

**Summer Training at
Latika Roy Foundation, Dehradun
(April 3 to June 2, 2017)**

**Study to Understand the Receptiveness of The Trainees to The Data Works
Program**

**By
Shubhangi Pandey**

**Under the guidance of
Dr. Sazzad Parwez**

**MBA Rural Management
2016-2018**


School of Development Studies
**The IIHMR University, Jaipur
2017**

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Shubhangi Pandey student of MBA Rural Management from The IIHMR University, Jaipur has undergone summer training, at Latika Roy Foundation and did a research project on Data works program for mentally challenged trainees from 3rd April, 2017 to 2nd June, 2017.

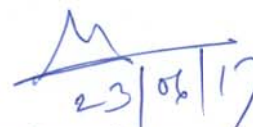
The Candidate has successfully carried out the study designated to her during summer training and her approach to the study has been sincere and analytical.

The summer training is in fulfillment of the course requirements.

I wish her all success in all her future endeavors.



Col. (Dr.) Ashok Kaushik
Dean, Academics and Student Affairs
The IIHMR University, Jaipur



Dr. Sazzad Parwez
Assistant professor
The IIHMR University, Jaipur

Latika Roy Memorial Foundation

42/2, Vasant Vihar, Dehra Dun 248 006 Uttarakhand India
+91 135 276 1014, 645 7852 contact@latikaroy.org www.latikaroy.org



To Whom It May Concern

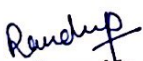
Shubhangi Pandey, interned at the Latika Roy Foundation, Dehradun from April 3rd to June 02, 2017. Latika Roy Foundation provides direct services for children and adults with developmental disabilities and engages in a wide range of activities to promote inclusion and social justice including advocacy, awareness, training, networking and sensitisation.

During her internship, Shubhangi, visited many of our centres and invested significant time and effort to understand our philosophy of work and how our centres function and to get to know the children, trainees and staff on a personal and individual level.

This was especially important as one aspect of the project she was to undertake was to conduct a research study on the success of Data Works, a training program we have recently begun with our young adults. To do this, she needed to establish friendly relationships of trust and respect with all the various players and to really understand the fundamentals of the program itself, our attitude to learning, the importance of a family-centred approach; and - most important - an understanding of each trainee's capacities and limitations as well as the goals and aspirations of their families. Working with another intern, she designed and conducted the research study, analysed the findings and presented them in a creative and appealing way to staff and parents at a meeting held for the purpose at the end of her internship.

A second project we asked her to undertake was regarding awareness of the disability rights at the CMO (Chief Medical Office) help desk, this was once a week.

All of us were truly impressed by Shubhangi's ability to interact easily and naturally with the children, with her warmth and sensitivity and with her ease of communication with everyone, and particularly with the parents. Her work ethic is outstanding and her passion, intelligence and creativity really inspiring. It was a pleasure to have her here in the Foundation and we wish her all the best for the future.


Randeep Kaur

HR & Training Coordinator

Latika Roy Foundation

ACKNOWLEDGEMENT

The Summer Training at **Latika Roy foundation, Dehradun** helped in providing me with both, a learning experience as well as a glimpse into the daily managerial level issues of this renowned organization. I was fortunate enough to interact with the esteemed authorities and staff of the organization, who have encouraged and guided me with their support and patience.

First of all, I would like to thank Mrs. Jo McGowan executive director, my mentor Mrs. Randeep Verma the HR for providing me an opportunity to carry out my internship at **Latika Roy Foundation**, I want to express my gratitude and sincere thanks to my guide in this research Dr. Rashi Bhatnagar, project head, for her constant support and invaluable time-to-time guidance and kind help in completion of this project.

I also want to extend my thanks to **Dr. S.D. Gupta**, Director-IIHMR for incorporating right attitude towards learning and **Col. (Dr.) Ashok Kaushik**, Dean-Academic and Students Affairs, **Dr. Gautam Sadhu**, professor and in charge **School of Rural Management**, IIHMR, for helping and supporting me to reach my goals and endeavors.

Finally, I acknowledge my indebtedness to the staff of the organization and my respected Guide of The IIHMR University **Dr. Sazzad Parwez** for providing his constant support by guiding me throughout my Training period.

I would also like to thank all those who have directly or indirectly supported me towards the completion of this Internship.

Sincerely,

Shubhangi Pandey

MBA-RM (2016-2018)

INTRODUCTION

LATIKIA ROY FOUNDATION-

What is Latika Roy? Who was she? What inspired us to start? There is an interesting story for all these questions...

Latika Roy grew up in Bihar and though she had an overwhelming desire for higher education, she was married off at the age of 18.

But, through sheer determination, she taught herself English and then at the age of 22, escaped to Kodaikanal – already pregnant with her first child – to study education with the renowned Maria Montessori. Well after the baby was born, she returned to Dehradun, now a trained Montessori teacher, and started her own school. It started in a tent, but after adding rupee over hard-earned rupee and brick over hard-earned brick, she was able to construct her own school building in Dehradun.

Sadly, she died in 1992 at the age of 74, after suffering several paralyzing strokes. In her will she had expressed a desire that the Montessori School continue. Her husband, who nursed her through 14 years and by then, had a better idea of what a remarkable woman he had been married to, approached Jo and Ravi Chopra who lived in Dehradun to do something in her memory. (Ravi and Dunu Roy, Latika's youngest son, were close friends from their college days.) In 1994, Mr. Roy approached Jo and Ravi Chopra with a request and a gift: "*Do something in memory of my wife*", he asked. "*I'll contribute 200,000 rupees.*"

That's where the Latika Roy Foundation began to form. But, the focus on helping children and adults with special needs sparked when Jo and Ravi Chopra adopted a little girl named Moy Moy.

Her mother was from the Himalayas and went into labor during a bus ride. Moy Moy was born on the side of the road 12 weeks premature, weighing in at 2 pounds. Her mother wrapped her up in a shawl and brought her into the hospital, where an American couple, both doctors, was volunteering. Her mother was planning to give Moy Moy – her 12th child – up for adoption. When the doctors about the baby, the woman said her sister would adopt her. The sister was Jo Chopra.

It turned out that Moy Moy needed a special school and there was none to be found in their city, so they started one. Now, 20 years later, Moy Moy's school serves hundreds of children from all over the state and the country. Because of her, over a 100 people have jobs and a purpose in life that has transformed them into extraordinary bearers of good news in a world desperately in need of it.

VARIOUS CENTRE'S-

1-GUBBARA: Gubbara is the Foundation's first Public Private Partnership. LRF has joined hands with the government of Uttarakhand to bring early intervention services to those children who need it most. This program provides assessments, a home management plan, training and information to poor families from around the state.

Children from birth to age six come with their parents for an intensive assessment. Our interdisciplinary team of specialists works with the families to arrive at a holistic understanding of the child and her/his strengths and weaknesses. We help families in getting the disability certificate made and explain the benefits of the same.

2: KARUNA VIHAR EARLY INTERVENTION CENTRE- The Early Intervention Centre (EIC) is for very young children with developmental delays. We know that the earlier we start working with children, the better they do. At EIC we work with children from birth to the age of six. We encourage their overall development, enhance their abilities to the full and endeavor to help them circumvent their disability. We build on the strengths of the child and train parents on early intervention strategies so that they are empowered to deal with their child's issues. All our programs are activity-based, with the emphasis on learning through play.

3: KARUNA VIHAR CHILD DEVELOPMENT CENTRE- We help parents meet regularly and discuss common issues and concerns. We organize specialists from different fields to meet them and make them more aware and equipped to deal with the challenges of parenting a special child.

Our team of skilled physiotherapists and occupational therapists looks at the unique needs of each child and develop a special plan of therapy and sensory activities to help the child deal with their own needs to their best possible potential. Our specialized team of psychologists helps the families and the children manage behavior issues in a planned and systematic manner.

4: Karunavihar special school (KVSS) - a school for children with special needs is an innovative centre for activity-based learning. Here children from 7 to 14 years learn to deal with their world independently. They develop academic skills as per their levels and grow into happy and confident youngsters.

5: Karuna vihar centre for vocational training- Our young adults are ready to find their place in the sun. At KVCVT our young adults build confidence in themselves and hope in the future.

What is done at KVCVT?

To find a Job- Our staff members help the trainees assess their aptitudes and interests to make a career choice best in accord with their abilities and preferences. Placements in the foundation's projects are a routine part of the curriculum, with trainees working in our offices, children's centre, school and EICs. Internships and jobs with other organizations in Dehradun are now on the increase.

Practical and Hands-on training for the trainees- Our activity based sessions teach cooking and housekeeping, sewing, paper bag making, baking, candle making, masala-packing, gardening, carpentry and office work-skills that will help our young interns gain employment and be engaged in meaningful activities.

Help them to gain confidence- Personal hygiene and grooming, workplace manners, appropriate sexual behavior, handling money and negotiating public transport are vital aspects of the curriculum. Friendships flourish and the Centre is their social life.

How to deal with the world- Real-life experiences are a large part of the curriculum and during the working hours trainees go to restaurants, buy what they need from the market, attend concerts and films, visit neighbors, prepare meals, shine shoes, wash cars, make phone calls and mail letters.

6: LATIKA VIHAR -At Latika Vihar our language is play, and all are included- Events and programs don't just happen. Children learn to plan organize and execute their creative ideas in a way that includes everyone. In the process they become effective leaders and managers!

Children need time to discover their own creativity and imagination with no adult interference. Here they are free to explore toys, books, dance, music, pottery, drama, sports and story-telling at their own pace, as little or as much as they like.

At Latika Vihar the shy one, the quiet one, as well as the child with more significant disabilities open up and join in! Inclusion in action is profound, particularly on children whose values are being formed. At Latika Vihar children learn that everybody is different, and everybody is important.

7: Resource Center- Gathering those resources, mobilizing those funds, building an inclusive world through training, advocacy, documentation and fund raising. We research acts and laws relating to persons with disabilities and work toward their implementation and enforcement. Every person should know their rights - we help by educating the public, investigating complaints and contributing to the drafting of new acts and policies on disability.

CMO (chief medical office)- Our help desk facilitates making Disability Certificates for applicants. We offer advice regarding facilities and services that people are entitled to by the government. The awareness team educates the public of their rights through community outreach.

INTRODUCTION (C.V.T)

The Karuna Vihar Centre for vocational training is a platform for young adults (generally addressed as trainees), who are involved in the process of building confidence in themselves and hope in what lies ahead of them. They are also given practical and hands-on training through activity bases sessions where skills required for cooking, paper bag making, gardening, carpentry, office work, candle making etc are taught.

The Centre also focuses on helping them become confident individuals ready to face the world outside for which the curriculum involves grooming, personal hygiene, workplace manners, handling money and other activities of daily living. Dealing with the world where inclusion is

something we hardly see, could be a big deal for the especially abled. In their Centre, they are given real life experiences like going to restaurants, buying things from the market, attending Concerts, making phone calls and mailing letters which will help them deal with situations confidently. Trainees, with the help of staff members are assisted in making career choices in accordance with their preferences and abilities. Data works is one such option with a class of 22 trainees where they are trained on data entry skills for office work.

This study aims to understand the receptiveness of the trainees to this program which will further help in measuring the progress it has made over a period of time and to also improvise the program by making changes after identifying them through the study.

PURPOSE OF STUDY

‘Data Works’ is one of the programs by Centre for Vocational Training which works towards assisting their 22 trainees in developing and working on their data entry skills. This study is being conducted to understand the receptiveness of these trainees to this program – what they like about it, what they wish to do with the skills they’re working on, if they understand the purpose behind doing this what the parents think of this program and also what they’re expecting out of this.

OBJECTIVE

A study to understand the receptiveness of the trainees to the data works program.

1. To understand the opinions of trainees on the Data works program and their knowledge of the same.
2. To understand the different ideas the trainees, have on using the skills they are developing and working on through this program.

METHODOLOGY

The primary source of information for understanding the receptiveness of the trainees at the Centre for Vocational training to the Data Works program, will be the trainees themselves. A qualitative approach will be used to understand the different opinions of these trainees about the program, their understanding about its benefits, the reason behind taking it up and what they think could be in store for them after this. To understand this, a one on one interview will be conducted with each trainee with the help of an interview guide and while doing so the comfort of the trainees will be given importance. They will also be briefed prior to the interview.

Method – Face to Face interviews

Tool – Interview guide

Primary source of data – 10 trainees from the data works program.

SAMPLE SIZE – 10

Incidental sampling: A list of all the trainees who can communicate well and express their opinions was prepared, out of which 10 trainees were selected through random sampling.

Arjun	Gopal
Hemanth	Dheeraj
Abhishek	Shweta
Aanchal	Vishwender
Priyant	Sarah

Table 1 sample taken

LITERATURE REVIEW

Timothy D. Peerenboom, 2003, Review of the treatment and education for autistic and related communication handicapped children (TEACCH) program. According to him Autism is a complex disorder that affects a child's social skills, communication skill and restricts a child's activities and interest. it is very important to educate such special children because he mentions studies have shown that teaching such children with special needs has helped a great deal in improving their neural activity and enhancing their memory skills also a child's skills in various areas can either be very advanced or substantially delayed.

According to (AmericanPsychiatricAssociation,2000). A child with autism may also show abnormalities in relating to both people and his or her environment .These type of behavior could include being unresponsive to verbal communication, making little or no eye contact, seeking attention in abnormal ways being content when left alone for abnormally long periods of time, and inability or unwillingness to take turns during play .But also various different learning techniques such as various nonverbal non-verbal behaviors that help regulate social interaction also to develop friendships at developmentally appropriate times .Thus learning of such children is of utmost importance.

Nidhi Singal, March 2016, in her study at university of Cambridge mentions that many education policies both at national and international level has been formulated for children with disabilities also education of children with disability is now an integral part of part of international discourse also in the sustainable development goals UN 2015 and the Incheon declaration (UNESCO, World education forum 2015) “no education target should be considered met unless met by all. We therefore commit to making the necessary change in education policies and focusing effort on the most disadvantaged, especially those with disabilities, to ensure no one is left behind”.

Ajit Mondal, A. and Mete, 2012, according to their study it says that education is must for all especially the one with disabilities to meet the challenges of life and these children need it more than anybody in order to identify and nurture their differential talent which will help them to lead a happy productive and useful life. Also, efforts to educate these disabled children soon began after independence.

The Kothari Commission (1964–66), was the one that officially first addressed the issues of access and participation by all. It emphasised a common school system should be such that it is open to all children irrespective of caste, creed, community, religion, economic condition and social status. Thus in 1968, the National Education Policy was formulated on commission's recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an 'integrated programme' that would enable handicapped children to study in regular schools.

Integrated Education of Disabled Children (IEDC) 1974: The Government of India realised the need to integrate children with disabilities came in 1974, when the Union Ministry of Welfare launched the centrally sponsored scheme of Integrated Education of Disabled Children (IEDC). In 1982, this scheme was transferred over to the Department of Education of the Ministry of Human Resource Development. This scheme for the Disabled Children provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place such children in special schools after they acquire the communication and the daily living skills at the functional level.

Ted S. Hassel bring, Candyce H. Williams Glaser, 2000 Although children with disabilities are a very diverse group, only Fewer individuals recognize the great benefits that computer-based technologies may afford children with disabilities. This article focuses on the role that computer technology can be of great help in promoting the education of children with special needs within the class-room. It begins with an overview of children's different types of disabilities and special needs, an introductory discussion of how technology can help meet those needs. Several more detailed sections, describing how particular computer applications & devices make it possible for students with disabilities to be educated in a regular classroom alongside their nondisabled peer.

DISCUSSION

With the objective of understanding the receptiveness of the trainees at the Centre for vocational training towards the 'Data Works' program, a research for conducted with a sample of 10 trainees out of the class of 22. The main aim was to understand the different opinions of trainees on this program. To gather the required information, an interview guide was drafted. (See appendix)

INTERVIEW SETTING

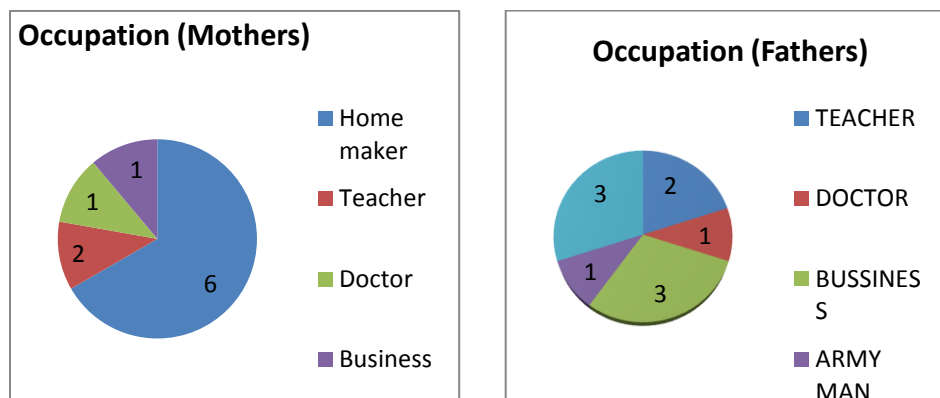
The interviews were done with the trainees on a one on one basis. Care was taken to make sure the trainees were comfortable. Sufficient time was given to the trainee to settle down. All the responses were noted down simultaneously, and analysis has been made

Given below is a detailed analysis of each question posed to the trainees along with their answers.

1. Parents occupation

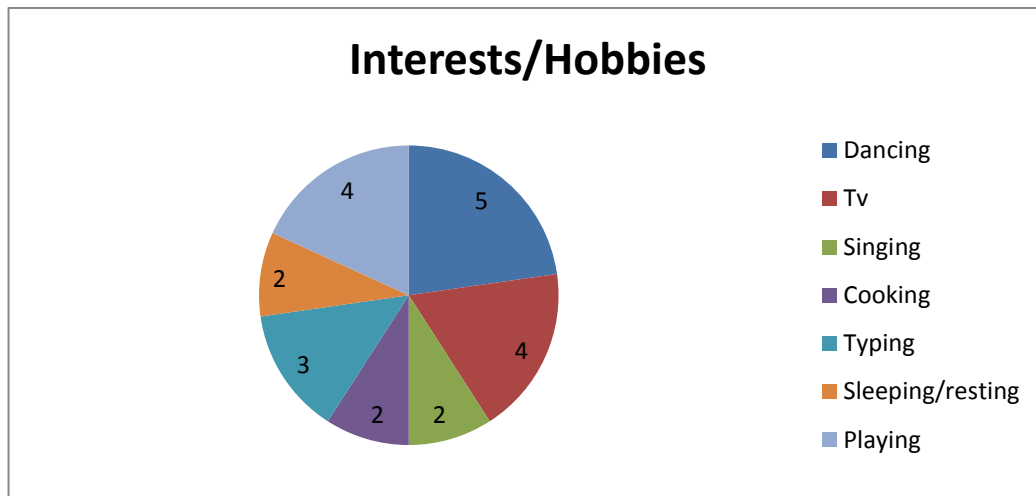
The given below charts explain about the occupation of the parents of both mother and father of the trainees, when they were asked this question to have an idea about the socio-economic status to which they belong.

Figure 1



2. Interests/Hobbies of trainees (What do you like to do in your free time/during holidays)

Figure 2

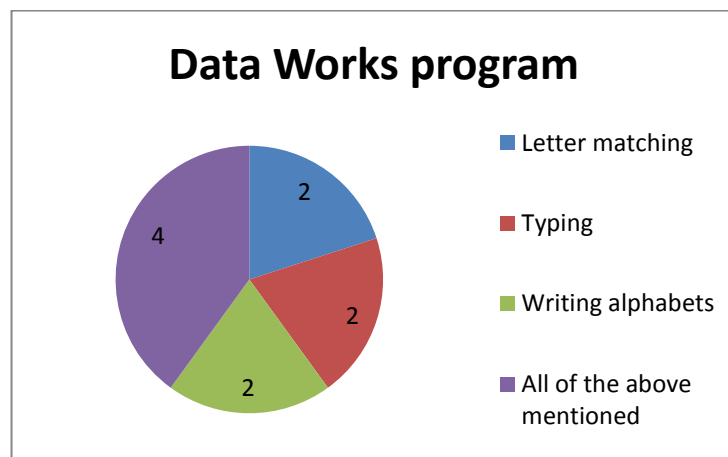


Response: Most of the trainees who were interviewed enjoy dancing, they also like to go back home and practice typing while some other things they enjoy doing in their free time include watching TV, singing, playing, cooking/baking and sleeping.

Observation: In order to understand the interest areas of the trainees, they were asked what they like to do apart from typing and studying. The trainees were excited when asked this, most of them seemed to have a 'things I like to do list' already and they did not take much time to think hard on what they like to do.

3. What is the 'data works' program about? What do you do in class every day?

Figure 3

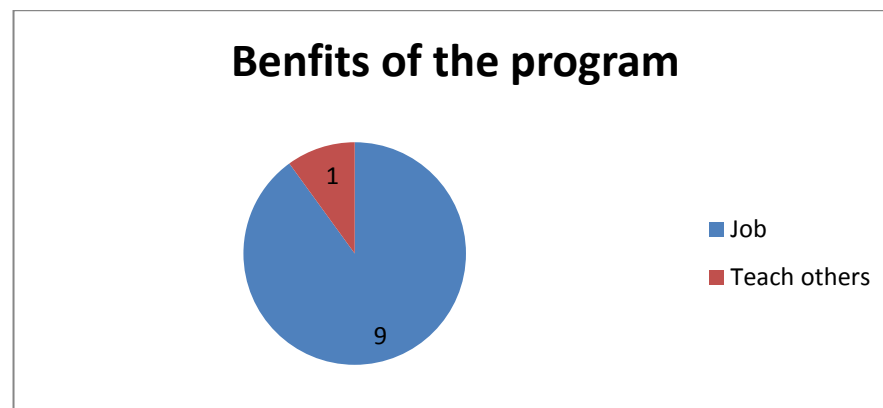


Response: In order to understand if the trainees are aware of what the program is about, they were asked what the data works program is about or what they do in the data works class every day. Out of ten trainees that were interviewed, 40% of them listed out the different activities they are a part of everyday which include typing, letter matching and writing alphabets (Big and small), 20% of them said they do letter matching, 20% mentioned typing and the remaining 20% said they practice writing alphabets.

Observation: While talking to the trainees about what their day in the data works class looked like, it was observed that most trainees could list out the agenda generally followed every day. However, none of the trainees mentioned the purpose behind being in this program and following this routine on a daily basis. The question that followed was asked to understand the same.

4. How do you think learning the alphabets or typing will help you?

Figure 4

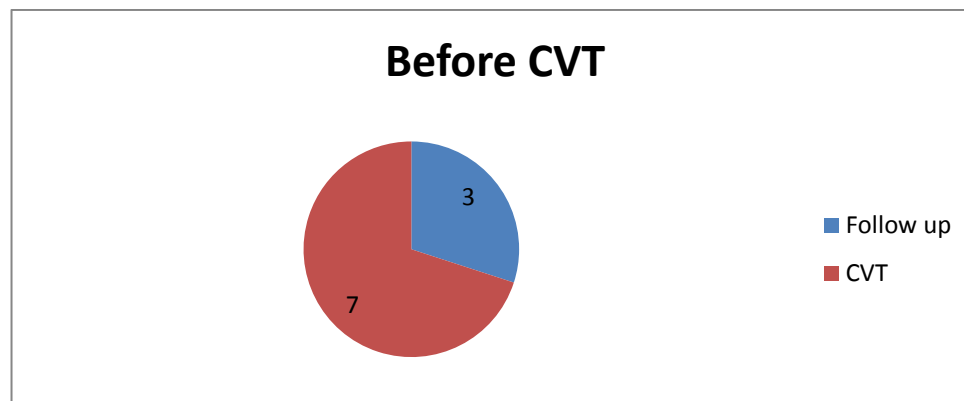


Response: 90% of the trainees when asked how learning the above-mentioned things will help them responded that they would be able to get a job and earn some money if they know how to type. While one of the trainees had a different plan, she said she could share her learning with more kids by teaching them how to type.

Observation: Most of the trainees do understand that they are a part of this program in order to be trained for getting a job in the future. It was observed that they are unable to draw a connection between what they are doing in class every day and how this will help them in the job they will do later on. They are not aware of the types of jobs they could be doing and how working on particular skills would help them in getting there.

5. Before CVT which school or Centre were you at?

Figure 5

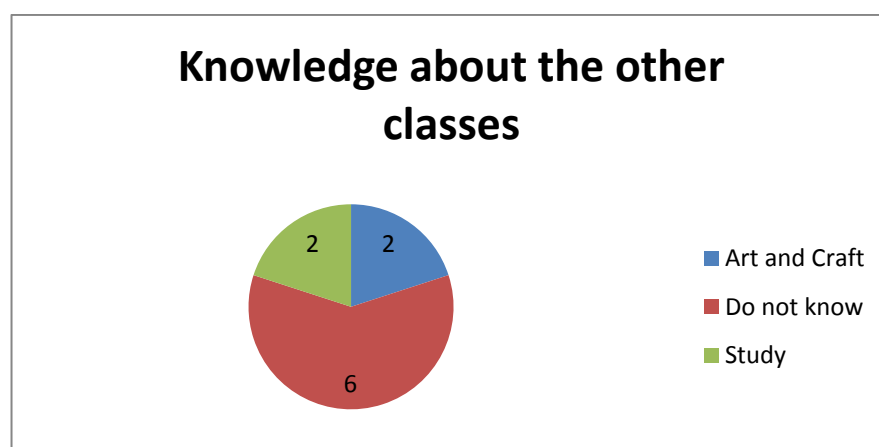


Response: The trainees were asked the Centre they were at before doing the Data works program to understand how they came to know of the program, 70% of the trainees were those who were already studying at the CVT Centre of who have been a part of it earlier while the remaining 30% were in touch through follow ups and so were informed when the program came up.

Observation: Trainees who were considered eligible for the Data works program were informed about it and an orientation was conducted where most of the trainees that were picked out were from the Centre itself while the remaining were selected from those who come for follow ups. The criteria for selection have been mainly those who are above 16 years of age, have an intellectual disability and are sociable.

6. The awareness of trainees about the program running in the other classes.

Figure 6

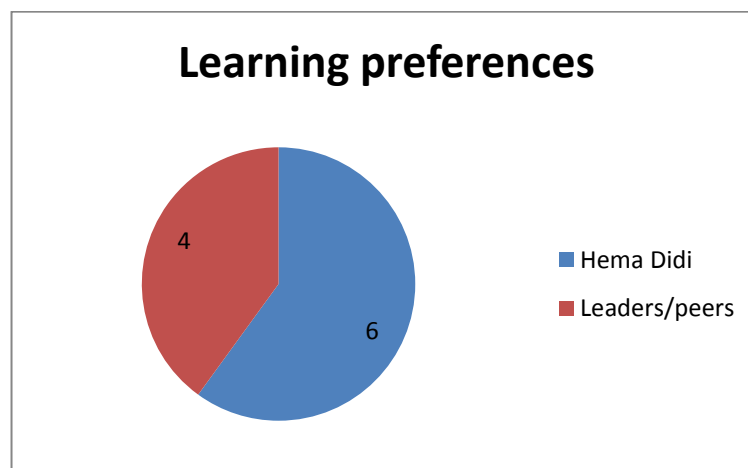


Response: When the trainees were asked what they know about the activities in the other classes 2% of them told they learn art and craft, 4% of the trainees are not sure of what happens in the other classes while the remaining 2% think that the trainees in the other two classes study.

Observation: While talking to the trainees, it was observed that they were not really aware of what was happening in the Centre outside of the data works class. They were further asked why they chose this over the other two to which some said Hema Didi(Class teacher) recommended this to them while a few others said they like typing which is why they are here.

7. Do you like learning from friends in or from Hema Didi (special educator)?

Figure 7



Response: 60% of the trainees prefer Hema Didi's classes over learning from leaders which are preferred by the remaining 40%.

Observation: As peer learning is one of the many things that stand out in the 'Data works' program, it was considered necessary to ask the trainees if they prefer learning from their peers or Hema Didi who takes up a few sessions in the class. It was observed that over 50% of the trainees preferred Hema Didi teaching for them to understand. Some trainees like learning from their friends. One of the trainees also mentioned that she is sometimes the leader; she likes the system of teaching and learning from each other.

OBJECTIVE 3 – METHODOLOGY

In order to understand the opinions and expectations of the parents of trainees at the Data works program, a qualitative method has been used. Questionnaires (see appendix) containing open ended questions were sent out to the parents of trainees who were interviewed. Responses received have been recorded and analyzed.

1. How did you find out about the Data works program?

Most trainees were a part of the foundation earlier, some of them were in touch through follow ups parents of those students who were considered suitable for Data works were contacted regarding the program.

2. Why did you choose this program for your child?

Rationale: During the observation it was observed that trainees are not able to make connections between what they are doing here and how this will benefit them later on. So this question was added in the questionnaire to understand the purpose from the parent's point of view.

Response: There were varied answers to this question. Some parents mentioned in their answers that their children like working on the computer which is why they chose this program for them, some wanted them to learn to be more responsible, secure a job in the future and one of the responses was also that this is being offered by LRF which makes them feel that the training will be good.

3. Does your child like the Data works program?

Rationale: Parents are definitely a reliable source to know the likes and dislike of their children. One of the questions that were included in the questionnaire was if their child liked the data works program.

Response: All the parents replied to this question with a yes. While some of them even mentioned that their child likes it a lot.

4. How do you think the Data works program will bring a change in your child's life?

Rationale: parents and family are the people because of whom these trainees are here today at this data works program so to know their point of view is very important as what do they think will this program bring change to their child's life.

Response: We received varied responses to this question some parents responded that this program will make their child self-reliant some think since this is a computer age so making their special child learn computer skills will let their child walk neck to neck with the normal children of their age and boost their confidence also some parents mentioned that learning is a key to success so making their child learn will make them more aware of the things going in the world and also by learning from this program they will have a good independent future ahead.

5. Do you think your child would be interested in any other program? /can do something else?

Rationale: Although there is a reason behind sending the child to the Data works program the parents must have noticed their child's interest before sending to this very program.

Response: Parents responses varied to this question where some parents mentioned that their child is also interested in doing kitchen work or working in a workshop or gardening some parents said their child only like to do computer work.

SCOPE OF THE STUDY

The likes and dislikes of trainees, their hobbies, their opinion about learning from their peers are in the scope of the study. Trainees who are not a part of the sample frame, opinions from teachers are out of scope of this study.

LIMITATIONS

1. The trainees might not be able to communicate their opinions clearly.
2. The program has just begun, the trainees ,might need some more time to get used to and to have strong opinions on the program.

FINDINGS AND CONCLUSION

1. In terms of hobbies, most trainees like doing different things like dancing, singing, playing etc. but it is interesting to see that some trainees like practicing typing back at home as well which reveals that they are interested in the program and they are taking back their learning's as well.
2. When asked about their understanding of the Data works program, most trainees were able to list out the different activities that they are a part of during the program, while they also know that they are here to get a job in the future through which they can earn some money, most of the trainees are not able to draw the connection between the different activities and their relevance in helping them bag a job in the days to come.
3. Most trainees are receptive of the peer learning structure in the classroom, while some of them still prefer learning from their teacher.
4. Parents have chosen this program for their kids so that they can become more responsible and might secure a job later on.
5. As parents are the best judge to understand what their children like and dislike, when asked about what most of the trainees think of the program a positive response was received where most parents told their kids like the program a lot.

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APPENDIX:

INTERVIEW GUIDE-

Name:

Age:

Interests/hobbies: (What do you like to do in your free time? What do you do after going home/on holidays)

Parents occupation:

Mother:

Father:

1.Do you know what the data works program is? What do you do in data works class every day?

(Followed by do you know why you are doing that?)

2.Do you like what you're learning/the work you are doing here?

(If yes, why do you like it and what do you like about it? If no, why not?)

3.Before coming to CVT which school or Centre were you at?

4.Do you know what the trainees in the other two classes at CVT do?

5.Why do you think you are in these classes and not in the other two?

(Did you choose to be here? Did your parents tell you it is good?)

6.What do you think you can do after learning how to type on the computer?

7.Do you like learning from friends In class or from Hemadidi?

(This is to understand if peer learning is being effective / also to understand what the students prefer)

QUESTIONNAIRE:

Name:

Occupation:

How did you find out about the Data works program?

Why did you choose this program for your child?

Does your child like the Data works program?

How do you think the Data works program can bring a change in your child's life?

Do you think that your child likes any other program apart from this/would be?

Interested in anything else?