Knowledge Map and Evaluation Guide to Project Design and Programming in the Area of Youth Development through Information and Communication Technology for Development

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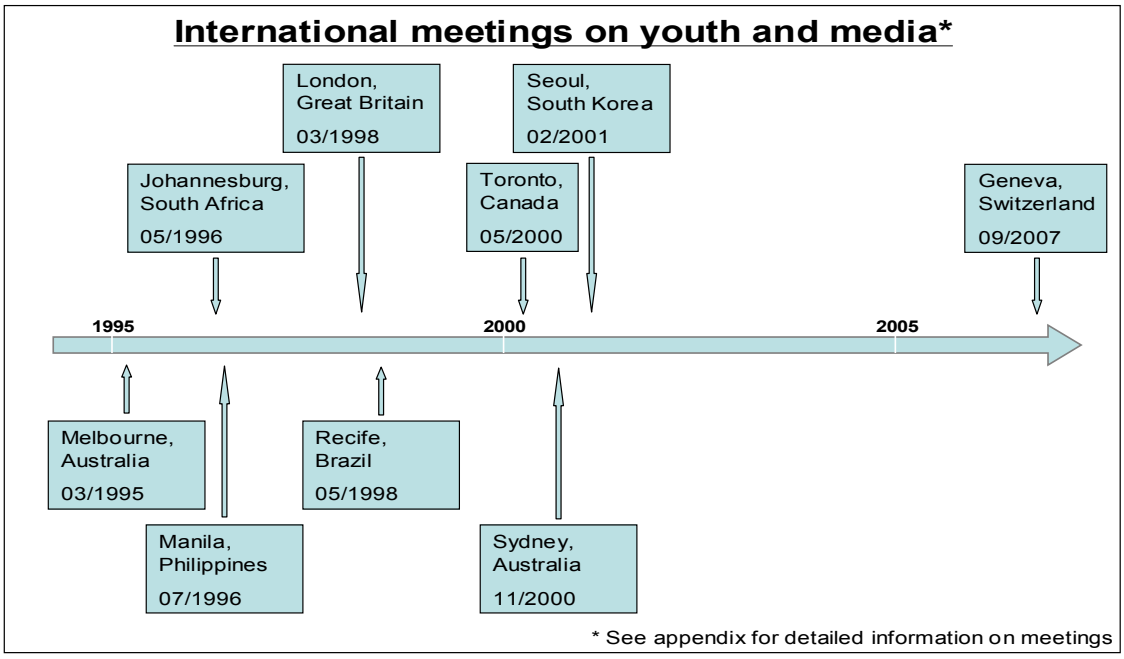
Content

1. Introduction

This study presents and discusses a new systematic approach to current project design and programming that centres on youth development through Information and Communication Technologies (ICT). Clearly, there is an undoubted need for challenging current approaches to this and related areas of research about media and children/young audiences: Despite a fairly impressive tradition of international meetings – focussing on children/youth and their access to media as well as their use of media – which reaches back to the beginning of the 1990s[1], the need for increased availability of global statistics and comparative data as reference points for reseach in the area has been expressed repeatedly.[2]



Source: Fauth & Strautmann

This study argues that the obvious lack of shared statistics and evaluation material, is principally the result from an unclear separation or even definition of two key research diciplines:

[1] For an overview of the most important international meetings in the broader field Media and Youth from the 1990`s onward please refer to the chronology in table 1 in the appendix.
[2] See for example von Feilitzen/Bucht (2001), 32.

Research on youth/children and ICT for development should not be (but in practice widely is) confused with research on children/youth and media in general. The former focuses on certain types of technology to advance children's and young people`s lives and their future prospects by way of applying ICTs in different models and programmes in underpriviledged regions of the world.

The latter mainly seeks to examine children and youth as specific audiences in media (TV/Radio/Internet) programming. It tries to assess their specific needs and the role of internatioal broadcasting and journalists associations as well as national authorities in developing standards on child reporting (child rights in the media) and on child and youth-focussed media programming that ensures suitable content responding to national and international educational mandates.

The question of content, programming and the educational mandate of media – is a component that is of concern for both research areas and thus represents an area of overlap between the two areas: The correct application of technology which is key concern to the area of children/youth and ICT for development must be based on a clear understanding of suitable contents and themes that serve educational mandates for the sake of children's and young people's development. Suitable youth and child programming must on the other hand rest on a clear understanding of the right type of technological means.

It is striking that the research community mainly concerned with children/youth and media was able to translate the outcome of several international meetings into general guidelines. These include the "Asian Declaration on Child Rights and the Media", which resulted from the "Asian Summit on Child Rights and the Media", or the formulation of guidelines for "reporting on issues involving children", which can be seen as an outcome of the meeting "Journalism 2000: Child Rights and the Media" (held under the leadership of the International Federation of Journalists).[3]

There is no systemtatic approach and there are no general agreements on guidelines for programming or project design in current research about youth and ICT for development.

[3] Please refer for a more detailed description of the meetings to table 1 in the appendix.

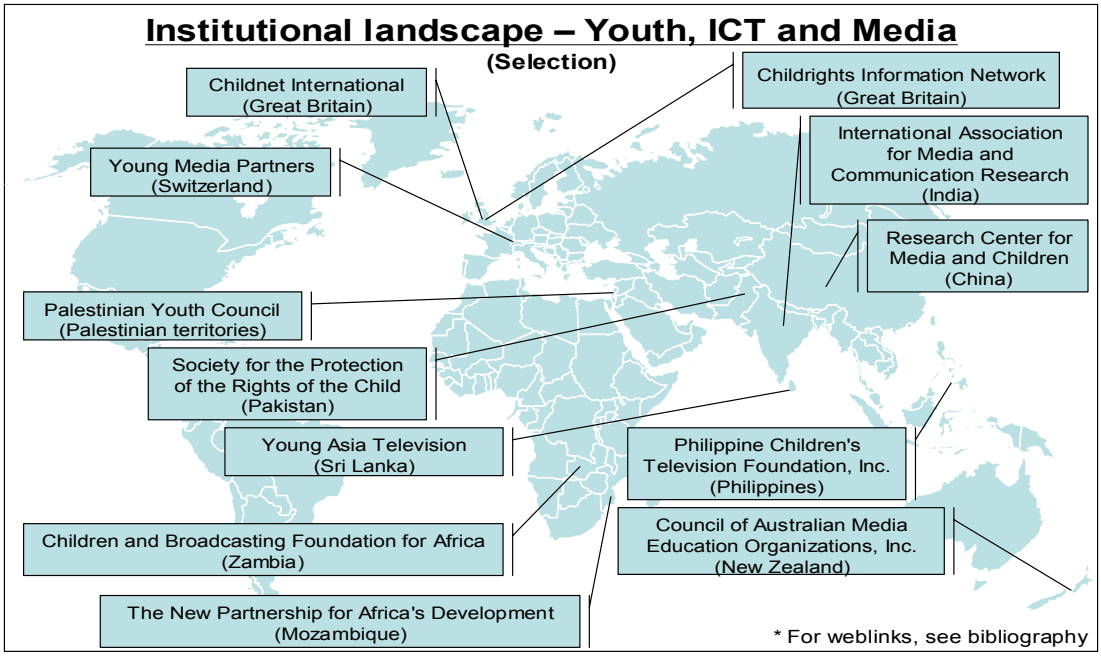
The different levels of research maturity should be addressed in particular when turning to another concern of mutual interest for both research disciplines – the area of youth/child rights in respect to media and ICT. Article 5 of the "Asian Declaration on Child Rights and the Media" ratfies the "[...] the developmental role, responsibility and power of all forms of media to inform, entertain, educate and influence and [...] to recognize their potential for children and for social change."[4] Many projects in ICT for development designed for youth and children can establish a basis for this beneficial function of Media through their provision of access and connectivity to technology as well as their mediation of technological skills. But in the relevant recent meetings on youth and ICT for development, such as the Global Forum on Youth and ICT, or earlier the Youth Caucus of the World Summit on Information Society[5], this positive relationship between ICTs and the child rights movement is neither addressed nor is a relation between key documents of the child rights community and youth and ICT for development discipline clearly worded.[6]

It is clear that to date, systematic research on programme evaluation in the area of youth/children and ICT for development is done (if at all) in far too heterogeneous ways, as the previous comparison with the second allied discipline has demonstrated. Also, it has to be questioned whether the area of youth and ICT for development has as yet received sufficient attention from international stakeholders. Although various UN programmes and agencies as well as international non-governmental bodies constantly demonstrate their dedication to the area of harnessing ICT for young people's development, few efforts have been made to define programme evaluation guidelines at broader scopes or to agree on definitions of terms that would help to better systemize this area at policy and research levels such as done with the second allied discipline concentrating on children/youth and media at international levels. The overlaps between the two disciplines are not sufficiently defined, despite of the impressive list of stakeholders with a possible share in both areas (s. below).

[4] Compare: Asian Declaration on Child Rights and the Media, adopted at the The Asian Summit on Child Rights and the Media in Manila, the Philippines, in July 1996, available online at: http://www.nordicom.gu.se/clear?portal=linkdb&main=asiansummit6.php&me=3

[5] Ibid.

[6] Visit for further comparison to the WSIS-youth proceedings: http://www.wsisyouth.org/wsis101.php



Source: Fauth & Strautmann

Various stakeholders have repeatedly stressed the relevance of linking youth and ICTs by underscoring the need for harnessing ICT as an empowering platform for human development, especially at the service of youth and children. This was emphasized throughout the course of the World Summit on Information Society (WSIS) in several contributions made by civil society and later manifested in § 25 of the Tunis Commitment of WSIS where all WSIS stakeholders underscore: *"We reaffirm our commitment to empowering young people as key contributors to building an inclusive Information Society. We will actively engage youth in innovative ICT-based development programmes and widen opportunities for youth to be involved in e-strategy processes."*[7] Other documentation of the international commitment for joint action can then be found in the post-processing of WSIS in the World Youth Reports 2003 and 2005 where young people themselves devoted entire chapters to discussing the area of youth and ICT.[8]

However, written commitments and the existence of a broad circle of potential stakeholders are not a guarantee for joint action and programme evaluation as reality

[7] See WSIS-05/TUNIS/DOC/7-E: Tunis Comitment. Available online:[http://www.itu.int/wsis/docs2/tunis/off/7.html] accessed on June 14th 2008

[8] Compare: World Youth Report 2003, Chpt. 12; World Youth Report 2005, Chpt 3. Available online: [http://www.un.org/esa/socdev/unyin/wpayinformation.htm#WYR2005] Accessed on June 14th, 2008.

shows. The uneven landscape of research on youth and ICTs for development demonstrates that there are many different action lines and programme models that coexist without being encapsulated and systematically documented by the relevant international agencies – at the forefront relevant *UN agencies.*

This does not mean that this study argues for a "one patent fits all"- approach to youth and ICT for development. Instead, it argues for a *consistent* approach to youth and ICT for development *at global levels* including an increased exchange between the disciplines of youth and ICT for development and youth/children and media research. This would enable action to be channelled into joint programme research and programme evaluation, enabling us to move beyond the discussion panels and mere international commitments to decent modes of collaboration and comparison.

Considering this lack of research maturity, the existence of a grand collaboration of the UN system in regard to youth and ICT for development has to be questioned. UN efforts to align perspectives and act according to guiding principles in regard to youth and ICT are just starting: During an interview with representatives from the World Programme on Action for Youth (WPAY) in January 2008, a unit which is organizationally affiliated with the UN Programme on Youth and the UN Department of Economic and Social Affairs, this lack of alignment was stressed repeatedly.
Among other terms to address here is the question of age grouping. Should strict distinctions be made between the two target groups "children" and "youth"? While there are certainly overlaps between them, youth are by definition different from children, as underscored by the United Nations General Assembly, defining 'youth' in 1985, as those persons falling between the ages of 15 and 24 years inclusive. All United Nations statistics on youth as age group are based on this definition.[9] Against this background it seems astonishing that this issue has not retained much attention or interest in relevant international meetings concerning youth/children and ICT such as the World Summit on the Information Society. Other youth- and child-focussed UN agencies, such as UNICEF, have not turned to this issue when writing about their efforts in ICT for Education, either.[10]

[9] See: 1985 - General Assembly Resolution on the International Youth Year (A/RES/40/14) available online at library of UN-documents related to youth: [http://www.un.org/esa/socdev/unyin/library.htm]
[10] Compare: UNICEF, Annual Report 2006: In the entire publication inconsistent use of the terms "children", "adolescents" and "youth" can be witnessed in UNICEF's description of ICT for education programs.

Owing to the variety of projects and programmes on ICTs for children and youth that do not reflect on their age groups/target groups specifically, this study will continue to use the term youth, including age groups that could in some interpretation also be understood as children.
The lack of consistency in terms of age grouping seems significant for the current international approach to the area in general. It has to be questioned whether there is a joint approach in ICT and youth development research with global scope at all.

There is one UN document, however, which could become a benchmark for the alignment process of this area. This is the "Supplement to the World Programme of Action for Youth to the Year 2000 and Beyond"[11], which was negotiated during the 45th Session of the Commission for Social Development and adopted by the UN General Assembly in December 2007. This document addresses and explains the 5 additional priority areas of concern for youth that were adopted by the UN General Assembly with UN Resolution [A/Res/60/2][12] in 2005. Information and Communication Technology (ICT) appears among the five new priority areas that were identified and adopted, along with "Globalization", "HIV/AIDS", "Conflict Prevention" and "Intergenerational Relations".

The WPAY has been asked by the General Assembly of the UN to develop indicators for these priority areas. This move, to identify core ICT and youth indicators, could become the key to a common language on youth and ICT within the UN system and beyond.

The variety of UN programmes and agencies with a focus on youth and ICT for development ranging from UNICEF's Voices of Youth, the UN Cyberschoolbus to the Global Alliance for ICT and Development or Unesco's Infoyouth[13], would surely benefit from an agreement on definitive ICT and youth indicators, not to mention the benefits for various project-executing organizations, NGOs or intergovernmental bodies that seek orientation and global reference points in the field of ICT and youth. Such an endeavour is not unprecedented. With the leadership of the OECD several

[11] See for the following: "Supplement to the World Programme of Action for Youth to the Year 2000 and Beyond", available in the library of UN Documents related to youth, accessible online at: [http://www.un.org/esa/socdev/unyin/documents/csocd45_e_2007_26.pdf] Pages 3-5.
[12] available in the library of UN Documents related to youth, accessible online at: [http://daccessdds.un.org/doc/]
[13] See for further information: http://portal.unesco.org/ci/en/ev/

international bodies teamed up in 2004 in order to develop such a core list of ICT indicators. However, as yet this has not included a singular focus on ICT and youth indicators. [14]

To date one has to sum up, neither the supplement nor the World Youth Report 2005 nor joint declarations in the research area of Media and children audiences such as the guidelines for child reporting for journalists, can serve as core references for the derivation of specific ICT and youth Indicators.

From the perspective of this study, this means that any current conceptualization of the area ICT and youth cannot rely on any negotiated key document clarifying general terms and indicators.

This study argues that any conceptualization of indicators at this time has to rest on a precise description and analysis of current programmes and projects on ICT and youth using coherent evaluation concepts. This is in line with the views of researchers such as Raul Roman and Royal D. Colle who argue for the increased importance of grassroots research in analyzing ICT community development projects. They stress that top-down research approaches, such as those offered by ICT for development studies of the World Bank could not serve as reliable indicators for content creation and programme design in ICT for development.[15]

One method for a systematic evaluation leading to an initial derivation of meaningful indicators for youth and ICT for development programming will be proposed in the next chapter. Due to limited resources, a restricted time frame and last but not least the objective to present a new approach to youth and ICT in public sector programming in a systematic but easily consumable way, this study applies a new set of evaluation criteria to a number of 20 project examples.

[14] Compare for further information on this: „Core ICT Indicators: Partnership on Measuring ICT for Development“. Available online at: [http://www.itu.int/ITU-D/ict/partnership/]

[15] Roman, Raul and Royal D. Colle (2003): Content creation for ICT development projects: integrating normative approaches and community demand. In: The ACM Digital Library, Volume 10, Issue 2. Pages 85 - 94

2. ICT and Youth Project Survey and Evaluation

2.1 Research Methods and Proceeding

According to those underlying conditions the project survey was carried out in three phases:

1) The first phase focused on basic research about youth and ICT for development, including an assessment of the current state of systematic analysis of action in the area. As Feilitzen/Bucht stated elsewhere there is a lack of reliable global statistics that results from a lack of shared systematic research and evaluation, especially at international levels.[16] It is significant that the basic research of secondary literature in the field (using the libraries of the Oxford University College, London School of Economics, the Dublin City University as well as open access databases and information sources available on the internet) demonstrated little existence of schools of thought or paradigms that had been formulated at academic levels for ICT and youth. Considering the number of institutions at country levels operating in this or similar areas this seems a fairly amazing finding and should give rise to consider improved modes of cooperation in developing tools and methods for global statistics and indicators.

   The lack of standard work at observatory levels and comprehensively evaluated programming and project work was another issue confirmed in face-to-face-interviews with UN Youth Unit representatives in the research phase at the UN Secretariat in January 2008 in New York. At the end of the first research phase it had become obvious that an analysis of secondary literature in the field alone would neither be academically satisfying nor leading to a new proposition of a sound systematic approach to youth and ICT for development. From this point and in lack of other project databases and statistics, a selection of project examples dealing with youth and ICT for development in different regions was carried out. These project examples serve as core evaluation material in this analysis. In a first step these projects were evaluated by reviewing their own information material (homepages/brochures/annual reports).

[16] Feilitzen/Bucht (2001): 33.

2) In a second step additionally missing data was addressed in a progressive follow up by approaching the project-executing organizations with an email questionnaire[17]
3) In a third step email inquiry was complemented by follow-ups via telephone. Any data that could not be obtained through those inquiries are disclosed in the project evaluation database in the appendix.

2.2 Methodology

In order to guarantee a comprehensive and systematic analysis of all projects, the authors decided on following 8 indicators to analyze the project types. The indicators illustrate a clear preference of grassroots research and the attempt to integrate quantitative and qualitative aspects in a methodology for project design analysis in the field. Ths research model has the advantage – as Maria Garrido could demonstrate with regard to the area of e-government case analysis – of working with a methodology that takes a close look at the challenges and benefits that ICT for development projects generate in the context in that they are applied.[18] Contrary to an evaluation framework that would only operate with a performance-focussed project analysis (e.g., in form of quantitative cost-benefit-analysis)[19] with the objective to do a ranking of the analyzed projects, this approach is different: It does not primarily rank the projects. Instead, it describes them collectively at an earlier stage that integrates qualitative and qnatitative categories to assess their project designs: Through corrobating the following set of indicators as guidelines for evaluation, this study proposes a new and more consistent “language” for youth and ICT for development research.

[17] See table no. 3 in the appendix for an overview of all analyzed projects and hte project database.
[18] See Garrido, Maria (2004): A Comparative Analysis of ICT for Development Evaluation Frameworks. Center for Internet Studies, University of Washington. P. 1-15.
[19] Ibid.

2.3 Indicators

1) The type(s) of ICT which are used

   In a first step the type of ICT used in a project was evaluated – the most popular/common ones: TV, radio, internet, mobile phones

2) The objectives that a project aims at:

   Three sectors could be identified as main targets of development projects; and it was asked, whether the project aimed at improvements in either one or more of these sectors: Education, Economy or Health

3) The skills-building mode:

   Within the evaluation of the projects, three different skills-building modes and their significance to the outcome of a project were identified – different outcomes do result in dependence on which of the skills-building mode is/was used. Therefore this category was added

4) Strategic partner organizations:

   This section analyzes the degree of the involvement of different GOs, NGOs and companies as well as identifies the major ones in each category

5) Financing:

   Surveying the budget size and the financing structure, i.e. if the funding is of either private or public organizations' origin or made up of bounties

6) Scope:

   The size (and success) of a project must not only be assessed by its budget, but also by the number of people/youth reached and by the degree of intensity of their involvement. Furthermore the approach (top-down, bottom-up) as well as the size of any targeted public (local, national, regional, international) was surveyed

7) Sustainability:

   A third factor which directly refers to the life cycle of a project and therefore its impact is sustainability, i.e. the duration of a project and its post-processing map[20]

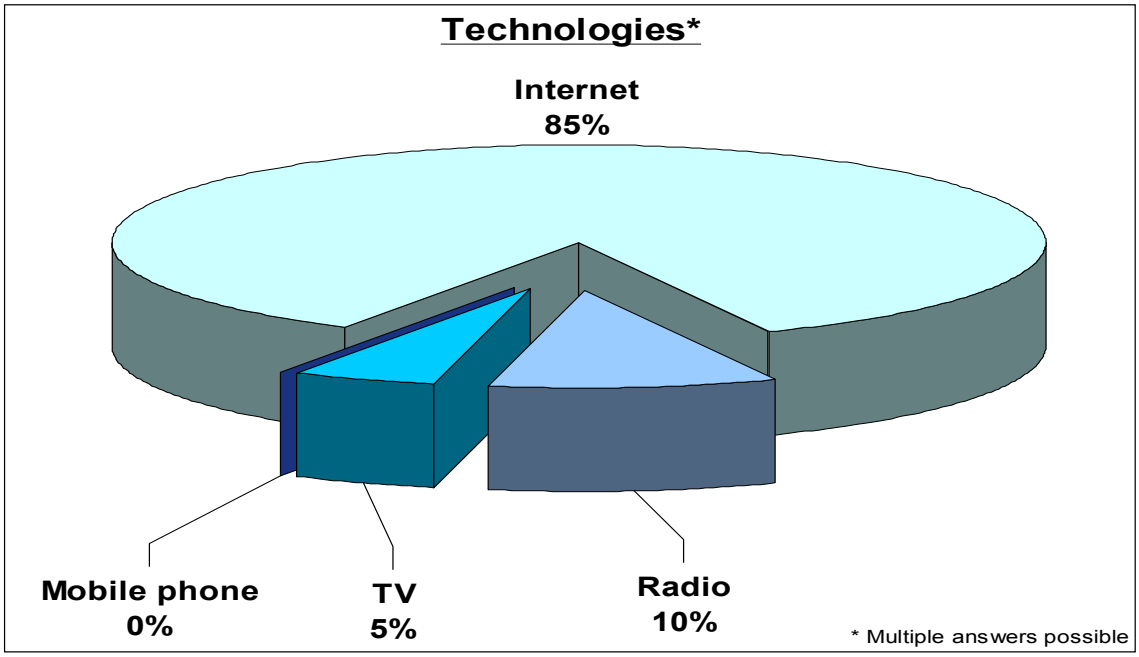
8) Evaluation:

   Of course, the monitoring and evaluation of a project is an indicator for the quality of the project execution and its organization

[20] Ram Babu Nepal and others argue that: "[...]ensuring sustainability is a very important management function, and evaluating project sustainability becomes especially important in managing development efforts." In: International Journal of Government Auditing (2004), No. 1.

2.4 Evaluation

In the following section all those indicators that led to significant results are presented. The results of the survey will be displayed, in some cases by referring directly to the answers of the survey and in some cases by combining various indicators for a meaningful statement.



Source: Fauth & Strautmann

2.4.1 Technologies

As the first graph of this evaluation shows, Internet is the 'technology' used most often in the evaluated project examples. This finding seems quite significant for programming and project design in the area of youth and ICT for development. Reasons for this preference of Internet technology could be that the Internet enables different forms of instantaneous interaction at the same time, for instance: few-to-many, or many-to-many interaction under the condition of a fairly flat and "neutral" communication hierarchy.[21] But whereas the neutral nature of the Internet seems to be a mere fact, it does not necessarily guarantee open access and connectivity. This

[21] Computer Scientists such as Daniel Weitzner argue that the Internet and the World Wide Web have emerged as unprecedented open platforms for speech and innovation, especially with regard to an unprecedented neutrality: "The Internet is neutral. This is a statement of fact about how the Internet is designed and operated, not a matter for debate in public policy circles. The neutrality of the Internet has made it an open platform for the free flow of information, ideas and commerce." (Weitzner, Daniel (2008): The Neutral Internet: An Information Architecture for Open Societies. Cambridge, M.A.

still depends on social and economic circumstances; otherwise the challenge of the digital North-South gap would not exist. Overcoming this inequity in access is a central goal of many ICT for development initiatives. The obvious bias to Internet technology of the analyzed project examples underlines that the Internet is still at the forefront of project interests, as a supporting means and technology as well as subject to debate. Now, as there is a raging debate among computer scientists, political activists and sociologists about the right way […] "how to ensure that the Internet remains open, accessible and innovative while at the same time, encourage deployment of new broadband network"[22], it more than ever seems important to provide young people – especially in underprivileged regions – with better access and specific skills in order to let them benefit from the internet in their developments. Young people are widely seen as the earliest adopters of ICT[23] and the Internet will continue to remain a key platform and technology for maintaining this role as long as policy makers will continue to combat the gap in access.

The Internet has given rise to policy objectives as well as a broad range of visions about its extraordinary social and economic benefits over the last decade. However, some of the best-known initiatives have to be reviewed fairly critically in the retrospective as rather publicity-focussed day flys than sustainable agents for real change. Nonetheless, the reputation of the internet as groundbraking tool for development is still vibrant and its uniqueness as a means of communication and simultaneously subject to the development debate still a justifiable interpretation. Against this background the preference of using internet technology when designing programmes and projects for the area of youth and ICT for development can be asserted as one of the dominant features of the area for programming. However, to assert this thesis with even more empiric evidence an extension of the project database would be recommended.

Radio on the other hand is used rarely in this evaluation, but its efficiency cannot be questioned from the outset: Among the advantages of radio, is, that it reaches in the analyzed examples a big number of recipients without high cost for production or broadcasting. The examples where radio is used as a principal means have in common that the projects are run in those regions that lack an advanced technology

[22] Ibid.
[23] This could be demonstrated over the course of the World Summit on Informtaion Society-Proceedings, esepcially in regard to the work of the WSIS Youth Caucus. See: http://www.wisis.org

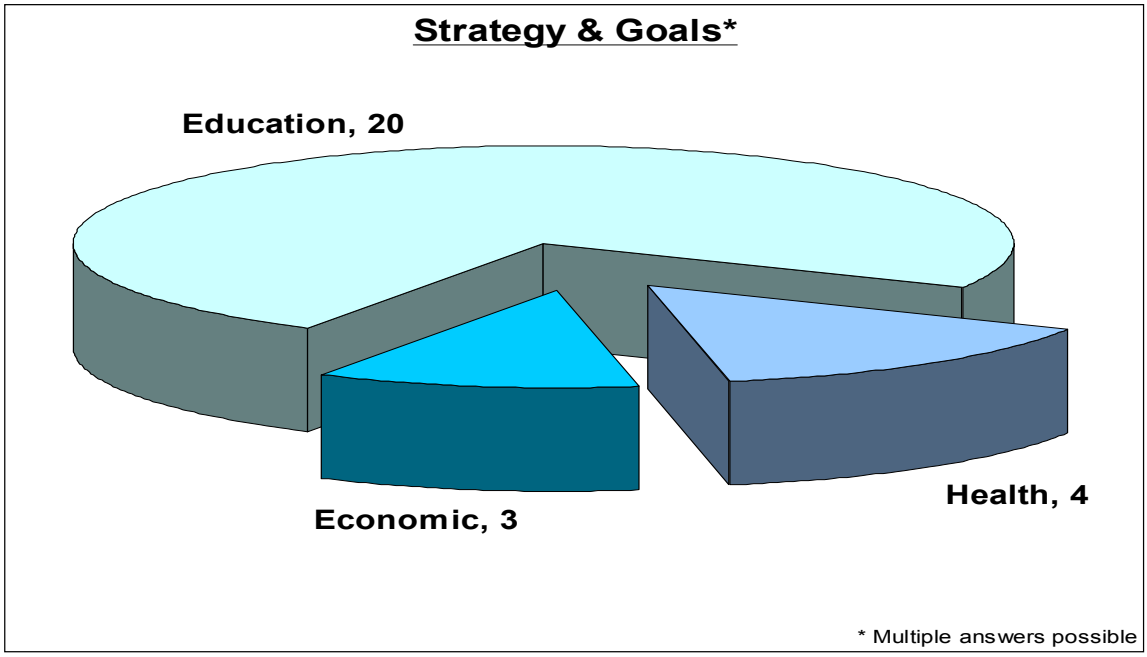
infrastructure, such as demonstrated with the Malawi “Interactive Radio Instruction Project”. Moreover, the “Bush Radio” project in South Africa shows that radio can well be used to teach young people in how to use the technology that is necessary for setting up a radio program which underscores its educational aspects. Nonetheless radio naturally has less interactive reach than the Internet.

TV is used in only one of the assessed projects. A reason might be that a lot of money, technology and manpower are necessary for a TV project. Although, it can be very efficient in reaching a big number of people and provide vivid information.

No project that is using mobile phones could be found. A reason could be that mobile technology is used preferably for ICT and development initiatives that are aimed at economic change and at improving the economic and social situations of women in particular, not centrally young target groups – in those “classical” project domains with a clear economic and gender aspect mobile technology has just proven successful and perhaps caused mimicry which as yet has not spilled over into the area of project design for children and youth. This interpretation is supported by Syed Mohammad Ali of the Pakistanian Daily Times who states without even referring to young people as possible target group: “Numerous studies have pointed towards the positive relationship between phone penetration and national incomes. [...] That might result from the simplicity and increasing affordability of mobile technology that has allowed it to penetrate developing country markets fairly quickly.[...] As mobile penetration levels increase, the overall gender divide may reduce. But there will still be need for proactive government and NGO support to make poor women familiar with these technologies so that their potential benefits diffuse through to all segments of developing societies.”[24]

[24] Compare: http://www.smartmobs.com/2008/07/12/development-through-mobiles/

2.4.2 Strategy & Goals



Source: Fauth & Strautmann

Education is the major goal for most of the projects, health and economic issues are addressed less often. While it would be hasty to conclude from the thematic distribution of these project examples to a general thematic preference in the area of youth and ICT for development, the focus on education is significant enough to vote for an extended research about its causes. This could be done, for example, by extending the current project database with a specific focus on the educational mandates of the projects and by relating the findings from such an analysis to the educational goals in the area of media and children audiences.

The focus on ICT, Youth and Education, moreover, had retained the attention of the international community through major initiatives of the UN earlier on: ICT and Education was key theme at the Eighth Meeting of the UN ICT Task Force from 13-15 April 2005 in Dublin[25] and has been addressed through several educational programmes under the leadership of UNICEF.[26] Furthermore the nexus between

[25] Compare: *Harnessing the Potential of ICTs for Education*, [*http*://www.unicttaskforce.org/perl/showdoc.] accessed on 15th June 2008.
[26] Compare UNICEF: Annual Report 2007.

youth, ICT and Education was institutionalized 2003 in form of the "*Global e-Schools and Communities Initiative (GeSCI)*".[27]

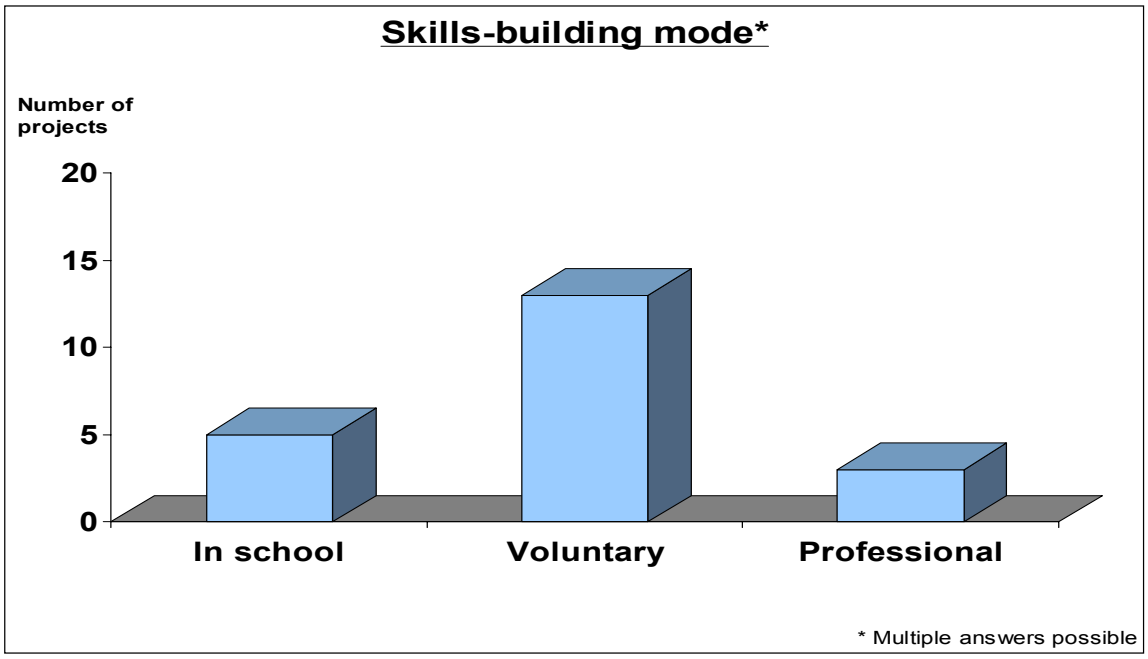
Clearly, the agenda-setting of international forums might be a dominating factor of influence in respect to project design and thematic choice. Also, international forums do represent thematic regional highlights and developments. Hence, one can conclude that the focus on ICT and Education justifies its role as a siginificant thematic indicator and should be explored further. It also justifies the question, whether the area would sufficiently be covered by solely focussing on this theme. It seems that ICT is more suitable to support projects aiming at education but it has to be asked whether in general "economy" and "health" are subjects to a specific type of education as well and so would actually belong to the first category from the outset. This is underlined in the current project database with projects that aim at educational issues but also promote spill-over effects to economy (improved economic prospects, e.g.) and health (e.g., increased life expectation) as well, for example the "Global Teenager Project" in Zambia which uses ICT to foster new ways of learning and teaching in school. This project primarily aims at an improvement of education, but secondarily it facilitates young people with ICT-related know-how which might enhance the possibilities of their professional future. Similar to that proceeds the "Youth-led Poverty Reduction through Digital Opportunities" project in Bangladesh; it uses ICT to provide knowledge and information to the youth to teach them more effectively, but at the same time, this knowledge fertilizes their professional future as well as specific health-related information can prolong their life expectancy, too.

Especially by taking a closer look at the projects in the "economic" area it is striking that economic change and education quite often are mutual effects: The Digital Divide Data project in Cambodia for instance formulates very specific economic and educational goals that are perfectly coordinated.

[27] UN Press ReleasePI/1548, available online: [http://www.un.org/News/Press/docs/2003/pi1548.doc.htm] accessed on 15th June 2008.

2.4.3 Skills-building mode

The current project examples demonstrate that voluntary involvement of youth in ICT for development is more often an important part of a project`s proceedings than involvement in school or in a professional environment. One reason could be that motivation of youth is almost guaranteed by modes of voluntary participation. What has to be considered in project design when preferring the voluntary involvement mode, is, that participation cannot be enacted – so projects building on voluntary youth involvement have to first attract youth`s interest and commitment which might be an advantage for enhancing creative and new models of project design.



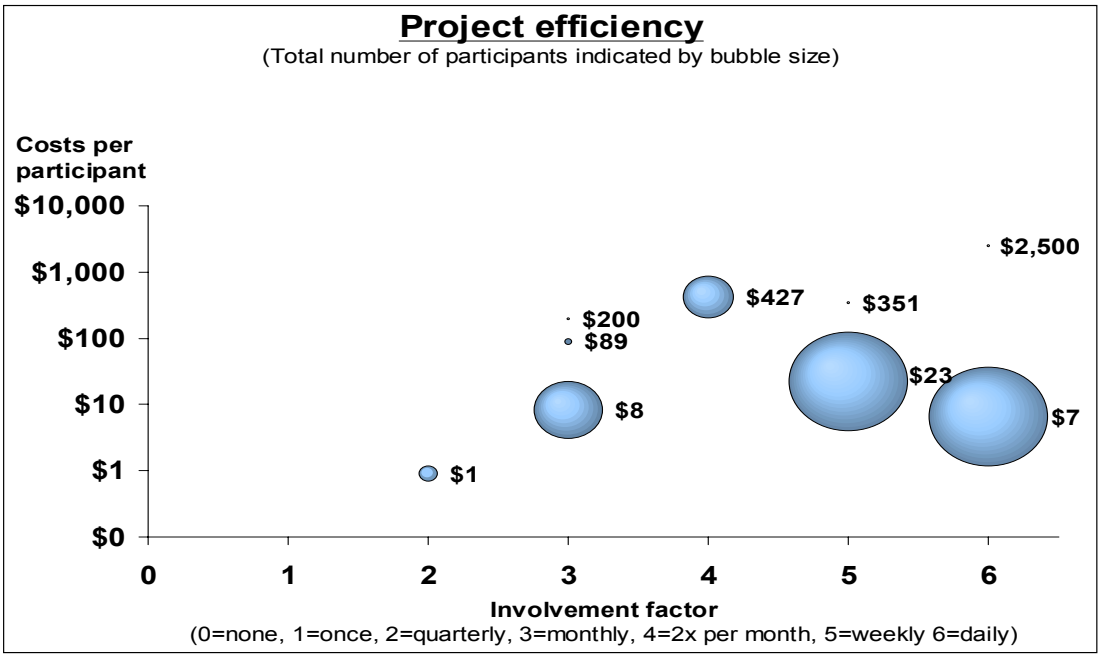
Source: Fauth & Strautmann

2.4.4 Strategic partner organizations

All of the evaluated projects that have diclosed information about their main partners and collaborators illustrate a tendency to work both with a set of local (often volunteers, local institutions, NGOs with a focus on the project's thematic objectives), national (frequently ministries or national authorities) as well as major international partners (such as the World Bank, USAID or international companies). The authors assumed previously to the evaluation that there might be a causality between well-developed cooperation mechanisms through strategic partnerships at both local and

international levels and the effectiveness and quality of projects and programmes. But this hypothesis could neither be verified nor falsified through the empiric methods of this research. This insight might be a starting point for modified research: It has to be asked whether It might be more interesting to search for the underlying reasons for the dissatisfying level of exchange and collaboration in analyzing the area of youth and ICT for development at international levels. Thus, it might be advisable to suggest a modification of this indicator to a categorie which – on the basis of the current findings – would be more meaningful: an evalution of the level of collaboration with other research and umbrella institutions in the area, instead of just evaluating the set of strategic partners of each project singularly.

2.4.5 Financing and scope



Source: Fauth & Strautmann

A project's budget is likely to be subject of discussions between the donors and the project's executors. Sometimes, because the funds are adjusted to a project`s target scope; hence, the costs per recipient are implicitly stated and they should, of course, be as low as possible while the youth's involvement should be as intensive as possible.

Therefore the dependence of the youth involvement factor, the costs per person and the total scope was analyzed by the graphic above. The graph shows the costs per recipient on the logarithmic Y-axis and the factor of involvement on the X-axis. The latter is assessed on a scale from 0 to 6 whereas 0 represents no and 6 daily involvement. Furthermore, the projects' total scope is indicated by the bubbles' size.

It can be seen that the two projects with the biggest scope (for which sufficient data is available) offer respectively daily and weekly involvement for costs of USD 7 and USD 23 per person.

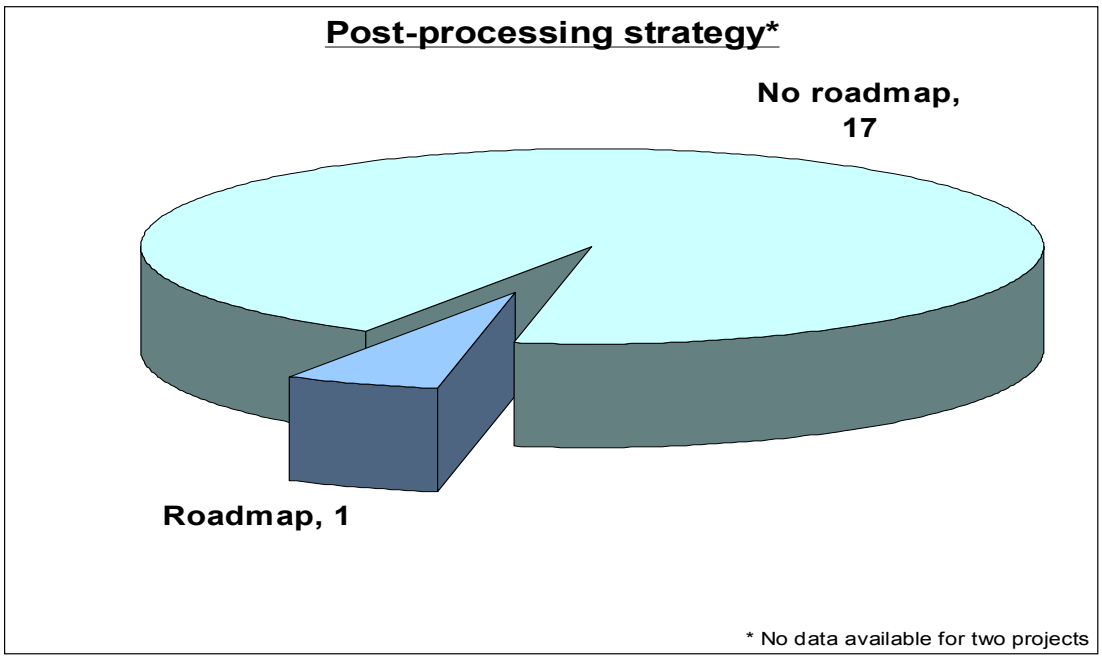
Contrasting this, the two projects with the smallest scope (for which sufficient data is available) can only offer respectively monthly and weekly involvement for costs of USD 200 and USD 351.

This analysis leads to the hypothesis that projects with a bigger total scope are more efficient in reaching a specific number of people than small projects are; while the involvement factor could be the same or even higher.

One can with certainty assume that the lower costs per participant in bigger-sized projects result from a splitting of the overhead costs between many more children/youth than in smaller-sized projects. Therefore, even though this is a recommendation that needs to be verified further with extended project evaluation, investing in bigger project scopes would be generally recommended against the background of costs-and benefits."

2.4.6 Sustainability

Another striking finding of the project analysis is the lack of post-processing strategies in almost all project examples. As argued earlier on, sustainability is to date understood as one of the key indicators of successful project design in the area of human development.



Source: Fauth & Strautmann

It is recommended upon the basis of this analysis that “Sustainability” should be taken as meaningful indicator in future project design in the area of youth and ICT for development. It so could be justified to think the indicators “Evaluation” and “Sustainability” together and to address the relation between regular internal evaluation and post-processing project strategies within an extended research study.

3. Closing Summary

Overall Objective of this analysis was to present a systematic new approach to project design and programming for youth development through ICT. An initial baseline research of the area clearly demonstrated a lack of research maturity at the levels of policy making (guidelines for programming), policy evaluation and academic standard work.

The lack of systematic approaches in research and evaluation is considered as an abolishable deficit for there exists a vivid institutional infrastructure with stakeholders with an assumed interest in this area (compare graphic on institutional lanscape in the introduction).

Moreover, it was found that two related disciplines of research about the area exist that have neither been clearly identified nor separated so far: One centres on youth/ children and ICT for development. The other focuses on Media and children/youth audiences.

This study could demonstrate that research in the latter discipline is far more advanced in regard to self-evaluation and the formulation of policy making guidlines than the former. Moreover, little evidence of a healthy interaction between the two disciplines could be found.

Thus, a first recommendation from this analysis for policy makers and project-executing organizations would be to enhance the sharing of information and discussion in the institutional landscape in both research and policy making areas in order to ensure better knowledge management, a “common” language and the identification of overlapping fields of interest between the two areas, such as the field of child rights and media.

Due to a lack of shared statistics and reference points for youth and ICT for development project design and policy making, an evaluation framework was proposed as part of this study that integrates qualitative and quantitative aspects based on eight indicators, which were applied to a set of 20 project cases. This evaluation served the objective to corroborate the applicability of the proposed indicators with the findings of the project analysis.

Moreover, it also gave some significant evidence about successful project design in the area of youth development through different types of ICT.

Based on this evidence following recommendations about successful project design can be made: In regard to the question of the right technology for a project or programme in the area it could be demonstrated that the Internet has a lot of advantages (most significant its neutral and interaction-supporting architecture) and is widely preferred in the project database. Hence, it can be assessed as the recommended technology, exept for regions, that lack almost any of the relevant infrastructure.

Furthermore, the project database demonstrated a strong bias to skills-building modes that are based on voluntary involvement of the target groups. Thus, project designs based on voluntary involvement of youth are recommended in contexts were interest and motivation among youth can be presumed, for participation cannot be enacted when using voluntary skills-building modes in the project`s proceeding.

Another finding relates to the question of best choice of thematic strategy and goals: The project evaluation demonstrated that education is widely used and can be understood as the basis for all other thematic goals. What has been demonstrated in addition, is, that projects based on educational strategies can promote spill-over effects to other areas, here „Economy“ and „Health“. Nonethelss education ist the dominating goal and thematic theme in the area and policy makers and project-executing organizations should be aware of this thematic hegemony.

In respect to financing and scope the analysis supported the hypothesis that projects with a greater scope would serve the target gropus of the project, children and youth, for significantly lower costs per participant than in the cases of small-sized projects. One can with certainty assume that the lower costs per participant in bigger-sized projects result from a splitting of the overhead costs between many more children/youth than in smaller-sized projects. Furthermore, youth and children seemed to be more intensively involved in bigger-sized projects.

Hence, at the current state of research the recommendation to policy makers would be to opt for a project design concentrating on bigger-sized projects for reaching young people in a more intensive way and for even lower costs per person.

Another significant finding was the low level of pursuit on post-processing strategies in the assessed project examples. For the fact that post-processing maps are a good indicator for a project's sustainability and an acknowledged criteria of evaluation for human development programmes (compare 2.4.6), policy makers in the ICT and youth area should include post-processing strategies in their project designs.

To sum up: The current analysis of the area on the basis of sound baseline research combined with an evaluation of a set of 20 project cases has demonstrated significant findings for successful project design focussing on youth development through ICT formulated in the above given recommendations. However, to increase the empiric foundation and strength of the findings an extension of the project database with an increased number of project cases would be recommended.

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Young Media Partners, Switzerland, web site: http://www.un.org/ (UN Office in Geneva)

Children and Broadcasting Foundation for Africa (CBFA), Zambia, web site: http://www.fpb.gov.za/

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5. Appendix Table 1

Selection of International Meetings on youth and Media since 1990

Date, Venue	Meeting	Contact Address Executive Secretariat / Host of the Meeting
March 1995, Melbourne (Australia)	First World Summit on Television and Children proposed "The Children`s Televisions Charter" (adopted by 71 countries in May 1995), see "World Summit on Television and Children, Final Report"	Australian Children Teelvision Foundation (ACTF) 145 Smith Street, Fitzroy Melbourne, VIC 3065, Australia Tel: +61 3 9419 8800 E-mail: info@actf.com.au; Web site: http://www.actf.com.au
May 1996, Johannesburg (South Africa)	Launch of the Children and Broadcasting Foundation for Africa (CBFA)	CBFA, South Africa Fax: +27 11 883 5665 E-mail: moments@icon.co.za
July 1996, Manila (Philippines)	The Asian Summit on Child Rights and the Media adopted Asian Declaration on Child Rights and the Media (s. Appendix)	Asian Media IC Centre (AMIC), Philippine Children`s Television Foundation (PCTVF), Asia-Pacific Broadcasting Union (ABU), UNICEF AMIC Jurong Point, P.O. Box 360, Singapore 916412 Tel: +65 792 7570 E-mail: amicline@singnet.com.sg; Web site: http://www.amic.org.sg
March 1998, London (Great Britain)	Second World Summit on Television for Children Systematic approach to the nature of the child audience (Chairperson Anna Home)	BBC, Channel 4, Nickelodeon, UK Children's Film and Television Foundation Ltd Elstree Film Studios; Borehamwood, Hertfordshire, WD5 1JG, UK Tel: +44 208 953 0844; E-mail: annahome@cftf.onyxnet.co.uk
May 1998, Recife (Brazil)	Journalism 2000: Child Rights and the Media Prior to the conference that was attended by Journalists and representatives of journalist's organizations from 70 countries, IFJ carried out a survey of standards for journalists reporting on children's issues. (s. Bibliography). The meeting resulted in the adoption of the IFJ Child Rights and the Media: Guidelines for Journalists. (In 2002 IFJ published a follow-up report with guidelines under the heading: "Putting Children in the Right – Guidelines for Journalists", s. Bibliography)	International Federation of Journalists (IFJ) Mike Jempson Director, Child Rights Project, IFJ Tel: +44 117 941 5889 E-mail: pw@presswise.org.uk; Web site: http:www.presswise.org.uk
May 2000, Toronto (Canada)	Summit 2000: "Children, Youth and the Media –beyond the Millennium": probably biggest event in Media education to that date with a set of policy issues discussed ranging from media education to creative production and technology	See for a documentation: Pungente, John J. (2000): "Clipboard – a Media Education Newsletter from Canada", Vol. 14, No. 1-2
November 2000, Sydney (Australia)	Second International Forum of Children and Media Researchers: Promotion of discussion on the diversity of research on policy and programming; Main themes centred on youth production and consumption of Media, globalization, policy and regulation of Media for youth, discussions abotu new approaches to research methodologies	Australian National Commission for UNESCO and Australian Broadcasting Authority Retrospective of the Forum at: http://www.sydneyforum.com
February 2001, Seoul (South Korea)	Asia-Pacific Television Forum on Children and Youth (facilitated discussion on the critical role of television in promoting the rights of the region's children and presented ideas ot better serve the interest of youth on regional television markets.	ABU, UNICEF UNICEF; East Asia and Pacific Regional Office 19 Phra-Atit Rd. Bangkok 10200, Thailand Tel: +66 2280 5931 E-mail: Emily Booker, ebooker@unicef.org
September 2007, Geneva,(Switzerland)	Global Forum on Youth and ICT (Follow-up to the WSIS Process on ICT and Youth)	United Nations Department of Economic and Social Affairs Through the Global Alliance for ICT and Development (UNDESA-GAID), in partnership with ITU

Table 2

Project Evaluation Database (Original Version in Excel)

Project No.	1	2	3	4	5
Project executing organisation	Digital Divide Data (DDD) (NGO)	ILO, W B, UN	Child Safety on the Internet Foundation	Committee for Democracy in Information Technology (CDI)	NairoBits Digital Learning Design School
location	Cambodia & Laos & USA	Switzerland	Mauritius	Brazil	Kenya/ The Netherlands
project name	Digital Divide Data (DDD)/ Target group - disadvantaged youth in Cambodia and Laos	Youth employment Network (YEN)	Child Safety on the Internet (Mauritius)	Committee for Democracy in Information Technology (CDI)	NairoBits Digital Learning Design School (Kenya/Amsterdam)

Project No.	6	7	8	9	10
Project executing organisation	Kidlink (user-owned Organization)	Friends and Flags Project	Ministry of Education and Culture	USAID	Boston Museum of Science & MIT Media Lab
location	Norway		Bolivia	Indonesia	Worldwide
project name	Kidlink (Norway)	Friends and Flags	National ICT Strategy for the Education Sector	Decentralized Basic Education	Intel Computer Clubhouse

Project No.	11	12	13	14	15
Project executing organisation	Hole-in-the-wall Education Ltd.	Laptop foundation		USAID	Chawama Youth Project (CYP)
location	India/Asia	Worldwide	South Africa	Malawi	Zambia
project name	Hole-in-the-wall	One laptop per Child	Bush Radio	Interactive Radio Instruction Project	ICT Integration Multimedia & Recording (CYPRO) – Zambia

Project No.	16	17	18	19	20
Project executing organisation	Mindset	Centro de Promoción Agropecuarios Campesino	Young Power in Social Action	Relief International	Worldview International Foundation
location	Zambia	Bolivia	Bangladesh	worldwide	Asia
project name	Global Teenager Project Zambia	Educational Computer Centres in Yapacani	Youth-led Poverty Reduction through Digital Opportunities	Schools Online	Young Asia Television

Project No.	1	2	3	4	5
Technologies					
- Radio	n	n	n	n	N
- TV	n	n	n	n	N
- Internet	y	y	y	y	y (especially Webdesign)
- Mobile phone	n	n	n	n	N
Strategy & Goals					
- Education	y	y	y	y	Y
- Economic	y	y	n	n	N
- Health	n	n	n	n	N
Skills-building mode					
- In school					
- Voluntary			x	x	X
- Professional	x				

Project No.	6	7	8	9	10
Technologies					
- Radio	n	n	n	n	N
- TV	n	n	n	n	N
- Internet	y	y (Webdesign)	y	y	Y
- Mobile phone		n	n	n	N
	n				
Strategy & Goals					
- Education	y	y	y	y	Y
- Economic	n	n	n	n	N
- Health	n	n	n	n	N
Skills-building mode					
- In school			x	x	
- Voluntary	x	x			X
- Professional					

Project No.	11	12	13	14	15
Technologies					
- Radio	n	n	y	y	N
- TV	n	n	n	n	N
- Internet	y	y	n	n	Y
- Mobile phone	n	n	n	n	N
Strategy & Goals					
- Education	y	y	y	y	Y
- Economic	n	n	n	n	Y
- Health	n	n	y	y	N
Skills-building mode					
- In school					
- Voluntary	x	x	x	x	X
- Professional			x		

Project No.	16	17	18	19	20
Technologies					
- Radio	n	n	n	n	n
- TV	n	n	n	n	y
- Internet	y	y	y	y	n
- Mobile phone	n	n	n	n	n
Strategy & Goals					
- Education	y	y	y	y	y
- Economic	n	n	n	n	y
- Health	n	n	n	n	y
Skills-building mode					
- In school	x	x		x	
- Voluntary			x		x
- Professional					x

Project No.	1	2	3	4	5
Strategic partner organisation					
- GOs	UK Embassy in Cambodia; US Aid, US State Department; World Bank Disability Action Council; National Cambodian Disabled People (NCDP)	Cooperation program of UN, World Bank, ILO, National governments, Core Partner SIDA; sub-partners are UN programs and agencies such as UN Division of Social Policy for Development	National MInistry for Communication and Information	US Aid, Inter-American Development Bank, UNESCO	
- NGOs	The Asia Foundation; The Rotary Club Denver, Rotary Club of Highlands Ranch, Colorado, International Rotary Foundation	International Youth Foundation; International Center for Research on Women; Youth Business International	Internet Child Safety Foundation	Vale do Rio Doce Foundation, Skoll Foundation, Kellogg Foundation	
- Companies	Cyberdata India, DDDs primary operations partner; Small and Medium Enterprise Cambodia (SME)	primarily intergovenmental project	The Secretariat indicated the percentage of private funding but did not disclose the donors	Philips, Accenture, Microsoft	

Project No.	6	7	8	9	10
Strategic partner organisation					
- GOs			Ministry of Education (BO), The Netherlands Embassy to Bolivia, IDRC, SIDA, Danida, AECI	Indonesian Education Department, Indonesian & US Universities, USAID	Boston Computer Museum & MIT Media Lab
- NGOs	Kidlink itself is a user-owned organization		International Institute for Communication and Development, GeSCI		Boys & Girls Clubs of Boston,Fundación Compartir (Colombia), Equal Footing Foundation
- Companies				Chevron, BP, Conoco Philipps	8 (Intel Corporation, LEGO Group, Adobe Systems)

Project No.	11	12	13	14	15
Strategic partner organisation					
- GOs	Government of India	World Economic Forum, United Nations		Ministry of Education, USAID	The Ministry of Youth Development
- NGOs	International Finance Corporation (a part of The World Bank Group)	MIT Media Lab	Friedrich Ebert Stiftung, Canadian Catholic Organisation for Development and Peace, CAF/SCO		
- Companies	NIIT Ltd.	Google, News Corp, Red Hat, AMD, Intel, eBay, SES-Astra	Radio Netherlands,	Malawi Broadcasting Corporation	

Project No.	16	17	18	19	20
Strategic partner organisation					
- GOs	Ministry of Education	Local Yapacaní government, Ministry of Education (BO)		Ministerio de Educación y Cultura – Paraguay, Gamini and Central Colleges – Sri Lanka…	Ministry of Foreign Affairs - DenmarkMinistry of Foreign Affairs - NorwayMinistry of Foreign Affairs - Switzerland , USAID
- NGOs	International Institute for Communication and Development,	Spanish NGOs, Fundación Ayni, CEPAC, International Institute for Communication and Development	UNESCO, YPSA	Jhai Foundation, SchoolNet Africa – South Africa, Global Catalyst Foundation (GCF), Human Welfare and Environmental Protection Center (HWEPC) – Nepal...	World Bank, GTZ, several United Nations departments, Friedrich Ebert Stifhung
- Companies	Trio consult	COGNOS		43 (HP, Yahoo, Sun Microsystems, Macromedia, Goldmann Sachs …	Danish TV

Project No.	1	2	3	4	5
Financing					
- Total amount	about 2.5 Mio. USD		18.000 USD		
- Bounties (in %)	NOT AVAILABLE		NOT AVAILABLE		
- Public Sponsorship	>5%	Core funding 100% from SIDA	35.0%		
- Private Sponsorship	since inception ca. 1 Mio. US $ >45%		65.0%		
- Self-financing	1,27 Mio. US $, >50%		0.0%		
Scope					
- How many local people reached at local level	> 1000 People together in all office locations		20000		
- Involvement of youth (0=none; 1=once;2=quarterly; 3=monthly; 4=2x per month; 5=weekly ; 6=daily)	6	0	2	4	5
- youth addressed at different public level	local (international)	international	national	national	local (international)
- approach (top-down/bottom-up)	top-down	top-down	top-down	bottom-up	bottom-up

Project No.	6	7	8	9	10
Financing					
- Total amount			USD 64,000,000	USD 2,175,000	n/a
- Bounties (in %)				18.4%	
- Public Sponsorship				12.0%	
- Private Sponsorship				53.4%	
- Self-financing				0.0%	
Scope					
- How many local people reached at local level	Kidlink Knowledge Network is run by appr. 500 volunteers in 50 countries		>150,000 students	264,000 (2 400 schools)	ca. 17 000
- Involvement of youth (0=none; 1=once;2=quarterly; 3=monthly; 4=2x per month; 5=weekly ; 6=daily)	4	4	4	3	3
- youth addressed at different public level	reached since 1992 youth in 176 countries (self-evaluation) international	international	national	national	local (international)
- approach (top-down/bottom-up)	bottom-up	bottom-up	top-down	top-down	bottom-up

Project No.	11	12	13	14	15
Financing					
- Total amount				USD 5,300,000	USD 140,232
- Bounties (in %)					
- Public Sponsorship					
- Private Sponsorship					
- Self-financing					
Scope					
- How many local people reached at local level		> 1,000,000		800,000	400
- Involvement of youth (0=none; 1=once;2=quarterly; 3=monthly; 4=2x per month; 5=weekly ; 6=daily)	2	5	5	6	5
- youth addressed at different public level	local (international)	international	local	national	local
- approach (top-down/bottom-up)	bottom-up	bottom-up	bottom-up	bottom-up	bottom-up

Project No.	16	17	18	19	20
Financing					
- Total amount	USD 60,000	USD 270,000			USD 18,000,000
- Bounties (in %)					
- Public Sponsorship					51.0%
- Private Sponsorship					49.0%
- Self-financing					
Scope					
- How many local people reached at local level	300	3,040 students	200	>250,000 students (incl. USA) // 400 schools outside the USA	800,000
- Involvement of youth (0=none; 1=once;2=quarterly; 3=monthly; 4=2x per month; 5=weekly ; 6=daily)	3	3	3	4	5
- youth addressed at different public level	national	national	local	local (international)	international
- approach (top-down/bottom-up)	bottom-up	bottom-up	bottom-up	top-down	top-down

Project No.	1	2	3	4	5
Sustainability					
- Project horizon (no. of years)	since 2001, no limited mandate, ongoing program/project	cooperation program of UNSecretariat, WB, ILO (over 10 years), ongoing program/poject	ongoing program/project	11 years until now, ongoing program/project	
- Post-processing road map (y/n)	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue
- Multiplicators (no.)	excellent lobby, Project was portrayed in NY Times, at the BBC, the Wall Street Journal		18 employees (full-time)	youth are mainly the organizers of the project and determine ist development	

roject No.	6	7	8	9	10
Sustainability					
- Project horizon (no. of years)	open end (start-up in the 90s) Since the network now consists of about 100 virtual conferencing communities, it is up to the activity of the groups to determine the "lifecycle" of the project			2005 - 2010	15 years until now
- Post-processing road map (y/n)	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue			there is no post-processing roadmap as the project is meant to continue
- Multiplicators (no.)	volunteers of the kidlink network (500)	20,000 children from 45 countries	1,000 schools	14,000	ca. 350

Project No.	11	12	13	14	15
Sustainability					
- Project horizon (no. of years)	9 years since the project was startetd in New Dehli, India	6 years since the idea has been presented at the World Economic Forum	13 years until now	2007 - 2010	4 years until now
- Post-processing road map (y/n)	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue	no	no - project mitght be extended
- Multiplicators (no.)				8,000	

Project No.	16	17	18	19	20
Sustainability					
- Project horizon (no. of years)	10 years until now	2007 - 2010	2003 - 2004	12 years until today	13 years until now
- Post-processing road map (y/n)	yes	not yet	no	there is no post-processing roadmap as the project is meant to continue	there is no post-processing roadmap as the project is meant to continue
- Multiplicators (no.)	15 Zambian schools	144 & 97 teachers		9,000 teacher (incl. USA)	120 (employees)

Project No.	1	2	3	4	5
Evaluation					
- How regular	regular basis	regular basis	regular basis	The CDI works with external auditors in order to ensure transparency and compliance iwth business ethics to ist work, prior auditors were: Ernst&Young; Boucinhas & Campos	
- Internal / External	internal&external	internal &external (through donor ocuntries and inter-agency evaluation)	Foundation would be happy to receive external feedback from readers		

Project No.	6	7	8	9	10
Evaluation					
- How regular	self-evaluation processes within the community upon needs			Twice per year (May & Nov)	Twice per year (May & Nov)
- Internal / External				Internal	External & Internal

Project No.	11	12	13	14	15
Evaluation					
- How regular	Evaluation is done using a battery of tests which measure various aspects of a child's development. These tests are devised by a team of experts and have been validated through rigorous research.				regularly
- Internal / External					External

Project No.	16	17	18	19	20
Evaluation					
- How regular	Regularly			monthly newsletter (& irregular evaluation)	regularly, intensive
- Internal / External	External			internal (external)	internal

Project No.	1	2	3	4	5
Short description					
	Digital Divide Data hires talented workers from some of Cambodia's most disadvantaged groups - such as the disabled, land mine victims and women. DDD trains them for work in digitization and data entry services and provides them with job opportunities in the ICT sector that are usually not accessible to them. In this project ICT become not just a means for young people`s development but an entire area of work that creates future perspectives for disadvantaged youth.	YEN acts as a vehicle to address the global challenge of youth employment. It facilitates an information and policy framing network that serves for inter-governmental discussion on the issue of youth (un-) employment under the umbrella of an inter-agency partnership between UN, WB and ILO. ICT are used as a tool to facilitate discussion in form of working groups and e-conference, as tool to organize shared knowledge resources in form of a best practice databank but there are not used as means by youth directly in this example. The project is not primarily participative in regard to youth	first report project about child safety on the internet in Mauritius; the report can be used by children, youth and parents as guideline for using the interent for studies and research; can be also seen in the category of children`s rights	The Committee for Democracy in Information Technology is a non-profit organization based in Rio de Janeiro. In the past eleven years it has created 951 computer education schools (Information Technology and Citizen Rights Schools (ITCRSs) in low income neighborhoods in Brazil and eight other countries. The schools, which charge students $5 to $10 a month, aim to enfranchise those who would be otherwise unable to have access to computers. Students who cannot afford tuition can still attend classes but are encouraged to help out around the centers.	NairoBits is a Digital Design School that provides education to the Nairobi slum youth. The initiative puts digital tools of expression in the hands of the youth who have the creativity but not the means to express themselves. These youth in turn act as multipliers to the organisation.

Project No.	6	7	8	9	10
Short description					
	Kidlink empowers youth by providing them with free educational programs in order to encourage creativity and give support to their social and intellectual development	Friends&Flags promotes multicultural awareness by connecting classrooms around the world; The project uses ICT applications such as email, the building of websites, encourages the use of chatrooms, art corners, photo albums -students share their specific culture with a global audience	Enhanced access to ICT: setting up 1,000 telecentres in primary and secondary schools throughout the country. Around 120 schools have received a computer laboratory.	The USAID/Indonesia Decentralized Basic Education program (DBE program) aims to help improve the quality of education.	The Computer Clubhouse provides a creative and safe after-school learning environment where young people from underserved communities work with adult mentors to build confidence in themselves through the use of technology.

Project No.	11	12	13	14	15
Short description					
	Providing public computer access to bring people and ICT together.	Providing children and youth with a 100-USDollar laptop to enhance education by learning with ICT.	Bushradio involves young people in an radio production. Futhermore, Bushradio offers workshops on specific radio-related topics. Of course, the (young) recipients profit from the programme's content, too.	The project teaches children literacy, numeracy, HIV/AIDS prevention, and life skills related to health, hygiene, and nutrition via interactive radio instruction (IRI).	The ICT Integration, Multimedia & Recording (CYPRO) project has been built on the goal to support the artistic talent of the local youths, by offering them the opportunity to develop recording and production skills.

Project No.	16	17	18	19	20
Short description					
	The Global Teenager project trys to catalyze structured exchanges among schools and teachers, to foster new ways of learning and teaching as well as inter-cultural awareness and understanding, by using the Internet, especially email.	The project aims to facilitate access of the education sector in Yapacaní to the information and knowledge society through the set-up and operation of four pilot computer centres and the development of competences in ICT of local secondary school teachers.	Rural youths have less access to information, and to narrow the "digital gap" these youths should get the chance to access and benefit from ICTs in order to learn more effectively and to participate more fully in an increasingly knowledge-based society.	Schools Online is providing appropriate technology and Internet access, developing locally-driven and sustainable Internet Learning Centers, facilitating teacher professional development, cultivating online cross-cultural projects, and sharing our knowledge and experience.	Young Asia Television, or YATV, is a pioneering multi media organisation where young people use the latest, as well as more traditional, communication methods to inform, educate and empower. Emphasis is placed on issues such as sustainable development, environmental protection, human rights and peaceful coexistence. (http://www.unesco.org/courier/2000_05/uk/connex.htm)

Project No.	1	2	3	4	5
Contact					
Website	http://www.digitaldividedata.org/	http://www.ilo.org/public/english/employment/strat/yen/	http://icsfonline.org	http://www.cdi.org.br; cdi@cdi.org.br	http://www.nairobits.com/
Focal point	Bryn Chernoff, DDD USA: bryn@digitaldividedata.org;Kunthy Kann, Gneral Manager DDD Cambodia: kunthy@digitaldividedata.org; Davone Bounpheng, General Manager Laos: mailto:davone@digitaldividedata.org	YEN Secretary Markus Pilgrim, ILO Geneva: Tel -41 227996673	enquiries@icsfonline.org		

Project No.	6	7	8	9	10
Contact					
Website	http://www.kidlink.org	http://www.friendsandflags.org	http://www.iicd.org/projects/articles/bolivia-ict-strategy-for-education/	http://www.dbe-usaid.org/	http://www.computerclubhouse.org/
Focal point		Karen Eini, Project Director; karen@friendsandflags.org	information@iicd.org	Rendy Djauhari; rdjauhari@edc.org	Gail Breslow; gbreslow@mos.org

Project No.	11	12	13	14	15
Contact					
Website	http://www.hole-in-the-wall.com/	http://laptopfoundation.org/	http://www.bushradio.co.za/	http://www.usaid.gov/locations/sub-saharan_africa/features/malawi_radio.html	http://www.iicd.org/projects/articles/zambia-cypro
Focal point	reachus@hiwel.in	information@laptop.org	mother@bushradio.co.za	pinquiries@usaid.gov	youth2004project@yahoo.co.uk

Project No.	16	17	18	19	20
Contact					
Website	http://www.globalteenager-zm.org/	http://www.iicd.org/projects/articles/bolivia-educational-computer-centres-yapacani/	http://www.ypsa.org/yprdo.htm	http://www.schoolsonline.org/	http://www.yatv.net/
Focal point	info@globalteenager-zm.org	information@iicd.org	info@ypsa.org	info@schoolsonline.org	info@yatv.net

Project No.	1	2	3	4	5
Research via					
	Homepage/ Email questionnaire	Homepage (UN,ILO,WB), Telephone ILO	Homepage/ Email questionnaire/ follow-up via telefone	Homepage/ Email Questionnaire	Homepage/Email Questionnaire

Project No.	6	7	8	9	10
Research via					
	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage	Homepage/Email Questionnaire

Project No.	11	12	13	14	15
Research via					
	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage/Email Questionnaire

Project No.	16	17	18	19	20
Research via					
	Homepage/Email Questionnaire	Homepage	Homepage/Email Questionnaire	Homepage/Email Questionnaire	Homepage/Email Questionnaire