

Training Needs Assessment of Women Survivors of Violence *for* Digital Storytelling Workshop

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1. Introduction

Information and Communication Technologies (ICTs) are a diverse set of technological tools and resources to create, disseminate, store, bring value-addition and manage information [1]. ICTs can be effectively used by women for their political and social empowerment, as well as to ensure gender equality [2]. Violence against women is rife in Pakistan, in rural and urban settings within all classes, castes and religious groups and most of the case remain unreported [3]. To bring this information online, ICTs can be effectively used to bring out stories of violence against women in the society [4] and raise more awareness around this issue.

Digital Story Telling (DST) is an effective technique of developing documentary style story for narrating experiences by using digital tools having a strong emotional element [5]. This approach is being widely advocated by national and international civil society organizations to women survivors of violence, for healing, self expression, and developing mutual bonds with others [6].

Following this motivation, All Pakistan Women Association (APWA) Punjab in collaboration with Center for Language Engineering (CLE), KICS, University of Engineering and Technology (UET) Lahore is conducting a training program on capacity building women survivors of violence to develop digital stories. This program focuses empowerment of women by using ICTs, for self expression and communication with others.

2. Rationale of the Study

The first step in developing the training program for these women was to understand their training needs and requirements and ascertain their technical capacity in using ICTs. In this context, needs assessment study was designed to understand four core issues.

- i. ICT Competency; to assess the technical competency of the participants, so that the training can be designed accordingly.
- ii. Language Skills; the second fundamental determinant for designing the training is the educational background and the languages in which they can comfortably read and write. Choice of language is specifically fundamental as it will have implications on the development of the training material, text for the training slides, and any sample stories that are displayed during the training.

- iii. Availability and Ability to Commute; most of these women survivors are single mothers, earning a living for their family and children. Thus the duration and the daily time slot that they can comfortably devote to training program must be assessed prior to the project roll out.
- iv. Age and Education; age becomes a significant factor in effectively executing the training. This is because younger participants could be easily motivated to learn new tools and techniques. However teaching ICTs to elderly might pose greater challenges to learning the new skills and have a reciprocal impact on their motivation as well.

3. Study Design

The training needs assessment study was conducted at APWA Punjab. Following the purposive sampling techniques [8], 7 women were identified by Legal Aid Cell of APWA Punjab; who were already in contact with APWA in acquiring legal help.

Individual structured interview were conducted with each of the participants by four interviewers to collect data regarding the four core areas identified in Section 2. Three interviewers were from CLE while one interviewer was from APWA Punjab. Three interviewers were female while one was male.

4. Findings

The data collected through this study has been analyzed using SPSS. The important features are presented in tabular and graphical form below.

No.	Age	Marital Status	Education	Occupation	Language Preference for Training Material	Computer Access
1	28	Married	7	House Maid	Urdu	No
2	23	Married	8	House Wife	Urdu	No
3	25	Married	10	Teacher	Urdu	No
4	60	Widow	0	House Wife	Not able to read	No
5	30	Married	0	House Wife	Not able to read	No

6	37	Divorced	10	Boutique	Urdu	No
7	28	Divorced	10	Nurse	Urdu	Yes

Table 1. Age, Marital Status, Education, language preference of training material and Computer Access of the participants

Table 1 shown above presents the age, education, language preference of training material and computer access of the participants. Regarding the participant's age group, it is evident that most of the participants are young while only one participant falls in the category of old age. Four participants are married but some of them have filed divorce. Two participants have taken divorced their male partner due to violence incidents. There is only one participant who is a widow. Regarding their educational background, 3 participants have received education up to matriculation level while others have received education till middle level. Two participants have had no take formal education and they are thus unable to read and write in any language.

All of the participants have preferred Urdu as a language of training material instead of the two participants who are print disabled. Regarding access to the computers 6 of the 7 participants interviewed did not have access to the computer at home or in their neighbours.

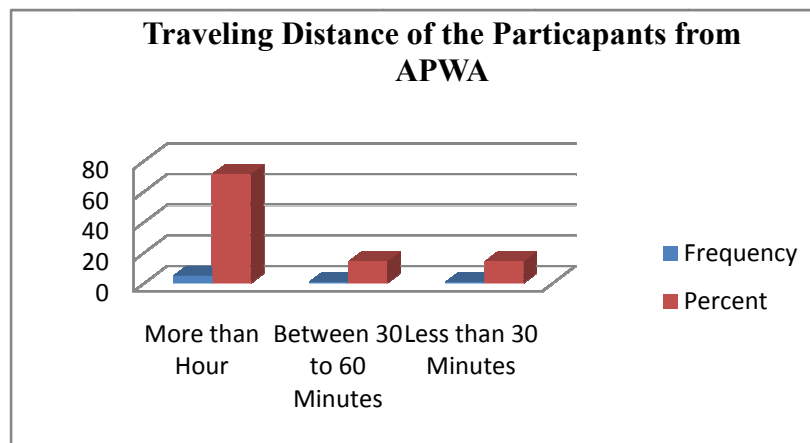


Figure 1 Showing the traveling distance of the participants from APWA Punjab

The figure represents data of traveling distance of the participants from APWA Punjab. It depicts that 70 percent of the participants, travel more than an hour, to reach APWA while 30 percent participants travel between 30 to 60 minutes reach the proposed training venue. Only 30 percent of

the participants travel less than 30 minutes to arrive at APWA Punjab. It is also observed that all the participants use public transport to reach the destination. Further, majority of the participants are working women. They work in different sectors like nursing, teaching and house maid. The table shown below presents the data of language proficiency of the participants in Urdu and English of the women survivors of violence.

Language Proficiency	Nil		Low		Medium		High	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Reading in Urdu	2	28.6%	0	0%	0	0%	5	71.4%
Reading in English	4	57.1%	1	14.3%	1	14.3%	1	14.3%
Writing in Urdu	2	28.6%	0	0%	2	28.6%	3	42.9%
Writing in English	4	57.1%	2	28.6%	0	0%	1	14.3%

Table 2 Language proficiency of participants in Urdu & English

The table above shows that 70 percent of the participants are able to read the essay and stories in Urdu language. They fall in high level category in reading proficiency in Urdu, while 30 percent of the participants are unable to read even basic words of Urdu who fall in NIL level category.

When questioned about their competence to read and write in English language, more than half of the participants said that they did not have the ability to read English language. Only one participant responded that she was able to read English stories and essays.

The second indicator of the language proficiency is writing ability. 43 percent of the participants are able to write essay, story and letter in Urdu language, while only 14 percent are able to write the same in English. 57 percent of the respondents did not have skills to write in English while 28 percent were able to write in Urdu language.

	Nil		Low		Medium		High	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Basic Computer Knowledge	4	57.1%	0	0%	1	14.3%	2	28.3%
Computer Operating Knowledge	4	57.1%	1	14.3%	0	0%	2	28.6%
Internet Knowledge	4	57.1%	2	28.6%	0	0%	1	14.3%
Familiarity with ICTs	0	0%	3	42.9%	1	14.3%	3	42.9%

Table 3 Showing the Computer Skills and Familiarity with ICTs of the Women survivors of violence

Table 3 represents the data of participant's computer knowledge. It shows that more than half of the participants were unfamiliar with the computer while only two participants knew how to use computer effectively. Two participants had some idea of internet and one participant knew how to use some of internet applications.

Familiarity with different ICTs is also important in the designing of training program. The above table depicts that 42 percent of the participants have some knowledge of using ICTs while other could use these tools reasonably well. These ICTs are television, radio and mobile phones.

5. Discussion

The finding presented above highlighted the following five areas that need to be considered while designing the digital story telling training for the participating women.

- 1) The data reveals that majority of the participants had not used computer ever in their lives. They had only seen it but never had an opportunity to use it. Thus, in this scenario, it was important to focus more on audio visual learning methods, supplemented by written to reinforce the training.
- 2) Story making is the fundamental part of this training program and most of the women survivors of violence may not be able to perform this task independently based on their education background and age. So, it is suggested to provide some story development and script writing support during the training program. In this regard, CLE has requested addition resources from the Center who have expertise in Urdu script writing, e.g. MA Urdu resource to join the training, which would be required for story development and script writing.
- 3) Training duration is a critical determinant to ensure their participation. This is because; most of the participants live in remote areas of the city. They travel using the public transport and approximately spend an hour, one way, to reach the destination. Thus the training time is recommended to start from 10:00 onwards when they can safely reach the venue.

- 4) As the participants are working for their livelihood, thus, they cannot spare a full day for the training session. Thus training duration must not be more than 3 to 4 hours per day to make this program fruitful for them. To mitigate more drop-offs from program, a daily honorarium has been designed in the training which will be provided to the women, on daily\weekly basis. It will serve as an incentive for them to take off from their normal work and come and attend the program. In recognition of their participation, trainees will also be provided a certificate acknowledging their successful completion of the training. Best story award is also announced which will give them a motivation to learn and spend time for the training. Cash prize will be given for that.
- 5) The education level of the Women survivors of violence is quite low. Some of them are unable to read and write in their native language while only some have capability to read and write in Urdu. By seeing that, it is suggested that to make training material pictorial, and exploring graphical modes for training material presentation and teaching where language content is required, only the local language text can be used based on the competence of the participants in Urdu language.
- 6) Training design need to be developed at a different pace for some based on their age group, education and technical competency. Age is one of the most important factors in learning process. Young people have more tendencies to learn instead of old people. This training program needs much intention of the participants to learn D-S-T technique. The selection of the participants will make considering this factor also.

6. Conclusion

This training need assessment study has provided the direction to develop the training program for the women survivors of violence. Some vital factors assessed through the study have been taken into account for the design of the training program, the fact that two participants are not able to read being a key example. The study also allowed the trainers to interact with the expected participants and start building working relationships. Overall, all participants have showed willingness and in some cases enthusiasm to join the training program. The activity thus has been quite fruitful.



References

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Appendix A

Need Assessment of the VAW Survivors for D.S.T Training Program at APWA Punjab

Name Age.....

Education..... Marital Status.....

Monthly Income Occupation

Mother Tongue Residence Area.....

Time Feasibility 08am-12pm 10am-02pm 12 -04pm

Computer Availability..... Access Point

Language of Training Material English Urdu

Feasibility	Low	Medium	High			
Traveling Distance	More than Hour <input type="checkbox"/>	Between 30 to 60 Mints <input type="checkbox"/>	Less than 30 Minutes <input type="checkbox"/>			
Traveling Mode	Walk <input type="checkbox"/>	Public Transport <input type="checkbox"/>	Own Vehicle <input type="checkbox"/>			
Interest to Attend the Program						
Evaluators Feed Back						
Language Proficiency	Reading			Writing		
	L	M	H	L	M	H
Urdu	Signboards Advertisements	Newspaper	Magazine , Books	Name	About Yourself	Letter or Essay
English	Signboards Advertisements	Newspaper	Magazine , Books	Name	About Yourself	Letter or Essay
Computer Skills	Low		Medium		High	

<p>Basic Knowledge (monitor, mouse, key board etc)</p>	<p>Basic Idea of Computer</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Knowledge of the Devices</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>More than that</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Operating knowledge</p>	<p>On-Off</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Drives Information</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Microsoft Office</p> <p>Video or Film</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Internet knowledge</p>	<p>Basic idea</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Websites Information</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Emailing and Social Networking</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Familiarity with others ICTs</p>	<p>TV</p> <p>Radio</p> <p>Mobile</p>		
<p>General Feedback of the Evaluator</p>			