added to introduce terminologies and concepts in digital health, as well as provide an opportunity to link the training to digital tools use. This curriculum only covers basic-tier competencies as per foundational digital literacy competence framework. Three



overarching competence areas as per foundational digital literacy competence framework are integrated in the eight modules.

- Module 1: Introduction to Digital Literacy
- Module 2: Devices & Software Operations
- Module 3: Information & Data Literacy
- Module 4: Communication & Collaboration
- Module 5: Digital Content Creation
- Module 6: Security & Safety
- Module 7: Digital Transactions
- Module 8: Interpersonal Skills for Digital Health Service Delivery

Table 1 summarizes the learning outcomes for each competence area and associated module.

Table 1. Foundational digital literacy competence matrix for community health workers.

Competence area	Learning outcome	Training module
Foundation-level competence areas		
Devices and software operations	Confidently operate and navigate digital devices, performing basic functions and using the applications necessary for carrying out daily and professional tasks.	Module 1: Introduction to Digital Literacy Module 2: Devices & Software Operations
Information and data literacy	Search for, evaluate, manage, and store digital health information securely and responsibly.	Module 1: Introduction to Digital Literacy Module 3: Information & Data Literacy
Communication and collaboration	Use digital tools to communicate, collaborate, and share information in a respectful and responsible manner.	Module 1: Introduction to Digital Literacy Module 4: Communication & Collaboration
Digital content creation	Create, edit, store, and share simple digital content (e.g., text, audio, images, and videos) using appropriate digital tools.	Module 1: Introduction to Digital Literacy Module 5: Digital Content Creation
Digital transactions	Securely register for and conduct basic online transactions, such as accessing services, making payments, and managing accounts.	Module 1: Introduction to Digital Literacy Module 7: Digital Transactions
Security and safety	Apply basic security measures to protect digital devices, personal data, client data, and online interactions, while also safeguarding user from cyber threats, harmful content, and digital risks.	Module 1: Introduction to Digital Literacy Module 6: Security & Safety
Interpersonal skills	Develop the confidence and communication skills needed to effectively use digital devices in front of clients, explain their benefits, address concerns, and dispel myths, ensuring greater acceptance of and trust in digital health service delivery.	Module 8: Interpersonal Skills for Digital Health Service Delivery
Overarching competence areas		
Problem-solving	Identify and use digital tools and online resources to troubleshoot and resolve common technical issues related to devices, software, and connectivity, as well as address challenges in digital communication and information access.	All modules
Legislation, policy, and responsible data use	Recognize the importance of digital policies, health data protection laws, and ethical guidelines in ensuring the safe, legal, and responsible use of digital health information.	Module 1 - 7
Artificial intelligence (AI)	Recognize and appreciate how and when to use AI tools as an important part of all digital device use.	All modules

## 2. Training structure

### 2.1 Module 1: Introduction to Digital Literacy

This module provides CHWs with a foundational understanding of digital literacy, its relevance in their work, and key digital concepts and terminologies. It introduces them to digital tools commonly used in community health and equips them with essential device and software operation and management skills. It also introduces core themes covered in subsequent modules, including communication, data management, problem-solving, digital content, and security. By the end of this module, CHWs will be familiar with digital concepts and terminologies and be able to apply them effectively in their roles.

#### 2.1.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Define digital literacy and explain its importance in community health work.
- Identify and use basic digital terminologies and concepts.
- Recognize key digital tools used in community health and understand their functions.

#### 2.1.2 Module content

Module 1 contains the following:

- **Digital literacy and its importance in community health:** defining digital literacy and outlining how digital literacy supports community health work.
- **Basic terminologies and concepts:** understanding and defining common terms and concepts used in the foundational digital literacy competence areas, including digital rights and digital footprints.
- **Overview of digital tools in community health work:** looking at examples of digital health apps and ways to use smartphones and tablets in health data collection and reporting at the community level.

#### 2.1.3 Learning activities

Module 1 learning activities for CHWs are as follows:

- Group discussion: share experiences of using digital devices and tools in their work.
- Terminology matching game: match digital terms with their definitions.
- Digital tools examples: brainstorm on examples of community health digital tools.
- Digital footprint exercise: reflect on their online presence and discuss best practices for managing digital footprints.

### 2.2 Module 2: Devices & Software Operations

This module introduces CHWs to the essential functions of a device, including powering on/off, navigation, and basic operations. It equips them with skills to connect to mobile networks, manage airtime and data, and secure their devices. It also introduces CHWs to troubleshooting common issues and maintaining their smartphones for effective use in their work.

## 2.2.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Identify and use the basic components and functions of a digital device.
- Connect to mobile data or Wi-Fi and manage airtime and data purchases.
- Launch, manage, and update applications, including downloading and deleting them.
- Perform basic troubleshooting to resolve common device issues.

## 2.2.2 Module content

Module 2 contains the following:

- **Instructions on getting started with a device:** understanding the components of a device; charging, switching on/off, and using hardware buttons; navigating via touchscreen (tap, swipe, long press), home screen, and controls; and managing phone storage.
- **Connection to networks and management of airtime/data:** turning mobile data on/off and connecting to Wi-Fi, purchasing and checking airtime and data balances, setting data limits, disabling background data, avoiding unexpected costs, and being aware that the Internet provides access to information and content.
- **Applications and basic device functions:** launching and closing apps, understanding notifications and basic system icons, using the calendar for alerts and reminders, responding to system prompts (e.g. updates), registering and managing contacts, and turning location on/off.
- **Basic troubleshooting and device care:** identifying and resolving common device issues, such as frozen screens, slow performance, and storage problems; updating and reinstalling applications, as needed; and understanding basic device care, including handling, cleaning, and safekeeping.

## 2.2.3 Learning activities

Module 2 learning activities for CHWs are as follows:

- Guided practice: do hands-on walk-through for turning devices on/off, navigating the home screen, and opening apps.
- Pair practice: work in pairs on tasks like turning on mobile data and purchasing airtime.
- Scenario-based learning: simulate real-world scenarios (buying data, setting/resetting password/pin).
- Role-playing: practice troubleshooting issues with a partner.
- Device care demonstration: learn proper phone cleaning, handling, and storage methods.

## 2.3 Module 3: Information & Data Literacy

This module helps CHWs develop the critical skills needed to recognize credible online information, differentiate between misinformation and disinformation, and assess the reliability of digital content. It also introduces CHWs to organizational policies on information technology (IT) use and the ability to share information across devices. By the end of this module, CHWs will be better prepared to make informed decisions while using digital resources.

## 2.3.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Differentiate between credible and noncredible sources of online information.
- Identify and mitigate misinformation and disinformation.
- Be aware of and adhere to an organization's IT use policies.
- Synchronize and share information across different devices for effective digital work.

## 2.3.2 Module content

Module 3 contains the following:

- **Credible sources of information:** understanding that not all online information is reliable, identifying characteristics of reliable online sources, and learning methods for verifying information before sharing it.
- **Recognition and mitigation of misinformation and disinformation:** differentiating between misinformation and disinformation, recognizing how false information spreads online (e.g., social media, messaging apps), considering strategies to counter misinformation and ensure accurate information sharing, and understanding the consequences of misinformation and disinformation in community health.
- **Organizational IT policies and responsible digital engagement:** being aware of IT policies and digital usage guidelines within an organization, adhering to protocols for digital work-related data management, understanding the role of CHWs in promoting accurate health information, following guidelines for sharing information responsibly in communities, and reporting and addressing misinformation.
- **Synchronization and sharing of digital information:** learning use of cloud-based tools and applications for data sharing, transferring files and information across devices, and managing shared documents efficiently for collaborative work.

## 2.3.3 Learning activities

Module 3 learning activities for CHWs are as follows:

- Fact-checking exercise: analyze different online articles and messages to determine credibility.
- Spot the misinformation/disinformation game: review sample social media posts and discuss whether they contain misinformation or disinformation.
- Role-playing scenarios: practice responding to community members who share potential misinformation.
- Policy review session: discuss any IT policies in effect at the workplace and how it applies in practice.

## 2.4 Module 4: Communication & Collaboration

This module equips CHWs with the foundational skills needed to communicate effectively and securely using digital tools. It covers messaging, calling, and text-based functions to support digital collaboration. By the end of this module, CHWs will be able to communicate and collaborate confidently and troubleshoot basic communication issues.

### 2.4.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Explain the importance of effective digital communication.
- Use text and call applications (SMS, WhatsApp, phone) to communicate efficiently.
- Enter and edit text, turn on/off predictive text, and use speech-to-text functionality.
- Attach and share documents via WhatsApp for effective collaboration.
- Troubleshoot basic communication issues (e.g., turning on data to access WhatsApp).

### 2.4.2 Module content

Module 4 contains the following:

- **Digital communication basics:** understanding the importance of clear and professional communication, becoming familiar with the different types of digital communication tools (SMS, WhatsApp, phone calls), creating digital communication accounts (WhatsApp, email), and accessing digital communication tools (SMS, WhatsApp, phone calls, email).
- **Text input and editing:** entering and editing text within a digital device, enabling/disabling predictive text, and using speech-to-text for faster communication.
- **Use of messaging and call applications:** sending and receiving SMS and WhatsApp messages, making phone calls and WhatsApp calls, and managing contacts and group chats.
- **Collaborative communication:** attaching and sharing documents via WhatsApp, managing and organizing shared digital content, recognizing suspicious links, and accessing digital content shared via WhatsApp.
- **Basic troubleshooting in digital communication:** turning on mobile data for Internet-based apps, checking for common issues (e.g., network problems, app updates), and navigating WhatsApp settings.

### 2.4.3 Learning activities

Module 4 learning activities for CHWs are as follows:

- Messaging and calling practice: send and receive SMS/WhatsApp messages and make voice calls.
- Speech-to-text demonstration: practice dictation and text editing.
- File-sharing activity: send and receive documents via WhatsApp.
- WhatsApp settings walk-through: walk through important settings for security, safety, data, and storage management.

## 2.5 Module 5: Digital Content Creation

This module introduces CHWs to the fundamental skills of creating digital content, including capturing and sharing photos, videos, and audio. It equips them with the ability to use their digital devices effectively for documentation and communication. Basic problem-solving and responsible data use competencies are integrated throughout the module to ensure ethical and effective digital content creation. By the end of the module, CHWs will be able to create and share digital content for professional use.

### 2.5.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Capture and manage photos, videos, and audio using a digital device.
- Edit images, videos, and audio for clarity and effectiveness.
- Use digital content creation tools to enhance communication and documentation.
- Apply best practices for storing, sharing, and managing digital content responsibly.

### 2.5.2 Module content

Module 5 contains the following:

- **Basics in capturing digital content (photos, videos, audio):** accessing the phone camera and using the camera features (still and video) to take clear and well-framed pictures and to film short videos with proper lighting and stability, as well as accessing the audio recorder and using it to record high-quality audio for messages and interviews.
- **Basic editing and enhancement of digital content:** cropping and adjusting photos, trimming videos and adding basic enhancements, editing audio for clarity, capturing screenshots, and making basic edits.
- **Use of digital content for communication and documentation:** accessing and sharing content through messaging apps and organizing and managing digital content, including managing phone storage.
- **Ethical and responsible data use:** being aware of ethical considerations in capturing and sharing content, organizing and managing digital content, and understanding confidentiality, consent, and misinformation in digital content sharing.

### 2.5.3 Learning activities

Module 5 learning activities for CHWs are as follows:

- Photo, video, screenshot practice: take and review photos/videos/screenshots and adjust for clarity and framing.
- Audio-recording task: record short health messages and practice improving the sound quality, as well as practice voice-to-text use.
- Editing workshop: run through basic photo, video, and audio editing exercises using built-in device tools.
- Content-sharing exercise: practice secure ways to share digital content with colleagues and communities while applying communication and collaboration competencies.
- Scenario-based learning: identify ethical considerations and security risks in digital content creation.

## 2.6 Module 6: Security & Safety

This module provides CHWs with the knowledge and skills needed to recognize and mitigate digital security threats, ensuring responsible and secure use of technology in their work. By adopting best practices in cybersecurity, data protection, and device maintenance, CHWs can maintain trust and ensure safe interactions in digital health environments.

### 2.6.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Apply basic security measures to protect digital devices from physical and cyber threats.
- Identify and mitigate risks associated with online activities and cybersecurity threats.
- Implement responsible data management practices to protect client information and privacy.
- Recognize and respond appropriately to digital security breaches and threats.

### 2.6.2 Module content

Module 6 contains the following:

- **Protection of digital devices:** keeping digital devices safe from damage (humidity, high temperatures, physical falls, etc.), understanding the risks of viruses and malware, and setting up and securely logging in with passwords.
- **Online security and cyber threats:** recognizing common cybersecurity risks (phishing, malware, suspicious links, pop-ups), understanding the impact of online activity and permanent digital footprints, and practicing safe browsing and responsible social media use (“netiquette”).
- **Responsible data handling:** knowing the importance of not sharing others’ personal data without consent, protecting personal and client data using privacy settings, storing data securely, and ensuring responsible digital recordkeeping.
- **Response to security breaches:** identifying signs of security breaches, reporting and responding to potential threats, and understanding the importance of cybersecurity awareness and best practices.

### 2.6.3 Learning activities

Module 6 learning activities for CHWs are as follows:

- Device protection demonstration: do practical exercises on maintaining and securing digital devices, including creating strong passwords and logging in securely.
- Cybersecurity awareness workshop: hold discussions on identifying online risks and practicing safe browsing habits.
- Data privacy role-play: simulate scenarios for making decisions on sharing and securing data.
- Security breach response drill: go through a guided practice on recognizing, reporting, and responding to security threats.

## 2.7 Module 7: Digital Transactions

This module equips CHWs with the necessary skills to confidently and securely conduct online transactions, manage financial services, and complete digital employment records. It covers setting up online accounts, navigating digital forms, using mobile financial services, and ensuring secure online transactions. By the end of the module, CHWs will be able to effectively access and manage digital services relevant to their work and personal needs.

### 2.7.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Set up and manage online accounts for financial transactions, employment records, and service applications.
- Navigate digital forms, update personal information, and upload necessary documents securely.
- Access and manage mobile financial services, including mobile money and digital payment methods.
- Responsibly conduct and manage online transactions while adhering to regulations and policy.

### 2.7.2 Module content

Module 7 contains the following:

- **Setup and management of digital accounts:** creating accounts for mobile money and online services, including government services; updating personal details on digital platforms; understanding online forms and required information; and uploading digital documents for service applications.
- **Use of mobile financial services and digital payment methods through a mobile app or USSD (Unstructured Supplementary Service Data):** setting up and managing mobile money accounts, sending/receiving money, paying bills, checking account balances, tracking transactions, and accessing mobile loans.
- **Legislation, policy, and responsible data use:** understanding regulations governing digital transactions and ensuring confidentiality and secure data management.

### 2.7.3 Learning activities

Module 7 learning activities for CHWs are as follows:

- Account setup exercise: practice creating a sample online account (e.g., mobile money, email, or employment portal).
- Form-filling simulation: navigate and complete a sample digital form, including uploading a document or photo.
- Mobile money and payments practice: simulate sending and receiving digital payments securely.



## 2.8 Module 8: Interpersonal Skills for Digital Health Service Delivery

As CHWs increasingly use digital tools in health care provision, building confidence and effective communication skills is essential to ensure community trust and acceptance. This module equips CHWs with the ability to use digital devices confidently in front of clients, explain the benefits of such devices, and address any client concerns, as well as myths and misconceptions, that may arise. By strengthening these interpersonal skills, CHWs can improve digital health adoption and enhance service delivery.

### 2.8.1 Learning outcomes

By the end of this module, CHWs should be able to:

- Use digital devices confidently in front of clients while maintaining professionalism.
- Clearly explain to clients the benefits of digital tools in health care service delivery.
- Identify and address clients' concerns related to digital health tools, including privacy and security issues.
- Debunk myths and misconceptions about digital health technologies to foster trust and adoption.

### 2.8.2 Module content

Module 8 contains the following:

- **Confident use of digital devices in front of clients:** overcoming hesitation and discomfort with digital tools and practicing smooth, professional device usage.
- **Benefits of digital health tools:** understanding the various ways that digital tools improve health care efficiency and accessibility, with examples of digital health applications and their benefits.
- **Handling of client concerns about digital tools:** understanding common worries (e.g., data privacy, misuse of information) and responding with simple, reassuring explanations.
- **Ways to address the myths and misconceptions about digital health:** identifying common myths and communicating facts in an engaging, nontechnical way.

### 2.8.3 Learning activities

Module 8 learning activities for CHWs are as follows:

- Role-playing exercises: practice using a digital device in front of a simulated client while responding to concerns and questions.
- Peer coaching and feedback: observe and provide feedback on each other's ability to confidently use and explain digital tools.
- Storytelling and real-life scenarios: hear real-world examples from the trainers of how digital tools have improved health care delivery.
- Myth-busting discussion: work in groups to list common myths and discuss evidence-based responses.
- Community engagement practice: engage with a small group of community members to explain the benefits of digital tools and address concerns in a safe environment.

## 2.9 Post-training support and reinforcement

The following activities will be used to support CHWs in their digital literacy and reinforce the training:

- Upskilling opportunities: embed digital literacy training in digital health application training, offering opportunities for upskilling.
- Mentorship and coaching: provide continuous digital skill reinforcement mentorship and coaching, including supportive supervision.
- Refresher training and webinars: provide periodic updates on digital literacy.
- Community of practice: facilitate ongoing knowledge sharing among CHWs.
- Recognition and motivation: showcase digital literacy champions to encourage peer learning.

## 3. Assessment and evaluation

The assessment and evaluation strategy adopted is based on [The Kirkpatrick Model](#), a four-level training evaluation, to ensure a comprehensive understanding of the program's impact. This structured evaluation ensures continuous improvement and demonstrates the program's effectiveness at individual and organizational levels. Evaluation at the four levels will be achieved as described below:

1. **Reaction:** Gather participant feedback through surveys and real-time tools to measure satisfaction, engagement, and perceived relevance of the training. Evaluation at this level will be implemented through:
  - a. End-of-training evaluation: feedback forms or surveys to gather insights on training relevance and usefulness, course content, training methods, trainer effectiveness, and learner confidence.
  - b. Self-assessment surveys: self-ratings on confidence levels in digital literacy skills before and after training.
2. **Learning:** Measure the degree to which participants acquired the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the program. This can be done using:
  - a. Pre- and posttests: measurement of improvements in digital literacy knowledge (e.g., multiple-choice or scenario-based responses, practical demonstrations).
  - b. Knowledge-based assessments: self-assessments and quizzes (multiple-choice or true/false responses, matching exercises).
  - c. Performance-based assessments: practical demonstrations and scenario-based exercises.
  - d. Observation checklists: assessment by trainers of learner execution of digital skills.
3. **Behavior:** Assess the application of skills in the workplace through post-training surveys, self-reports, peer assessment, and supervisor observation. This can be done for six months to one year post-training.
4. **Results:** Measure the broader impact of digital literacy training on CHWs' effectiveness and health outcomes. Assessment methods include:
  - a. Key performance indicators: tracking of CHWs' use of digital tools in service delivery.
  - b. Digital tool usage metrics: analysis of log-in frequency, completed digital records, and mobile health data submissions.
  - c. Community feedback: surveys or focus groups assessing whether CHWs' digital skills improve health service access and quality.

## 4. Implementation recommendations

The following activities are recommended to facilitate implementation of the training curriculum:

- **Tailor training to audience needs:** This training curriculum is based on a generic CHW persona and framework. It is important to assess the actual digital literacy levels of the target audience and to adapt training to meet the specific needs of that audience, offering tiered learning paths starting from the foundational level and advancing to additional, functional levels, as per the for CHWs.
- **Integrate foundational digital literacy curriculum into CHW digital health applications training:** It would be helpful to introduce digital literacy training at times when CHWs are actively training on or using digital tools, such as when adopting a new digital health application. Embedding training within their workflow ensures relevance and immediate application. Consider integrating digital literacy training into broader community health curricula and adopting a national CHW digital literacy curriculum to be used by all stakeholders.
- **Adapt training based on context:** It is important to adjust training formats to overcome any context-specific challenges, such as low connectivity, affordability (e.g., whitelisting of URLs), low literacy/numeracy, and the digital divide (e.g., offline materials, childcare needs); tailor training content and delivery to local social and environmental contexts; ensure venues are accessible and comfortable for all, especially female CHWs; and use locally relevant examples and culturally appropriate illustrations, ensuring content is available in local languages and dialects.
- **Include gender and social considerations:** The majority of CHWs are women; thus, it is important to incorporate gender and social considerations into the training. This can be done by including discussions around online gender-based violence, cyberbullying, etc. in relevant modules, as well as potential issues with sharing devices since women are more likely to share devices with household members. To ensure more participation from women, use approaches that reach more women, demonstrating their value by taking into consideration their contextual conditions and their personal needs and expectations. Additionally, engaging community leaders, female trainers, female mentors, and spouses could serve as catalytic drivers. Finally, consider holding single-gender sessions to allow open discussions about gendered interests and concerns and ensure the training spaces are accessible and the timing takes into consideration caregivers' responsibilities.
- **Consider training design and delivery:** It is essential to use participatory methods to encourage active engagement and to use a scaffolding learning approach. This can be done by incorporating formative and summative evaluations to assess progress and improve training design; offering intensive introductory training on digital devices and other foundational competencies, followed by periodic refreshers; using short, frequent sessions interspaced over a longer period to avoid overload; providing hands-on training in which CHWs practice using devices in real-life scenarios and perform collaborative tasks; reinforcing learning through rewards, mentorship, coaching, feedback, reflection, and simulations; providing post-training follow-up support through mentorship, coaching, peer learning, and community forums; emphasizing experiential learning through on-the-job practice; and using local Training of Trainers master trainers, especially CHW supervisors.
- **Reinforce learning:** It is helpful to use push notifications, SMS alerts, or pop-up guides within digital health applications to reinforce learning. Using automated checklists or pre-filled templates can help CHWs complete tasks accurately as they master digital tools. Consider use of programs with coaching, help desks, and mentorship for sustained impact. Additionally, it is important to train and retrain CHWs for continuous reinforcement to prevent knowledge loss and reinforce digital literacy competencies, as well as design training with built-in assessments and real-world scenarios to enhance transfer of learning. Supervisors, champions, and peers play a key role in post-training reinforcement of learning. It may also be helpful to leverage WhatsApp groups, digital forums, and follow-up sessions. Finally, consider adopting a national digital literacy curriculum for CHWs and embed it in the training of CHWs on use of digital health tools.

- **Encourage sustainability and multi-stakeholder collaboration:** To ensure success of the curriculum, it is important to facilitate long-term funding and partnerships between government and implementing partners, map existing digital tools, leverage human-centered design approaches, and integrate digital literacy into CHW training and national health strategies.

## References

Digital Square at PATH. (2025). *COMMUNITY HEALTH WORKER Foundational Digital Literacy Framework*.