



## **References and Resources**

### **Website Projects for Host-Country Organizations and Communities: Suggestions & Considerations!**

Volunteers in some countries have found that assisting their host-country organizations or communities to develop websites for both primary and secondary projects is a wonderful and highly effective way to showcase projects and accomplishments and to reach out to the rest of the world. Generally for safety and security reasons, Volunteers should not include their personal information on sites designed with or for host-country organizations. When working to develop websites with host-country organizations, Volunteers must comply with the guidelines established by the Baquet Memo from Peace Corps headquarters. These guidelines can be found on the Peace Corps Intranet at the following URL: [http://inside.peacecorps.gov/content/documents/news/021501\\_vol\\_computer.cfm](http://inside.peacecorps.gov/content/documents/news/021501_vol_computer.cfm).

#### ***Needs Assessment Model***

When posts plan to host ICT integration workshops it is recommended that a survey or needs assessment be conducted several weeks prior to the proposed training dates. The goal of any survey and needs assessment is to assist Peace Corps staff and workshop facilitators in determining participant strengths and needs. Posts that have conducted ICT workshops for Volunteers and counterparts have discovered that implementing a training strategy that best suits the needs of those persons actively participating in the workshop can be challenging, but not impossible. Requesting that participants complete a survey will help post staff and Volunteers work together to provide a workshop that can help support the work of Volunteers and counterparts. Encourage anyone participating in a workshop to complete a survey as accurately as possible.

## **PARTICIPANT SURVEY AND NEEDS ASSESSMENT Information and Communication Technology (ICT)**

### **Personal Learning Objectives**

What do you expect to learn from this workshop? Please list at least three items:

### **Work and Responsibilities**

I am involved in collaborative work with my peers (please circle only one answer):

Regularly	Often	Occasionally	Rarely	Never
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I am involved in collaborative work with the community (please circle only one answer):

Regularly	Often	Occasionally	Rarely	Never
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Briefly describe your current duties and responsibilities:

Briefly describe *one* challenge you are having in implementing your current duties and responsibilities:

How will what you learn at this workshop affect or change your work and how you interact with your community?

Please describe at least one activity using computers and/or the Internet that you plan on using with your constituents:

### **Evaluating Computer Skills and Experience**

Please circle one word that best describes your current skills and experience with using computers:

Never	Beginner	Intermediate	Experienced	Advanced
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Please circle one word that best describes your current skills and experience with using the Internet:

Never	Beginner	Intermediate	Experienced	Advanced
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Please rate the following statements, circling the most appropriate answer.

1. I have taught someone how to integrate the use of technology into his or her work activities

Regularly	Often	Occasionally	Rarely	Never
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2. I have taught someone how to use the Internet (find information, etc.)

Regularly	Often	Occasionally	Rarely	Never
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Circle the response to the following statements that best represents your beliefs.

1. Computers and the Internet are important tools for the professional development of the people with whom I work.

Disagree	Agree	Not sure
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2. Computers and the Internet are important tools for my professional development.

Disagree	Agree	Not sure
----------	-------	----------

3. Computers and the Internet can improve local organization, management, and administration.

Disagree	Agree	Not Sure
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4. After the workshop, I expect to start integrating the use of computers and the Internet into my work on a regular basis.

Disagree	Agree	Not sure
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5. Right now, I have a very clear idea of how I will use computers and the Internet in my work.

Disagree	Agree	Not sure
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On a scale of 1-4, please provide a self-assessment of your skill level in using the following programs and tools (1 = low/never use, 4 = high/use frequently with ease).

Microsoft Word	1	2	3	4
PowerPoint	1	2	3	4
Microsoft Excel	1	2	3	4
Internet search engines	1	2	3	4
E-mail	1	2	3	4
Web-page development software	1	2	3	4
Database systems or software	1	2	3	4
Accounting systems or software	1	2	3	4

**Computer Hardware**

Are you familiar with the different components (parts) of a computer system? (monitor, mouse, keyboard, CPU, printer, etc.)      Yes      No

Do you know how to set up and connect a computer system?      Yes      No

Do you know how to turn on a computer?      Yes      No

Do you know what equipment or conditions are needed for proper maintenance of a computer system?      Yes      No

What specialized hardware do you know how to use? Please circle all that apply.

Scanner	Digitalcamera	CD-ROM drive	DVD	Zip drive
	Printers	CD-RW	Other	

**Computer Software**

Are you familiar with the Microsoft DOS operating system?      Yes      No

Do you know how to maneuver through the Microsoft Windows operating system?      Yes      No

Do you know how to install computer software programs?      Yes      No

What specialized software do you know how to use? Please circle all that apply.

Spreadsheets	Digital photography	Desktop publishing
Databases	PDF	Other

### E-Mail

Do you use e-mail? Yes    No

How long have you used e-mail?

- Less than 1 year
- More than 1 year, but less than 5 years
- 5 years or more

How many e-mail accounts do you have?

one	two	three	four	five or more
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What types of e-mail accounts are they? Please circle all that apply.

AOL	MSN	Earthlink	Yahoo	Hotmail
Other _____				

### Internet/Web Applications

Which Internet browser(s) have you used? Please circle all that apply.

Netscape	AOL	Explorer	Other? _____ (please list)
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Which search engine(s) have you used?

Yahoo	MSN	Google	Other? _____ (please list)
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Which meta-search engines have you used?

MetaCrawler	Northern Light	No idea
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What do you do on the Internet and how do you do it?

Have you ever created a Web page? Yes No

Do you currently have a Web page? Yes No

Have you had a Web page in the past? Yes No

Was it for personal or professional use? Personal Professional

Which Web-page authoring development tool did you use?

### **Viruses and Security**

What antivirus program do you use?

What security precaution(s) do you take online?

### **Computer Training Courses Taken**

What courses have you taken in IT or ICT-related fields? Please indicate “none” or list courses as appropriate.

Do you have any certificates and/or degrees in IT- or ICT-related fields? If yes, please list them. Yes No

Have you or your community worked with any organizations or institutions concerning IT or ICT training or support? If yes, please list each organization or institution, describe the your training and how effective you think it was.

What strategies would you recommend for bringing computer and/or Internet access to unserved areas?

What types of technology have you used (other than computers) in development work? (Radio, television, audio, video, etc.)

Additional comments or suggestions?

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## **Skills Transfer Workshops: Session Plan Format**

Volunteers have conducted useful computer and media interactive workshops, which often include their host country national counterparts and colleagues.

If you are planning to conduct a set of training sessions, it's a good idea to draft a training agenda that includes a list of the classes you intend to teach. For each class, outline the purpose of each session and activities that will take place. Developing session outlines not only assists you in your planning and presentation of the training session, but also helps other Volunteers to conduct the same session. Session outlining helps prevent Volunteers from duplicating work and saves time for future projects.

**Session Title:** As indicated in the training schedule (if it has been developed or finalized).

**Rationale:** Provide an overview of the session and rationale.

**Time:** Indicate how long the entire session should take. Include variations in length due to size of group, entry-level abilities of group, optional activities, etc., if appropriate. Include breaks where appropriate.

**Date:**

**Trainers/Facilitators:** Describe what kinds of personnel are needed to lead or assist with the session and the trainer-to-participant ratio, if appropriate.

**Points of Integration With Other Sessions:** In what other sessions or activities are these concepts and skills introduced or reinforced?

**Session Objectives:** List the objectives for the session in behavioral terms of your participants: “By the end of this session participants will be able to...” Also list any “key messages” that you hope will come out of discussions or that you will present as a session summary.

**Trainer Preparation:** List documents that the trainer should read prior to the session. List materials that should be developed or copied, room or transport arrangements that need to be made, equipment requirements, people to contact, etc.

**Materials:** List any documents that participants should read prior to the session. List handouts that will be provided in class and attach a copy of each to the session plan. List materials (pens, tape, paper, equipment, etc.).

**Description of Activities:** Develop each activity fully, including each step, timing, examples of processing questions, and options or hints on how the same content could be handled in different situations. Use the 4MAT lesson plan quadrants (motivation, information, participation/practice, application) to ensure that the trainer addresses different learning styles and moves from the abstract to the practical. (See Resources section for 4MAT listing.)

Include points at which the trainer/facilitator checks for understanding and/or skill development, including pre-assessment and post-assessment tools.

**Evaluation:** It’s always good to give students or participants a training evaluation form to complete at the end of any type of workshop. In a trainers’ evaluation, include any trainer notes and comments that represent feedback from the participants. Make recommendations for improving the session.

**SAMPLE ICT TROUBLESHOOTING  
WORKSHOP DESIGN  
Peace Corps/Tonga**

**INFORMATION AND COMMUNICATION TECHNOLOGY**

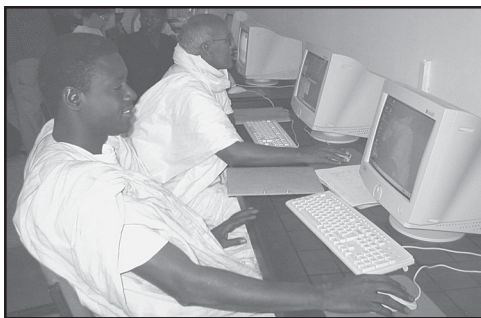
<b>Day 1</b>				
<b>Time</b>	<b>Session</b>	<b>Content</b>	<b>Participants &amp; Location</b>	<b>Facilitator</b>
8:00 a.m.– 9:00 a.m.	Arrival and registration	Participants arrive, check in, get name tags.	Volunteers and counterparts in meeting room	
9:00 a.m.– 10:00 a.m.	Welcome and review of the workshop schedule, questions	Introduce workshop training facilitators, introduce participants.	Volunteers and counterparts parts	
10:00 a.m.– 10:15 a.m.	Break			
10:15 a.m.– 12:00 p.m.	Installing and uninstalling software	Participants will practice installing and uninstalling various software packages, such as Microsoft’s Word, Excel, and Windows.	Volunteers and counterparts	
12:00 p.m.– 1:30 p.m.	Lunch			
1:30 p.m.– 3:30 p.m.	Maintaining your computer and keeping it safe	Participants will discuss ways to maintain their computers and keep the system running properly. “Scan disk” and “defrag” will be discussed and demonstrated; virus protection software will be discussed.	Volunteers and counterparts	
3:30 p.m.– 4:00 p.m.	Free time for participants to check e-mail and surf the Internet			

<b>Day 2</b>				
<b>Time</b>	<b>Session</b>	<b>Content</b>	<b>Participants &amp; Location</b>	<b>Facilitator</b>
8:00 a.m.– 8:30 a.m.	Review and over- view of Day 1	Review the activities covered on Day 1 and preview the agenda for Day 2.	Volunteers and counterparts in large meeting room	
8:30 a.m.– 10:00 a.m.	Troubleshooting printer problems	Discussion will cover most commonly encountered printer problems (paper jams, ink cartridge, ribbon cartridge, printer not recognized by computer, etc.) and possible solutions.	Volunteers and counterparts	
10:00 a.m.– 10:15 a.m.	Break			
10:15 a.m.– 12:30 p.m.	Teaching computer skills	Discuss appropriate methods for transferring computer technology skills to persons who have recently learned to use computers or who have never before used computers. Participants will discuss ways to adapt these skills to teaching someone how to troubleshoot. Participants will prepare 15-minute mini-computer classes.	Volunteers and counterparts	
12:30 p.m.– 2:00 p.m.	Lunch			
2:00 p.m.– 3:30 p.m.	Mini-trouble-shooting classes	Presentation of mini-technology training sessions in groups of 4–5 persons, 15 minutes per group. Participants will evaluate each other and make suggestions for improving training techniques.	Volunteers and counterparts	
3:30 p.m.– 3:45 p.m.	Break			
3:45 p.m.– 5:00 p.m.	Mini-trouble-shooting classes (continued)	Continuation of group presentations.	Volunteers and counterparts	

<b>Day 3</b>				
<b>Time</b>	<b>Session</b>	<b>Content</b>	<b>Participants &amp; Location</b>	<b>Facilitator</b>
8:00 a.m.– 10:00 a.m.	Organizing work and file management	Participants will work on effective file management techniques and discuss methods for organizing their work.	Volunteers and counterparts	
10:00 a.m.– 10:15 a.m.	Break			
10:15 a.m.– 11:45 a.m.	Next steps	Volunteers and counterparts will work together to devise a strategy for integrating technology into their projects. Participants will present their "Next Step" plans to the group. Participants will receive feedback from post staff (APCD, etc.)	Volunteers and counterparts	
11:45 a.m.– 1:00 p.m.	Lunch			
1:00 p.m.– 2:00 p.m.	Top 5 trouble-shooting challenges in Tonga	The top troubleshooting challenges in Tonga will be discussed as well as possible solutions. Participants will discuss methods for obtaining or refining skills that will help them to work through these challenges. Participants will discuss how these competencies could be incorporated into future trouble-shooting workshops.	Volunteers and counterparts	
2:00 p.m.– 3:00 p.m.	Panel of guest speakers	Local computer technology experts will speak to the group about their current work in Tonga. Guest speakers will discuss how their organizations can possibly provide support or participate in collaborative projects with Volunteers and counterparts (if applicable).	Volunteers and counterparts	
3:00 p.m.– 3:15 p.m.	Break			
3:15 p.m.– 3:35 p.m.	Evaluation and closure	Review of workshop, questions, suggestions for future workshops. Closing and presentation of certificates.	Volunteers and counterparts	

## ICT Training of Trainers

The Peace Corps' *Information and Communication Technology Training of Trainers* (TOT) manual (ICE No. T0122) is designed to provide the skills and resources needed for participants to train others in basic computer and Internet use. It assumes that the participants know how to use computers and the Internet but need or wish to improve their skills in transferring computer technology skills to others. There are sections in the ICT TOT manual that specifically address using the Internet and resources that can be found on the Internet. Although some participants may not have access to the Internet on a regular basis at their sites, it is likely that the Internet will become more and more relevant and available in many areas in the near future. The ICT TOT manual has two parts—a *Facilitator Guide* and a *Participant Handbook*—and a CD containing both parts so that these materials, especially participant materials, can be modified to suit the specific training before printing.



Training of trainers in Mauritania.

## **ICT TOT Facilitator Guide and Reference Manual**

This script is a detailed guide for trainers conducting the ICT training of trainers for Peace Corps Volunteers during their pre-service training (PST) or in-service training (IST). It outlines the time, sequence, materials, objectives, and content of the TOT. While this TOT is designed to prepare participants to conduct formal training sessions, the skills and materials can be applied to one-on-one situations or training that occurs over several weeks or months in shorter sessions. The accompanying ICT TOT *Participant Handbook* is to be distributed to all trainers and participants, and includes much of the content of the ICT TOT. (See description below.)

The objectives of the ICT TOT are to prepare participants to:

- 1.** Conduct effective computer and Internet training, so as to help others better accomplish their development objectives.
- 2.** Understand and apply participatory training methods that are effective in experiential learning situations.
- 3.** Learn how to tailor a training program to the needs of the audience.



Bridging the digital divide in Central America.

## **ICT TOT Participant Handbook**

The *Participant Handbook* contains the content and resource material for the ICT training of trainers (TOT) for Peace Corps Volunteers during their pre-service training (PST) or in-service training (IST). It is divided into two parts:



**Part One** contains information to help trainers understand how people learn, and to plan, conduct, and apply computer and Internet training.



**Part Two** consists of detailed scripts of training modules to be used as training guides and support materials for each module.

## **Creating Other ICT Manuals**

Should you want to create a local ICT training manual, you can modify parts of the ICT TOT manual described above. It is on a CD in each manual. You may want to review what Volunteers worldwide have already produced.

Volunteers in Kenya realized that so many of them were teaching computer skills, regardless of their primary project, that they got together and developed a manual for Volunteers working in ICT. They addressed subjects including how to protect your computer from the ever-present dust of village life, what to do when a nest of termites takes up residence in your hard drive, accessing the Internet without a phone line, and the best places to find replacement hardware in Kenya. One of the biggest problems in Kenya is not the lack of computers but the lack of basic maintenance and repair of computers that are in a harsh and non-electronics-friendly environment.

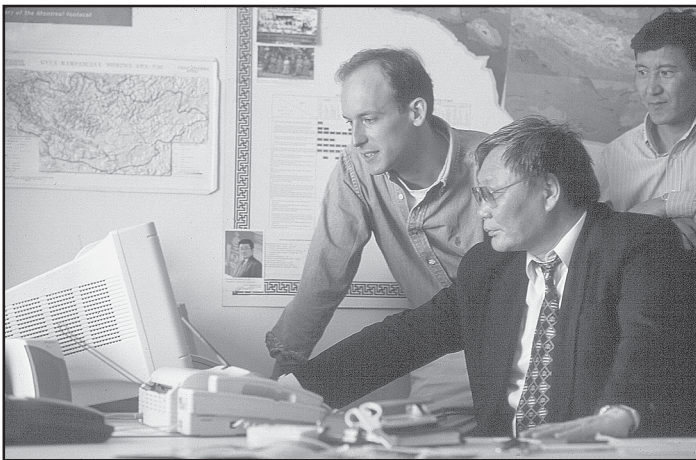


Acknowledging that many Volunteers are already familiar with the basic operation of hardware and software, they have created a document to prepare Volunteers for the environment in which they will be working and to help them avoid the pitfalls that others have already encountered.

## **Website Disclaimer**

If you attempt to access something and it doesn't work, there are two things to try. First, if the host still exists, poke around a bit—host managers have a habit of rearranging things. Second, go to a search engine and type in key words in the hopes of finding a new address.

If you don't know the exact address for something on the Internet, you can usually guess correctly by using standard names. For example, if you hear about good material on the Web server at UNDP, you can guess at the name <http://www.undp.org> and may succeed. The “*http://*” tells you it is a web resource; “*www*” is a standard name for a Web resource; and “*undp.org*” is the general network name for the United Nations Development Programme.



Computer training in Mongolia

## Resources Available Through Peace Corps' Information Collection and Exchange (ICE)

The following resources are available for Volunteers and staff to order by using the ICE reference numbers:

- ***From Workplace to Workspace: Using Email Lists to Work Together.*** Maureen James and Liz Rykert (IDRC). 1998. 58 pp. (ICE No. ED210)

This guide provides practical and useful advice on how to set up and launch an e-mail list, and how to keep it active and vibrant. E-mail provides a quick, reliable, and cost-effective link to the world at large, changing a traditional “workplace” into a “workspace” that crosses even international boundaries. This publication is also available free online in English, French, and Spanish through the IDRC website at:

[www.idrc.ca/acb/showdetl.cfm?&DID=6&Product\\_ID=177&CATID=15](http://www.idrc.ca/acb/showdetl.cfm?&DID=6&Product_ID=177&CATID=15)

- ***Teaching With the Internet: Strategies and Models for K-12 Curricula.*** Beverly E. Crane (Neal-Schuman Publishers, Inc.). 2002. 381 pp. (ICE No. ED212) Distributed to Peace Corps in-country resource centers only.

This resource provides lesson plans and practical tips for integrating the use of computers and the Internet for K-12 students. Useful tables and charts supplement text throughout the book; there are also forms for lesson and website evaluation, and sample search-planning worksheets for students. A separate chapter is devoted to using the Internet with English as a second language (ESL) students.

- **About Teaching: 4MAT in the Classroom.** Bernice McCarthy (About Learning). 2000. 210 pp. (ICE No. ED187)

This resource assists teachers in developing lessons that address different learning styles.

- **Essential Handbook—Radio and HIV/AIDS: Making the Difference.** Gordon Adam and Nicola Harford (UNAIDS). 1999. 118 pp. (ICE No. HE362)

This is a practical guide to producing the kind of radio programs that will make listeners stop and think about how they can reduce their risk of HIV infection. NGO managers, policy makers, and communication advisors in the field of HIV/AIDS prevention and health education in general will find this handbook a useful resource for using radio as a tool in social marketing and health-related community awareness and mobilization campaigns. This publication is difficult to get in stock in hard copy, but is available for no cost by downloading directly from the UNAIDS website as 1.5 mb Acrobat PDF files:

*English:*

[www.unaids.org/publications/documents/care/general/JC429-Radio-E.pdf](http://www.unaids.org/publications/documents/care/general/JC429-Radio-E.pdf)

*French:*

[www.unaids.org/publications/documents/care/general/JC429-Radio-F.pdf](http://www.unaids.org/publications/documents/care/general/JC429-Radio-F.pdf)

*Spanish:*

[www.unaids.org/publications/documents/care/general/JC429-Radio-S.pdf](http://www.unaids.org/publications/documents/care/general/JC429-Radio-S.pdf)

- **Essential Internet: Basics for International NGOs.** Carlos Parada, Gary Garriot, and Janet Green (InterAction). 1997. 160 pp. (ICE No. RE032)

This simple guide for NGOs about how to incorporate Internet technology into their daily operations explains what the Internet is, gives

information about Internet tools (Telnet, the World Wide Web, and intranets), and provides information on Internet resources for NGOs.

- **Internet Esencial: Conceptos Basicos para ONGs Internacionales.** Carlos Parada, Gary Garriot, and Janet Green (InterAction). 1997. 194 pp. (ICE No. RE031)

Spanish version of RE032, *Essential Internet: Basics for International NGOs*.

- **Information and Communication Technology Training of Trainers: Computer and Internet Use for Development.** (Peace Corps). 2002. 274 pp. (ICE No. T0122)

This publication contains a *Facilitator's Guide and Reference Manual* for conducting training in basic computer use. A *Participant Handbook* is also included. The book includes an introduction to the Internet and sections on how to teach computer skills, training techniques and activities, and other resource materials. This Peace Corps-produced manual is a good "hands-on" computer training resource based on field-tested training. It is also available at no cost through the Peace Corps' online library at:

[www.peacecorps.gov/library/community.cfm](http://www.peacecorps.gov/library/community.cfm)

- **Gender and the Information Revolution in Africa.** (IDRC). 2000. 247 pp. (ICE No. WD143)

The essays in this book examine the current and potential impact of the ICT explosion in Africa. They focus specifically on gender issues and analyze the extent to which women's needs and preferences are being served. The authors underscore the need for information to be made directly relevant to the needs of rural women, whether in the areas of agriculture, health, microenterprise, or education. This publication is also available for no cost in both English and French through the IDRC website at:

[http://www.idrc.ca/acb/showdetl.cfm?&DID=6&Product\\_ID=471&CATID=15#toc](http://www.idrc.ca/acb/showdetl.cfm?&DID=6&Product_ID=471&CATID=15#toc)

- **Participatory Video: A Practical Guide to Using Video Creatively in Group Development Work.** Jackie Shaw and Clive Robertson (Routledge). 1997. 304 pp. (ICE No. CD059) Distributed to Peace Corps in-country resource centers only.

This is a comprehensive guide to using video in group development work. Video can be a powerful tool, helping communities, organizations, or other groups to examine the world around them, gain awareness of their situation, and become more actively involved in decisions that affect their lives. The book sets out a complete program for workers in a range of social work, community, education, and health settings. It features more than 60 exercises, explaining clearly the procedure to follow, the time needed, and the value of each activity. It includes practical advice on workshop planning, video equipment and how to use it, teaching technical skills to group members, and running long-term projects.

- **Promoting Powerful People.** (Peace Corps). 2000. 288 pp. (ICE No. T0104)

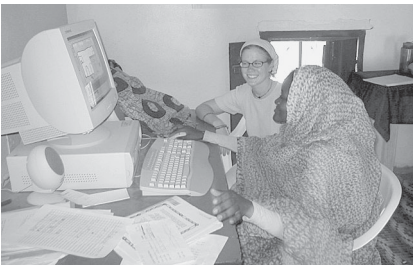
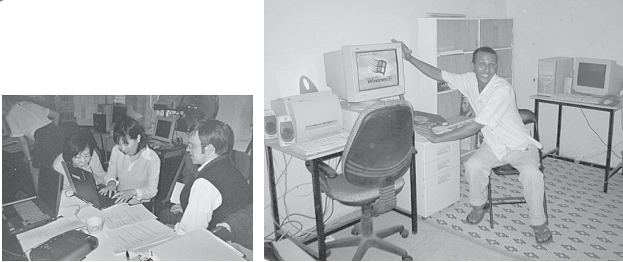
This community development training manual, based on nutrition but with suggestions for modifying content focus, has sections on developing and using recorded materials and producing and broadcasting local radio materials.



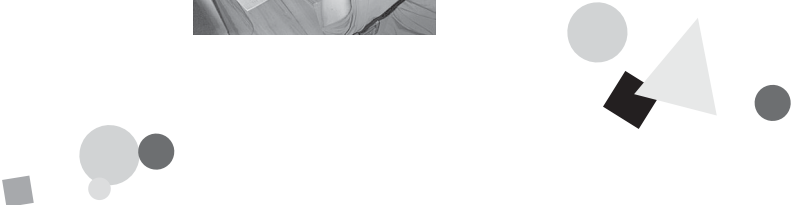
# Endnotes

1. From the executive summary of “*Gender, Information Technology and Developing Countries: An Analytic Study*” by Nancy Hafkin and Nancy Taggart, Academy for Educational Development (AED), Washington, D.C.
2. P. Fraser-Abder and J. A. Mehta, “Literacy for All,” pp. 201–218, in “Missing Links: Gender Equity in Science and Technology for Development.” DRC/INIFEM/IT: 1995.





Using ICTs in Mauritania,  
Mongolia and Cape Verde





# Have a Good Idea?



Send us your “idea” suggestions for the Idea Book series.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone/Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Here’s my idea(s) that might be useful in future idea books.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If necessary, attach additional sheets to complete your description. Include any samples or photos that help illustrate your project ideas.

***Send to:***

Peace Corps

Information Collection and Exchange

1111 20th Street, NW

Washington, DC 20526

Telephone: 202.692.2640

Fax: 202.692.2641



## Share Your Ideas



We encourage you to share your ICT ideas, project information, and materials so that Volunteers worldwide might benefit from your experiences. Please send this information to ICT Specialist, Center for Field Assistance and Applied Research, Peace Corps, 1111 20<sup>th</sup> Street, NW, Washington, DC 20526.



