Team Member: **Siti Farina，Ai-PaoTu，Dr. I.N. Baskara Wisnu Teja，Arief Hermawan，Liu Meifeng**

3. Pilot Study

3.1 Introduction

ICT skills are believed to be advantageous to women in empowering them to access information, widen their horizon, increase skills related to their vocations, obtain market information and open up opportunities for entrepreneurship, and thus allowing them to be more economically active.

The project ***'Capitalising Information Technology for Greater Equity and Access among Poor and Rural Communities'*** seeks to address and alleviate the enormous lack of knowledge and skills faced by the rural poor especially in developing economies of the Asian Pacific Region. This will be done by creating training materials with the sole purpose of enhancing information seeking skills of the rural and poor.

This research and development efforts is aimed at creating a set of training materials in the form of guidebook. The materials will be used by policy-makers, governmental agencies, NGOs, research and academics and training institution to help support poor and rural people so that they will have the skills and knowledge to access information and data resources related to their vocations on order to upgrade their total well being.

By November 2008, Malaysia, China, Indonesia, Philippines and Chinese Taipei，finished developing the materials for trainers together, after that, each economy conducted the pilot test individually in order to seek improvement of the materials and to make plan for the trainers' training.

3.2 Objectives

To build ICT awareness on women in rural areas, to have them grasp basic skills of computer and network, to have them communicate with others with ICT so that they become more skillful in their respective areas. As such, the purpose of this pilot study is to seek the suitability of the materials prepared before distributing them to the trainers. The materials will be revised according to learners' feedbacks in order to meet their needs. We also try to seek if there are problems encountered when we conduct the training, solve any issues at the beginning stage, allow the training to occur in a pleasant way, and finally accomplish the goal of helping the rural poor especially women to have skills and knowledge to access information and data resources related to their vocations to upgrade their total well being.

3.3 Basic Information of Pilot Study

The table below shows the parameters that were extracted from the five economies which conducted the pilot study. The first parameter is the content which consists of the following: ICT Awareness, Computer Basics and Internet, Surfing the Internet, MS Word and Communications, Computer and its Environment. The second parameter is the approaching method of the pilot study, which includes interviews, questionnaires and workshops respectively. The third parameter is the participant's analysis, which consists of quantity, genders and age distributions of each economy. The following parameter is the duration time of the course of each pilot study, which differs from 2 hours, 8 hours or 12 hours to one-month survey individually, depending on the course content of each economy. And the fifth parameter is the location of the pilot study; the location varies from having it in a classroom to conduct it at the rural area. The following parameter is the trainers or facilitators who were conducting the pilot study; there are local teachers and students, university academic staff and volunteer lecturers from college respectively. The final parameter is the evaluation instruments of the pilot study, which consists of questionnaires, interviews and tests, all

accomplished to get an overall picture of the results of the pilot study.

Figure 1: Basic Information of Pilot Study

		China	Indonesia	Malaysia	Philippines	Chinese Taipei
Content		ICT Awareness	Surf the Internet	Computer Basics and Internet	Basic Computer Concept, Computer and Its Environment, MS Words	Communications
Approach		Interview, Questionnaire	Workshop	Workshop	Workshop	Workshop
Participants	**gender**	24 females	20 females	20 females	24 (13 females and 11 males)	29 males and females
	age	19-59	16-43	35-66	15-24	31-60
Duration(hours)		One-month survey	12	16	8	2
Location		HeNan, Shandong, Guangxi, Guizhou, Sichuan	Jawa Barat, Yogyakarta	Kundang, Paya Jeras	Barangays Taluksangay, Sta Maria, San Roque	Shan-Feng Village, Yunlin County
Trainer-facilitator			Local	University	Lecturers from	Local Teachers

	None	Teachers and Students	Academic Staff and volunteers	College, Senior students with BS degree in Computer science	
Evaluation Instruments	Questionnaire and Interview	Test	Questionnaire and Interview	Written exam, Questionnaire	Questionnaire

3.4 Results of Pilot Study

Generally, the pilot studies conducted showed very positive responses. The following are some of the findings compiled. Refer to the individual report of five economies for specific data.

- Majority of the participants realized the usefulness and value of ICT for their agricultural production and daily lives.
- Majority of the participants have the awareness of trying to use ICT in their production and lives.
- Majority of the participants have positive attitudes towards learning of ICT.
- Majority of the participants acquired knowledge on the basic concepts of computer.
- Majority of the participants acquired skills in word process, basic communication skills (for example, sending emails to each other), surfing the internet, etc..
- Majority of the participants experienced hands-on activities of using ICT in their agricultural production and daily lives.
- Majority of the participants were satisfied with the workshops and its content; they even requested the time for those workshops to be extended. It showed that they were eager to attend more training on ICT if given opportunity.

3.5 Issues and Recommendations

Findings below also showed the problems that were encountered during the pilot project implementation

3.5.1 Issues

- Not enough information regarding the rural poor especially the women's educational background and their daily activities in rural areas. This is the biggest issues for preparing appropriate materials and conducting training for them.
- Insufficient computers and inconsistent internet connection for

the rural poor to use. Thus, ICT infrastructure still remains the main problem.

- Funding is another big problem.
- Quality of trainers is another problem for conducting training.
- Difficult to ascertain the availability of the participants.
- Participants are unfamiliar with the IT technological terms.
- There are insufficient real life cases on the rural poor especially women using ICT. Hence, not enough graphics or interesting illustrations can be included in the training materials.
- Women in rural areas have no spare time to take part in the training.
- Women in rural areas lack of confidence in learning ICT.

Based on those concerns mentioned above, we propose the following recommendations for the trainers or organizations:

3.5.2 Recommendations

- Train the trainers thoroughly and technically before they train the rural poor.
- Plan to use local teachers as trainers.
- Learn more about the educational background and daily activities of women in the rural areas.
- Before training, there should be learner analysis done in detail.
- Discuss more examples in the manual or during training on the successful women using ICT in rural areas.
- Add more illustrations and graphics into the materials, and make the content and the layout more interesting.
- Use more plain and easy language to make participants understand the content easily.
- Assist the rural women to gain courage and confidence initially.
- IT terms used must be more appropriate for the learners.
- Keyboarding skills need to be included in the workshop sessions as they need to familiarize with the keyboard before learning other skills.
- The email session needs to be longer so that they can be more

skillful.

- The workshop should be conducted longer, or extend to longer days.

Appendix 1: Executive Summary of Pilot Test ----China

1. Introduction

As one of the participants, China is responsible for writing the first section of the materials---ICT awareness. Awareness is the lowest level of affective domain objectives. Based on theory of affective domain teaching, we should provide basic knowledge of ICT with the learners, and then have them realize the usefulness and value of ICT in their life. Finally, activate them to learn ICT.

2. Objectives

Since building awareness on people is very difficult, and sometimes it cannot reach in a short time, also people in rural areas don't have enough general knowledge, it makes the writing even more difficult. As such, the purpose of this pilot study is to seek the suitability of the materials prepared, for example, if it is too difficult to be understood, if it is closely e related to the life of the rural poor. The second purpose is to see if the learners achieve our objectives, that is, they realize the usefulness and value of ICT in their life, and they are eager to learn ICT. The materials will be revised according to learners' feedbacks in order to meet their real needs.

3. Description

In our development group, there are two trainers. One is a trainer for instructional design, who has the experience of training the rural poor. The other one is the trainer of ICT, who has experience of training ICT for zero beginners. The content of ICT awareness is developed on the basis of related theories. The first version is also reviewed by an expert. The only thing bothers the development group is that if the content is too difficult for the rural poor, or if it is closely related to the real life of the rural poor especially women.

Therefore, we designed questionnaire, printed the materials of ICT Awareness part as a booklet, distributed them to 30 women in five poor and rural areas, HeNan, Shandong, Guangxi, Guizhou and Sichuan provinces. 24 women responded to the questionnaires.

3.1 Age level

They are aged from 19 to 59. 78% of them are over 30 years old.

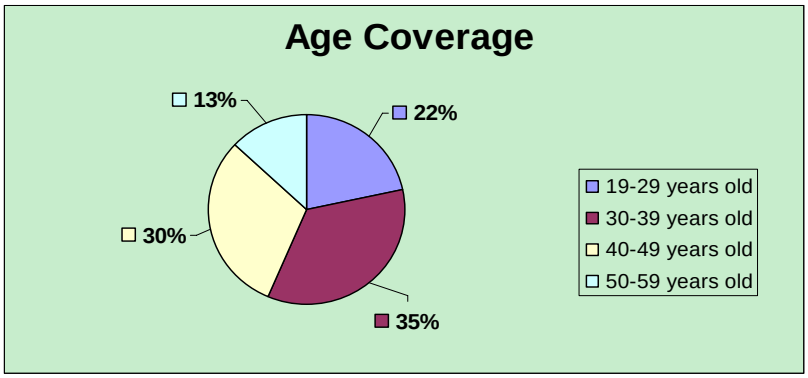


Chart 3.1 Age distribution of the participants

3.2 Educational Level

91% of them have secondary and above education level.

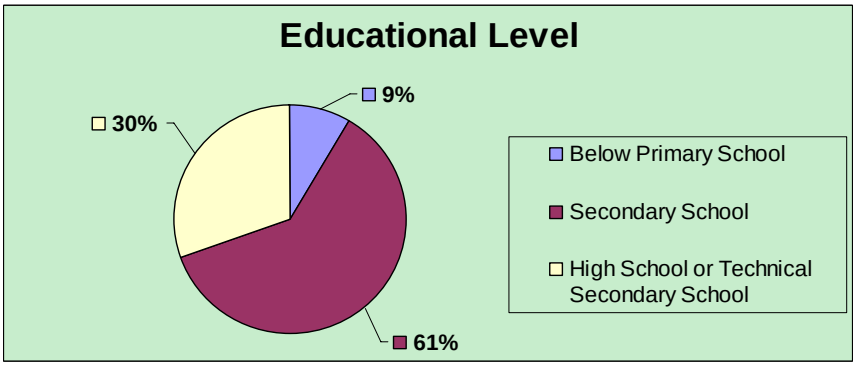


Chart 3.2 Educational levels of the participants

3.3 Prerequisites of ICT for Participants

91.3% of them have seen the computer, 60.9% haven't yet used computers, 65.2% haven't yet surf the internet.

4. Results

4.1 About the difficulty of the content

4.1.1 We selected four paragraphs most difficult in the materials to ask if they can understand them, 78.3% participants said they have no difficulties in understanding those sentences.

4.1.2 Regarding '***Have you ever met with the problems in those cases',*** we would like to know if the content is closely related to their life. 26.1% said *Frequently encounter,* 60.9% said *Have ever met with,* 13.0% said *Never met with*.

4.2 About learning outcomes of ICT awareness

4.2.1 We asked about the usefulness of ICT in their life after reading the materials, here is the data:

- ✓ Is useless in my life: 8.7%;
- ✓ Is far away from my life: 4.3%;
- ✓ Is useful in my life: 39.1%;
- ✓ Can improve my living quality: 30.4%;
- ✓ Can raise my work efficiency: 17.4%;

Around 87% of the participants realized ICT is useful in their life.

4.2.2 We asked ***'Would you like to take part in some following ICT training? '*** meant to see their attitude to ICT learning. Here is the data of the answers:

- ✓ Would love to participate relevant training: 52.2%;
- ✓ Maybe go firstly, if it's useful, I will keep on : 21.7%
- ✓ Would like to, but without spare time: 26.1%

100% of the participants are eager to learn ICT, however, there are 26.1% of them said they don't have spare time even they want to learn.

4.2.3 About the question ***'What do you think ICT can do for you ?'*:**

- ✓ Raise agricultural production efficiency: 13.0%;
- ✓ Acquire information: 39.1%;
- ✓ Communicate with others: 8.7%;
- ✓ Useless in my life: 4.3%;
- ✓ Without responds: 34.8%;

60.9% of the participants have some ideas with 34.8% no answered to this question.

From the statistics, we can see, only from reading the materials, with no trainer's teaching, women in rural areas have got some basic knowledge of ICT, and also have a very positive attitude towards ICT and its learning.

5. Issues and Recommendation

Based on the feedback from the participants, we made some

revisions, mainly rewrote some sentences or paragraphs, made them easy to be understood by women in rural and poor areas, and made some of the situations closer to their life.

5.1 Issues

We have been facing the problems as such:

- ✓ We don’t have enough information of regarding the rural poor especially women’s educational background and their daily activities in rural areas. This is the biggest issues for making appropriate materials for them.
- ✓ There are not enough real life cases about the rural poor especially women using ICT, not enough illustrations.
- ✓ Women in rural areas have no spare time to take part in the training.
- ✓ Women in rural areas lack of confidence in learning ICT.

5.2 Recommendations

- ✓ Try to learn more about the educational background and daily activities of women in rural areas.
- ✓ Add more examples about the successful women with ICT in rural areas.
- ✓ Add more illustrations into the materials, and make the content and the layout more interesting.
- ✓ Use more plain and easy language to make participants understand the content easily.
- ✓ Try to build confidence on women in rural areas first and always.

Appendix 2：Executive Summary of Pilot Test ----Indonesia

1. Introduction

Increasing poor family income has been the main focus of development in many developing countries. Low level of education, lack of information, lack of access to financial institution, and limited facilities and infrastructure have hindered development of the marginal group, and caused them to stay in poverty circle. Within various programs and activities aiming at increasing the growth of public income, women are often neglected, despite their highly important role domestically – educating their children, doing the house chores, and more often working as the bread winner for the family.

Traditionally, information is the key element to efficient market (Bhavwani et.al., 2008). Adjustment of market price needs information since the difference of prices in two different places is not allowed to exceed the transportation fee. Furthermore, ICT provides access to global information and as a means to increase knowledge and skills. As such, ICT will be able to assist women to develop their knowledge and skills further, which at the end will be able to improve their livelihood.

Based on the above–mentioned situation, it is indeed necessary to provide a written guidebook for the marginal women from villages on how to use ICT and internet. The guidebook is supposed to be easily learned by literate women who speak Indonesian fairly. The guidebook is designed to be accommodative to those women who do not even graduate from elementary school, as long as they speak Indonesian and literate.

2. Objectives

This research and development effort is aimed at creating a set of training materials – in the form of guidebook, with the purpose of enhancing information seeking skills of the rural and poor, especially women. The materials will be used by policy-makers, governmental agencies, NGOs' and research and academic and training institutions to help support poor and rural people, so that they will have the skills and knowledge to access information and data resources related to their vocations in order to upgrade their total well being.

3. Method

The development of the training program for the teacher and the women are based on the ADDIE model for systematic design, development, and evaluation of educational/training program. The model was selected from various available instructional design and development models, simply because it has been considered the most simple model to follow for developing instructional materials. Furthermore, ADDIE is one of the models which is guide the instructional developers in applying learner-centered approach instead of teacher-centered approach. Thus, the instructional materials will be more learner-friendly and meaningful for the learners.

ADDIE model is a systematic instructional development model consisting of five phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Dick & Carey, 1996, in www.learning-theories.com/addie-model.html).

4. Description

In analysis step, the developer analyzes the learners and the learner needs in order to decide the suitable program that can decrease lack of skills or lack of knowledge. In the design phase, it was decided that the training for teacher would be one day and the training for the women were planned for 4-5 days depending on the needs and local situation. In the implementation phase, the training for women in Gunung Kidul was conducted in four consecutive days while the one in Bogor was conducted for 5 days. The training session for the women in Bogor was afternoon session, while in Gunung Kidul was morning session.

As the blueprint of the materials was ready, then the materials were developed. The learning materials for the women were in the form or student worksheet, which consists of brief explanation, example, exercises and tasks for the participants to try on the computer. Materials were produced in this stage, so that the materials were ready to be pilot tested. A questionnaire was also developed to study the perceptions of the teachers about the potential benefits of the program for the improvement of the women economic situation.

The instructional materials and the training program as designed and developed was implemented at two selected places, Bogor (West Java) and Wonosari, Gunung Kidul – Yogyakarta (Central Java). The trainers in Gunung Kidul were teachers from the science junior high school teachers working group. Most of the science teachers have acquired Advance ICT skills. The trainers in Bogor are students of the 5th semester of the elementary education program of the School of Education of Universitas Pakuan. Most of them have acquired basic ICT skills needed for the training. The teachers come up with schedule and designed the lesson plan for training the women in acquiring ICT skills. Before using the materials for training in Bogor and Yogyakarta, the learning materials for the women were tried out on two women who have food stall near SEAMOLEC area. The implementation of the program was arranged for 5 sessions (of half day) for the woman. This way, it was assumed, that the women would not lost too many opportunity to earn money.

This research applied three processes evaluation, i.e., expert review, one to one evaluation and large class-evaluation. Expert review was conducted by sending the materials to the research secretariat in OUM, through the coordinator of the program, Prof. Dr Abtar Kaur, from Open University of Malaysia, to evaluate the learning materials. The Team suggested making the learning materials as simple as possible and not too academic, so that it will be easy to understand by the women who were supposed to have only elementary education certificate. The

materials were revised accordingly.

The second process of evaluation was the one-to-one evaluation by two women who run food stall near the location of SEAMOLEC. The two women finished only fifth grade of elementary education. In the process, the researchers found out that:

1) In two hours, the two participants only covered internet searching and they were not able to fully understand the material. Therefore, extra time for the participants is needed.
2) During the practice session, participants needed tutor/instructors to guide them in doing the exercise, step by step.
3) Computer basic such as typing and using the mouse were needed to be introduced before training, since it was found out that it was the first time for the participants to operate a computer. Similar situation might be found in the real training.
4) Participants in the try out were also not fluent in reading the text.

After the one-to-one evaluation, the materials were revised because the language use was still too difficult for the participants to understand, and the materials needs some systematic sequencing. After the revision, the materials were utilized in the third step, i.e., field test in Bogor, West Java and Gunung Kidul, Yogyakarta.

5. Results

It is apparent that pilot test is a significant phase in development of the instructional materials. The very heavy academic oriented materials must be pilot tested in order to see the feasibility of its utilization for the target audience. The results of the pilot test provides directions as to improve and revise the materials to suit the needs of the target audience.

The materials on ICT skills and surfing the internet has been developed based on the ADDIE's model by a group of lecturers at the university level. It took more than three times pilot tested and revision to achieve the valid and effective materials for the audience.

The materials on ICT Skills and Surfing the Internet have been pilot tested with specific target audience, i.e., women graduates of junior and senior high school. Thus, whenever the materials is going to be applied to other group of target audience, it is expected to first go through a pilot test phase for the new audience, as modification may be needed.

In using the materials in any training setting, it is necessary to equip the materials with PowerPoint presentation and trainers guide. Both the PowerPoint presentation and trainers guide are expected to be contextualized and adaptive to any setting, while the materials are in generic nature.

The training as a vehicle for pilot test has been effective and has multiplier effects.

First: the training for trainers has been able to establish availability of local experts and connection between the local experts and target groups.

Second: the training for women has been able to establish the women's confidence to play with ICT and internet. motivate and encourage them to browse with various kinds of information.

Third, personal and social benefit for women: ICT as a means to get access to information for widening knowledge horizon, including health, environmental, disaster, or politics. In general, women are the central figure in the village household. Therefore, widening the women's knowledge horizon will increase healthy living, women will also gain deeper understanding on the importance of preserving their environment, and awareness of their rights and responsibilities as civilian.

Fourth, economic benefit for women: ICT skills can increase the women's income. Information on production technology, food technology, and marketing which is related to their vocations can be easily accessed via the internet. Poor rural women working as fisherwomen are expected to be able to produce better and more variation of fish food. While for the women farmers, they will be exposed more to the rapid agricultural technology development which can increase their productivity. For women seller, they can easily obtain price information and quality of their products through the internet, in addition to increase opportunity for entrepreneurship.

6. Recommendations

It is recommended that this first phase of the study is followed up by some more actions which will directly guide the women participants into a more active participation in the economic activity which later will lead to the improvement of their livelihoods.

Appendix 3：Executive Summary of Pilot Test ---- MALAYSIA

1. Introduction

The *Capitalising Information Technology for Greater Equity and Access among Poor and Rural Communities* project seeks to address and alleviate the enormous lack of knowledge and skills faced by the rural poor mainly women. Since women are currently important contributors in raising household incomes, it is important that they are equipped with technological knowledge so that they become technology savvy. With this in mind, the final product of this project is to create a set of materials that will be used by policy-makers, governmental agencies, NGO's, research and academic institutions to help support poor and rural by narrowing the digital gap, targeting predominantly women folks. The purpose of this project is therefore to educate women from poor and rural areas the knowledge and skills in computers and internet so that they would be at ease with technology, thus become more skillful in their respective areas.

2. Objectives

The workshop on "Introduction to Computer and Internet" was aimed to teach computer novices the basic skills involved in using the computer and internet. As such, the objective of the workshop was to provide the participants basic concepts and skills related to computer and Internet to enable them to:

- communicate instantly using emails;
- search for information related to their various vocations;
- market their products;
- search for recipes for sewing skills and other related areas such as health and hobbies.

3. Description of the Implementation of the Project

3.1 Participants

Twenty women from rural areas Kundang and Paya Jeras, villages in Selangor were selected as participants. Their villages were about 80km from Kuala Lumpur. The main activities of the communities in the village were paddy- farmers, vegetable farmers and catfish rearing. As for the participants, their occupations were homemakers, coconut rice sellers, fruit sellers, masseuse, tailors, farmers and work breeders. As such, they had zero knowledge in computers and had never handled one before in their lives.

The age of the participants ranged from 35 to 66 years old. 45% ranges from 50 to 59 years and 20% is 60 years and above. Therefore, more than 50% of the participants are above 50 years old. Refer to the diagram below for participants' age distribution.

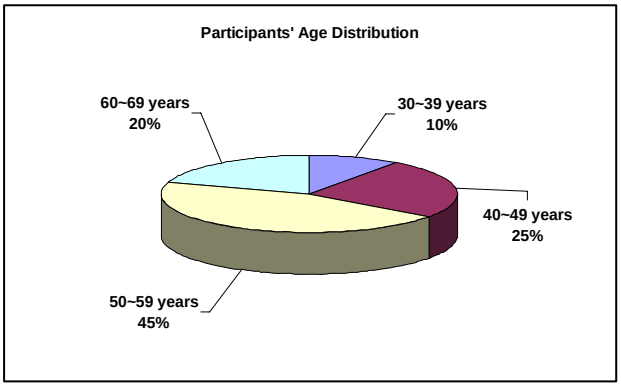


Chart 1: Participants' Age Distribution

3.2 Venue

The project was conducted in the computer lab, Open University Malaysia. The initial plan to conduct the workshop in the rural areas could not materialize due to limited IT infrastructure and resources at the planned location at the last minute. Therefore, as the final alternative, the participants were brought to Open University Malaysia to attend the workshop.

3.3 Methodology

The pilot study was conducted for two days, December 1st and December 2nd for eight hours each day. The facilitators included Open University Malaysia academic staffs and two volunteers for National Council of Women Organization (NCWO). For the first day, the contents included (i) Computer Basics: How to use computer; (ii) Introduction to Internet; and (iii) Introduction to Email: composing, replying and sending Emails. For the second day, the agenda was (iv) Group Work & Presentation (v) Activity: Making accessories with Beads and lastly, (vi) Presentation of Certificates.

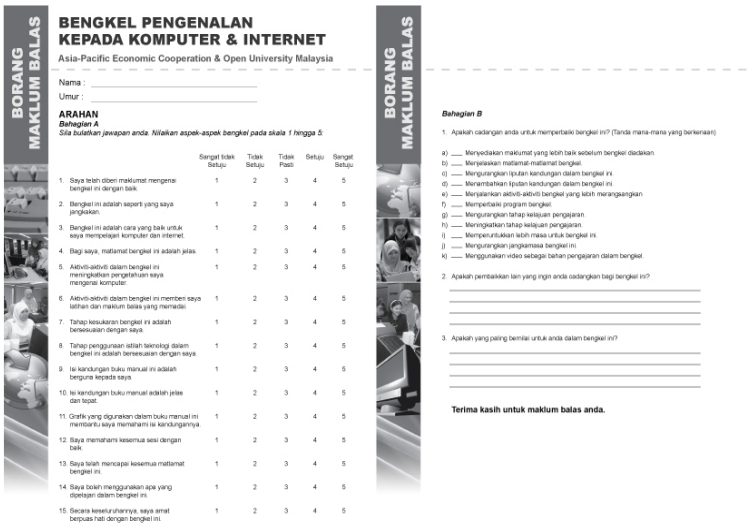
To motivate the participants, they were showed the examples of true success stories such as a Malaysian woman who ventured into food business and successfully managed to sell “pau” or dumplings to London. Also, another business woman from rural area who became a major meat supplier to all of Malaysia, accomplished with the knowledge of technology.

At the end of the second day morning session, the participants presented their findings of the group work. The assigned question required them to search information through the internet, Google, on skills such as sewing, cooking, beading and gardening. The participants had successfully presented and demonstrated the ICT skills and knowledge that they had acquired during the workshop.

Google Website Searching for Beading Information

Subsequently, questionnaires were distributed to the participants to seek their comments and feedback. Finally, as the last session of the workshop, the participants went through the activity of beading, with the purpose of enhancing their knowledge in searching the website for information on beading and at the same time, increase the participants’ skills in beading itself.

Participants in Beading Session



BORANG MAKLUM BALAS

BENGKEL PENGENALAN KEPADA KOMPUTER & INTERNET

Asia-Pacific Economic Cooperation & Open University Malaysia

Nama :

Umur :

ARAHAN

Bahagian A

Sila bulatkan jawapan anda. Nilaikan aspek-aspek bengkel pada skala 1 hingga 5.

	Sangat tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
1. Saya telah diberi maklumat mengenai bengkel ini dengan baik.	1	2	3	4	5
2. Bengkel ini adalah seperti yang saya jangkakan.	1	2	3	4	5
3. Bengkel ini adalah cara yang baik untuk saya mempelajari komputer dan internet.	1	2	3	4	5
4. Bagi saya, matlamat bengkel ini adalah jelas.	1	2	3	4	5
5. Aktiviti-aktiviti dalam bengkel ini meningkatkan pengetahuan saya mengenai komputer.	1	2	3	4	5
6. Aktiviti-aktiviti dalam bengkel ini memberi saya latihan dan maklum balas yang memadai.	1	2	3	4	5
7. Tahap kesukaran bengkel ini adalah bersesuaian dengan saya.	1	2	3	4	5
8. Tahap penggunaan istilah teknologi dalam bengkel ini adalah bersesuaian dengan saya.	1	2	3	4	5
9. Isi kandungan buku manual ini adalah berguna kepada saya.	1	2	3	4	5
10. Isi kandungan buku manual adalah jelas dan tepat.	1	2	3	4	5
11. Grafik yang digunakan dalam buku manual ini membantu saya memahami isi kandungannya.	1	2	3	4	5
12. Saya memahami kesemua sesi dengan baik.	1	2	3	4	5
13. Saya telah mencapai kesemua matlamat bengkel ini.	1	2	3	4	5
14. Saya boleh menggunakan apa yang dipelajari dalam bengkel ini.	1	2	3	4	5
15. Secara keseluruhannya, saya amat berpuas hati dengan bengkel ini.	1	2	3	4	5

BORANG MAKLUM BALAS

Bahagian B

1. Apakah cadangan anda untuk memperbaiki bengkel ini? (Tanda mana-mana yang berkenaan)

a) ___ Menyediakan maklumat yang lebih baik sebelum bengkel diadakan.
b) ___ Menjelaskan matlamat-matlamat bengkel.
c) ___ Mengurangkan liputan kandungan dalam bengkel ini.
d) ___ Menambahkan liputan kandungan dalam bengkel ini.
e) ___ Menjalankan aktiviti-aktiviti bengkel yang lebih merangsangkan.
f) ___ Memperbaiki program bengkel.
g) ___ Mengurangkan tahap kelajuan pengajaran.
h) ___ Meningkatkan tahap kelajuan pengajaran.
i) ___ Memperuntukkan lebih masa untuk bengkel ini.
j) ___ Mengurangkan jangkamasa bengkel ini.
k) ___ Menggunakan video sebagai bahan pengajaran dalam bengkel.

2. Apakah pembaikkan lain yang ingin anda cadangkan bagi bengkel ini?

3. Apakah yang paling bernilai untuk anda dalam bengkel ini?

Terima kasih untuk maklum balas anda.

Questionnaire for Participants

4. Results

18 participants responded to the questionnaires. Overall, the results from the workshop showed that more than 95% of the participants responded favourably towards the workshop.

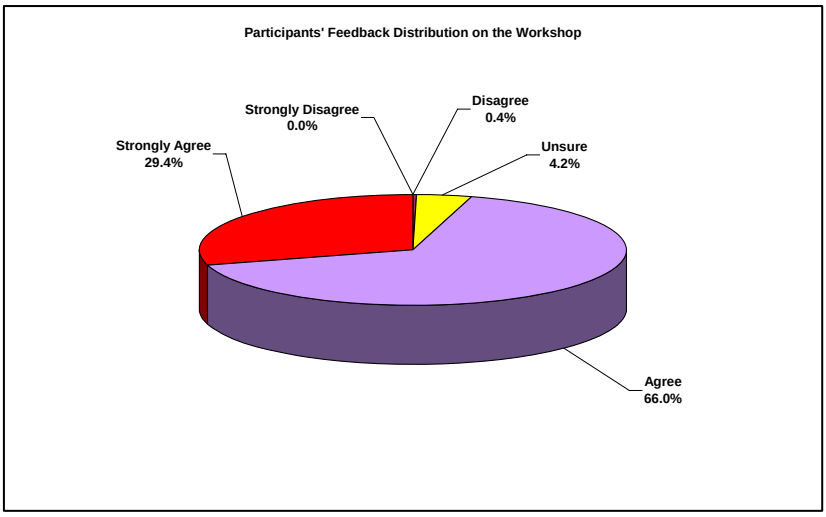


Chart 2: Participants' Feedback Distribution of the Workshop

The questions in the questionnaire were also divided into three categories: workshop satisfaction, meeting objectives and handbook effectiveness. The results below showed the responses of the participants based on strongly agree and agree answers: (i) 94% of the participants were satisfied with the workshop; (ii) almost 99% agreed that the handbook was very useful to them; (iii) almost 90% agreed that the objectives of the workshop have been met. Refer to the graph below for details of the results:

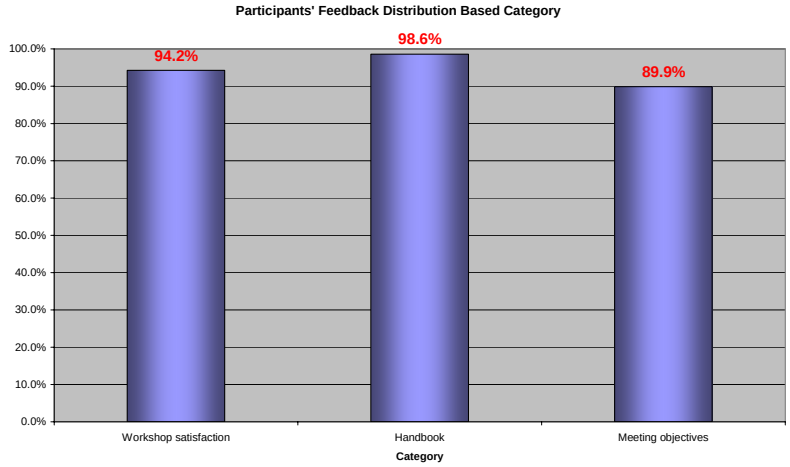


Chart 3: Participants' Feedback Distribution Based on Categories

Based on the questionnaires, it can be summarized that:

- The workshop activities stimulated the participants on the usage of the computers;
- The handbook proved to be very useful for the participants as they kept referring to the handbooks throughout the workshop;
- Group work was a good activity for them to practice their skills in searching the information via the internet;
- Emails and search engines were the most exciting and extremely interesting topics for the participants.

During the activities in the workshop, the participants have proven that they were able to:

- Use E-mail to keep in touch with families and friends;
- Use Internet for information searching related to homemaking and farming;
- Use Internet to seek knowledge in other social aspects;

- Use Internet to get the latest news;
- Use online technologies comfortably with ease.

5. Issues and Recommendation

The following are issues encountered during the implementation of the workshop:

- Two participants were functionally illiterate; therefore, it is recommended that the audience analysis be carried out thoroughly.
- It is more appropriate to conduct the project in rural areas; therefore, the IT infrastructure should be a main concern for future implementations.

The following and recommendations to improve the overall implementation of similar workshop:

- Keyboarding skills need to be included as a session in the workshop so the inexperienced participants can familiarize with the keyboard first before progressing to other sessions;
- The workshop should start with keyboarding skills, followed by MSWord and Internet, lastly the Email;
- The trainers should also have as standby other email options such as Yahoo;
- The duration of the Email session should be extended to at least 1-day session.
- The trainers should have more volunteers or other trainers to assist the participants.

In conclusion, the workshop has proven to be successful. Although the participants were of different backgrounds and ages, their spirit and enthusiasm to learn computer and internet were amazing. The participants have acquired information and knowledge on computers at the end of the workshop; as such the objectives of the workshop were met. However, it is suggested that issues and recommendation put forward here to be considered for future implementation of the project.

Appendix 4 Executive Summary of Pilot Test---Philippines

1. Introduction

On March 27-29, 2008, the 1st Kick-Off Meeting for Information Technology dubbed "Capitalising Information Technology for Greater Equity and Access Among Poor and Rural Communities" was held in Kuala Lumpur spearheaded by the Open University of Malaysia (OUM) through the support of Asia-Pacific Economic Cooperation (APEC).

The activity was attended by eight economies, namely, Malaysia, Indonesia, Japan, China, Chinese Taipei, Thailand, Papua New Guinea and the Philippines to brainstorm and agree to develop ICT materials which will be used by policy-makers, governmental agencies, non-government agencies, research and academic institutions to help support poor and rural areas. Its ultimate objective is to help these rural and poor communities have the skills and knowledge to access information and data resources related to their vocations in order to upgrade their total well being.

Part of the agreement was to assign each expert an ICT topic to develop and design and submit to the Project Overseer for review and comments. Likewise, the materials which were reviewed and commented by the Malaysian Team will be the same materials to be used by the experts in the conduct of pilot test in their respective areas. Results of the conduct will be reported during the 2nd APEC Workshop on February 11-13, 2009 at Yogyakarta, Indonesia. All outputs will be consolidated by the Malaysian Team and eventually, will be used to educate learners from poor and rural areas.

The Philippines conducted the first pilot on December 18, 2008 with 13 learners all from the Christian sector. Since the area is composed of Muslim sector as well, there is a need to conduct the same to said sector to determine if the materials used are applicable to both sectors. The two conduct will also help the Project Leader identify areas to be enhanced and ultimately, to produce a more improved manual, hence, the conduct of the 2nd pilot test on January 13, 2009.

2. Objectives

- To determine the effectiveness of the materials and methodologies used
- To assess the usefulness and relevance of the chosen topics

- To provide ICT awareness to the deprived, depressed and underserved areas
- To determine the impact of the project to out-of-school youth (OSY)

3. Strategies

While awaiting comments on the materials submitted to the Malaysia Team, the Project Leader started other identified tasks. To meet the objective of reaching the far flung and unserved and underserved areas, the Project Leader coordinated with the Department of Education (DepEd) in Region IX in identifying the areas which will cover the pilot conduct. Thru the support of the Bureau of Alternative Learning Systems (BALS) three (3) barangays were identified, namely : Taluksangay, Sta Maria and San Roque all from the City of Zamboanga. To facilitate availability of the prospective learners as beneficiaries of the pilot test, two (2) District Alternative Learning Coordinators (DALCs) from DepEd IX served as focal persons. These DALCs will take charge in the selection of learners and ensuring their availability during the actual conduct thru the help of the respective Barangay Chair of the mentioned areas.
Further, scouting of would-be lecturer and facilitators also commenced. Preparation of materials and training kit, venue, facilities and other peripherals, presentation slides were among other tasks done. A timetable of all activities was prepared to constantly monitor the development of the preparation. Constant follow-up with other project partners was also considered. All other activities such as dry-run of powerpoint presentation, briefing of lecturer and facilitators, timing, reproduction of materials such as registration form, evaluation form, name tag, attendance sheet, draft certificate, food and others were all done prior to the actual conduct. Finally, the first pilot was held on December 18, 2008 followed by the 2nd conduct on January 13, 2009.

4. Description

To facilitate the selection of learners, the following served as criteria :

Out-of-School Youth (OSY)

- can understand English
- no ICT background
- belongs to poor family

- between ages 15-24

The methods used during the actual conduct were lecture, interactive discussion, hands-on and exercises. To determine the extent of learners' learning, a written examination was also conducted and at the end of the session, an evaluation of the various topics, lecturers, venue, equipment, materials and overall management of the conduct was made. To get more information on the success and failures of the conduct, chosen participants were asked to give their personal impressions.

The lecturer and facilitators before the start of the session were briefed and given some points to consider during conduct such as give a recap before proceeding to the next topic, encourage participants to ask questions, be considerate with the level of understanding of each learner while the two laboratory assistants were advised to be ready at all times in responding to the needs of participants during hands-on and exercises. To help learners understand better the topics, their computer units were loaded with copy of the manual for immediate access incase they need detailed information about the topic.

In recognizing the efforts of the learners and motivate them to increase their desire in improving themselves in the field of ICT, some entitlements were given such as training kit of bag, pen, note pad, CD, ID and food. Participants who have completed the 8-hr training were issued a Certificate of Participation and simple token for those who gave personal impression.

5. Results

Below are the commentaries of the participants taken during evaluation and impressions :

On the topic Basic Computer Concepts

- work becomes easier
- can now differentiate data from information
- realized the importance of IT nowadays

On the topic Computer and its Environment

- to understand computer, you need to be familiarized with its various parts
- now I know how to properly turn-on and off a computer
- I liked the topic on hardware, software, peopleware
- can now identify the parts of a computer

On the topic MS Word

- it is only now that i experienced typing
- learned to type and put “decorations” in my file
- learned to use the letters in the keyboard
- so, there are functions and menus to help me work faster and easier
- working with a computer is fun

On the exercises and activities

Essay

The participants have given the freedom and opportunity to express their own ideas. These will determine the extent of the learners’ understanding on the topics.

Fill-in the blanks and the True or False

The participants tend to guess in answering the questions and sometimes interchanged the answers. It is suggested that this activity be changed to require them to define the terms asked.

Enumeration

Participants appeared to be good in this activity and could be construed as with good memory and retention ability

On on-line exercises

The participants did their work with fun and enjoyed the actual encounter with the computer. They were amazed of what a computer can do to make their work easier and faster. Since it was their first

time to use a computer, they need a one-on-one coaching to complete their exercises.

On the mentors and lab assistants (facilitators)
Lecturer and laboratory assistants attend to queries of learners for clarification, they were patient and accommodating. Well-versed of subject matter and ready at all times to assist during hands-on.

On the venue, equipment and training kit
The participants find the venue conducive for learning, facilities are good and some participants said it was their first time to attend training with a bag and a CD

These are the other topics which the learners would want to learn:

- Internet or web surfing
- emailing
- website
- folders
- powerpoint
- programming
- designing
- links
- chat

6. Problems Encountered/Issues

- Lecturer not formally trained
- Difficulty in ensuring availability of participants or learners
- Presence of laboratory assistants is necessary
- Location or area of coverage
- Funding

7. Lessons learned

Despite some hitches in the implementation of the project, the following were the lessons learned :

- Ample time for preparation is indeed an important factor
- Good planning, proper coordination and constant communication with partners
- Selection of venue and availability of good facilities
- Connectivity (nice-to-have)
- Continuous supply of electricity

- Manpower (lecturer and assistants)
- Better to have partner-personnel
- Advance collection of list of learners
- Funding is crucial

8. Recommendations

- Conduct a Training-the-Trainers Course
- Provide Funding
- Assign Alternate Lecturer and Lab Assistants
- Facilities
- Consolidated manual should contain more graphics

Appendix 5: Executive Summary of Pilot Test----Chinese Taipei

1. Introduction

The pilot test is intended to deliver in a rural village in Chinese Taipei. For there has been a digital divide issue recently in Chinese Teipei, people live in rural areas usually do not possess the convenience and advantage of ICT development. An ICT related training course should be given to those people so that their vision and skills may be broadened.

2. Objectives of the Content

The subject of the content of the pilot study is about Communications with ICT, with the course title of “a touch of communications”. Several communication methods or tools were introduced in the content including email, MSN, online games and usage of file transfers (downloading files). The objective of the content is to give learners a basic concept about using ICT tools to communicate with others, despite of the place, age, economical status, education background difference of the learners. The content of the course has applied a lot of diagrams, graphics, and pictures so as to increase the learning incentive of the learner. It’s hoped that the learners will become more interested to use more ICT tools to improve their lives.

3. Description

The location of the pilot study is ShanFeng village’s Digital Opportunity Center in GuKeng Township, YunLin County, Chinese Teipei. It’s a small rural village with the population of 200 residents. There is only one elementary school for local children. People makes living by planting agricultural products like orange, bamboo shoots, coffee, etc. The environment and infrastructure of the DOC is provided with 12 computers connected to the internet. Training courses are provided for the villagers. The villagers are highly equipped with ICT sense, almost 1 PC per family

but less utilized. Group courses have been provided for village people to increase their learning incentive. The pilot study was conducted on December 14~16, 2008. There are three classes held and total number of participants is 29 (male and female). Lecturers are from local ICT trainers. A background survey of participants was conducted, and the results are shown as follows:

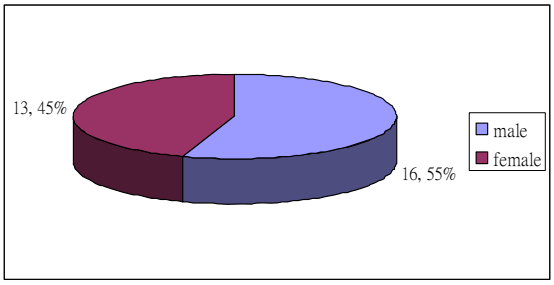


Chart 3.1 Gender of participants

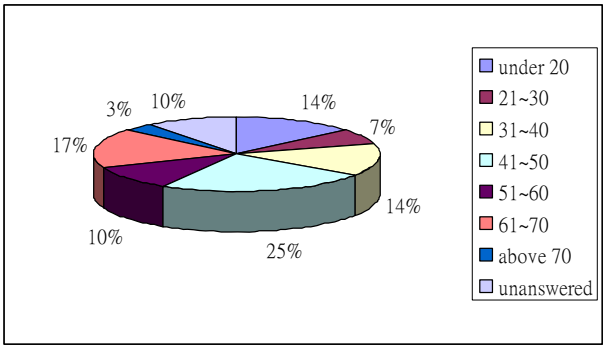


Chart 3.2 Age distribution of participants

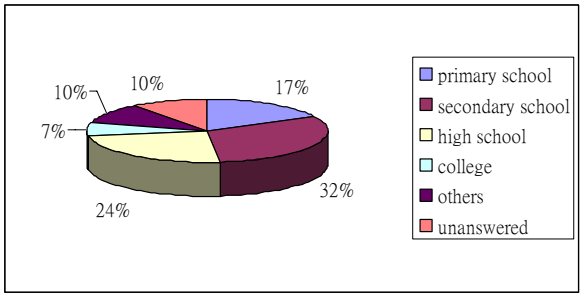


Chart 3.3 Educational backgrounds of participants

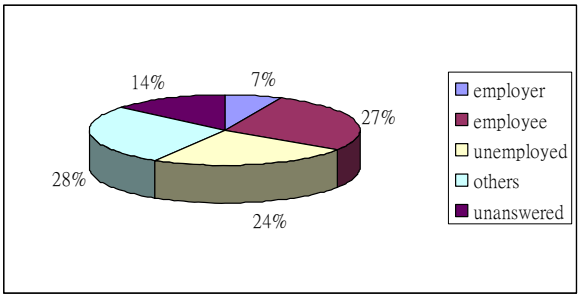


Chart 3.4 Working statuses of participants

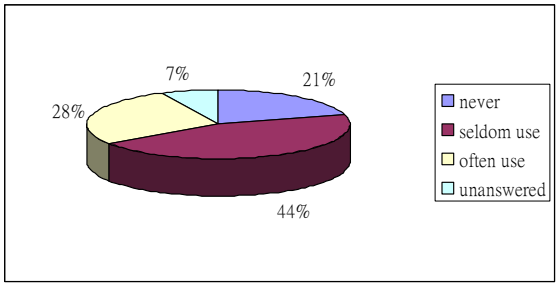


Chart 3.5 ICT usage experiences of participants

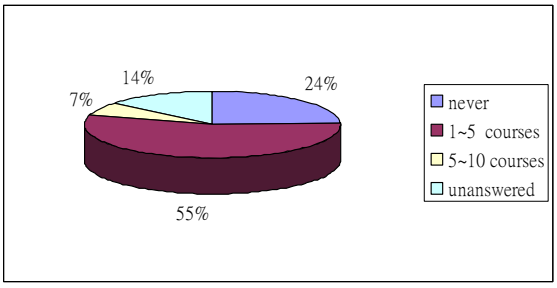


Chart 3.6 ICT course attending experience of participants

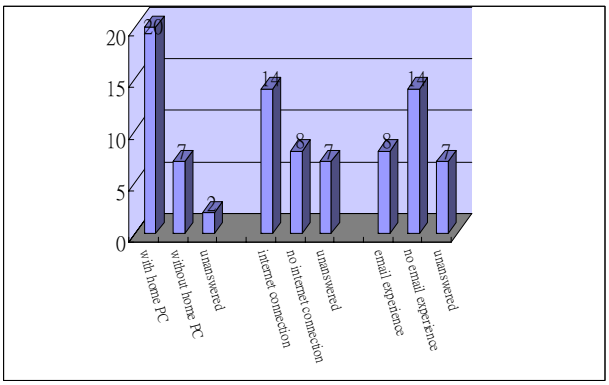


Chart 3.7 ICT environment statuses of participants

4. Results

In general, most participants were quite satisfactory and enjoyable in learning the content of the course. A course evaluation was taken among the participants, and the results are shown as follows:

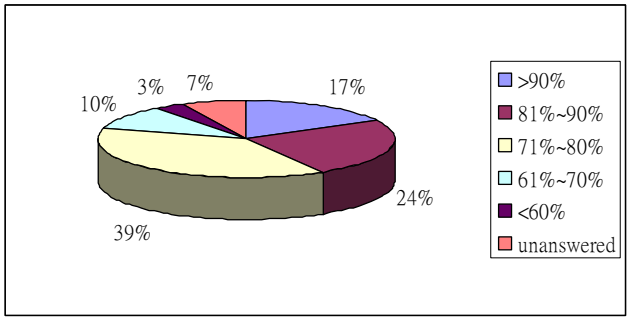


Chart 4.1 Comprehension of the course

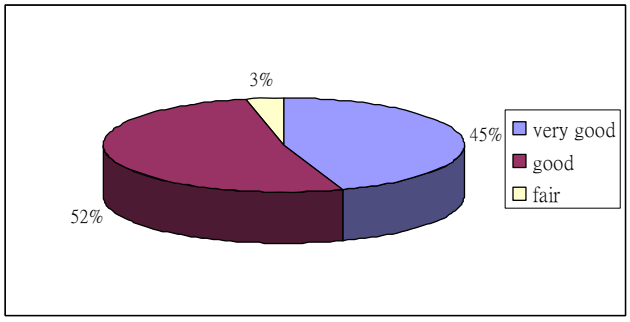


Chart 4.2 Appropriateness of course content

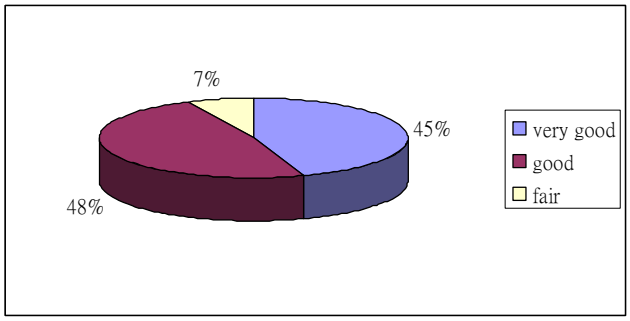


Chart 4.3 Performance of lecturer

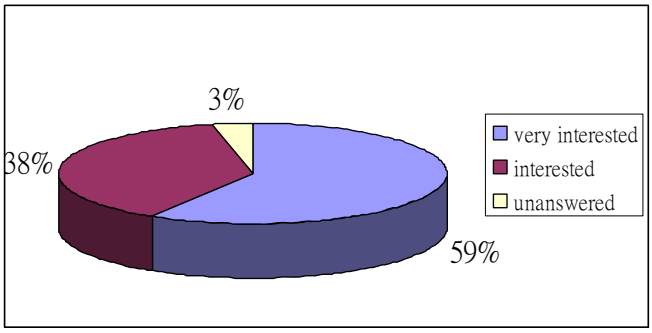


Chart 4.4 Interest of attending related of follow-up courses

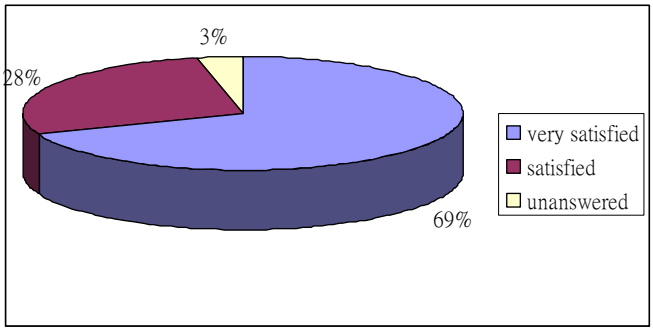


Chart 4.5 General satisfactions of course

5. Issues and recommendations

√ Some technical terminologies are still unfamiliar to the participants, e.g. the meaning of “file”, “internet”, “publishing”, etc. A more detailed interpretation should be added into the content for better understanding. This could be improved by including these words into the “SIGNIFICANT WORDS” part of the content.

√ Computers will be needed to do the exercise in class, it has to be sure that the network connection is steady, for during the lecture it is necessary to use internet to apply for an email account and practice sending emails to each other.

√ When talking about something to be aware of about using emails, a practical case or snapshot of news report can be added to bring alert of the participants and let them feel closer to their real life activities.

- √ The “emotional expression symbol” (e.g. Orz, :), XD) can be introduced when talking about writing emails, learners are very interested about knowing the “e-generation” characters.
- √ The pilot test is also conducted at different locations other than designated place per trainer’s request, implying that the content is quite suitable and desirable for poor and rural area people. Therefore a complete content of ICT training course would be more useful and helpful.
- √ Sometimes the trainer can add some timely topics into the material to make the content more interesting. For example, the names in the sample of practicing writing emails can be substituted with the popular movie character in the Chinese Teipei film “Cape No. 7”:”Aga” & “Maubo”, thus the participants will feel more involved in the activity.
- √ Some participants expressed the opinion that time of the class is too short. For the session hour was originally set for 2 hours including lab, participants felt that the pace is a little bit too rush. The content of the course should be more condensed or the time of class session should be extended.
- √ The entire content needs to be compiled to an integrated material and translate into different languages for usage. Also a concise presentation file (e.g. PowerPoint file) from the content need to be generated in order to save the preparation time of the trainer and to help trainer deliver the content more clearly.
- √ For future training needs of the content, it is suggested that a digital learning content of the course can be developed either for the trainer or the learner, and a website should be established for all related materials, in order to meet every needs in the future.