

Centre for Women's Development and Research- CWDR
ICT Enabled Life Skill and Sexuality Education for Adolescent Girls
Interim Report 15th August 2004 -15th February 2005

Reference No. 0401A6_S01

Research Team

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Synthesis:

In Indian culture, talking about sex is taboo, especially for adolescent girls, who face societal and familial pressures to maintain “innocence” and virginity. This results in restriction of exposure to sexual education or open discussions about sexuality. During the transition to adulthood, lack of knowledge and awareness about reproductive organs, physiological changes, or sexuality can promote psychosocial stress and result in health risks associated with lack of awareness. In India, one-half of all young women are thought to be sexually active by the time they are 18, and almost one in five are sexually active by the time they are 15. There are approximately 10 million pregnant adolescents and adolescent mothers throughout India at any given time.

Lack of adequate awareness and education are at the root of most sexual and reproductive health problems. Towards this direction Center for Women's Development and Research-CWDR has begun to implement a project “ICT enabled life Skill and Sexuality Education for Adolescent Girls” which will focus on comprehensive sexuality, life skills, and empowerment training for adolescent girls.

The general aim of the project is to design, test, and implement an ICT based life skill and sexuality education targeting adolescent girls from rural and urban areas. Based on this pilot experience, we will begin to modify, improve and ultimately expand the network further. Some of our specific objectives are to: provide life skill and sexuality education by using ICT for 200 adolescent girl children of Othiyur village and Thiruvanmiyur slum area; design a ICT based information dissemination system that can be used among rural and urban adolescent girls; create a family profile and area profile of Othiyur village and Thiruvanmiyur slum area, using ICT, by involving the adolescent girls; create an awareness among adolescent girls and the community about the potential of ICT to change their lives; initiate and strengthen adolescent girl children's clubs “Snaehidhi” in the target and in future build a network of adolescent girl children's clubs using ICT.

At the six-month point in our project we have conducted focus group meetings with adolescent girls to assess general knowledge and beliefs about sexuality and sexual

health, as well as understand the socio-cultural context that contributes to these beliefs. We have developed our outline for a 5-module sexuality education curriculum. We have developed the first of the 5-modules. In addition, we have created an environment for computer use and learning at our main community outreach center in Thiruvanmiyur, Chennai. We have aggressively been networking and disseminating information about our center and the computer lessons that we offer geared towards adolescent girls in the slums of South Chennai. Approximately 100 girls from the Chennai slums have come to use computers in our center. They have gained confidence in using the computer and have been taught basic computer skills, program applications and using the Internet. After some issues with electricity and phone connections, we were able to set up a computer in Othiyur village and began computer lessons for the girls in a manner similar to those in our Thiruvanmiyur center. We have collected data to help create a family profile and area profile of Thiruvanmiyur slums and Othiyur village. In Chennai we have collected 55 profiles and in Othiyur village 35 profiles. It is more about the girls, their photos, their age, educational qualification, now we expect them to update it with their family details. We have initiated the girl's club "Snaehidhi" in the slums of Thiruvanmiyur.

Research Problem:

The general aim of the project is to provide comprehensive sexuality education and life skills training to adolescent girls in urban and rural areas in Chennai, India – a population that is often not educated in these areas that are vital for physical health, psychological and emotional development, and empowerment. This project will bring sexuality education and life skills training to adolescent girls via ICT, which will allow us to reach multiple communities, while providing a method of information dissemination that invokes enthusiasm while educating and empowering. During this project our aim is to design, test, and implement an ICT based life skill and sexuality education targeting adolescent girls from rural and urban areas. Based on this pilot experience, we will begin to modify, improve and ultimately expand the network further.

Research findings:

Part I:

We conducted focus group discussions with over 50 girls from different slums in the South Chennai area. In addition, we held focus group discussions in Othiyur Village, where approximately 30 girls attended. The purpose of these discussions was to gain qualitative data regarding previous exposure sexual education, sociocultural factors

contributing to lack of education, and general beliefs, myths and facts they held about sex and sexuality. With this data, we wanted to create culturally sensitive material and comprehensive material for our ICT sexuality education curriculum.

As a result of these focus groups, we found that there was a basic lack of knowledge regarding even menstruation, pubertal related changes, and general feminine health and hygiene. In addition, the discussion of sexual issues was perceived as “wrong” and inhibited many of the girls from asking questions or sharing their thoughts.

From these discussions we concluded that we had to devise culturally sensitive ways of approaching the topic of sexuality education, and general women’s health issues, without alienating or distressing the girls in the process. We also learned that we must address basic issues of self-esteem and worth in these adolescent girl populations, as many girls felt it was not their right to make decisions about sexual health and practices. We found that it is vital to include some education/empowerment for girls to strengthen their beliefs about personal strength and ability to make informed choices. In addition, we learned that there are a great deal of myths related to personal health and sexual beliefs that were pervasive among these groups. It will be important to include a great deal of information comparing myths with facts about sexual, personal, and reproductive health in all modules of the curriculum. Finally, we felt that many factors contribute to total understanding of pubertal, sexual and general health in these girls, and that these factors are often inter-related. Thus, we chose a 5-module ICT curriculum that will provide comprehensive understanding of:

- (1) Growing up (including puberty)
- (2) Sex and Sexuality
- (3) Sexual Violence, Abuse and Decision Making (including counseling and legal resources)
- (4) Sexually Transmitted Diseases
- (5) Knowledge Assessment and Feedback

The focus group discussions helped us understand that gradual learning over several sessions will help shape beliefs and practices in a more lasting way. Presenting virtually all the information about growing up, sexuality, and living a healthy lifestyle in one or two sessions will overwhelm these girls who have never been spoken to about these subjects before. In addition, it will allow us to gradually educate them and build rapport through computer technology.

Part II:

We assessed the interest and ability for girls in the slums of South Chennai to use computers and understand materials presented to them on a computer. In addition, we collected data regarding their interest in learning about health, education curricula and other topic as presented to them through ICT.

A total of 109 girls from the slums in South Chennai have come to our center to use computers since the inception of this project. Of these girls, 98 have filled out our questionnaire regarding computer use, comfort using the computer, and desire to learn about computer programs and topics such as health education. (See enclosed questionnaire).

Of these girls, 71% were introduced to computers in our center and began using them here for the first time. 78% of the girls reported coming to the center everyday or multiple times a week to use the computer to use the computers (65% everyday). 100% of the girls report knowing how to open computer programs and perform general operations. In addition, 100% of girls reported knowing how to use the mouse and keyboard.

In terms of reporting personal comfort in using the computer, 98% reported feeling comfortable using the computer at the point of the survey. 77% feel comfortable reading text on the computer screen. And 73% report they would feel comfortable learning different subjects using the computer.

Finally, about 31% of the girls reported an interest in learning about personal health from the computer (however, a greater number of girls wanted to learn vocation-related skills, such as typing).

Taken together, this preliminary data revealed that girls that come to the center to use computers come regularly and with great enthusiasm. They have almost all learned about basic computer operation, computer hardware usage, and report feeling comfortable using the computer and reading materials off the computer screen.

We learned that we have to illustrate more about the potential to learn information like health education, as more girls seem to understand the importance of tangible skills that can be used from the computer, as opposed to intangible knowledge. We will focus on conveying the potential to learn education materials in our coming training sessions with girls that come to the center.

Fulfillment of Objectives:

Our objectives, their corresponding progress, are as follows:

- 1) *Our overarching general aim is to design, test and implement an ICT based life skill and sexuality education targeting adolescent girls from rural and urban areas. Based on this experience expand the network further.*

In terms of our overall aim, we have begun to introduce ICT to girls in urban and rural settings. We began to design our comprehensive sexuality education curriculum. We will be able to begin implementation and testing of this curriculum in the coming month (April 2005)

- 2) *To provide life skill and sexuality education by using ICT for 200 adolescent girl children of Othiyur village and Thiruvanmiyur slum area*

We have already provided 109 girls in the Thiruvanmiyur slum area and 30 girls from Othiyur village with training in basic computer knowledge and skills. We have conducted numerous focus group discussions with girls in both the Thiruvanmiyur slum area and Othiyur villages, which has helped us in our planning and initial development of the sexuality education curriculum. Once we finalize the curriculum preparation, we will be able to provide it to the 139 girls that are already comfortable using computers to access and read information. In addition, we will begin to simultaneously train the girls in using computers and implement the sexuality education curriculum in Othiyur.

- 3) *Design a ICT based information dissemination system that can be used among rural and urban adolescent girls*

As mentioned above, the focus group discussions that we have conducted, along with our analysis of the qualitative data we have obtained from these discussions, has helped us to plan and begin to design a comprehensive 5-module curriculum. In addition, we have been gathering information and conducting meetings with local educators on content that we can develop for the Life Skills portion of our project.

- 4) *Train 50 adolescent girls in using computer, internet and digital camera*

We have already trained 109 girls from the Thiruvanmiyur slum area in the use of computer and Internet. In Thiruvanmiyur we also have conducted 5 days training programme on using computer, internet and digital camera, this programme was conducted during the weekends. In Othiyur village we are yet to conduct this programme because we got the telephone connection only during February 2005 and

we are yet to get the Internet connection. This area is also hit by Tsunami so we are planning to conduct it during April/May month. .

(5) Create a family profile and area profile of Othiyur village and Thiruvanmiyur slum area, using ICT, by involving the adolescent girls

We have made great progress in collecting data to begin our family and area profile databases. So far, we have collected family data from 170 girls in the slums of South Chennai and 80 girls from Othiyur village.

(6) To create an awareness among adolescent girls and the community about the potential of ICT to change their lives.

We have actively been speaking to girls in many slums about the ability of ICT to change their lives and provide them with an exciting and novel way to learn information and communicate with others. From these many communities, 100 girls have thus far consistently come to our center over the last few months to learn about computers; and they have generally showed high levels of interest and enthusiasm when exposed to this new technology. Also, the addition of a fully functioning computer in the past month at Othiyur village has stirred a great deal of excitement and inquiry from the adolescent population there. We have expressed to the girls, during our weekly meetings there, that they can use this tool frequently and consequently recognize its ability to inform and teach them in novel, exciting ways. We are confident that as soon as girls consistently begin using the computer in Othiyur village, that we will receive the same response and dedication to learning ICT from them as we have the girls in the Thiruvanmiyur slum area.

(7) Initiate and strengthen adolescent girl children's clubs "Snaehidhi" in the target and in future build a network of adolescent girl children's clubs using ICT

We have already initiated the "snaehedhi" group in Thiruvanmiyur (see objective 9 below)

(8) Develop a Tamil language web-site or multimedia CD to educate adolescent girls about sexuality

Our 5-module sexuality education curriculum will be in PowerPoint format. We will be able to transfer this to CD and disseminate copies upon its completion. Although we have not done this yet, our decision to utilize PowerPoint will allow the curriculum to be used wherever a computer is present – as we have learned that it is often difficult to initialize and maintain internet connections in rural areas. Since we

not have any funds for this in the present project we have participated in a competition organized by RNTC-Radio Netherlands Training Centre and won the first prize in the category of website. With the prize money soon we will be designing and launching this website”www.snehidhi.org.in”

(9) To educate and motivate adolescent girl children to mobilize their collective potential to solve their issues.

We have initiated the “Snaehidhi” groups among girls in the Thiruvanmiyur slums and Othiyur village and have encouraged them to look upon this friendship group as a creative outlet and social support system. We have decided to create a monthly newsletter to document the goings-on in this group, and to give the girls a collective print media to exchange their views and ideas. In addition, the “Snaehidhi” group has already participated in group activities, such as picnics and trips to the local cinema. We will next introduce the “Snaehidhi” concept in Othiyur village, which we anticipate to continue successfully, as a community of girls who utilize the resources in our established adolescent girl center there already have formed an informal collective which meets quasi-consistently and freely exchanges ideas. We will help them strengthen this collective and establish a rural newsletter as well.

(10) To find about the usage and impact of ICT among rural and urban adolescent girls.

We will begin this level of analysis once our first wave of 50 adolescent girls has been exposed to the curriculum.

(11) To provide supplementary education classes through ICT for 50-100 girls studying high school to enhance their performance in their classes.

We have not yet begun on this stage of the project. However, our meetings with educators have shed some light on the types of topics we could include in our supplementary education curriculum.

Project Design and Implementation:

- Our original proposal mentioned that this is a pilot study regarding a culturally sensitive issue – sexuality education for girls. Thus, we spent the first 6-8 weeks conducting focus groups and building rapport with the communities we will work with. Both in the Thiruvanmiyur slums and Othiyur village, we spent a great deal of time speaking with mothers (and in Othiyur, fathers as well) informing them of the computer facilities we had set-up and the potential for their daughters to learn

about life skills and health education. The focus group discussions and analysis of the content and issues that arose during these discussions required approximately 8-10 weeks.

- We have also consistently been disseminating information to slums in the Thiruvanniyur area regarding our computer facilities and trainings. We have consequently trained over 100 girls in computer and Internet use over this time, and still continue to train more girls.
- We have simultaneously been collecting family and area profile data of the girls in the Thiruvanniyur slums. This includes both the girls that have been utilizing the computers at the center and others that we have visited in the field during our rapport building activities. In addition, we spent one-week collecting family and area profile data in Othiyur, where girls from the village helped us to collect this data by visiting each home in the village personally.
- We have spent the bulk of time helped us to design, revise, and restructure our curriculum over the course of the past few months. During this time we have consulted a local Pediatrician who specializes in adolescent sexuality education, and well as one of our organization's volunteers, a health psychologist who has helped us develop the curriculum.
- We spent a month developing the "Snaehedhi" group in Thiruvanniyur. We had several meeting with the girls to explain this concept and take them on field trips, engage them in discussion, and discuss the newsletter idea. We are still continuing to add girls to our "snaehedhi" community and will continue to strengthen the community. In addition, we will be creating a structured "snaehedhi" group in Othiyur.
- We have spent the last month meeting with educational specialists in order to begin developing our life-skills education curriculum.
- We are currently prepared to pilot test the first module of the curriculum, which focuses on "growing up" and includes sections on female anatomy, puberty and emotional changes. We will continue to prepare the other modules and should be ready to implement the entire sexuality education curriculum in April.
- It is necessary to note that although our research problem and project aims have remained the same, our timeline for implementation of this project has been altered slightly. CWDR has been actively involved in the tsunami relief effort,

which has devastated many coastal villages within Chennai, and south of Chennai. Due to our relief efforts, we temporarily suspended working directly on the ICT project. However, as a part of our relief work we have built rapport with 11 fishing communities and established childcare centers and economic opportunities for women in these communities (as long as relief aid). As a result of the work we are doing in these affected communities, we have built a good rapport with the women and adolescent girls. We plan on starting new centers in the near future in several of these communities, where we will be able to launch our ICT project curricula to help foster long term development, in addition to our tsunami-rehabilitation work, among these devastated groups.

Project Outputs:

The main project outputs that we have at this interim point in the study are:

- (1) A growing database of family and community profiles
- (2) A portion of the sexuality education curriculum (we have this available on CD-ROM)
- (3) Data on computer proficiency and comfort using computers, from the adolescent girls that have been trained in ICT at our Thiruvanmiyur center
- (4) The formation of “snaehedhi” and a corresponding newsletter for the girls in the Thiruvanmiyur slum areas.
- (5) Work on Snehidhi website is in progress

Capacity Building:

We have employed a quantitative health psychologist (volunteer) to help us develop questionnaires and data collection schemes for this project. She arrived in Chennai after we began the project and has developed questionnaires and interviews to assess general computer proficiency, ease and comfort in using computers as an educational device, and psychosocial issues involved in developing a curriculum based on culturally sensitive topics.

We have been working with a local Pediatrician with experience in adolescent sexuality education. She has helped us understand some of the basic issues in disseminating information on sexuality to Indian adolescent girls. In addition, she has helped to train our staff in sexuality education.

Project Management:

In terms of administration, we have two research coordinators (one for the Chennai slums and one for Othiyur Village), an overall research advisor/curriculum developer, and field staff located in each of the slums we work with, and at Othiyur Village. The director of CWDR is the Project Manager who oversees and coordinates the activities of the above-mentioned staff.

The research advisor creates questionnaires, synthesizes the collected data, and has helped to develop the curriculum (with input from consultants and all other staff). The two research coordinators oversee the collection of data and help manage the activities of the field staff in rapport building with the communities, data collection, and monitoring of girls that come to the centers.

The staff and their work is monitored by the Director, who conducts bi-weekly meetings to assess the progress of the project, in terms of meeting overall project objectives, troubleshooting and addressing any administrative, staff, or implementation issues, and setting short-term goals.

Impact:

We have been able to reach over 100 girls in terms of computer training. At the interim point of this project, we have already seen the impact of training girls in computer use. They are committed to learning how to use this “new gadget” and consequently spend time in our center broadening their skills. They have more confidence in basic computer skills like typing, and a feeling of accomplishment when they are able to master a game or typing test. In addition, forming “snaehedhi” has helped many of the girls make new friends, talk openly about topics ranging from freedom to participate in activities, to their favorite cinema stars. We have noticed that over this short time, the girls are more vocal, although it is a gradual process. The next step will be to introduce the sexuality education curriculum and monitor the impact of the curriculum on their behaviors, beliefs and health.

Overall Assessment:

As we continue to move forward in the implementation and assessment of this project, its intrinsic value and timely importance becomes increasingly salient. In our efforts to develop our curriculum and assess current levels of understanding on sexuality and health in adolescent girls, we became increasingly aware of the total lack of understanding and the pervading detrimental myths. In addition, the response we have witnessed tremendous enthusiasm and consistent motivation to learn how to use on the part of

adolescent girls has shown us the promise of using this “gadget of fascination” to educate these girls.

These initial months of the project have illustrated the need for continual efforts and time simply to begin a project that requires the involvement of entire communities. We have spent a great deal of our initial time and effort simply building rapport with communities and aggressively encouraging young girls to go beyond the imposed societal limitations on girls and come to our center to expand their knowledge base. It is not an easy task to get young girls to leave their homes and gain additional training outside of school, as parents and families tend to restrict the time these girls have outside their homes. Thus, helping to empower, encourage, counsel and inform these girls and their families took up much of our initial time. Although this took more time than we expected, the bond created with these girls strong and have created a mild ripple effect, wherein friends of these girls have become curious about our computer center and what they can learn there. After a great deal of time and effort establishing this project in the communities we want to work with, we are now poised for a rapid implementation and monitoring of the sexuality education curriculum.

One of the main issues we have had establishing this project in Othiyur Village is consistent problems with electricity and getting a phone connection. However, after months of technical difficulties we have finally solved these issues and have already started making up for lost time there. Our main strength is or commitment to truly understand the communities we are working with and develop curricula and relationships that will have lasting, sustained effects in these communities.

We anticipate our next six months to produce more quantifiable “outcomes”; however, in this type of community-based work we have recognized the need of this initiating stage. With our overwhelming success in this first stage, we look forward to implementing our curriculum and collecting data on its effectiveness.

Annex A – Financial Report Form 1

Ref No : 0401A6 _ S01

CASH SUMMARY

A) Cash Received from AMIC (the Centre):

Dated Received	Amount Received (Remitted Currency)	Amount Received (Local Currency)
09.09.2004	SGD – 7664	2,07,061

B) Add: Cash Received from Other Sources (where applicable)

(Refers to cash receipt resulting from AMIC assisted activity.E.g.Interest, Income, sales of research products etc)

Description	Amount
Interest 3%	3,100.00
Our Contribution	26,576.00

C) TOTAL CASH FROM ALL SOURCES (A+B)

Amount in (A) + Amount in (B)	2,36,737.00
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D) LESS PROJECT CASH EXPENSES

No	Period	Expenses
	6 Months Period Expenses	2,36,737.00

**E) Cash Balance (Deficit) as at = Nil
(Date)**

Amount in © - Amount in (D)	Nil
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**F) LESS Estimated Expenses for February 15th 2005 to August 2005
(Next Period)**

Estimated Expenses (Refer to Form 3)	2,09,263.00
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**G) Estimated Cash Balance / (Deficit) as at February 15th
(Date)**

Amount in (E) – Amount in (F)	2,09,263.00
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_____ (Recipient's Name and Signature) _____ (Date)

Annex A – Financial Report Form 2

Ref No : 0401A6 _ S01

STATEMENT OF EXPENSES

For the Period from August 15th 2004 to January 15th 2005
(Commencement Date) (Interim Report Date/Completion Date)

Budget	Budget (Local Currency)	Expenses (Local Currency)	Variance (Local Currency)	Explanation of Variance
Budget	4,46,000.00			
Item Heading :				The Variance Amount will be spend during next phase.
1.1 Multimedia computer	80,000.00	70,970.00	09,030.00	
1.2 Digital Camera	35,000.00	23,390.00	11,610.00	
1.3 Table Chair	12,000.00	9,143.00	2,857.00	
Item Heading :				
2.1 Coordinators Salary	1,20,000.00	60,000.00	60,000.00	
3.1 Consultant Fees	20,000.00	5,000.00	15,000.00	
4.2 Software Educational CDS	25,000.00	7,520.00	17,480.00	
Item Heading :				
6.1 Adolescent Girls Training Food Expenses	50,000.00	16,322.00	33,678.00	
6.2 Internet and Telephone	48,000.00	20,434.00	27,566.00	
7.1 Local Travel	36,000.00	17,964.00	18,036.00	
Item Heading :				
Postage, Printing, Stationeries, Audit and Accounting	20,000.00	5,994.00	14,006.00	
TOTAL	4,46,000.00	2,36,737.00	2,09,263.00	

_____ (Recipient's Name & Signature) _____ (Date)

*Expenses – show expenses in separate columns corresponding to the reporting periods in the Cash Summary the Financial Report Form 1)

Annex A – Financial Report Form 3

Ref No : 0401A6 _ S01

STATEMENT OF ESTIMATED EXPENSES

For the Period from February 15th 2005 to August 15th 2005

Budget Heading	Estimated Expenses (Local Currency)
Item Heading :	
1.1 Multimedia computer	09,030.00
1.2 Digital Camera	11,610.00
1.3 Table Chair	2,857.00
Item Heading:	
2.1 Co-Ordinators Saraly	60,000.00
3.1 Consultant Fees	15,000.00
4.2 Software Educational CDS	17,480.00
Item Heading :	
6.1 Adolescent Girls Training Food Expenses	33,678.00
6.2 Internet and Telephone	27,566.00
7.1 Local Travel	18,036.00
Item Heading :	
Postage, Printing, Stationeries, Audit and Accounting	14,006.00
Total (Estimated Expenses)	2,09,263.00

_____ (Recipient's Name & Signature)

_____ (Date)

*For the Final Financial Report, Form 3 is to be excluded since there is no more Estimated Expenses

Questionnaire for ICT Project

Background Information

- 1) Name:
- 2) Age:
- 3) Education Level:
- 4) Are you currently in school?
- 5) If not, why did you stop going to school? Do you have any desire to return to school?
- 6) Do you live near the Center?
- 7) Is it easy for you to come to the center?

Computer Information

Usage

- 1) Have you used computers at our Center?
- 2) Did you ever use computers before you came to our Center?
- 3) How often over the last 6 months have you come to the Center to use computers?
Everyday _____ Several times a week _____ Once a
week _____ Several times a month _____
Once a month _____ Other: Please Explain _____

Knowledge Level

- 1) Do you know how to use the internet?
- 2) If yes, answer yes/no to the following. Do you know how to:
Browse websites?
Conduct Searches?
Use email?
- 3) Do you have an email account?
- 4) Do you know how to use Microsoft Word?
- 5) Do you know how to open computer programs?
- 6) What other applications do you know how to use? Please List:
- 7) What other applications would you like to learn about and use? Please list:

Comfort Level

- 1) Do you feel comfortable using a computer at this time?
- 2) If yes to question 1, do you feel comfortable because of your time at the center, or did you feel like this before coming here?
Due to Center ____ Before Coming to Center ____
- 3) Do you know how to use the keyboard?
- 4) Do you know how to use the mouse?
- 5) Do you feel comfortable reading text on the computer screen?
- 6) Compared to reading a sheet of paper, do you prefer reading on the computer screen?
Prefer paper ____ Prefer computer screen ____ Same for both ____
- 7) Would you feel comfortable learning different subjects using the computer?
- 8) Which of the following would you enjoy learning about using the computer?
Typing ____ Math ____ Languages ____
Personal Health ____ Science ____ Reading ____
Other Subjects (Please list):
- 9) Would you not feel comfortable using the computer to learn any of the subjects mentioned above? (Please list):
- 10) What other things would you like to do on the computer? Please List:

Interview for ICT/ Sexuality Education Project:

First I would like to ask you a few questions about using computers, and how comfortable you feel using them:

When did you start coming to the Center to learn/use computers?

Do you feel comfortable reading material from the computer screen?

Do you feel like reading information from the computer screen is a good way to learn information?

Do you find pictures and images on a computer screen are comparable to real-life images or images in books? Do you like seeing these images more than book images?

Would you be interested in learning about things like health from the computer?

Have you participated in any of our discussions on adolescent girls'/women's health?

How did you feel about the discussion?

Did you feel uncomfortable talking about these issues in a group setting?

Is it a topic that you want to learn more about?

Would you feel more comfortable if some of the information was presented to only you, on a one-to-one basis?

Would you feel comfortable reading about issues related to women's health?

How would you feel reading about women's health from a computer?

What types of topics would you not like to read from a computer in regard to women's health?

Would you feel uncomfortable looking at images, such as inside the woman's body, on a computer?

If a curriculum was created where you could learn many topics about health and your body by coming into the center for a few days and reading the information on the computer, would you be interested in participating?

Do you have doubts/issues about reading information about health on the computer?



SNEHIDHI
Building a positive body-image among young girls