From the gong-gong to ICTs

In search for connection to a mobile phone network, in a pirogue, on the lake, in So Tchanhoué, Benin

Benjamine, working on her computer

African Movement of Working Children and Youth (AMWCY)
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Presentation of the African Movement of Working Children and Youth (AMWCY)

The framework that inspired the creation of the African Movement of Working Children and Youth was through some young girls (domestic workers who were following some evening courses in Dakar), on an excursion on Goree Island, Dakar, in May 1992. The recreation day accorded to them, enabled these girls to meet and animate a discussion on their working conditions. The idea came up to participate in the Labour Day the following year, showing to the public their contribution as "workers"\(^1\). The initiative developed during several meetings. The girls were able to march on May first in 1994 in Dakar accompanied by several other groups (boys and girls), in several countries.

In their strategy to become known and legitimized at the national and later the regional levels, the Working Children and Youth (WCYs) included other working children and youth in their Movement. Thus a first regional meeting was held in Bouaké (Côte d'Ivoire) in the same year (1994) and the African Movement of Working Children and Youth (AMWCY) was thus established. Later it spread quickly to other parts of the continent, thanks to technical assistance missions through training programs under the direction of the elderly of the Movement. At present, the Movement has 177,639 members and stakeholders, organized into 1,364 grassroots groups, federated into 145 associations including 16 new ones admitted in 2008, in 21 African countries: Angola, Benin, Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Ethiopia, The Gambia, Guinea Bissau, Guinea Conakry, Madagascar, Mali, Mauritania, Niger, Nigeria, DR Congo, Rwanda, Senegal, Chad, Togo and Zimbabwe \(^2\).

The missions the AMWCY set for itself right from its beginning lays, emphasis on the importance of communication.

The main actors who animate the life of the Movement are children and youth, mainly apprentice artisans (mechanics, carpenters) domestic workers, petty traders, shoe shine boys, cart pushers and farmers\(^3\).

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1 Enda tm, Voice of African Children, Dakar 2001  
2 Enda tm, “WCY face the Challenge N°8”, Dakar 2008  
3 Enda tm, Early exodus and Child Trafficking in West Africa, Jeuda n°111-112, Dakar 2004
From the point of view of its organization, the Movement is structured around village or neighborhood units. At the local levels, the WCYs benefit from different community or even governmental structures, and their actions are facilitated by adults both, in urban areas and villages. The Movement also benefits from the support of many benevolent persons. At the West African regional level, the Movement is supported by international institutions such as Enda Tiers Monde, ILO, Plan WARO, UNICEF, Save Children Sweden. The grassroots units of the associations that make up the Movement are called "grassroots groups". The associations comprise of WCYs, officials, president of the association, assisted by the animator of the supporting structure.

The institutional identity of the Movement is based on the position clearly defended by its members on the right to work. The reason for this focus is to refute the picture often given by media of child workers as victims. The WCYs show through their activities that working children and youth do not necessarily always appear as passive victims of exploitation by unscrupulous employers. They also refute the relationship sometimes exaggerated between child labor and the presumption that the children are far away from their families, together with the presumption that they are often obliged to abandon their studies under the constraint of the fight for survival. For the WCYs, child and youth labor is not necessarily an irreversible involvement in social marginalization.

The Movement is involved in improving their working conditions, status and respect of their rights instead of a systematic victimization of all conditions of child and youth labor. The WCYs are therefore engaged in activities that tend to show that children and youth must work to show that they are not victims but rather actors working for their own development and ensuring a better future. This conception of things by working children and youth has led to a reflexion on other approaches in protecting their interests. This explains why laws were made to protect working children, especially on the 12 rights of the AMWCY:

1- The right to be taught a trade
2- The to learn how to read and write
3- The right to work in a safe environment
4- The right to rest when sick
5- The right to be respected
6- The right to be listened to
7- The right to play
8- The right to healthcare
9- The right to self-expression and getting organized
10- The right to remain in the village (no migration)
11- The right to light and limited work
12- The right to equitable legal aid (in case of problems).

The strength of the Movement, the fast growth it has known, its very large and different socio-geographically based character, and the very nature of its activities, show the effective involvement of the Associations of Working Children and Youth (AWCYs) in mobilization and communication.

I- The AMWCY and Information and Communication Technologies

The present study report of the AMWCY is aimed to share experiences acquired by Working Children and Youth (WCYs) in the use of Information and Communication Technologies (ICTs) and several forms of communication. Specifically, the research tried to:

- record the experiences of the AMWCY in the use of ICTs
- study the process of the use of ICTs by the AMWCY.
- make a list of all the types of ICTs to which the AMWCY have access
- analyze the mechanisms and conditions under which the AMWCY uses ICTs
- facilitate the search for strategies to improve the use of ICTs

Undertaken in Benin (Bohicon, Porto Novo and So-Tchanhoué) and Togo (Agadjī, Adomi-Abra and Lomé), through a participative methodological approach and very inductive, this study was interested in the viewpoints of the AWCYs and the daily activities. Firstly, it aimed to identify the activities making up the communication mechanisms of the AWCYs before examining their communication strategies.
We then had to proceed to understand the strategies for acquiring and using ICTs before examining the difficulties facing the AWCYs in using ICTs. The final step was to do an analysis in terms of sociability and communication.

This study has revealed that the analysis of the way the AWCYs use these communication techniques show places, practices and modern or traditional tools. The study reveals seven main activities that explicitly or implicitly show communication mechanism within the AWCYs. This mainly concerns:

- discussions among AWCY members;
- information and sensitization on the 12 rights;
- typing, printing and distribution of the texts on sensitization on the 12 WCY rights to the public;
- organization of festivities aimed to make the objectives of the Movement known to non-members and the public
- writing texts for radio communiqués and sensitization
- organization of sensitization campaigns through different competitions bringing together children and youth
- video sessions to sensitize people on practices that endanger the security and development of children and youth.

Speeches by actors and observations of their practices have shown the existence of a connection between the type of activity and the appropriate or available communication strategy (whether traditional or modern). The practices of the WCYs reveal the recurrence of the traditional means of communication, and it is therefore appropriate to mention that the place where the communication is done, constitutes a determining factor in the analysis of these traditional types of communication. In other words, the WCYs, in the traditional process of communication, use the means available in their areas.
II- Traditional communication tools

However, it must be mentioned that traditional communication tools in the society are much more used in the communication process on a social scale more or less reduced. This is due to the fact that these strategies are not efficient on a larger scale. The gaps between the transmitters and receivers of the communication process, the constraints of time and the costs of these types of communications, are moving people to look for solutions more adapted for most WCYs.

"We went to AMOU-OBLO on a sensitization campaign in 2007. We had to pay 2 000 F to the village Chief to be allowed to play the gongon to inform people. We paid 3 000 F as authorization fee to the Prefecture of Amlamè for our security".

E.K., WCY from Agadjì (Togo)

"In addition to very effective radio announcements, fanfares and the gong-gong are able to mobilize the masses. The fanfares motivate people to go to the meeting places earmarked for undertaking an activity".

A.J., WCY, G/B Zakpo, Bohicon.

It must be mentioned that to ensure efficiency, the computer, Internet, telephone, whether conventional or mobile, have progressively come to stay in the communication process among the WCYs. These forms of communication constitute new strategies used by the WCYs. Their mastery over these new forms of technology varies.

III- The computer and the Internet

The computer has therefore become a first class tool among the various ICTs gadgets to which the AWCYs have access. The use of the computer by the WCYs, has often made it necessary to organize computer initiation workshops for members of grassroots groups who possess a computer. The general tendency observed in the attitude of the WCYs on the computer, is that they want to master it and keep busy writing and printing different texts.
Where it is available, this tool creates a kind of motivation among the grassroots groups. In fact, working youth who do not master it feel inferior to others and so accept the challenge to master it.

The main use of the computer in the daily activities of the WCYs, consists of writing reports and playing music, charging their telephone batteries and printing different texts and photos. Moreover, during some sensitization sessions, the computer is used to show films on trafficking and early migration of children and youth. An analysis of the peak period of the use of the computer shows a connection between the use of the computer by the WCYs and school activities in most of the localities. In fact, in some areas where the AWCYs are active, the computer is more frequently used during the school year because both teachers and pupils find it very useful.

It must, however, be mentioned that the computer as such, plays less a role than the different forms of communications to which the WCYs have access: mainly the Internet and its several opportunities it offers. The WCYs think that the Internet plays an important role in the communication process in which they participate. They find it important because of the possibilities offered by the Internet. This gives them access to electronic mails, to participate in virtual discussions, and to animate blogs in order to discuss with their friends, their delegates or other representatives elsewhere. In the use of Internet services, the most widely-used type of interactive communication is Skype. They think that from their homes, this tool enables them to participate in decision-taking during meetings held by participants of associations outside their country. Opportunities offered by this enables the WCYs to save money in communication, because Skype enables them to speak through the Internet at no cost. Skype is much more used for things considered "serious". Thanks to skype, it is now possible to undertake discussions between the WCYs who participate in meetings and those who remain at home. This practice makes it possible to validate decisions made by participants at meetings.
This is a tool making it possible to ensure the legitimacy of the decision those on missions could make on behalf of the whole group.

Research has also revealed that the different communication tools that use the computer to a large extent implicitly exclude some WCYs, because not all of them have access to it. In fact, those among the WCYs who are illiterates do no have direct access to these communication tools. Even if Skype makes it possible to speak with others, one must be able to get connected and also know how to use it, in order to benefit from its advantages. The result is that these forms of communication are inaccessible to many WCYs. The truth is that this tool has become very popular in the different localities wherever it is used. In some cases, acquiring a computer means buying a power generator that sometimes electrifies villages. As regards illiterate members of the AWCYs, this creates in them the desire to know how to read and write as their friends.

"We are no longer the WCYs of old times; with our computer, we type texts and do practical exercises".

M.O., WCY, G/B Ouando, Porto-Novo, Benin.

"The computer was received in 2007, more precisely in April. We organized a training program in ATAKPAME on the mobilization of resources and undertaking a project".

Y.F., WCY from Agadji, Togo.

"Sometimes when there are funeral celebrations in the village, relatives come to borrow our power generator used for our computer. It is used in providing lights for the village and the house of the bereaved family".

B.N., WCY from Adomi-Abra, Togo.

"I have never been to school but I can use the computer and I have an e-mail address that enables me to send messages to friends in Cotonou and other towns. I learnt this within the Lac Association".

F.S., WCY G/B Sô-Ava, So-Tchanhoué, Benin.

IV- The mobile phone

The mobile phone is the most widely-used ICT within most grassroots groups. The advantages of this tool remain its accessibility and facility. The mobile phone does not create the same risk of exclusion as the computer creates. Here non-accessibility is not due to being illiterate, but rather to lack of financial means and the lack of GSM installation (or network).
In some localities, interviewed people explain that the increase in the use of mobile phones is due to the establishment of the AWCYs, more specifically, to the setting up of grassroots groups. Even if this form of communication existed long before the establishment of the AWCYs, the zeal remarked within the WCYs, has resulted in the increased use of these communication tools locally.

The necessity to be in permanent contact with the different members of the AWCYs and the necessity to consider the aspirations of Working Children and Youth in all the spheres of decision-making involving them, has created permanent needs to communicate in real time. Individual experiences of AWCY members in the use of mobile phones highlight the necessity to be equipped with a means of communication to be in permanent contact with grassroots groups from other towns. Those who possess this gadget, explain that they bought it to communicate even if they are in villages not covered by GSM network.

In some cases, WCYs who have mobile phones, sometimes travel long distances to have access to the network. The search for transmission and/or reception spots in this communication process, stresses the need to communicate through the ICTs and the increasing role of these types of technology in the life of these youth. The result is that to give a phone call through the GSM network in some localities where WCYs are found, it is sometimes indispensable to accept many constraints: to travel a long distance, remain standing in the sun and looking for the appropriate place (on a high altitude where there is the network).

In the communication process spoken about by the WCYs, the final objective remains making the association known, and to a larger extent, to make their locality known. The need to communicate appears to be the determining factor of their recognition at all levels. This need is felt both at national and international meetings and this shows why WCYs want to obtain mobile phones, whether as individuals or groups. They do everything to obtain this means of communication.
So several strategies have been identified to obtain mobile phones:

"Thanks to pork breeding, an Income Generating Activity undertaken in our Association and to the savings we made, I have been able to buy my mobile phone".

S.A., WCY, G/B Honmèho, Bohicon.

"As for me, I can say that I'm struggling to earn my own living. I don't want to stay doing nothing. So I undertake income generating activities based essentially on gardening and farming: maize and beans ... This has now enabled me to make a profit of 50,000FCFA, and now I have bought my own mobile phone".

O.D., WCY from Agadji, Togo.

"I bought my mobile phone by doing sharecropping. I worked in somebody's field for one month. I then bought it because my friends make a lot of profits from it. Today, people come and phone from my house and I make them pay 80 F for one impulse".

G.K., WCY from Adomi-Abra (Togo)

"I did not buy my mobile phone; My uncle, who lives abroad, gave it to me".


V- Perceptions and social activities about ICTs

The acquisition of a particular type of information technology varies, depending on whether it is used collectively or individually. Mainly, as described below, technology devices are either received as gifts from the Movement or from parents, friends or acquaintances or through personal purchases, lending or renting.

In general, the WCYs are familiar with most types of ITCs available in their area. The importance of these types of ICTs and the difficult conditions in which they are used, have often led to social activities. For example, in some localities, it has been recognised that the use of a mobile phone creates more expenses than elsewhere: fuel must be bought and/or long distances must be
covered to charge phone batteries. These constraints have also encouraged the WCYs to develop strategies of solidarity. For example, they lend batteries to others to enable them to phone. Sometimes, they contribute to buy fuel to enable one of them to go and charge the batteries. Moreover, initiation to the computer is necessary within the different grassroots groups who possess it. To this effect, different initiation workshops are organized for several grassroots groups. However, often these initiation sessions are not sufficient enough to ensure a good mastery of the computer. Because of the high cost involved in organizing these training sessions, they are rare. Some WCYs, by way of expressing their solidarity with their friends, organize initiation sessions to enable those who are illiterate and do not know anything about the Internet, to learn the basics.

"People envy us and want to do like us because of the fanfares we organize".  
M.N., WCY G/B fanfare organizer, Bohicon.

"I'm the only one who possesses a mobile phone in our association. People respect me because all information passes through me before I transmit it to the other members of the association".  
E.K., WCY from Agadjí, Togo.

"Thanks to our computer training, we have created our e-mail addresses which enable us to link up with our friends from different member countries of the AMWCY".  

"If you have a mobile phone, you are considered like a god and everybody respects you".  
B.N., WCY from Adomi-Abra (Togo).
The mobile phone is considered a luxury and a status symbol. In most villages, acquiring a mobile phone gives you an enviable social status. The result is that those who have a mobile phone within the association are respected for the quality and usefulness of their investment. The essence of its perception is based on the possibilities it offers in helping others to communicate. The social impact on these types of communication is changing. For some time now, the WCYs have, through this means of communication, created an Income Generating Activity (IGA). A series of services around the computer is developing: word processing, Internet contact, etc. The new forms of communication technologies are, as a whole, well considered, because they offer a collective or individual social distinction. Their control in a given locality or in a grassroots group, also gives it a kind of power.

VI- Difficulties in using ICTs

The main obstacles in using ICTs, are of a material and a financial kind. The problem lies mainly in the insufficiency of computers. Often the offices of the AWCYs have only one computer and this does not make it accessible to all. In some urban areas, this problem is more or less solved because of the availability of cybercafés, however, the existence of these cybercafés does not solve the problem of accessibility. Some do not have the financial means to benefit from the services of these cybercafés. Most of the members of the associations do not have money to surf on the Internet.

Often, in addition to economic difficulties, there are concrete structural constraints facing some associations. As a result, in nearby areas of some associations, we have remarked, for example, the lack of telephone network and electricity. This makes it expensive to have access to ICTs, because the cost of fuel for the power generator is included in the charges. Other constraints are climatic conditions that make some types of ICTs inaccessible.
The insufficiency of materials such as computers (in average, one computer is shared by eight grassroots groups), long distances to cybercafés, high rates paid to have access, lack of electricity in some localities, are all factors that compromise communication when the WCYs need it.

It is clear that the challenges of WCYs in having access and using ICTs are: increasing the number of computer supplies to the different associations, providing more telephones for the grassroots groups to ensure fast circulation of information, helping the associations to have more financial resources for training in restitution, to revitalize illiteracy arrangements in all the grassroots groups and thus educate more members.

"We use the computer in turns; but as there is only one computer, all cannot do enough practice".

F.A., WCY, G/B, fanfare organizer, from Bohicon, Benin.

"We could not undertake any door to door or oral communication. If somebody is far away, we use the mobile phone or the Internet to inform them; we then call them by phone or we send them e-mails. But where we don’t have sufficient credit in the phone, we send SMS as reminders; then the person receiving it, has the responsibility to call back and give us the necessary information".

P.N. WCY, G/B Vêki, November 2008, Sô-Tchanhoué, Benin.

"We do not inform our correspondents through the same means, because that varies according to their geographical position".


VII- Training in ICTs: a strategy to reduce inequalities

Generally speaking, the AWCYs have benefited from training aimed to strengthen their capacities in using ICTs. In this, five kinds of training are identified: radio animation, cartoons, printed media and video editing (in Benin) and computer training. Reflections on ICTs training programs are based on the processes of choice of participants and the restitution method used to enable all members of grassroots groups to benefit from them.
A common point on which all the speakers agree, remains the recognition of the importance of these forms of training in strengthening the capacities of WCYs in using ICTs:

"When I had the desire to learn how to use the computer, I talked about it to one of my friends who was also interested. Together, we went and saw the president of the office of grassroots groups, who right away, informed the president of the coordination office. During a meeting of the whole association, everybody was informed and others joined us. That was how, one day, we decided to learn".

H.P., WCY from Lomé (Togo).

The selection procedure of participants takes into account criteria such as skills, age and intellectual aptitude of candidates who want to participate in the training. These criteria were as a result of what the speakers think, agreeing that all members cannot be sent out for training. To train in ICTs, it is necessary to know how to write and read. It is quite clear that this is not open to all the members:

"We scrutinize the list of members to be sent for training in ICTs. And only those who are following literacy courses, or who can read and write French a bit or those who, after their training, can make a report to the grassroots group in Lac, are chosen to participate in ICTs training".


However, the training reveals that this is something of capital importance for the different members of the AWCYs. Participation in the training is an essential indicator of the collective development of the grassroots groups and personal development of members who benefit from it. In fact, as one speaker commented:

"Training programs organized outside, help the WCYs to develop their hidden or latent talents. Let us consider the case of our A.O. At the beginning, he was unskilled; thanks to training received in Dakar and elsewhere, he is now a capable president of the AWCY of B. The opportunity is therefore given to all members to take part in a kind of training".


Thanks to the different training programs, the WCYs, without any distinction of education, are all greatly interested in the computer. They recognize the fact that to be able to meet the challenges of their time, the WCYs must have some knowledge in ICTs, in particular the computer.
Some of those who master the computer do word processing and benefit from several opportunities offered by the computer. This explains the great interest in Internet training that has, for instance, led to the opening of many cybercafés.

**VIII- The dynamics generated by the ICTs**

The dynamics observed in the use of ICTs by the AWCYs are of different nature. Some dynamics observed, have an influence on the life and activities of members of these associations. Others allow AWCYs to acquire skills and make friends. In fact, exchange of mobile phone numbers and e-mails, enable AWCY members to have a better knowledge of each other. The use of ICTs offers a framework that motivates the WCYs who are now more convinced about the need to know how to read and write or to raise their level of education. Moreover, there are much larger dynamics which can be considered as achievements by members of the WCYs. Now some of them know how to behave at a radio station when they animate a program on the situation of children as they denounce child abuse in different social and private spheres. The use of ICTs enables actors who are members of the associations, to express themselves freely and to participate in decision-making at meetings with partners of the AMWCY.

The use of ICTs such as the computer and the Internet, enables WCYs to develop skills that facilitate letter writing: invitations, radio announcements, electronic mails. This also enables them to participate in virtual meetings and decision-making that involve them, no matter where the meeting is held. The experiences of the WCYs in ICTs are manifested through several activities of sensitization and information within their grassroots groups. It has been remarked, that despite the constraints connected with the use of ICTs, the AWCYs make a lot of efforts to improve the capacity to communicate among their members. The mobile phone, Internet, e-mails, SMS, are all the types of ICTs used to communicate among members of AWCYs.
"Our national delegate has never had formal education; through literacy courses, he is now able to read and write and use his mobile phone and the Internet… ".

P.B., WCY G/B Vêki, from So-Tchanhoué, Benin.

"Without any training in radio animation, we could never know how to behave at a radio station, especially if you know all the influence it can have. But today, thanks to the benefits of this ICTs training, we animate ourselves during our sensitization activities, and we know how to use a microphone during a radio broadcast".

F.S., WCY G/B Sô-Ava, from So-Tchanhoué, Benin.

"When we did not have any computer, and to write reports and send them to Lomé, we would write by hand before going to type it at a cybercafé in Atakpamé, before sending it to the coordination office. It was too costly for the association. Since we received the computer, we type the report first, before sending it to the coordination office through the Internet. It's very fast, and that's the advantage".

O.D., WCY from Agadji, Togo.

"Lack of electric power does not prevent us from knowing the usefulness of ICTs; we look for the means to fill this need, and that gives us access to modern ICTs, which we use just as our WCY friends proudly do, because they have electric power ".


"Here in our village, Kpêtè, we don't have electricity and we have friends who have mobile phones. To charge their batteries, they are obliged to go to Amou-Oblo or Agadji where they pay 100 f or 150 f. But when there is a power failure, they are obliged to charge them at shops, where they are charged more than 200 f".

D.R. WCY from Agadji (Togo).

"With the mobile phone, we are less tired, and we easily mobilize the WCYs to get them take part in the activities of the association".


Conclusion

The analysis of the use of ICTs by the WCYs in their daily activities, reveals how important the ICTs tools are for them. The Internet and the different possibilities it offers, has become an integral part in the life of the African Movement of Working Children and Youth. The difficulties they mention,
concern the constraints they meet in having access to, or deriving the maximum benefit from the possibilities ICTs can offer them. This explains why they talk about the insufficiency of materials, long distances they cover to go to cybercafés, the high cost of surfing, the absence of electricity in some localities, all these factors compromising their efforts to better their lot.

This has resulted in giving much importance to intra or inter-institutional communication. The diversity of the profiles of their members and the necessity to raise the level of education of some of them, to enable them have access to the same sources of information, are also some of the preoccupations affecting their perception of the ICTs. This explains why the preoccupations of the WCYs concern the accessibility and use of ICTs: to increase the number of computers of the different associations, provide the grassroots groups with more than one telephone to ensure fast circulation of information, help associations to have financial resources for education in restitutions, revitalize literacy arrangements in all the grassroots groups, in order to raise the educational level of members. This will in turn help them to take part in training programs, diversify the income generating activity sector. This will result in helping the WCYs to take part in initiatives for their bases as well as strengthening the capacities of WCYs in all spheres of life. Once this is achieved, they will be more apt in meeting the challenges of ICTs.

Finally the present study has made it possible to understand that the ICTs have become a part of the everyday life of the Working Children and Youth. Their behaviour centers on all forms of communication (sharing information) for a better control of their grassroots structures. In the same way, thanks to these activities that have made it possible to interact, they do not feel marginalized, despite their difficult living conditions often "less considered in the society" as compared to young school pupils.

"We try to give the WCYs the opportunity to enjoy the same living conditions as other friends, and this explains why literacy classes and practical exercises in ICTs are organized".

B.B., animator AWCY Lac, November 2008, Sô-Tchanhoué, Benin.

Rather than being simple communication tools, the new forms of information and communication technologies, allow the WCYs to avoid being marginalized in the society. Moreover, it offers them possibilities to show their ability in mastering digital intelligence and develop skills and other forms of social activities in order to manage their social and professional activities.
The computer, the Internet and the mobile phone have enabled the WCYs to be more involved in their activities because in most cases, these gadgets are viewed as a sign that one is able to manage their own activities even as an apprentice. A mastery of the computer has also created positive social values. This underscores the great interest the WCYs show for the different uses of ICTs. This is, however, slowed down by some particular structural conditions due to difficulties of access.

"Formerly, we did not know the difference between the computer and television; now we know that both are not the same. A computer is more than a television".


Appendix: Main traditional and modern communication tools

A- TRADITIONAL INFORMATION AND COMMUNICATION TECHNIQUES

"External" Communication for the public and authorities

- sketches,
- participation in sketches of actors living with WCYs of the following groups: "Cœur vaillant", "Mawu Pé ounsin" and the group "Kafu Mawu"
- theatre-forum during national or international celebrations
- "door to door" meetings
- meetings to which the village chief and his wife are invited
- discussions during the renting of tarpaulins and other materials for festivities
- talks on presenting the movement and the rights and duties of Working Children and Youth
- door to door and oral communication in the community
- using the village public crier (gong-gong)
- animation sessions of the bamboo orchestra
- Fanfare
- income generating activities with fanfare through animation of popular festivities during funeral celebrations or weddings
- drumming and dance, choreography
- information and sensitization sessions most often organized at public places of the village, in churches (Sundays), from house to house and in the schools (at the end of the year).
- sensitization on Thursdays, the weekly market day
- periodic trips to spots considered sensitive to the violation of WCY rights
- competition on water, competition to determine the best "skipper" and regatta
- processions of youth, walking (to help circulate the information);
- mutual financial contributions (tontines)
- visits to the authorities of the area, parents
- grassroot group invite and sensitize apprentices “bosses” in order to reduce the
cost of training the WCY members of a grassroot group, tutors, etc.
- organization of festivities to present the objectives of the AWCY to non-members
and the public (1 May and 16 June, New Year, Pentecost, Easter, etc.)
- activities and football matches
- football and basket tournaments open to non-WCY members
- all sorts of games (hide-and-seek, bountou, domino)
- tournaments and competitions
- fliers for sensitization sessions
- notices, poster, placards, banners
- photo exhibitions
- printing and drawing on banners
- cartoons
- reproducing of discussion sessions in the form of cartoons to explain the 12 rights
and 9 duties of the WCYs to the public
- reviews
- information centre enabling children and youth to have a place for entertainment
and studies, to learn to read and write (set up by partners or supporting structures)
- typing, printing and distribution of texts on sensitization on the 12 WCY rights
to the populations ;
- use of buses
- mail box
- Dictaphone, tape recorders
- sound systems

"Internal" communication within the WCYs, group to
group, AWCY, Coordination and supporting structure

- letters closed and often entrusted to Zman (moto-bike taxi driver) or to lorries for
the supporting structures or national coordination, or to receive messages from
other grassroot groups
- letters
- oral messages
- WCY meetings
- general assembly to discuss strategies to be adopted
- letters through drivers and taxi men or friends in sending information to the coor-
dination office
- motor bikes, most often used by the animator (to visit the WCYs and bring them
information)
- vehicles to send mails
- through a simple lighting system, the other members of the AWCY are informed about the meeting to be held
- mutual visits among the grassroot Groups
- meetings for agricultural and animal rearing projects
- meeting for discussions among AWCY members
- sessions to share benefits received from training
- power generators and evening courses

**B- MODERN INFORMATION AND COMMUNICATION TECHNOLOGY**

"External" communication with the public and authorities

- mobile phone on a hill or on a football field to have the network
- phone on the hill, under the sun or after having traveled long distances
- personal computer and a laptop
- using the computer and a video projector to show films on trafficking and early exodus of children and youth to motivate persons; resources and supporting structures to attach particular importance to the AWCY
- thanks to the computer, the WCYs were able to buy a power generator that provides electricity to the office of the association, but also sometimes to the village. Relatives also take advantage of the generator to animate funerals.
- connection to the Internet to get in touch with WCY members of other countries
- dialogue by Internet with friends, parents, without forgetting members of the regional office
- Internet news on sports, education, films on foreign channels
- Internet, (purchase of surfing time, etc.)
- GOOGLE search to read the news on sports (to have the current program, invite friends outside our countries on Site Hide Five (a site that enables one to know and make friends nationally and internationally), to come and discover our countries
- using skype (possibility of conversing on the net among friends and participating in a meeting or international conferences)
- blog communication systems, chat, yahoo messenger
- E-mail
- digital gadgets
- photocopier to open up our rural areas by making copies of all kinds of documents (identity cards, exams, notices for meetings, invitation cards)
- video projector
- video projectors to show films on sensitization
- renting cameras and filming all activities to enable the WCYs show them at appropriate times
- radio animations, organized by the WCYs or organized for particular activities
- using community radio to speak to the public, announcements and communiqués
- public electric lighting by power generators to show films, during gatherings, games video projections
- charging of mobile phone batteries for the public for 100fcfa per mobile phone
"Internal" communication within the WCYs, group to group, AWCY, Coordination and supporting structure

- phone calls, use of telephone booths
- charging batteries and lending phone batteries among WCYs
- contributions to obtain a credit card to call a friend or the coordination office
- income generating activities with the mobile phone
- sending SMS to exchange information
- messages or sms reminders
- mobile phone for messages among WCYs, entrusting mobile phones to grassroot groups to be used for information development and sensitization activities of the association
- the WCYs have a Sim card they insert in cellular phones that have been lent them.
- WCY delegates to send and receive emails from grassroot groups of other towns, the coordination office and from the regional office of the AMWCY.
- use of the Internet to send reports to the grassroot groups
- Internet for correspondence among members and associations, for the creation of blogs etc.
- radio programs, announcements, radio communiqué
- use of digital cameras
- downloading photos and making photo album on different activities of the association
- playing cards (spider…), bowl games (Zuma) on the computer
- writing and keeping reports of the association, games and listening to music, photo processing and their insertion in the reports
- use of the computer, typing, and word processing
- computer for typing invitation to meetings and radio communiqués for meetings
- E-mail
- photocopy
- camera

TRAINING PROGRAMS

- Participative Action Research (PAR)
- advocacy
- on the use of the computer
- techniques in listening, restitution and undertaking projects
- listening to children living in difficult situation
- on radio
- printed media and video editing
- on apiculture, pineapple farming, fish breeding and ginger farming
- on mobilization of resources
This study report of the AMWCY is aimed to share experiences acquired by Working Children and Youth (WCYs) in the use of Information and Communication Technologies (ICTs) and several forms of communication.

Specifically, the research tried to:

- record the experiences of the AMWCY in the use of ICTs
- study the process of the use of ICTs by the AMWCYs
- make a list of all the types of ICTs to which the AMWCYs have access
- analyze the mechanisms and conditions under which the AMWCYs use ICTs
- facilitate the search for strategies to improve the use of ICTs