

ICT in Health Projects

Although Volunteers in health projects address a wide range of issues, one of the most prevalent is HIV/AIDS prevention and treatment. In this section you will read about the outreach and education achieved with radio communication, the possibilities for expanded educational outreach offered by TV and video, and the application of computer technology to project management and health education activities.



Health and Radio

Using Radio to Promote HIV/AIDS Education and Prevention in Niger

Radio can be used to promote all types of Volunteer and community activities and generate the involvement and participation of the community. A Volunteer project in Niger used radio to promote an HIV/AIDS education and prevention campaign. To increase local interest and attendance and participation Volunteers asked a local theater group to perform educational skits and recruited local youth to participate in a basketball tournament for the event. Volunteers spoke with local government officials several times prior to the event to get their support.

Advertising the Event

Each week 14 announcements were broadcast, with two segments each day. Each broadcast was roughly two to three minutes long and included information on the upcoming event (theater group performances of HIV/AIDS educational skits), with the theater group performing segments of the skits during the advertising broadcasts. The announcements and skits were prerecorded.

Performing the Broadcasts

A host country animator and the local theater group did the broadcasts.

Problems Encountered

Setting up meetings; getting local health officials to participate; late arrivals or no-shows by top officials. In addition the theater group was from the city so traveling to the bush was a challenge for them; they were not accustomed to the “village” life. The basketball game was a great way of gathering people but generated a very large crowd that was difficult to manage. Working with the animator was challenging at times, since he wasn’t used to working with a woman in a leadership role.

Promising Practices

- 1.** Working with remote villages (theater group traveled to remote sites and performed skits).
- 2.** Engaging nomadic people in the sensitizations.
- 3.** Encouraging people to talk about sex even if shocking at times.
- 4.** Question-and-answer (Q&A) sessions following the skits to eliminate myths and rumors concerning HIV/AIDS transmission.
- 5.** Volunteers involved in this activity found that members of the theater group also increased their knowledge and awareness as they participated in the campaign.
- 6.** Broadcasting the event at least two to three weeks prior to the event to help hold public interest.



Lessons Learned

- 1.** For the theater performances and Q&A sessions, try to keep the crowd to a manageable size. Over 150 people during a Q&A

session is too large to manage and not everyone will be able to have their questions answered.

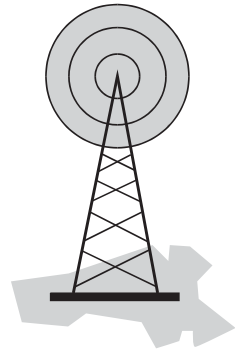
- 2.** Encourage as many women as possible to participate in the discussions.
- 3.** Try to coordinate with other Volunteers. There is a lot of pre-event footwork to be done.
- 4.** Try reaching groups that typically get excluded: nomadic populations, women, and youth.

Plan more than one event, hitting different listening areas of the country. This may make it easier for more Volunteers to participate and to assist with the planning.

General Tips for Working With Local Radio Stations

Visit the station to meet with station personnel several times prior to the actual scheduled event. Once or twice is not likely to be enough.

Many countries have established lines of protocol that must be followed when working with local radio, especially those that broadcast to a wide range of people and especially if the material to be broadcast is of a sensitive nature (birth spacing, for example). Be sure to meet with all of the necessary local officials who grant permission for such events.



For more information on developing and using recorded materials, and producing and broadcasting local radio materials in community development activities, see *Promoting Powerful People* (ICE No. T0104).



Health and Television or Video



Suggestions for Activities

- 1.** Videotape theater group performances and skits for use during HIV/AIDS educational activities or during activities focusing on clean and healthy living practices (hand washing, boiling water, etc.). If there is no available theater group in-country, enlist your fellow Volunteers and counterparts to help perform the skits.
- 2.** If working in an area where electricity is scarce or nonexistent, ask local nongovernmental organizations (such as Global 2000) to provide or rent a generator to power a TV and VCR.
- 3.** Play the videotaped skits at schools using a TV and VCR, or in community computer centers or Internet cafes using a CD and the computer screen.
- 4.** Share the video with local or government television stations. They are usually happy to receive local educational programming material.

If you are looking for ideas on the type of dialogue or subject matter that might be included in a skit or educational drama, refer to the HIV/AIDS Idea Book (ICE No. M00811) or the UNAIDS Radio Book (ICE No. HE362; see listing in the Resources section).



A satellite dish at a community radio station in West Africa.



Health and Computers



Health Volunteers in Jamaica are using computers in a wide variety of ways to help reach their development goals, including creating tables, graphs, and visual aids; and installing a wastewater database software program in two Regional Health Authorities.

In Honduras, a Volunteer rebuilt 15 secondhand computers, which were donated by a Rotary Club, and set up a computer laboratory. He also wrote manuals for Microsoft Word, Excel, and PowerPoint. The Volunteer then trained a capable young man from the community as a computer instructor. All vocational center students receive computer classes free of charge. In addition, 90 community members paid to attend these classes. The money raised from classes has paid the instructor's salary and the secretary of the center's salary, purchased one new computer and a color printer, and provided seed money for the other workshops to buy start-up materials.

Volunteers in Nicaragua constructed a database to facilitate the flow of information from an indigenous health center. Volunteers in the Gambia trained divisional health team members to process data generated at health centers and primary health care villages to enable them to provide feedback and supervise health care activities.



Volunteers and their municipal counterparts learn ICT skills in Latin America.



Health and the Internet



In Jamaica several Health Volunteers helped their counterparts with the creation of the SERHA website: www.serha.gov.jm. This website provides information regarding pools, tourism establishments, and food-handling establishments that have passed health inspections; HIV resources in southern and eastern Jamaica; and hospital locations and contact information. The site also contains job listings and media coverage of events in the region.

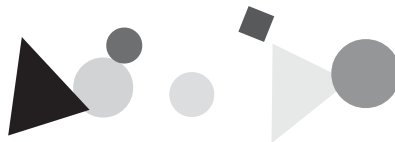
A Volunteer in Moldova helped construct a computer center for local youth that included computers with Internet connectivity. The center allowed young people to gain access to important health information through the Internet.



Online Resources to Explore



- The Global Health Information Network
www.healthnet.org/index.php
- Digital Opportunity Initiative: ICT for Health
www.opt-init.org/framework/pages/2.2.1.html



ICT in Education Projects

Volunteers working in education are using ICT in myriad ways. A growing endeavor is the delivery of computer training programs and the training of IT trainers. These initiatives build skills locally that can be transferred without the Volunteer's ongoing involvement. Volunteers are also using radio and television for English language instruction. Additionally, many resources exist on the Internet for Volunteer teachers to use in creating lesson plans or with students in the classroom.



Education and Radio

Two Mongolia education Volunteers produced a weekly English lesson on a local radio station (103.6 FM “Gobi Wave”) for one year. This work developed out of the Volunteers’ idea to do a music radio show in English. Their counterparts and a local DJ from the station collaborated on the project. They recorded all lessons to produce a set of cassettes that can be copied, distributed to schools and anyone interested, or rebroadcast by the station.

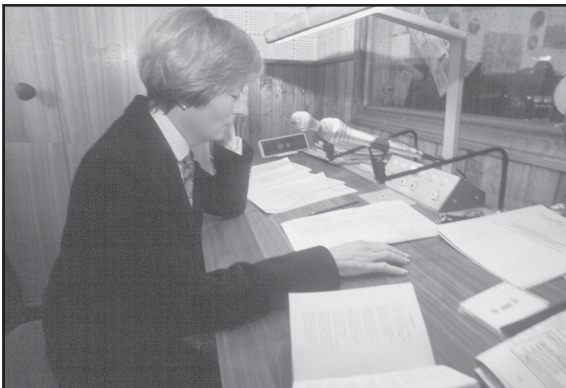
Peace Corps Volunteers in other parts of the world also found audio recordings helpful in facilitating English language acquisition. For example, Volunteers in Georgia produced English language audiotapes to augment new seventh form English language textbooks. Volunteers in Russia recorded 18 audiotapes of native English speakers to improve listening comprehension skills.

A Peace Corps Volunteer in Belize hosted a morning radio talk show focusing on special education and disabilities.

Education Volunteers in Zambia collaborate with the Educational Development Center (funded by USAID) and Zambia’s Ministry of Education to provide basic education through interactive radio instruction to orphans and other school-age children who are unable to access education through conventional means because of poverty, unavailability of schools, or a shortage of teachers.

Volunteers assigned to the “Taonga Market Learning Series” project:

- Assist with writing, producing, and recording programs.
- Edit program plans and scripts.
- Introduce life-skills ideas and lessons into programs.
- Generate follow-on activity ideas with scriptwriters at Zambia’s Educational Broadcasting Services.
- Help communities set up, run, sustain, and expand interactive radio instruction learning centers.
- Visit learning centers to monitor, evaluate, and encourage mentors and children, and to collect data for tracking children and centers.
- Assist with testing at the end of each grade.



A Volunteer in Russia uses radio in her work.



Education and Television

Television and video recordings offer Peace Corps Volunteers another powerful medium for providing educational programs—oftentimes to much broader audiences than could be achieved in a face-to-face teaching environment.

A Volunteer in Armenia organized and conducted a Teaching English as a Foreign Language (TEFL) course through the “Constellation of Languages” television program. The program was regularly broadcast all over Armenia.

TEFL and community economic development Volunteers in Bulgaria developed an English language instruction television course, which was broadcast on a local cable television channel.

In Moldova, a Volunteer assisted the president of a local television station in putting together a video about life in Foresti to show to people in the United States when he visited on a professional exchange program. Volunteers in Russia developed video materials for their English club, videotaped teaching activities for use in teacher training, helped establish a television studio, and developed three video libraries with assistance from the A&E television network.



Girls using video in Africa.

Volunteers in Costa Rica helped set up a DirectTV system to facilitate a distance-learning program, and Volunteers in Uganda worked with the Discovery Channel Global Education Fund to establish video learning centers around the country.



Education and Computers



The Peace Corps' *Information and Communication Technology Training of Trainers* (ICT TOT) manual (ICE No. T0122) can be used to conduct adult computer literacy programs. It contains information on possible sessions, lesson planning, timelines, and other resources. The field-tested ICT TOT manual is designed to assist Volunteers and field staff in transferring their technology skills through facilitated workshops in the field. The manual consists of two parts: the *Facilitator Guide with Reference Manual* and the *Participant Handbook*. All of the materials are on an accompanying CD so that posts can modify both session plans and the participant workbook before printing it. Below are a sample agenda and other useful information from a workshop.

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

- 1.** Conduct effective computer technology and Internet training 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.

The ICT TOT is designed to accommodate 10–16 participants who are familiar with basic computer technology and the Internet. Although participants may or may not have experience facilitating technology training sessions, they anticipate engaging in projects requiring the transfer of these skills. The ICT TOT consists of three parts:

- 1.** The formal ICT TOT sessions
- 2.** Lesson and activity preparation for the practicum
- 3.** A practicum, in which participants train counterparts, students, or community members in basic computer and Internet skills (one to two days)

ICT TOT Schedule: Four-Day Agenda

Day 1	
Activity 1: ICT TOT	1 hour
Activity 2: Training Design and Preparation	30 minutes
Activity 3: Techniques and Methodologies for Effective Training	1 hour
Activity 4: How to Structure the Delivery of Training	40 minutes
Activity 5: Teaching Someone How to Use a Computer	50 minutes
Activity 6: Training for Computer and Internet Use	50 minutes
Closing and Review of the Day	15 minutes
Day 2	
Activity 1: Welcome, Review, and Overview	15 minutes
Activity 2: Internet Overview Practicum	90 minutes (1.5 hours)
Activity 3: Finding Relevant Resources on the Internet	90 minutes (1.5 hours)
Activity 4: Country- Specific Computer and Internet Infrastructure	1 hour
Closing and Review of the Day	15 minutes
Day 3	
Activity 1: Welcome, Review, and Overview	15 minutes
Activity 2: Developing Training Modules	4 hour minimum
Closing and Review of the Day	15 minutes
Day 4	
Activity 1: Brief Review and Questions	30 minutes
Activity 2: Technology Applied	2 hours
Activity 3: Preparation for the Training Practicum	4–6 hours
ICT TOT Closing	30 minutes

Recommendations

It is recommended that participants be given more time to search and surf the Internet outside of the allotted TOT time in order to enhance their skills and find resources that will assist them as trainers. It also should be noted that a minimal number of activities designed to break the ice are used in this manual, as participants are likely to know one another from their pre-service training or in-service training activities.



Education and the Internet



Volunteers can organize and facilitate teacher training programs that focus on using the Internet as a tool for finding lesson plans and ways to introduce new teaching methods. Various websites exist that contain lesson plans in math, the environment, health, and so on. The following are examples of websites that contain lesson plans. Please note that these websites were current at the time this book was published and are only intended to offer examples of sites that offer lesson plans for many different disciplines and age groups. You are encouraged to use search engines to find current resources that best fit your needs.

1. Lessons Plan Page:
www.lessonplanspage.com/
2. Teachers.Net:
<http://teachers.net/lessons/>
3. Discovery School:
<http://school.discovery.com/lessonplans/>
4. Ask Eric Lesson Plans:
www.askeric.org/Virtual/Lessons/



There are also many websites that contain lesson plans for teaching computer skills. Computer course lesson plans are offered by Byte Back:

www.byteback.org/Curricular/index.cfm

Internet and Web-page development lesson plans are offered by the Leland Initiative:

www.usaid.gov/leland/manual.htm

and

www.usaid.gov/leland/tutorial/index.htm

iEARN describes itself as a nonprofit global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world (www.earn.org/).

Another valuable education resource available through ICE is *Teaching With the Internet: Strategies and Models for K-12 Curricula*, published by Neal-Schuman Inc. (ICE No. ED 212). Distributed to Peace Corps in-country resource centers only.



Online Resource to Explore



- Making the Best of New Tools:
Standards for Integrating Technology
<http://cela.albany.edu/swan.stds.pdf>