

## **Youth and ICT**

In many parts of the world today instantaneous communication is made possible by satellite technology for radio and television and by the Internet. Just a decade ago, the speed, breadth, and quality of these technologies were of a lesser standard—many were not accessible outside of military applications. Peace Corps Volunteers working in communities around the world are bringing technological awareness to young people whose natural curiosity seems to make the learning process faster and less fearful than it is for adults. In this section you will read about youth radio and video activities, computer classes and camps, and ways that computer games can be used to teach skills and have fun.



### **Youth and Radio or Audio**

A Volunteer in Cameroon developed a series of radio broadcasts with lessons for children and youth. The following are recommendations when involving youth in radio projects:

- ▶ Summer vacation is a good time to get youth involved.
- ▶ Depending on where the facilitator is based and from where the youth will be coming, it may be necessary to prerecord shows during production blocks in the month before broadcast.
- ▶ Before taping, have the youth participants create a name for their program and possibly a jingle.
- ▶ Have the station create or use prerecorded promotional spots starting a week or so before the first broadcast. This way the youth participants can start to look forward to the series and can plan on when they should be listening.

- ▶ Set reasonable limits; a three-hour segment in one day is a reasonable goal.
- ▶ If there is going to be a particularly heavy production day, try to have snacks and drinks for people who have to wait around.
- ▶ Check out the studio set-up beforehand so you can see how it works and if there are pieces of equipment they lack.
- ▶ Make sure that there are two copies of each program made—probably a reel-to-reel and a cassette if CD technology is not available.
- ▶ Make sure a new tape is used. Also, make sure that you can acquire tapes with necessary cassette length in your area; these may need to be purchased in the capital or a bigger city or town that is known to have a wider variety of items.



Inside the broadcast booth during a community-focused radio program.

- ▶ Work with the radio station (programming director) on selecting dates and times for the production blocks. This will ensure that they are held on days and at times when the station has the capacity to host them.
- ▶ Select days and times (depending on how intensive the campaign will be) when the individual programs or shows will be broadcast. This way, even if you are not based in the same town as the radio station, you can organize discussion groups for listening to the shows and thereby continue the debate.
- ▶ A school vacation series can be done once a week for 10 weeks or twice a week for five weeks. It is likely that the station will replay the series if you provide them with audiotapes.
- ▶ Have fellow Volunteers publicize the series day and time in their villages and also hold discussion groups.
- ▶ Have a moderator (popular local personality, if possible) present during all programs that make up the body of the series. The moderator can introduce the youth participants and the local authority, facilitate or ask questions to/from the youth for the authority, introduce music from the script, and so on.
- ▶ Each program might have five or six new youth participants and a local authority. The moderator will help the youth interview the weekly authority regarding the specified theme.
- ▶ The moderator may be asked to broach specific subtopics during the program.
- ▶ The youth will be very excited to participate and will be willing to share a room for the night in a lodging facility and receive a small per diem plus transport. They will likely remind you several times of their readiness to go and do the show. This may serve as a radio production or journalism apprenticeship for them as it will likely be their first time in a radio station.

- ▶ You probably will need to remind the local authority (doctor, nurse, midwife, community organizer, rural development agent, NGO representative, football player, teacher, government official, etc.) several times of the dates and times of the event. You may even have to pick them up and take them to the station when it is time for their taping. Incentives for their participation could be a cap or T-shirt and certificate for their time.
- ▶ Motivated youth participants can be selected from various volunteer initiatives. Make sure to get a good mix from throughout the country (or your region within the country) with both rural and urban (the larger towns in the province if it is primarily rural) representation. Make sure that they are not timid and that they understand the topic well before taping. Work with the participants to prepare their questions beforehand. Consider the value of involving all types of interested participants to make the program reality-based—one young man had a bad stuttering problem, but he wanted very much to be on the program, and one young mother needed to hold her baby during the programming. Both were successful.
- ▶ It is suggested that the structure of each week’s program be 30 percent music and 70 percent discussion.
- ▶ The introductory program can be prerecorded.



An entrepreneur in West Africa operates a record store, repairs radios, and hosts an American music radio show.



## Youth and Television

*Participatory Video: A Practical Guide to Using Video Creatively in Group Development Work* (Routledge, 1997, ICE No. CD059) is a resource for anyone interested in using video. This book provides an introduction to participatory video, examples of workshop activities and video production exercises, and project design and implementation for participatory video. Posts may request a copy of this publication from their Information Resource Center.



## Youth and Computers

A Volunteer in Tonga created a successful program of computer and Internet courses for unemployed Tongan youth and also created efficient procedures for operating a computer center for youth. The project website contains lessons plans and other information that Volunteers may find helpful: [www.geocities.com/wdyhcc/](http://www.geocities.com/wdyhcc/).

### ***Establishing Ground Rules in the Computer Training Room***

What follows was adapted from the work of Volunteers and staff in El Salvador.

Volunteers in El Salvador are actively engaged in transferring computer skills to persons in their communities and to their colleagues where they work. Volunteers and staff found it helpful to establish a set of ground rules for persons attending computer training sessions. This can prove especially helpful when working with youth. It may also be helpful to post a set of “rules” in large letters on the wall or outside the door for youth to see before entering the room. An example follows:



## **Rules**

- 1** Clean/wipe your shoes (clean/wipe your feet) before entering the training room.
- 2** Clean/wash dust from your hands before entering the training room.
- 3** Food, beverages, and chewing gum are prohibited in the training room.
- 4** Before the start of and after the ending of each training session, participants must clear trash or papers from the area around the computer used during the session.
- 5** You may not miss more than three classes or training sessions. If you miss more than three classes, you will not receive a certificate/diploma at the completion of the training.
- 6** Each minute you are late is counted. If the total number of minutes you are late add up to one hour (60 minutes), your record is marked as if you missing one entire day of training. (This rule obviously may not be applicable in communities where no one or few people wear watches!)
- 7** Participants/students that receive a score of seven or higher will receive a certificate or diploma.
- 8** Each student/participant will have the opportunity to raise his or her grade/mark/score during the training. You may do this by correcting and resubmitting any homework or assignments. The training instructor will review the corrected assignment and reassign a higher score when appropriate.

Please note that it is not necessary to use the exact wording provided in this example. Adapt a list of rules that are most appropriately applied in your community, based on your audience (Youth? Adults? Girls?), and those best suited in meeting your training needs.

## **“Lessons Learned” in Starting a Computer Class for Youth**

*—A Volunteer in Ghana*

- You do not need a fully equipped computer lab to get started. Even a few computers can support about 15 students if they triple up. For larger numbers, you can teach the same lesson to different groups, or you can use the classes as a reward for good grades in school. (The best students may do the most with an opportunity to increase their computer literacy.) It is not ideal, but it at least gives them exposure to computers and can minimize any intimidation they might have in working with technology.
- Your lessons can never be too easy. You might think that a keyboard is simple once you explain what it does—you press a key and the letter appears—but what about capital letters? What does Tab mean? And why does the question mark key produce a slash instead? Remember: Although it may be obvious to you, it may not be obvious to your students.
  - Hold a girls-only class. Classes without boys can make more of a difference than you might expect. When boys are not around, the girls ask more questions, help each other more often, and generally seem to enjoy themselves a bit more. They also have the opportunity to draw pictures, sing songs, and do what they consider “girl stuff” without fear of being mocked by the boys.
  - Try to promote any activity that uses the computer as more than just an electronic typewriter.

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- **At the end of each lesson, quietly excuse yourself and let the students use the computer on their own, without any teacher looming over them watching for mistakes. These days, computers are quite forgiving about mistakes; they can give a polite error message without crashing (usually). Students are free to make mistakes and correct them independently; the computer is an ideal tool for self-learning.**
- **Beware of cultural traditions that might confuse your students. In Ghana, for instance, students often bring to school a white board, which is a thin piece of wood about the size of a piece of paper, with one side painted white and given a clear varnish. The students write on it in pencil, and erase it using a mixture of soap and water. It saves them money because they do not need to buy paper for scratch work and practice problems. Naturally, these students carried this idea with them to computer class. Before shutting down for the day, they would carefully erase anything they didn't want to save by holding down the backspace key. The instructor had to explain that simply closing the document and not saving the text would erase it instantly.**



Computer training in Moldova





## **Youth and the Internet**



The work of a Volunteer in Eastern Caribbean offers an example of how the Internet can be used to enhance the lives of youth. After successfully installing two computers in the local youth center, the Volunteer made an arrangement with the local telecommunications company to provide free Internet connection. Access to the Internet helped the center in three ways: (1) it enabled the organization to establish links with other youth organizations globally, (2) it provided a tool for seeking various types of assistance for its program, and (3) it allowed for dissemination of information about the organization and its activities.

Another way in which Volunteers use the Internet is to market products produced by youth. In Eastern Caribbean, a Volunteer is helping youth make candles. These youth use the Internet to purchase raw materials, perform market research on candles, and, most important, sell their product to hundreds of new customers around the world.

Finally, a Peace Corps Volunteer in Georgia is using an America Online Peace Pack to assist a local NGO in establishing a Youth Information Resource Center. Future projects include basic computer classes, the creation of a website that provides job and career opportunities in Georgia, and production of a youth-directed newsletter. Another Volunteer in Georgia is helping a local NGO create a project called “Web Page For Kids, By Kids.” Students will be trained to search for information and gather resources to create a website promoting their town.





Group work at an ICT integration workshop in El Salvador

## Engaging Young People in General

Volunteers in Guatemala shared some ideas about conducting computer classes for young people. As with many persons new to or unfamiliar with computer technology, the learners were initially apprehensive about using the computers. Volunteers decided to begin with the basics, such as turning the computer on and off, moving the mouse, writing letters and postcards, and playing computer games (math games or Trivial Pursuit with the encyclopedia). Although the students began slowly, with practice and in time they became more comfortable and eager to learn more.

The following is a workshop report about a computer camp for youth in Tonga.

## **Tonga Youth Computer Camp**

### **OVERVIEW**

*“Komipiuta oku ‘ofa lahi” (KOOL)*—Computers love us a lot! The KOOL camp is an opportunity for 15 Tongan youth between the ages of 12 and 16 from various islands to experience the joys of computing through hands-on entertainment rather than a purely educational focus. The camp will get them excited about computers and inspire them to learn more.

### **OBJECTIVES**

- Keep the youth entertained and excited about computers.
- Generate interest in future information communication technology learning.
- Make their computer experience at the camp nonthreatening.
- Develop materials that can be used in future computer camps.

### **PARTICIPANTS**

The participants will be youth between the ages of 14 and 16 who have limited computer experience, meaning they are not currently or were not previously enrolled in computer classes. They will be selected from islands where Volunteers are working and can accompany them. Outer island participants will fly to Tongatapu and remain for four days before returning home.

The participants will be chosen by a Volunteer on their island in consultation with camp coordinators using a basic application process. The Volunteer will identify and distribute an application to the youth. Targeted youth will include those with an interest in computers and those who have demonstrated an ability to be active, productive members of their school.

Facilitators would include Volunteers and Tongan counterparts.

### **SCHEDULE**

The camp will be three days long. The facilitators also will attend a one-day training session on the use of software packages, teaching methods, and objectives of the workshop. The guest lecturers will be Tongan professionals from different islands and walks of life who have received secondary education in Tonga.

Camp dates are scheduled to follow the end of school exams and external exams in October.

Participants will stay at a church hall with Volunteers and a female Tongan staff. Breakfast and dinner will be served at the church.

Activities are planned each evening. Arrival evening: Movie *Aladdin* with discussion of how computers were used to make the movie.

**Day One:** Board game night.

**Day Two:** A second film with computerized special effects.

**Day Three:** Talent show.

### KOOL CAMP

Time	Activity	Facilitator
<b>DAY 1 – Games</b>		
8:30 a.m. – 9:00 a.m.	Arrival and Registration <i>Participants arrive, check in, and receive name tags</i>	
9:00 a.m. – 10:00 a.m.	Introduction to the KOOL Camp <i>Prayer, an icebreaker, and an overview of camp objectives</i>	
10:00 a.m. – 10:15 a.m.	Tea	
10:15 a.m. – 12:00 p.m.	Introduction to Games <i>Basic games included in Microsoft Windows, such as Solitaire, Minesweeper, Pinball, to get users acquainted with mouse and keyboard</i>	
12:00 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 3:00 p.m.	Discussion <i>Large group discussion about what got them interested in computers and what they most like about computers (includes basic discussion on Microsoft Office)</i>	
3:00 p.m.– 3:15 p.m.	Tea	
3:15 p.m.– 5:00 p.m.	Advanced Games <i>First person shooters, Typing Master, and puzzle games</i>	

Time	Activity	Facilitator
<b>DAY 2 – Multimedia</b>		
8:30 a.m. – 10:00 a.m.	Use of Multimedia Devices <i>Use of digital cameras and scanners, ending with a slide show</i>	
10:00 a.m. – 10:15 a.m.	Tea	
10:15 a.m. – 12:00 p.m.	Introduction to Graphic Design Software <i>Basic Adobe Photoshop skills followed by editing time and then another slide show. Youth also will be asked to select pictures they would like to have printed and laminated along with a group picture</i>	
12:00 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 3:00 p.m.	Guest Lecturer <i>Professionals involved in the graphic design industry</i>	
3:00 p.m. – 3:15 p.m.	Tea	
3:15 p.m. – 5:00 p.m.	<i>Shrek, the Movie (DVD)</i> <i>This movie is a brilliant display of computer-generated graphics and should be fun for all to watch</i>	



Computer lessons help finance other activities at a youth center in the Pacific.

Time	Activity	Facilitator
<b>DAY 3 Internet</b>		
8:30 a.m. – 10:00 a.m.	Introduction to the Internet <i>Basic history and general information on the Internet; visit websites about Tonga; how to use an Internet browser</i>	
10:00 a.m. – 10:15 a.m.	Tea	
10:15 a.m. – 12:00 p.m.	Internet Scavenger Hunt <i>Pair up and seek information on the Internet based on clues</i>	
12:00 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 2:30 p.m.	Guest Lecturer <i>Professionals involved in the Web design industry</i>	
2:30 p.m. – 2:45 p.m.	Tea	
2:45 p.m. – 4:30 p.m.	Surf's Up <i>Set up Web-based e-mail accounts, chat online, and browse the Internet</i>	
4:30 p.m. – 5:30 p.m.	Closing Ceremony <i>Presentation of certificates and laminated group collages</i>	Peace Corps APCD

