

Youth Input to Global Knowledge Partnership DOTforce Report

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Methodology:

From January-February 2000, the Global Knowledge Youth Advisory Council facilitated an e-conference on “Youth: Building Knowledge Societies.” This event brought together more than 350 participants, primarily young people between the ages of 15-30 from developing countries, to explore how youth are using Information and Communication Technologies (ICTs) in the production, dissemination and use of knowledge for sustainable development. The final report from the Youth Advisory Council was submitted to the Global Knowledge Partnership (GKP) to inform the selection of priorities for its Action Plan. Upon request of the GKP, IISD reconvened the Youth Advisory Council in April 2001 to undertake a follow-up study on significant initiatives in their regions. This study seeks provide guidance to the G-8 Digital Opportunities Taskforce on how to design ICT initiatives that provide the greatest benefit to young people around the world.

Regional follow-up reports from Central and Eastern Europe, South Asia, Africa, Latin America, and Southeast Asia have been included as appendices.

Conclusions:

1. Young people desire to be active participants in governance. ICTs provide new opportunities for them to mobilize collectively and to establish networks and conduct advocacy campaigns from local to international levels.
 - Youth from over 120 countries have participated to date in the Global Youth Action Network <<http://www.youthlink.org>> and have included over 50 international organizations. They have the National Youth Platforms where participants can voice their concerns from their particular country and the top ten

issues from each country get presented to world leaders, heads of states and the United Nations.

- Members of the Young Internationalists have participated in the 2000 Millennium NGO Forum. They have recently finished a two-year online initiative about the future of the UN and produced the *Strategies for a Global Generation* report <<http://www.wfa.org/youth/y-int.html>>.
 - Nation1 <<http://www.nation1.net/>> is a totally-youth run project that aims to empower young people globally using communications technologies. It is being developed by a group of youth from over 30 countries around the world, with a formal coordination unit being established by July 2001. The site will provide both the online tools, and real-world contacts and support to make young people's work and effort more effective and rewarding.
 - In Romania, a mailing list run by StrawberryNet helps environmentalists to communicate and ask for support in emergency situations. Recently six otters, rare in the region, were saved by appeals posted to the authorities upon the emergency call of the Ecotop environmental organization.
 - Using ICTs, the BlueLink Information Network <<http://www.bluelink.net>> brought together Bulgarian environmentalists concerned about the ecological integrity of the Pirin National Park. The coalition set up an international campaign to raise the issue with the Ministry of Environment and Waters.
 - Cyberpeace <<http://www.cyberpeace.org/>> has succeeded in cementing youth friendships across the deep ideological, political, and physical divide in the Middle East. For the future, cyberpeace is focussing on developing an internet-based conflict resolution curriculum, to include interactive simulation games and an expanded network for the graduates of the seeds of peace program. The program also hopes to establish community centers in the region equipped with computers and state-of-the-art videoconferencing capabilities, enabling youth to participate in virtual sessions and online discussions with world leaders on the issue of peace and conflict resolution.
 - The Global Environmental Youth Convention Year 2000 project <<http://www.iiee.lu.se/geyc/global-environment.htm>> aims to create a worldwide network of young people. Through the Global Intelligence Network they share and spread their knowledge of preventive environmental strategies both locally and globally.
 - The International Young Professionals Summit <<http://www.iyps.org/>> in October 2001 will bring together young people from around the world to explore the themes of poverty, sustainability, social capital and environment. A key cross-cutting theme will be how to take best advantage of ICTs to achieve these goals.
2. Young people believe that ICT access and training must be available for children. They seek greater educational and livelihood opportunities for the generation that follows them. While access to computers is a critical first step, this process requires a shift in the educational approach used by schools, extensive teacher training, and even a redesign of academic curriculums.

- In Colombia, the Computadores para Educar programme <<http://www.computadoresparaeducar.gov.co>> collects surplus computers from public agencies and private companies, to be refurbished and delivered at no cost to needy public schools throughout all Colombian regions. They expect to have delivered 13056 computers to 1088 schools by the end of 2001.
 - Schoolnet programs in Canada, Hungary and Africa have all been recognized for their contributions to create online and multimedia resources for students and teachers.
 - The Mobile Internet Unit (MIU), a customized coach bus equipped with computers, peripherals, and Internet facilities, is used to introduce basic ICT literacy programmes to Malaysian students and teachers. As of November 2000, the MIU had visited 2,500 school communities. An Internet ready computer with 5 MB of Webspace and free Internet access is left with each rural school visited.
 - Cybercare <<http://www.lion-cybercare.org>> has established a nationwide project to reach out to the orphan children in Malaysia. With 300 volunteers, they have created a methodology to link up 26 orphanages with over 1,000 children as well as to provide E-mentoring, E-fostering, Putting Orphans OnLine (POOL) and Young2Care projects.
 - The Schlumberger Excellence in Educational Development (SEED) Program <<http://www.1.slb.com/seed/cp/index.htm>> has continued to grow by expanding connectivity and offering learning centers to over 100,000 children in 18 developing countries. Most exciting is that in many areas where SEED programs have started the beneficiaries have developed their own projects.
 - The Tata Energy Research Institute launched EduGreen <<http://edugreen.teri.res.in/>>, an interactive environmental resource, in 2000 to support formal environmental education in schools by providing a highly interactive way of learning. In a unique developmental process, the growth and development of the site was an iterative process that involved incorporating suggestions made by students at a series of workshops covering over 50 schools in New Delhi.
 - The Globe Program <<http://www.globe.gov>> has grown to include students, teachers and scientists from over 10,000 schools in more than 95 countries working together to study and understand the global environment. Students make environmental observations and enter it into an Internet database where scientist interpret the data and display it on the Internet.
3. Youth networks and organizations can rarely sustain the costs of operating in an ICT-rich environment, but cannot be financially sustainable without the level of exposure and credibility that ICTs provide. Two actions are necessary: ICT training and support for youth agencies and networks as well as an increase in long-term partnerships between youth, government agencies, and other non-profit groups.
- The African Information Society Youth Network (AISYN) was born out of the need to actively engage young people in Africa to address the problem of loss of local knowledge resources and poor access, especially in rural areas. The AISYN has built a strong institutional structure comprising of national focal points in over ten countries, a coordinating team and sub-regional nodes have been established.

- It is currently seeking to become financially sustainable and to develop a corps of youth ICT volunteers in Africa, who will facilitate the application of ICT tools to development at the local level.
- Through a process of analyzing the needs of youth from developing countries, approaching a collaborative training program and offering access and support, Yinternet <<http://www.yinternet.org>> has created a custom-made solution for access to proper ICT training. Yinternet has launched four units in Armenia, Senegal, France and Switzerland. Over the next while the plans are to launch 10 more in French and English countries.
 - The INFOYOUTH Network <<http://www.unesco.org/webworld/infoyouth/>> was initiated in 1991 by UNESCO in order to meet two main challenges: on the one hand, the necessity to counteract the splintering of various and scattered information sources and networks on youth, and on the other, the urgent need to implement appropriate and coherent youth policies from local to global levels. It serves as a critical funding and support service for youth and ICT initiatives, including many of the consultations highlighted in this report
 - Peacechild International in collaboration with NetAid is raising funds online <http://app-netaid.netlojix.com/programs/PeaceChild/donate_index.html> through the "'Be the Change!" project to support youth initiatives in developing countries.
 - The Youth Cooperation Community, to be launched in July 2001, will be a structure formed by young Latin American and Caribbean men and women whose main function will be the formation of the organ that gives shape, functioning, order, direction and fulfillment to the cooperation among youths in Latin America and the Caribbean. One of its functions will be an information, financing, assistance and revision source for projects developed by youngsters and focused on education, employment, environment or health.
 - The World Assembly of Youth (WAY) <<http://www.worldassemblyofyouth.org/>> is launching a series of monthly international youth workshops, working towards the establishment of its Youth Training Institute (YTI). They seek to broadcast youth leadership training programmes over the Internet.
4. Young people see great potential for improving development efforts and providing meaningful livelihood opportunities through the establishment of telecenters in both rural and urban areas. These telecentres provide livelihood opportunities for many young people.
- In Colombia, women-run Neighborhood Information Units <<http://www.colnodo.org.co/uiib/>> established local information systems that offer Internet services, especially to young people that do not have access to education. They have provided training to the staff of other telecenters established by the national government, international agencies, and local foundations.
 - Madhya Pradesh government's pilot e-government project- Gyandoot – has established low cost rural intranet covering 20 village information kiosks in 5 blocks of the districts. Kiosks were established in the village Panchayat buildings with dial up connectivity through local exchanges on optical fibre or UHF links.

- User fees are charged at the kiosks for the services provided. Local rural youth act as entrepreneurs, running of these information kiosks over commercial lines.
- In Colombia, through the Programa Compartel <<http://www.compartel.gov.co/>> the government is nearly completed the establishment of 670 small telecenters in towns and is beginning work on 270 Internet access centers in larger cities. Each is designed as a microenterprise with a marketing strategy and private sector support.
 - Hungarian Community Telecenters/Telecottages (CT) typically provide between 50-60 services including: youth center, tourist information center, translation, local radio and cable TV, telebanking, teleworking assistance, blood pressure measure, and carpool and transport services. The success of the CTs guided the establishment of telecenters by communities in the former Yugoslavia and Romania.
 - The SMASY (Smart Society) project in Malaysia has established a telecenter in a rural agricultural community. Over 200 residents have received ICT training.
 - The Net4rural project aims to provide information and education to the rural sector using kiosks with touch screen interfaces. These devices will be multilingual and comprise of sound files to cater to a wider category of audience. Services include e-mail, browsing, government and community postings.
 - Ugandan telecentres established through the Acacia initiative are providing rural communities with Internet connectivity as well as telephony, fax and photocopying facilities. Health, farming and development videos from the British Council, AIDS Information Center, Ministry of Health, etc are very popular with the communities, as are current affairs including the ongoing live-transmissions of the Commission of Inquiry into corruption in the police force. The telecenters are now starting to venture into distance education in collaboration with the African Virtual University, Makerere University.
5. Young people use ICTs to seek information about education and livelihood opportunities available to them.
- The UNESCO Pro Natura Ecological Club and the Student's House from Bucharest, Romania established an Internet Navigation Center for Students and NGO. The center become an important resource for the students' community from Romania. On the centers' web page, <http://www.student.ro>, students can find information about Romanian universities, scholarships, courses, jobs, educational information resources, papers, events, student organisations etc.
 - The Romanian NGO Impuls XXI initiated in 2001 the project Inform-Index to develop databases of youth opportunities and cultural/recreational information for Transylvanian youth.
 - UNESCO's Infoyouth Asia Pacific initiative has created a popular regional portal and e-newsletter on topics both about and for youth.
 - The Young Americas Business Network's site <<http://www.ybiz.net/>> aims to become the premier international Internet resource center for youth entrepreneurship programming and an "Internetwork" for young entrepreneurs. Use of Internet technology will improve service delivery to young entrepreneurs to accelerate their development, and serve as a reference center on resources,

- curricula, and technical information, providing entrepreneur organizations with cost-effective information sharing and tools for collaboration and training.
6. Young people appreciate the increased consultations on information technology policy and priorities.
 - In India, the IT Schools 2000 Initiative <<http://jiva.org/itschools/>> of UNESCO and the Government of India involved stakeholders (including youth) in discussions on IT policy for education. However, the Ministry of Human Resources and Development was unable to implement them fully.
 - In October 2000, UNESCO and the youth ministry of Paraguay hosted a regional workshop on *Information, Democracy and Youth*. Discussions focused on the role of young people from the MERCOSUR region in an information society.
 - An Euro-Mediterranean Meeting on *Youth Education, Peace and Culture in the Information Society* was held in Tunisia (July 2000).
 - In Georgia, INFOYOUTH is organising the first Regional Consultation in South Caucasus on the theme *Youth, Information Policy and Sub-Regional Networking for Development and Peace*.
 7. Young people play a critical role in the development of locally appropriate content. Many work to repackage information between old and new media types and to interpret it for local, national, and international audiences.
 - In Costa Rica, a group of young women founded Santa Furia <<http://www.santafuria.com/>> to provide communications training for youth organizations. Their radio programs enable young people to have open discussions on sexual health issues.
 - IRIS, a non-profit, information gathering and dissemination organization based in Kenya, gives rural dwellers in East and Central Africa a voice through the mainstream media. IRIS operates as a network of rural-based correspondents who file stories of relevance to the area they operate in. These stories are then sent to the Nairobi-based press center, where they are channeled to mainstream media houses for publication.
 - In Venezuela, young staff at the Alianza Anillo Verde relay important e-mail messages dealing with environmental and indigenous' issues to communities equipped with 40 meter band radios powered with automobile batteries.
 8. ICTs enable young people to explore and define their cultures within the context of rapid globalization.
 - Sulinet, the Hungarian Schoolnet program, has created opportunities for ethnic Hungarian abroad to keep in touch with culture in Hungary.
 - The International Institute for Communication and Development's global teenager program (<http://www.iicd.org/globalteenagers>) has created a network of 75 schools and approximately 2000 students. It creates a safe space for students and teachers to discover and practice international learning. Currently, the network is expanding as to include a range of African, Caribbean and Arabic countries, linking up to various European nations.

- The Kuwait Information Office in Washington, DC made a grant to AMIDEAST in September to support the development of “The Life and Times of Sa’ud,” a worldwide web resource (to be launched May 2001) focusing on the Kuwaiti youth featured in AMIDEAST’s new educational video, *Young Voices from the Arab World: The Lives and Times of Five Teenagers*. The project will expand to include profiles of youth from Jordan, Morocco, Egypt, and Lebanon.
9. ICT training provides a context for skill-development, socialization, and community-building for out-of-school or otherwise marginalized youth.
- The Committee to Democratize Information Technology (CDI) <<http://www.cdi.org.br/>> based in Brazil, is promoting citizenship, literacy, ecology, health, human rights, and non-violence through its computer science and citizenship schools. The Committee was set up by then 25-year-old Rodrigo Baggio and has created over 117 computer schools, which have trained 32,000 young people. They are now expanding their activities in Colombia, Uruguay, Mexico and Japan. In Colombia, they reached an agreement to integrate their school’s with Bogota’s educational/training efforts aimed at young people.
 - The Open Society’s “Youth, Media and Communications” program <<http://www.soros.org/youth/>> provides funding to projects that give young people a variety of opportunities for self-expression both within and beyond school walls. It targets disadvantaged youth and youth of color between the ages of 12-21. Much of the training is focused on radio and television production. Youth Internet radio programs are growing in importance as well.
10. Local e-commerce may open more significant livelihood opportunities for young people than international e-commerce. Smaller scale e-commerce networks and ICT-enabled small and medium enterprises provide young people with the opportunity to develop professionally without having to relocate large distances from their families and support networks.
- The TeleMart Project, partly funded by the European Union, brings together a number of for-profit and non-profit organizations with the intention of developing a trans-European on-line work agency for teleworkers. The access to ICT in CEE is enabling young people from remote areas of the region to have access to employment opportunities otherwise not available.
 - TARAhaat <<http://www.tarahaat.com/>>, a portal and online bazaar for rural India, aims to create jobs for numerous unemployed youth by offering additional services like delivering of ordered goods or mails to be delivered.
11. Worldwide ICT-expansion has been possible due, in part, to the volunteer efforts and internship work of young professionals. Many have postponed or foregone potentially lucrative private sector jobs to train others in ICT use. These opportunities have further strengthened the skills of the young people as well as their commitment to socially-conscious uses of ICTs.
- National and international NetCorps programs in the United States, Canada, Malaysia, and the Americas have placed over 5000 young people with non-profit organisations and SMEs to upgrade systems and provide training.

- The Netaid <<http://www.netaid.org>> online volunteer service has had over 5000 applicants and 170 NetAid partners from around the globe seeking volunteers. Many of these volunteers work on the development and marketing of Web sites for organizations in developing countries.

Appendix A: Latin America and the Caribbean Youth Report Prepared by Sylvia Cadena (Colombia)

I) Fostering policy, regulatory and network readiness

- i) supporting policy advice**
- ii) facilitate sharing of experience between developing countries and others**
- iii) effective utilization of IT in areas of poverty reduction, education, public health and culture**
 - **(Latin America)** *In Guyana, GuyberNet <<http://www.sdn.org.gy/guybernet/>> is working to educate the public about important sustainable development issues through the use of information technology, training and educational programs that they develop with young people.*

Apparently this initiative is not active anymore. Their last "new" event at their home page is dated on 24th June 1999 and it was the center's launch. Nobody answers their e-mail and at SNDP Guyana and the name of the project is not reachable through their search engine. No updates later in any section of the website.

- iv) promoting good governance including new methods of inclusive policy development**
- v) efforts of MDBs and other international organizations to pool intellectual and financial resources**

II) Improving Connectivity, increasing access and lowering cost

- i) mobilizing resources to improve information infrastructure with partnerships between governments, international organizations, private sector and NGOs**
- ii) ways to reduce cost in developing nations**
 - **(Latin America)** *In Colombia, women run Neighborhood Information Units <<http://www.colnodo.org.co/uiib/>> are setting up local information systems and offering Internet services, especially to young people that do not have access to education.*

The project redesigned their website on september 2000, changing completely the structure it uses to access documents and information and publishing a diagram that systematized the experience in a more graphic way, which has been more used by researchers seeking for telecentres experiences. Each center also redesigned their own websites from the graphic elements to the content structure. They publish over Linux using GNU software their own GIS with Bosa's cultural information where one of the units operate. They are assessing other community access in the country, exchanging their experience, sharing their problems and strategies and also doing training sessions for them:

- Inforcauca, runned by CIAT <<http://www.ciat.cgiar.org>> which operates in Colombia and replicate their experience in 3 telecentres in rural areas (see additional information in spanish on <http://www.idrc.ca/pan/panlacolgdol.htm>), they have an environmental conservation focus but they are supporting access from farmers and indigenous to the Internet in a general context;
- 3 telecentres created by Renacer, a foundation that works against children sexual exploitation in 3 different cities in Colombia <http://www.fundacionrenacer.org>;
- 6 telecentres created in the area where the January 25th earthquake happened, which are dedicated to serve the people that needs to know about the new housing and restauration programs running after the earthquake. They are in charge of maintain transparency of how the international aid was invested in the afected area.

They are also sharing their experience with the national Internet community access project called Compartel, sharing their training materials and methods, and helping them to shape their sustainability strategy. They are now looking for ways to improve their connectivity with a satellital system and also extend the quality of their services with renovated equipment applying to become one of the centers supported by this gubernamental initiative.

- iii) **encourage research of technology and applications specifically adapted for developing nations**
- iv) **improving interoperability of networks, services and applications**
 - **(Latin America)** *In Venezuela, the Alianza Anillo Verde relays important e-mail messages dealing with environmental and indigenous' issues to communities equipped with 40 meter band radios powered with automobile batteries.*

I finally found their website at <http://members.nbci.com/trastor/green1sp.htm>, and wrote an email message to them but with no answer. Their website don't have dates, so I don't know when was their last update.

- v) **production of locally relevant content in various mother tongues**
 - **(Latin America)** *In Costa Rica, Santa Furia is enabling young people to communicate with their peers through radio about such issues as sexuality.*

This initiative looks very active on their website. They keep the site with a date set by their server so its not possible to know for sure when it was updated for the last time, but the last new is from January 17th, 2001. They didn't reply to my email until now. They keep archives on-line of their past work which are very interesting. They maintain 4 electronic bulletin boards that are not really active (5 messages, last one october 26th). If the initiative is based on radio, their website didn't reflect that.

III) Building human capacity

- ii) **basic education, increasing opportunities for life-long learning with emphasis on IT skills**

- **(Latin America)** *In Costa Rica, Jovenes a Dar Todo* <<http://www.tododar.or.cr/>>, a training program, is introducing ICTs to out-of-school youth as a way to help them play a more active role in today's knowledge societies.

They keep their website updated also with the server's date. The last new uploaded on their website is dated on May 1st 2000. They maintain the programs of their training courses not calendar scheduled. On the 1999 Annual Report of the Paniamor Foundation is mentioned that the project will be from 1999 to 2000 through an agreement with Microsoft. The last forum's photo is dated on June 23/2000. They also did not reply to my email, but I keep on trying!

- **(Latin America)** *In Venezuela, the Proyecto de Madres Adolescentes Teletrabajadoras Rurales (MATER) is helping to build livelihood opportunities for teenaged mothers through the use of ICTs.*

Non on-line information. Not contact information available.

iii) Assisting the development of training professionals in IT and other relevant policy areas and regulatory matters

- **(South East/East Asia) (Latin America)** *NetCorps Canada International, NetCorps Malaysia and NetCorps Americas, will have placed more than 750 Canadian youth in ICT initiatives around the globe by 2002. The NetCorps Canada domestic initiative has placed more than 3900 Canadians in ICT initiatives within Canada through the community access program.*

The NetCorps Americas Initiative <http://www.netcorpsamericas.com/default.htm> website use also server's date. On their section "Activities until now" mentioned that they have sent 25 volunteers to our region until now. The last new uploaded to the site is dated on Wednesday August 2, 2000 and its about the agreement with Cisco Systems to start their Networking Academies in our region. They are now extending their activities from the caribbean and central america to Ecuador and Colombia. TV and cinema advertisings announces the oppening of this networking academies in our country. The first called to request volunteers for Colombia, Peru and other caribbean countries ended last April 15th. They are currently starting the project Women and Technology also in Colombia and approaching NGOs and CBOs to stablish possible alliances and develop new initiatives. They are maintaing email bulletins that keep people informed without looking to their website. The initiative has grown and replicate, and it counts with the permanent support of Trust Foundation.

iv) Extending traditional reach of technical assistance, including distance learning and community-based training

- **(Latin America)** *The Committee to Democratize Information Technology (CDI) <<http://www.cdi.org.br/>> based in Brazil, is promoting citizenship, literacy, ecology, health, human rights, and non-violence through its*

computer science and citizenship schools. The Committee was set up by then 25-year-old Rodrigo Baggio and has created 117 computer schools, which have trained 32,000 young people. The program received initial from Ashoka, a non-profit international venture capital foundation.

They are expanding activities replicating their experience in Colombia, Uruguay, Mexico and Japan. In Colombia, they set an agreement through Starmedia Foundation with the past Bogota's Mair Enrique Peñaloza, to integrate their schools with the city's educational/training efforts addressed to young people. They settled agreements with Microsoft to train trainers and staff people for their IT schools and they graduate with success the first group of 16 girls and boys that will be in charge of starting the IT schools in Bogotá. They have some problems trying to find old computers to be used inside their schools because the Colombian government started a very interesting and national initiative called Computers to educate (Computadores para Educar check www.computadoresparaeducar.gov.co) which is canalizing the computers donations to open IR rooms inside gubernamental schools and colleges, with national coverage. They reply to my email saying that their director is travelling and that he will answered next week to my inquiries.

- v) **Networking of public institutions and communities (schools, research centers and universities)**

IV) Encouraging participation in global e-commerce networks

- i) **assessing and increasing e-commerce readiness, help improve efficiency and access to new markets**
- ii) **ensuring “rules of the game” are consistent with development efforts and developing nations play a constructive role.**

Other experiences:

- **Programa Compartel. Colombia.**

<http://www.compartel.gov.co>.

Gubernamental program that shares telecommunications infrastructure all over the country, on 3 phases: rural telephony and Internet. By the end of July/2000 they will have 670 Internet access centers open to the public on small towns of less than 30.000 inhabitants installed by Gilat and basically conformed by 2 computers, phone, fax and printer. They are starting to collect information about their initial problems, reactions and solutions and by next month they will publish their first public report. On April's third week the second Internet phase will start, installing 270 Internet access centers in capital cities throughout the country, this second type of centers will have from 6 to 13 computers, 2 printers, 1 scanner, 3 phones, fax and tele-education and tele-entertainment services available and will be installed by Telefonica-Data Colombia. Until now they don't have statistics or any reports on sustainability of each center or of the whole program, but they are designing each one as a microenterprise which marketing strategies and private sector support which makes them look very different

from other telecentres projects. The third phase will start by the end of this year and they expect to open more than 1000 centers during the next 2 years. They do reply to my email and I freely translated their responses into this paragraphs.

- **Programa Computadores para Educar.** Colombia.

<http://www.computadoresparaeducar.gov.co>

The Computers for Schools Program, which is part of the Colombian Connectivity Agenda: “The leap to Internet”, collects surplus computers from public agencies and private companies, to be refurbished and delivered at no cost to needy public schools throughout all Colombian regions. With the distribution of this equipment among educational institutions, they intend to foment equity in the access to the formation, knowledge and participation mechanisms that modern technologies have to offer. There are approximately 60,000 public schools in Colombia, and the majority of them do not count on computer equipment to support their educational activities. It is necessary to deploy a long-term strategy to change this situation within a reasonable period of time. This is a long-term project, which is showing visible results from its very first year of operation. They expect to delivered 13056 computers to 1088 schools by the end of this year. Even though these computers are not state-of-the-art, and consequently present certain technical limitations, they are delivered to schools in perfect operational conditions and with a package of basic software. These equipment are able to render a valuable service to the education of thousands of children, who otherwise would not have access to computer technology. In order that the schools use the technology adequately for educational purposes, it is imperative to go far beyond the simple delivery of the computers. Special supportive activities must follow, to guide the schools towards the effective use of technological tools, so they can get the most out of the computers. These activities include teacher training, infusion of the technology into the curriculums, and support for the maintenance and upgrading of the computer labs. Special agreements have being signed with specialized public and private organizations to provide this further support. In some cases, the Program will provide the personnel to perform these activities, through the hiring of university students traveling to rural areas for five months to perform a social practice. This posterior support assures the computers delivered to have a positive impact in education within the short term. During the first semester of 2001, twenty-one students traveled to remote Colombian regions, in order to support computer use in more than 40 schools.

Here you will find their reply to my email:

- *Que tanto se han replicado sus experiencias? Las considera usted un ejemplo aislado o replicable?*

The “Computadores para Educar”¹ Program (CPE) is definitely a replicable experience, and in fact, it was born as a replication of the Computers from Schools Program of Canada.

Public and private organizations from all over the world use computers and change or update a portion of them yearly, so there is a constant flow of surplus equipment taken out of service, which is normally stored or sold at very low prices. On the other hand,

¹ “Computadores para Educar” literally means “Computers to Educate”, and is also known as “Computers for Schools”.

schools need computers to deploy a modern education to children, and thousands of these institutions lack of them due to economic limitations. The technical requirements of schools are well below those of private companies and public agencies, so surplus computers from the latter are perfectly suitable to serve educational purposes (basic and educational software, internet access).

- *Si son sostenibles económicamente o hasta que grado de sostenibilidad han alcanzado.*

Our experience has shown that, to be economically sustainable, this kind of initiative requires the commitment of the government, the private sector, and in some cases, the volunteer sector and the international community. This is the model that has worked for the CPE Program in Colombia and that has similarly worked for Canada. A program of this nature should be assumed as a national purpose, in which the private and public sectors and the community get involved.

It is recommendable to count on an initial budget, allocated by the government or other source, for the kick-off and development of the program during its first stage. During this development, several public, private and international sponsors can join the program, assuring its further sustainability in a joint basis. The support of the participants does not have to be economical. Its sponsors can provide several goods, services, and other facilities necessary for the program development.

- *Conocer sus opiniones frente a los 4 ejes de trabajo del Dot.Force.*

We consider that the four axis of Dot.Force cover the basic strategies to promote the national use of ICTs by a country. We would recommend including a strategy to produce local and relevant internet contents to each country, so they can be used to attend particular necessities of its companies, communities, etc. For instance, to digitalize local commerce regulations, national cultural heritage, country's tourist information, etc.

We also think that a specific policy for the widespread use of ICT's by government agencies should be in place. The government, as a leader of this national purpose, should be a model user of these technologies as a tool to increase their efficiency and transparency. This means that every public agency should use the email, have a web page, provide basic information online, and when possible, have online services available for citizens. This requires specific government policies and support strategies.

Finally, it would be recommendable to develop a special strategy to promote the use of ICTs by the private sector (including medium and small businesses), not only to participate on e-commerce, but to be used as a general tool to increase their productivity and competitiveness nationally and internationally.

- *Como le gustaría a las/os jóvenes ver invertido el dinero de los países del G8?*

Young people from the G8 countries would probably like to see this money invested in technology projects that provide them a better education, broad progress opportunities, and worthy future perspectives. It is no secret for them that today's world is driven by ICTs, and having access to a modern formation is a determinant factor for their future success.

- *Que clase de proyectos / inversiones / actividades que involucren nuevas tecnologías podrían ponerse en marcha para apoyar el desarrollo de las agendas de juventud de nuestros países?*

The kind of projects that should be developed to support youth agendas in our countries are those focused in extend the access to ICTs and to modern education possibilities. In countries like Colombia, there is a gap between a minority group that has access to technologies, and thus, to related progress possibilities, and a majority group that has no access to these information, communication and education tools.

Therefore, a priority step should be to help closing this gap, bringing extended low-cost ICTs access to the community, and fomenting equitable progress opportunities to the next generations. This process should begin in the earlier educational years: school years. Unfortunately, thousands of public schools do not count on computers, which are the basic tool to deploy an education in accordance to our times. Computer availability in schools and internet access infrastructure are vital conditions to trigger the potential of our youth.

- *Como ha sido el crecimiento o desarrollo de su proyecto? - Cual es la lección que considera que ha aprendido?*

The CPE Program has had a privileged development, since it started as an initiative of the President and First Lady of Colombia. From the very beginning, we counted on government support and on an initial public budget allocation, and within a short period of time, many private companies and public agencies had joined the program, turning it into a joint effort between the public and private sector.

A solid program structuring of the program has been fundamental, which includes budget planning, operational procedure design, promotion, logistics, and legal issues. The latter are particularly important, since concise legal initiatives were necessary to make the program possible, and a legal restriction could have stopped the whole project at any moment. This part has to be foreseen very carefully by any project of this nature.

Another important lesson learned by our program is that training and educational activities in schools receiving computers are more important than what is usually thought. This process requires a shift in the educational approach used by the school, extensive teacher training, orientation in the use of computers for educational purposes, and even a redesign of academic curriculums. Delivering the computers is only the first step.

- *Que habría hecho diferente si empezara de nuevo hoy?*

Probably we would have made a more careful planing of the legal issues concerning our program, which in a moment became bottlenecks restricting our operation. Solving legal restrictions took a longer time than we initially thought.

- *Qué desafíos ha enfrentado y como los ha superado?*

One of our major challenges, as mentioned above, was to set up the legal structure of the Program, which is a one-of-a-kind initiative in Colombia and needed a legal model of its own. The key word was patience, because it took long weeks of discussions, approvals, signatures, etc., to get the necessary legal concepts and paperwork done.

But this has been already solved, and our main challenge is still ahead: there are approximately 60,000 public schools in Colombia, and the majority of them do not have computers to educate children. We will continue working to provide these educational tools to more and more schools.

- *Que planes tienen a futuro?*

Our near future plans are to extend our promotion activities, to get more companies to know us and receive more computer donations, bringing us closer to our year 2001 goal of receiving 21,000 computers. International promotion will also be intensified, allowing us to receive computers and other donations from international organisms.

We also will extend our operational coverage, opening three more computer-refurbishing centers in three additional Colombian cities during the year 2001.

In the long term, and considering that the computer demand by schools is well over our present computer offer, we intend to have the program going on during the next years coming, benefiting more and more schools every year.

Appendix B: Central and Eastern Europe Youth Report Prepared by Mihaly Bako (Romania)

The countries from CEE are characterised nowadays by the efforts towards democratisation, social and economic development and European integration. There is a long way to go in a very short time – therefore access to ICT is vital.

The best and fastest way to the public to learn and discuss about the EU matters is by using ICT technology. The EU has a complex, up to date website where people can find answers to their questions, <http://europa.eu.int/>. Without access to these webpages, one can not know timely about the planned and ongoing development projects in his/her country, and can not benefit from EU programmes.

The Romania EU list

A country specific and very important ICT tool is the Romanian mailing list concerning EU accession issues, romania_eu_list@yahoogroups.com. This mailing list is one of the largest Romanian list, having 1530 subscribers at April 18, 2001. Among subscribers we may find non-governmental, governmental, educational organisations, commercial companies, private persons. One may find daily information, updates and reports about projects, events and news on EU matters.

Community Telecenters/Telecottage (CT) movement in CEE

The CT aims to contribute to people's empowerment by helping rural communities achieve self-reliance and gain access to information for education, training, community redevelopment, public health, and economic development programs via appropriate technology.

The essence of the CT project innovative, comprehensive community redevelopment concept is the community-based telecenter - the location of the telecommunications equipment and therefore the source of access to information and resources for all in the community.

The CT programme of the Hungarian Telecottage Association is the most relevant example from CEE of what difference can make the information technology in the development of a small and relatively isolated community.

Hungary's Unique Program brings "...a gateway to the future in small villages where opportunities are few and needs are numerous." - excerpt from the film-documentary "OUR TELECOTTAGE".

Hungary's situation is typified by the large number of very small villages. These villages usually lack state and public service delivery institutions, and have retail and business services of inferior or limited quality (for example: education, culture, social services, transportation, mail service, bank services, retail goods etc). Job opportunities are also

limited. The CT-s do everything for which they are equipped and what is asked of them offering a range of 50-60 type of service like agricultural information service, youth center, public Internet access, e-mail service, videoconferences, office services, trade, business intermediation, civic service centre, tourist information centre, translation service, local advertising and information, local radio broadcasting, local cable TV, webpages and newspaper redaction, local area development services, public information service, employment service, telebanking, teleshopping, telework assistance, teleeducation, teleadministration services, computer games, carpool and other transport services, blood-pressure measurement etc. For more information visit <http://www.telehaz.hu>.

The success of the Hungarian CTs guided to the establishment of telecenters by communities from the neighboring countries – in former Yugoslavia and Romania.

The TeleMart Project

The TeleMart Project, partly funded by the European Union, brings together a number of for-profit and non-profit organizations with the intention of developing a trans-European on-line work agency for teleworkers. The access to ICT in CEE is enabling young people from remote areas of the region to have access to employment opportunities otherwise not available.

ICT help protect the environment - the StrawberryNet Project

The Romanian StrawberryNet project is bringing together environmental NGOs to help them protect the environment. The project was started in 1995, providing connectivity, support, training, webspace, database and other services to NGOs. Using the mailing list mediu@conf.ngo.ro environmentalists can communicate and ask for support in emergency situations, when time to react is critical. Recently 6 otters, rare in the region, were saved by appeals posted to the authorities upon the emergency call of the Ecotop environmental organisation.

SAVE PIRIN - An international campaign of the Bulgarian nature protection organisations run by the BlueLink Information Network, <http://www.bluelink.net>

The Bulgarian Ministry of Environment and Waters has allowed the construction of new ski tracks in the Pirin National Park in year 2000. For a second time Bulgaria created the possibility to have the park excluded from the World Natural Heritage List of UNESCO. Using ICT Bulgarian environmentalists set up an international protest and backed up by international support brought forward the issue to the Bulgarian Government.

ICT as youth education resource - Schoolnet Hungary

The Schoolnet is an Internet Program for Hungary's Secondary Schools under the Auspices of the Ministry of Culture and Education. Please visit <http://www.sulinet.hu> for details.

The 'Sulinet' (Schoolnet) Program was launched on September 1, 1996. IT has become a priority area of further education for teachers. What is more, support from the central budget is also available for a program under which assets of the Hungarian cultural heritage and accomplishments of various domestic disciplines is recorded on electronic data carriers (e.g. CD-ROMs).

The overall goal of the Ministry is to make the Internet accessible to, and to provide technical and professional support for, all institutions of public education and culture, and public collections; to create a means for ethnic Hungarians abroad to keep in touch with culture in Hungary; and to produce public education databases accessible to everyone.

Besides mailing lists, home pages, daily 'Sulinet' magazines, teachers' newsletters the *Irisz* content development programme of 'Sulinet' made the SchoolNet an indispensable information resource for Hungarian students. 'Sulinet' began to prepare and produce multimedia textbooks, visual aids and curricula since 1997.

The Ministry of Culture and Education invited tenders for multimedia materials that are interdisciplinary in character make use of recent scientific achievements and can be processed within the framework of a single 45-minute class. Subject areas of the content development were the following: Multimedia Starters' Kit, Internet Starters' Kit, Sulinet Homepage (on-line news-resource), Sulinet Off- Line Magazine - (printed information on all issues relevant to this age group). Other educational materials the Ministry invited tenders were the following ones: Sulinet Digital Lessons: educational materials following the subject areas of the Hungarian National Curriculum; Sulinet Homework Series (covering 30 subject areas, interdisciplinary materials for individual study); "Fresh Knowledge": Materials based on new documents from archives, and on results of new research; Sulinet Music Kit: educational materials in the field of music.

STRONG - The Internet Navigation Center for Students and NGO

The UNESCO Pro Natura Ecological Club and the Student's House from Bucharest, Romania established an Internet Navigation Center for Students and NGO. The center become an important resource for the students' community from Romania. On the centers' web page, <http://www.student.ro>, students can find information about Romanian universities, scholarships, courses, jobs, educational information resources, papers, events, student organisations etc.

The Inform-Index project

The Romanian NGO Impuls XXI initiated in 2001 the project *Inform-Index* with the mission of developing a database for Transylvanian youth. The project consists in two main parts:

- PONT is a resource database of youth opportunities like scholarships, grants and other professional development possibilities, accessible by web and through an information center, starting from May 15, 2001.
- The project “60 hours eXTR@” consists of providing cultural information and other possibilities of spare time activities, like cultural events, programme of theatres, concerts, exhibitions, summer schools, camps, festivals, etc. The information is published on mailing lists and on the web, address: <http://www.hatvanora.go.ro>

Appendix C: Southeast Asia Youth Report

Prepared by Shawn Tan (Malaysia)

I was not able to get some detailed stuff on the examples from the DOT-Force document; I decided to compile some initiatives around me that I feel are accurate and relevant. As the report is about the kinds of ICT investments/projects/activities that can help support the development agendas of youth, and bridging digital divides. An emphasis is given on real-life examples. Here goes my attempt at sharing some thoughts and examples:

1. Making ICT Projects Work

1.1 Investment

Heavy investments are needed to bridge the divide. Investments in physical infrastructure, comprehensive people development, and relevant ICT content are needed. Partnerships with the public, private and community sector, playing an important role, as a facilitator and financier should be further emphasized. This is because normal individuals do not have the financial capacity to even start-up projects. Youths in particular certainly do not have the start-up finances needed. Hence, it becomes the role of governments to initiate and bring the various sectors together and to create awareness for the need of making ICT projects work.

1.2 Ownership

It is evident that the identification and participation of a project promoter is critical to the success of any project. The promoter generally plays the role of knowledge broker, who takes ownership of all development pertaining to the project. The promoter is instrumental in encouraging, inspiring and pushing the limits of human ability in completing the task ahead. Without the promoters, the project will be as good as failure from the start. A youth promoter with the right attitude to push limits would be ideal for youth projects.

1.3 Experimentation

Both the promoter and the community need to have an innovative experimental attitude in order to test the limits of human creativity. Without creativity and an experimental attitude, there will be little improvements and innovation to the way things normally progress in the course of time. Smart partnerships with private sector technology providers will further require a risk-taking attitude. A certain amount of risk-taking spirit needs to be considered by the technology providers, which goes beyond the secular reasoning of profit-oriented approach.

1.4 Sustainability

As external investments do not last forever, all projects that are potentially invested must have a clearly developed plan for sustainability and possible commercialization. This plan needs to be integrated into the projects right from day one. Without sustainability and self-sufficiency plans, the project risks collapsing after the period of investment or it will require long-term investments. The whole effort then, would have been a wasteful effort and a costly lesson imparted. A sustainability model that is based on possible

commercialization would be most desirable as projects would be able to generate revenue to fund future growth and become decreasingly reliant on investment or financial assistance.

2. Real-Life Examples in Malaysia

2.1 Governmental Investment

Demonstrator Application Grant Scheme (DAGS), is a unique grant formula administered by the NITC Secretariat to individuals, groups and communities, whose main objective is to create value to the nation via the establishment of thriving electronic communities nationwide. The main purpose of the program is to assist in the development of what the NITC calls as 'Demonstrator Applications'. These groups of electronic communities are pilot projects, which have a unique value proposition to help 'digitise' work methodology as well as providing the most recent information and knowledge to further increase intellectual capital.

Officially launched on 21 April 1998, the DAGS' mission is to facilitate the social and economic progress of Malaysians through the utilisation and innovative use of the Information and Communication Technologies (ICT). The NITC spelled out five priority areas for further development: E-learning, E-community, E-Economy, E-public services and E-sovereignty.

There are six main objectives of the DAGS. These are to:

1. Acculturate Malaysians to ICT, enabling them to maximise the benefit of ICT applications at work and at home.
2. Build an integrated network of electronic communities using ICT and multimedia technology.
3. Promote the dynamic growth of Malaysians web-shapers and web-adapters.
4. Develop entrepreneurial communities enabled by electronic networks.
5. Enhance closer co-operation and collaboration between public agencies, private corporations, non-profit organisations and NGOs through joint ventures and institutional linkages.
6. Encourage Malaysians to be more innovative in using and adapting existing ICT and multimedia technologies

With an initial allocation of RM50 million set aside for the program, the NITC has been given the responsibility to administer and award the grant to projects that have been accredited as Demonstrator Applications (DAs).

DAGS is a key initiative to the realisation of the National IT Agenda (NITA). In fact, the DA program is in many ways a microcosm of NITA. DAs that are identified as a vehicle for economic transformation to help improve the total factor productivity in all economic sectors. To qualify as a DA and receive funding, projects are required to have the following characteristics: meet the objectives and conditions of the scheme, especially the realisation of the NITA objectives; contribute to the acculturation of Malaysians in ICT

and multimedia applications; should be ICT-based projects; and small, focus and short term project (not exceeding 12 months).

It was gratifying to note that Malaysians has never been short of ideas when it comes to developing projects for the benefit of the community at large. In the first year of operations alone, the NITC received about 370 enquiries about the DA program. However, only 9 were approved and the NITC provided a total sum RM7.8 million to jumpstart the electronic communities.

Regardless of the size of the community-related projects, each carry with it long-term objectives aimed at improving the livelihood and knowledge of the community members. The manner in which the objectives are achieved may differ from to another, but the end results have always remained the same.

2.2 Bringing ICT to Rural Students

Concerned over the digital divide, the Malaysian government is keen to bring ICT literacy to the marginalised. The National IT Council (NITC) of Malaysia has a vision to transform a population of 23 million people into a ‘knowledge society’, bringing cultural diversities, the digital divide and creating new values, whether social, political, cultural and economic.

Local statistics show that about 69.5% of primary schools and 46.2% of secondary schools do not access to personal computers. Moreover, 89.8% of primary and 66% of secondary schools in Malaysia have no access to Internet at all. This figure was indeed a cause for concern. Seeing the danger in further neglecting school children from gaining access to computers and the Internet, the NITC embarked on another grand and unique project – the Mobile Internet Unit (MIU) (<http://www.miu.nitc.org.my>).

The MIU is essentially a customized coach bus equipped with computers, peripherals and Internet facilities. It is aimed at bridging the existing digital divide between the info rich and poor, particularly school children

Designed and engineered by Malaysian ICT experts, this cybercoach is specially built to accommodate the heat and humidity of tropical and Third World countries. It takes into account the rough terrain, muddy roads, torrential downpours and the sensitivity of computers to such conditions. While those in the premium range are fully air-conditioned and equipped with their own generators, the budget models maintain essential ICT facilities.

Every available space is used to accommodate the comprehensive range of ICT peripherals: a high-speed server, 20 Internet-ready, networked PCs, printers, scanners, facsimile machines, LCD projector, audio-visual aids (TV, VCD, radio and video-conferencing kit), software, courseware, reference materials and cameras (digital, polaroid and video). These technologies can be scaled down or upgraded to suit actual needs.

The MIU creates a conducive atmosphere for e-learning and participants are guided by a dedicated team of trainers. Course contents are customised to suit different needs.

The MIU and its staff conduct Internet training and introduce basic ICT literacy programmes to the students and teachers. This programme includes:

- Introduction to basic computing skills
- Introduction to basic Internet skills
- Integrating ICT in learning process for self-improvement

Apart from visiting the schools to introduce the benefits of ICT, the MIU project also attempts to assess and collect data on the IT potential and capacity of the teachers and students. The pre-test data is used to measure the existing ICT skills and knowledge among the info poor.

As of November 2000, the MIU has brought computer literacy to more than 11,000 individuals and 2,500 school communities. Considering the fact that the MIU provides training for over 51,000 participants annually, one can imagine the huge multiplier effect, especially in the future! In areas where it has had to work alongside the information poor, results have shown a remarkable 94.9% in Internet awareness and 94.6% in ICT skills.

So impressed was the Malaysian government that it has decided to fund 20 more MIUs to be put on the road. The MIU concept is highly versatile and can be modified to suit different forms, budgets and physical conditions. For example, the Kuala Lumpur State Library adapted the MIU concept to its mobile Internet library, while Universiti Malaysia Sarawak is planning to use a boat as its MIU.

When the MIU was showcased during the Global Knowledge II Conference (March 7-9, 2000) in Malaysia, the NITC received many requests from different countries to help them set up similar MIUs.

International recognition came when the MIU was among the 14 finalists selected for the Stockholm Award 2000 in the Equal Access Category. It was inspiring to know that the MIU was competing among world-class ICT project pioneers who demonstrated how ICT is used in innovative ways to create a better society.

Initially, the MIU was targeted at schoolchildren in rural areas, but the novelty created so much excitement and curiosity among the villagers—not to mention urban folk—that they wanted to be included in the training. Thus, even the elderly, handicapped, women, parents and teachers have literally jumped onto the ICT bandwagon—or the cybercoach! For each rural school it visits, the MIU brings a parting gift that lasts a lifetime and touches a whole generation—continual access to the cyber world and e-learning in the form of an Internet-ready computer, 5MB of webspace and free internet access. This cyber gift ensures sustainability of the programme.

2.3 Bringing ICT to Rural Communities

The Malaysian national digital divide trend stated that about 276,000 households, constituting approximately 1.2 million Malaysians, are categorised as hardcore poor and are considered marginalized in terms of ICT access. One such group of people are the residents Kg. Raja Musa, a small palm oil farming community of villagers some 30kms from Kuala Lumpur. With a population of about 266 households with about 1,200 residents, the village is ripe for further development using ICT.

Residents of Kg Raja Musa had one major advantage – they are very aware of ICT and are very eager to learn new things. About 56 percent of the residents were below 25 years of age, and do have a steep learning curve with regards to ICT. With this backdrop and setting, they were an ideal community to reach out to with knowledge and information provision access to ICT.

In order to demonstrate the effectiveness of the DA program, the Kg Raja Musa project took off, led a local professional, Dr Lin Mui Kiang. Dr Lin, who runs the local chapter of the international WorldView Foundation, was a major force in making the project successful. With a DAGS grant of more than RM700,000, the impact of the project on the community of simple farmers was set to take shape.

The project, officially known as **SMASY**, an acronym for ‘Smart Society’ in the Malay language, aims to make ICT an integral part of the lives of its residents. By managing and making information readily available to the residents, it hoped that the level of awareness on emerging ICT technology would increase and soon develop into a full fledged e-commerce community.

Since its launch in the second quarter of 2000 after months of hard work by Dr Lin and her team members, SMASY has trained some 200 residents on ICT. Using information and knowledge available via effective use of the Internet, the Kg Raja Musa community has demonstrated that a thriving e-community in an agrarian setting is a pragmatic idea to bring IT to the people. Today, the village community has leapfrogged into the ICT age. They have shown ability and willingness to participate on an equitable level with others in the emerging knowledge economy.

2.4 Bringing ICT to Under-Privileged Children

According to national statistics, approximately one-third of the Malaysian population is classified under 14 years of age. One of the DA applicants, incidentally happened to be a non-profit organisation, established a nationwide project to reach out to the country’s orphan children.

Calling themselves **CyberCare** (<http://www.lion-cybercare.org>), the group comprising of non-governmental organisations, academicians, medical doctors, professionals and businessmen, started out connecting children in the orphanages through the Internet. Armed with financial support amounting almost half a million Malaysian Ringgit from DAGS and encouragement from Raslan’s band of community oriented team, CyberCare got off to a roaring start in 1999.

Having linked up 26 orphanages nationwide, the Cybercare team are now reaping the fruits of their labour. Today, Cybercare is one of the most well-known national project to have had a direct impact among children in the orphanages benefiting over 1,000 children. With innovative use of care-giving using the Internet, Cybercare established a network and a methodology to provide E-mentoring, E-fostering, Putting Orphans OnLine (POOL) and Young2Care projects. With almost 300 volunteers availing themselves to help reach out to these children, the effect of the DA program is clearly painting a touching, heart-rending picture of under-privileged children learning and expressing the joys of ICT discovery with one another.

Appendix D: Africa Youth Report **Prepared by Andrew Nderitu (Kenya)**

Introduction

The story of the growth of the ICT sector in African countries is a story of a struggle in the face of great odds. As the ICT-led global revolution gathers pace, there is growing disparity apparent. There is the fear that this revolution may widen the gap between rich and poor at global, regional and country levels, as elite groups gain access to the technologies and control the agenda for the development of the information superhighway. If such fears are not to become reality within the African continent, urgent action is needed to create and implement practical and realistic policies, and innovative projects will need to be implemented at different levels.

On the positive side, ICT's have the potential to transform societies and promote living standards and economic prosperity. Despite the huge potential of the Internet, in Africa, use of e-mail is the most important ICT application, as it is cheap, fast and powerful and is rapidly integrated into office automation systems. It also provides a productive communication tool for communities scattered through migration, overseas education or involuntarily shifted into refugee status through wars and famine.

There are many wonderful ideas in relation to how ICT's may be used, but, in practice, implementing ICT projects is often a process of experimentation. The technologies are new and changing fast, so, when applying these tools to development problems, there is no guarantee of successful results. ICT's are not a panacea to the problems of development in Africa, but if projects can be piloted and genuine learning takes place over a relatively short time horizon, then it can certainly be hoped that successes will outnumber failures and that social networks and livelihoods will be strengthened and improved among rural and poorer communities, as well as in the cities.

This report explores issues and problems related to ICT project implementation, with a special focus on young men and women in Africa. It also examines current projects in the continent. Lessons from these projects are highlighted, as follows:

1. for countries in Africa to develop within the context of the global information economy, it is crucial that a vibrant, domestic private sector be developed; unless

the domestic private sector leads the way with enthusiasm and confidence, it is unlikely for foreign investment to take part in our economies, with any degree of effectiveness.

2. Intelligent public policies will be critical to effecting the shift from simple agriculture to information-based economies that employ innovation and technologically advanced applications.
3. There is a need to build institutional capacity and prioritize human resource development.
4. There is also need for intermediary organizations that can act to promote and raise funds for youth ICT projects, share practices and champion the benefits of ICT usage while realistically highlighting the pitfalls.

ISSUES RELATED TO USE OF ICT's FOR YOUTH EMPOWERMENT IN AFRICA.

The usefulness of ICT's in meeting the needs of young people in Africa has been highlighted in several areas including:

1. Improving social services, distance education and health services delivery systems.
2. Promoting transparency, democracy and good governance at central and decentralized levels;
3. Developing international business, supporting trade liberalization and increasing foreign exchange earnings by supporting e-commerce.
4. Supporting advocacy and human rights movements, by giving the media powerful new tools.
5. Supporting rural development and empowering marginalised youth, by enabling sharing of information and best practices and putting in place systems that enable young people to voice their concerns.

Clearly, if the promise of ICT's can be harnessed to the youth development process in a manner that constructively meets some or al of these objectives, then ICT's present a unique opportunity to radically transform African societies that have for so long been stuck in a cycle of poverty and false dawns.

Governments in Africa were slow in realizing the potential of the information age, but it is striking that most are now seeking to put ICT policies in place. This can be attributed to the inaugural African Development Forum (ADF '99) in 1999, under the theme "*the challenge to Africa of globalization and the information age*". The forum brought Africa's top policymakers together to forge consensus on a common approach to accelerate Africa's progress into the global information age.

The major goal of ADF '99 was to develop and support African initiatives that are fundamental to the shaping of the African information age. The forum provided the first occasion for a broad range of policy makers and practitioners to come together as a group to assess the opportunities, confront the challenges and develop a plan of action for Africa in the information age. It was also the occasion to set future directions for the African Information Society Initiative (AISI). The forum served to demonstrate, for the first time, how much was being done in Africa by Africans, in harnessing ICT's towards development. Much was already underway, and yet it was not well known, even within Africa itself.

The following section presents short case studies of youth-targeted ICT projects that came out of the forum. Others came out of the post ADF '99 youth preparatory process to the GK II conference, specifically the "Youth Building Knowledge Societies e-conference (YBKS).

1) AFRICAN INFORMATION SOCIETY YOUTH NETWORK (AISYN)

Africa's indigenous information systems and networks are disappearing rapidly. The rapid urbanization and destruction of rural systems of production, coupled with the skills drain from rural to urban areas, has contributed substantially to the ossification of indigenous information systems. These were built within indigenous systems of production and services, ecological and environmental management and religious beliefs. Myths, rituals, rites, totems, taboos, songs, drama, art etc were the major means of information packaging and communication. As their social, political, and ecological basis disappears, most of them are disappearing. There is need to build upon what remains of these systems to create a wider and richer information and communication culture. The AFRICAN INFORMATION SOCIETY YOUTH NETWORK (AISYN) was born out of the need to actively engage young people in Africa to address this problem of loss of local knowledge resources and poor access, especially in rural areas.

The process began in October 1999, with the inaugural African Development Forum 1999(ADF 99'), organized by the United Nations Economic Commission for Africa (UNECA), in Addis Ababa, Ethiopia. The Youth Focus group presented a report at plenary whose major recommendation was the critical need for the establishment of a region-wide youth electronic network to coordinate and facilitate Youth-targeted Information, Communications, and Technology (ICT) initiatives in the context of the AISI framework.

In the post ADF 99' era, a youth preparatory process was initiated to prepare African youth for the second Global Knowledge conference GK II). In conjunction with the International Institute for Sustainable Development (IISD) and the GK II conference secretariat, a youth advisory council comprising of ten young professionals from around the world was established to coordinate global youth input to the GK II conference.

A global youth E-conference was initiated on 17th January 2000 (Youth: Building Knowledge Societies - YBKS). For three weeks, discussions were conducted, recommendations and action items proposed, along three themes of: ACCESS, EDUCATION, AND YOUTH LIVELIHOODS. The final two weeks of the global

YBKS E-conference were dedicated to regional discussions to facilitate more region specific discussions, and the development of regional youth action plans to be presented at the GK II conference.

The YBKS - Africa regional discussion set out from the beginning to draft a concrete program implementation plan, and a supportive institutional' structure. The resulting action plan laid the foundation for AISYN. The project has generated a lot of interest within Africa and internationally; it has certainly created the necessary goodwill towards the achievement of the ultimate goal of facilitating and coordinating the initiation of youth-targeted ICT-programs in the context of promoting sustainable youth livelihood opportunities in Africa. The network has developed collaborative partnerships with local, regional and international development partners, including the British Council, IDRC, and UNECA. In addition, a strong institutional structure comprising of national focal points in over ten countries, a coordinating team and sub-regional nodes have been established.

The long-term prospects for AISYN depend on some important factors;

1. Making the network financially sustainable.
2. Developing a corps of youth ICT volunteers in Africa, who will facilitate the application of ICT tools to development at the local level.

KEY LEARNING POINTS.

1. To bring connectivity and access to remote communities, a mix of marketing, awareness raising and capability building is absolutely critical.
2. Sustainability of services in rural areas remains a major problem, but the choice of viable revenue streams within a rural setting offers scope for the service to be financially viable over the long-term.
3. Identifying and working with institutions that can play a key role in ICT capacity building can make a major difference; programs that train trainers can support multiplier effects in HRD.

2) ACACIA

The Acacia Initiative is an effort led by the International Development Research Center (IDRC) of Canada, to empower rural communities in sub-Saharan Africa with the ability to use and apply information and communication technologies (ICTs) to their own social and economic development. The Acacia Initiative in Uganda was launched in December 1997 at a three-day conference held at Nile International Conference Center. Acacia mission is community empowerment through access to ICTs to enable them to effectively participate in national socioeconomic development

Achievements

A National Steering Committee was established. It is currently composed of nine members from the ICT stakeholder communities in Uganda including government, the

private sector, NGOs, international organizations and institutions of learning and research. The Steering Committee meets every three months to review the progress of the program. The Terms of Reference of the Committee are:

Task Forces that are responsible for developing applications around the ICT facilities in the priority areas of education, health, governance, commerce and agriculture guide the Steering Committee. The Steering Committee may create other ad-hoc Task Force depending on the need

Activities held include:

Advocacy Meetings
Planning visits to pilot locations
Orientation of Community mobilizers and facilitators
Training of Community mobilizers and Facilitators
Consensus building workshops
Establishment of 3 Telecentres
Establishment of Local Steering Committees
Telecentre and content design
Validation of information needs
Communication (telephone lines)
Web Page and Mailing list
Training
Capacity Building
Workshops

WHERE THE PROCESS IS AT

COMMUNITY EMPOWERMENT THROUGH ICTs

The telecentres at the sites in Buwama -- a community on the Kampala/Masaka highway about 80 km from Kampala and Nabweru -- a peri-urban community located approximately 5 km from Kampala are now fully operational and are receiving large numbers of users, curious visitors as well as local and foreign researchers; giving the telecenter staff, who now constitute a manager, an Information Officer and several volunteers, quite a job to do.

Currently, the telecenter staffs at both sites are engaged in promoting computer literacy amongst their local councilors. The programs have generated a lot of interest amongst the local residents, who have began to appreciate the services and have started taking the opportunities offered at the telecenters to acquire computing skills at subsidized rates.

The communities are also taking a great interest in the telephony, fax and photocopying facilities. Health, farming and development videos from the British Council, AIDS Information Center, Ministry of Health, etc are very popular with the communities, as are current affairs including the ongoing live-transmissions of the Commission of Inquiry into corruption in the police force. The telecenters are now starting to venture into distance education in collaboration with the African Virtual University, Makerere University.

In coordination with the Ugandan National Council for Science and Technology, a series of focused workshops have been held in the target communities to help sensitize them and build awareness about the telecentre concept. The awareness building process is ongoing and more community visits are planned, some of which will focus on building awareness amongst specific groups in the communities such as women and youth.

3) CYBERPEACE (north Africa/middle east)

For young Israelis and Arabs in the Middle East, the chance simply to talk to one another is an almost impossibility. Political, cultural, psychological, and geographical barriers conspire to keep them apart. Checkpoints, closures, and violence on both sides do the rest.

However, technology is redefining the nature of the relationship between these young people. In 1995, then 14 year old Andrew Friedman founded CYBERPEACE, which aims to bring young Israelis and Arabs together using computer and Internet technology. The program engages middle and high school students in active and on-going dialogue, helping to foster meaningful interaction through cooperative and collaborative projects.

Since 1997, cyberpeace has been running the seeds of peace program. This is an annual event that brings together Israeli and Arab teens from throughout the Middle East to a camp in Maine for an intensive coexistence experience. The participants set up personal e-mail accounts and learn how to use the Internet as a tool of communication. This program has succeeded in cementing youth friendships across the deep ideological, political, and physical divide in the Middle East. It has also kept hope alive, nurtured the friendships established at camp through email, chat, and instant messaging.

Cyberpeace is also involved in school networking among the Jewish-Israeli, Palestinian, and Arab-Israeli communities. Students in these schools correspond regularly via computers and the internet, further cementing friendships and cultural understanding and tolerance across the deep cultural, racial, and political divide between these communities.

For the future, cyberpeace is focussing on developing an internet-based conflict resolution curriculum, to include interactive simulation games and an expanded network for the graduates of the seeds of peace program. The program also hopes to establish community centers in the region equipped with computers and state-of-the-art videoconferencing capabilities, enabling youth to participate in virtual sessions and online discussions with world leaders on the issue of peace and conflict resolution.

KEY LEARNING POINTS.

1. The Internet is redefining the nature of our relationships with other people, transcending physical borders and connecting hitherto isolated teens- making peace in the Middle East a virtual reality.

2. ICT's hold unlimited potential in promoting understanding of different philosophies and cultures, instilling respect for people, their work, their beliefs and expressions, and to contribute to the advancement of peace.

4) INTERLINK RURAL INFORMATION SERVICE (IRIS) ; East Africa

IRIS is a non-profit, information gathering and dissemination organization based in Kenya, but operating within the East and central Africa region. The organization's mission is to give rural dwellers a voice through the mainstream media. IRIS operates as a network of rural-based correspondents who file stories of relevance to the area they operate in. These stories are then sent to the Nairobi-based press center, where they are channeled to mainstream media houses for publication. It is instructive that IRIS is not a media publishing house, but a mechanism through which stories of location-specific significance are brought to the attention of the mainstream media houses, stories that would otherwise never reach the public domain.

The field-based correspondents, who are mostly free-lance, are connected to an Intranet through which they file their stories, exchange information and experiences with other correspondents, and store leads for further research.

KEY LEARNING POINTS

1. IRIS is a practical manifestation of the need to create a fit between the 'new' and traditional ICTs. The correspondents combine Internet and email with the more traditional tools of radio, video, print and oral media in the course of their work.
2. In line with international trends, Africa should strive to connect 'information nodes', rather than individuals. This is a more cost effective and sustainable strategy in the long term.

Educated young men and women in Africa should be involved in constructing the African information society; as information brokers harnessing ICT's to create new jobs and income for themselves.

HIMALAYAS REGION; South Asia

5) NEPALNet PROJECT, NEPAL

The pro-democracy movement of 1990 in Nepal ushered in an era of democracy. The private sector began to boom and the public started to demand greater openness and accountability. Late in 1993, spurred on by the new context, a meeting took place at the Royal National Academy For Science and Technology (RONAST) among leading scientists, businessmen and members of the media, to discuss the possibility of bringing internet and email access to Nepal. There was some pessimism and concerns regarding what opening up to global information might mean, but despite this, more than ten ISPs had become licensed by 1999.

As competition increased, prices for subscribers plummeted. CD ROMS were made available to the high street shops, enabling users to subscribe for a fixed number of hours on a pay-in-advance basis. Kathmandu, the capital, now boasts the largest concentration of Internet users within the Himalayas region, with Internet and email kiosks scattered across the city, including several other major towns in the country.

OBSTACLES

High telephone call rates; lack of access in rural areas; and lack of locally developed or local language content.

In 1997, ICIMOD (international center for integrated mountain development) recognized the need to address the problem of lack of local content and information sharing among NGO's and institutions and, with the support of Canada's IDRC's Pan Asia networking initiative, the NEPALNet project was launched. Initially, 34 academic, governmental, NGO and research organizations signed up in a cooperative venture to share content in English and Nepali on the theme of "sustainable development". All the organizations received training, equipment and support for Internet access and then started to develop their own home pages, in English and Nepali. These home pages were linked into the NEPALNet website, which acts as the overall portal and also draws together research material contributed by NEPALNet partners and organized under nine key development sector areas (agriculture; ecology and biodiversity; education; economy; forestry; sociology and demography; polity and law; technology and infrastructure; water earth and atmosphere). For the first two years, this core part of the site was designed and coordinated by ICIMOD project staff, but this responsibility is currently being managed by a local NGO called the " Nepal Internet Users Group".

The NEPALNet project has generated a lot of interest within Nepal and internationally and has achieved it's objective of raising awareness of Internet and the potential for online information sharing among development agencies in Nepal. The NEPALNet website is generating over 100,000 hits each month and, because it meets people's needs to access locally contextualised information, it has the potential to impact positively on development in Nepal.

KEY LEARNING POINTS

1) Local language content remains hard to develop, particularly in a country that has over 50 different languages.

1. developing information-sharing partnerships between organizations is a long-term commitment. Long term objectives need to be clear, given the fast changing nature of ICT's; otherwise a project can easily be knocked off course.
2. Intermediary organizations play a vital role as coordinators and facilitators and in relation to meeting on-going capacity-building needs.

6) ICTs FOR IMPROVED GOVERNANCE: BHUTAN

Bhutan is a Buddhist Kingdom that, until very recently, was closed to outside influence. While tourism has great potential, the country has followed a policy of promoting 'high quality, low quantity' tourism. For these reasons, little is known internationally about Bhutan's culture, people and beautiful environment.

In July 1999, the telecommunications division launched the ISP 'Druket'; this heralded a first step in an ambitious program, to use IT to modernize government agencies and promote economic development as the country starts to open itself to the rest of the world. The original plan was to introduce a countrywide Intranet, so that the public could access relevant information and communicate more easily. This concept of using ICT's to reform the internal government systems remains at the heart of Bhutan's strategy. Private companies, in particular, tourist agencies are beginning to establish websites. It is felt that a huge increase in tourists to Bhutan in 1999 may have been related to promotion of Bhutan as a tourist location on the Internet.

One of the main challenges facing Bhutan has been lack of employment opportunities for school leavers. The education system is English language-based, which is significant given the dominance of English usage on the Internet. A positive effect is that Bhutan has been successful in producing well-qualified school leavers with basic knowledge of ICTs. The current emphasis on building the ICT sector, which still faces a shortage of skilled professionals, is seen as one of the most useful ways of absorbing school leavers and producing new jobs.

The Royal Institute of Management (RIM) in Bhutan is emerging as the leading institution in the country for addressing ICT-related HRD. From 1999 to 2000, ICIMOD undertook a project in collaboration with RIM, funded by the Austrian Development Corporation. The project provided assistance to RIM to set up an Internet resource center, as well as several weeks of practical training to potential trainers selected from various government agencies and colleges.

The impact of this project has been to equip the participants with the skills needed to develop networks and websites for their organizations and to enhance the quality and scope of the work of their organizations. For example, the ministry of Agriculture is planning to network its regional offices to build a better information and communication system to support its development activities, while the survey office is in the process of building up databases with the intention of making databases on land records and ownership available online at the district level to facilitate local planning. The project has also been a catalyst for integration of internet-related topics in RIM's information science diploma courses. All RIM staff (more than 100), from drivers to the principal, learned how to use e-mail and the internet; RIM has a network now supporting over 100 internet-linked computers, used by staff and students.

Within one year, the IT revolution in Bhutan has leapt forward and IT strategy for the future is being prepared. Clearly, the commitment to HRD is, and will be, key to supporting Bhutan's ICT plans; indeed, a multiplier effect is already starting to be seen, as institutions, including RIM, high schools and teacher training colleges, give more prominence to internet and other ICTs in their respective curricular. The social

implications of this transformation, in a country that has been so cut off in the past, is certainly an interesting area for exploration.

KEY LEARNING POINTS

1. Much can be achieved by pursuing a realistic policy of using ICTs to develop internal efficiency in governance. While this can be a costly investment, better and faster decision-making can be valuable outcomes for the development process.
2. Many South Asian countries already have lively tourism and handicraft sectors that can benefit greatly through use of the Internet and e-mail to promote their markets.

**Appendix E: South Asia Youth Report
Prepared by Namita Kaushal (India)**

<http://jiva.org/itschools/> :IT Schools 2000 Initiative

The initiative although an ambitious and promising venture did not quite succeed in its aims. The project aimed to conduct a series of six workshops to be held around the country that would bring together the top minds in education, government, and information technology. The aim was to find out what was going on in various parts of the country vis-a-vis IT in education, and to create a set of recommendations to the government for IT education in schools that could be turned into a policy document.

The workshops were conducted at the following venues:

Pune, Maharashtra, India -- January 27-28, 2000

Guwahati, Assam, India -- February 8-9, 2000

Goa, India -- February 14-15, 2000

Hyderabad, Andhra Pradesh, India -- February 29-March 01, 2000

Chandigarh, India -- March 4-5, 2000

New Delhi, India -- March 27-28, 2000

Reports from these workshops are available at: <http://jiva.org/itschools/reports.htm>

And the recommendations resulting have also been made available at

<http://jiva.org/itschools/recommendations.htm> but these were not taken seriously by the Ministry of Human Resource and Development which eventually lead to the projects failure. The recommendations were submitted to the MHRD in October 2000 but the main problem that they feel were the bureaucratic hurdles and a lack of awareness in the government towards such issues.

CD-ROM on making roof tiles for the villagers from Development Alternatives

The project aimed at creating awareness among the villagers towards the techniques involved in MCR tile production. The project is presently ongoing and has already completed 3 phases of testing. The CD-ROMs based training for MCR tile production was carried out in TARAGram-Orchha during the month of January 2001. To test the adequacy and effectiveness of CD-ROM to provide training on MCR production, 5 participants were exposed to the CD's, and their response recorded to check on the CD's effectiveness as a media towards transfer of cognitive and psychomotor skills.

To compare the results another group of 5 trainees was trained the "conventional way" of classroom teaching and observations recorded.

The group of trainees was selected from different backgrounds to get the complete and unbiased feedback. Based on the lessons learnt from the previous test rounds, the trainees

selected this time were totally illiterate and had never been exposed to “world of mortar” and computers.

Results/ findings of the training sessions conducted:

- CD-ROM appears to an interesting medium to transfer very basic know-how on MRC tile production.
- The current set of CD-ROM could be used to provide very basic information to novice workers about the MCR technology. But this also requires updating or upgrading the content on the CD’s.
- Based on the observation made during the CD-ROM testing and the practicals, it is recommended that the CD-ROM is an effective medium to impart basic information about the technology. But to make a complete training package this should be supplemented by inputs from a trainer who can assist the trainees for doubt clarifications and field training. A combination of CD-ROM and classroom training medium would be the best and most time saving.
- CD-ROM does not appear to transfer psychomotor skills.
- The present CD-ROM package requires a certain minimal knowledge of the Hindi language to understand the content. The difficulty in understanding the questions was apparent, when it was observed from the expressions and reactions of the trainees, that even after listening to every thing they were not able to follow simple instructions like clicking on either “ bell” or “ green arrow”. CD-ROM may be a good medium when supplemented with other inputs, but this means dubbing the CDs in different regional languages

Limitations were mainly time constraints and technical problems in using CD-ROMs.

Some new initiatives that used ICT's for growth and development

<http://edugreen.teri.res.in> from *Tata Energy Research Institute (TERI)*

EduGreen, an interactive environmental resource was launched last year to support formal environmental education in schools by providing a highly interactive way of learning. In a unique developmental process, the growth and development of the site was an iterative process that involved incorporateing suggestions made by students at a series of workshops covering over 50 schools in New Delhi. The subject sections of the site were developed keeping in mind a child's perspective and were supplemented with glossaries, quizzes, videos, and related links to make them more interesting for the children. The larger objective being the implementation of integrated environmental learning, numerous online interactive tools like Discussion groups, 'Ask an expert' service, Quiz, crosswords, word-search, puzzles and memory games have been

introduced. Further, children are constantly encouraged to contribute content in the form of poems/anecdotes and share their experiences through online submission forms. As of today the web site is used widely by school students and teachers which is obvious seeing the extent of contributions to the 'Ask an expert section' not only from India but from all over the world.

www.tarahaat.com from *Development Alternatives*

Development Alternatives launched a new portal to serve the villages of India on May 1st 2000, in Tikamgarh District in Madhya Pradesh, India. Using the Internet as an enabling technology, the portal has been designed for the rural areas where most of the population is un-educated. For this very reason, the site has more of graphics and information in local languages (in Tikamgarh, Hindi) apart from English to make it more user friendly. It enables the to ask for information related to the mandi prices (prices at which the farmers would be able to sell their produce), health, various government schemes, laws, and a lot more. Apart from providing education it would also serve as a superbazar, providing immediate access to all kinds of products and services needed by rural households, farmers and industries. Rural producers and manufacturers can also sell to far away clients through the same channel.

DA is planning to acquire computers to set up a TARA kiosk (locally called "TARAdhaba") where everyone in the village can come and get connected - just like a PCO from funding from local businesses. Villages that have no phone lines will be able to connect to the Internet through the TARAdish satellite connections. If they have no electricity, a solar or DESI Power facility will supply the power needed. If they have no road, the TARApoter will deliver by foot.

TARAhaat aims to create jobs for numerous unemployed youth by offering additional services like delivering of ordered goods or mails to be delivered.

Gyandoot: Community owned rural internet kiosks

Madhya Pradesh government's pilot e-government project- Gyandoot demonstrates a paradigm shift that gives marginalised tribal citizens a chance to access knowledge, with minimum investment. The project was first implemented in the Dhar district of Madhya Pradesh, India that has a population of 1.7 million, of which 60% live below the poverty level on Jan 1, 2000 by setting up low cost rural intranet covering 20 village information kiosks in 5 blocks of the districts. Kiosks were established in the village Panchayat buildings with dial up connectivity through local exchanges on optical fibre or UHF links. User fees are charged at the kiosks for the services provided. Local rural youth act

as entrepreneurs, running of these information kiosks over commercial lines. Services offered include: agriculture produce auction centres rates, copies of land records, on-line registration of applications for obtaining certificates, on-line public grievance redress, village auction site and so on.

The entire expenditure for the network has been borne by Panchayats and the community. Further information is available at:

<http://www1.worldbank.org/publicsector/egov/gyandootcs.htm>

Net4rural from Mark Zugsmith and Anand Babu

The project aims at taking the information and education to the not so informed rural sector using IT technologies. They are working on very simple devices that provide touch screen interfaces. These devices will be multilingual and comprise of sound files to cater to a wider category of audience. The team aims at reaching out to the illiterate and training them on the technology by way of graphics and video instead of plain text.

The Internet kiosks being planned as part of this project would offer integration of e-mail, browsing, government and community postings on its screen. It would have an integrated keyboard, camera, speakers, telephone, and UPS. A caching server and remote configuration clients would keep the machines running.

The project had recently been presented at the IT exhibition in Bangalore and has been widely appreciated.

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Appendix F: International Youth Report
Prepared by Duane Taylor (Canada)

I) Fostering policy, regulatory and network readiness

iii) Effective utilization of IT in areas of poverty reduction, education, public health and culture.

The Globe Program (<http://www.globe.gov>):

Has grown to include students, teachers and scientists from over 10,000 schools in more than 95 countries working together to study and understand the global environment. Students make environmental observations and enter it into an Internet database where scientist interpret the data and display it on the Internet.

The Global Youth Action Network (<http://www.youthlink.org>):

Youth from over 120 countries have participated to date and have included over 50 international organizations. They have the National Youth Platforms (<http://www.youthlink.org/gyanspeakup.html>) where participants can voice their concerns from their particular country and the top ten issues from each country get presented to world leaders, heads of states and the United Nations.

International Youth Co-operation (<http://www.iyoco.org>):

IYOCO continues to publish many works on the net that are written by various youths throughout the world. They are developing projects and themes which young people can participate and have their voices heard.

Planet Express (<http://www.planetexpress.org>):

Unfortunately there is nothing to be found on global issues at this site anymore. It seems to be more of a bulletin board so students can talk about what is happening to their school band.

Yinternet.org (<http://www.yinternet.org>):

Through a process of analyzing the needs of youth from the issues of; sustainable development in developing countries, approaching a collaborative training program and offering access and support, Yinternet has created a custom-made solution for access to proper ICT training. Yinternet has launched four units in Armenia, Senegal, France and Switzerland. Over the next while the plans are to launch 10 more in French and English countries.

Part of the support system includes information kiosks, online help desk, brochures and CD-ROMs that emulate the web. This enables better access to training materials.

The Young Internationalists (<http://www.egroups.com/list/y-int>):

Members have participated in the 2000 Millennium NGO Forum. They have recently finished a two-year online initiative about the future of the UN and produced the **Strategies for a Global Generation** report (which can be downloaded at <http://www.wfa.org/youth/y-int.html>).

II) Improving connectivity, increasing access and lowering cost

iii) Supporting community access programs

Community Access Project (CAP) Canada and Jamaica:

I cannot find anything on this subject from the CAP site.

The Schlumberger Excellence in Educational Development (SEED Program)

(<http://www.slb.com/seed/cp.d>):

The SEED program has continued to grow by expanding connectivity and offering learning centers to over 100,000 children in various developing countries and underprivileged groups. They have established programs in 18 countries. Most exciting is that in many areas where SEED programs have started the beneficiaries have developed their own projects.

III) Building Human Capacity

i) Basic education, increasing opportunities for life-long learning with emphasis on IT skills

The International Institute for Communication and Development – global teenager program (<http://www.iicd.org/globalteenagers>):

There are 75 schools and approximately 2000 students actively participating in the network. Currently, the network is expanding as to include a range of African, Caribbean and Arabic countries, linking up to various European nations.

ii) Assisting the development of training professionals in IT and other relevant policy areas and regulatory matters

United Nations Volunteers E-vols Program:

This doesn't seem to have come to fruition. There are other programs similar to it, i.e. **UNV and ICT for human development**. These other programs do not specifically done by youth or deal with youth.

NetAid (<http://www.netaid.org>): Along with many great initiatives the online volunteer service for development projects and institutions has had over 5000 applicants and 170 NetAid partners from around the globe seeking volunteers. In addition to this they have raised over 1.5 million dollars from various locations to help support programs that use the Internet to achieve their goal. NetAid also have programs organized over the Internet

that support; impoverished children, help educate to stop the spread of AIDS, safe drinking water in Honduras and many others.