

Lions Quest Skills for Adolescence Programme

An impact study



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Conducted by : Saath Charitable Trust, Ahmedabad
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1. Introduction

1.1 Lions Quest

Lions Quest "Skills" Programme is a joint venture of Lions Clubs International Foundation (LCIF) and Lions Quest in India Foundation (LQIF) in India. The programmes focus on 'positive youth development and prevention curricula that unite the home, school and community to cultivate capable and healthy young people of strong character'. (Lions Quest India, 2011a)

Vision statement

To be the pre-eminent, positive youth development program in the world.

Mission statement

To improve the lives of young people throughout the world by teaching, sharing and expanding Lions Quest programs.

The programme consists of three sub programmes for different age groups.

- | | |
|---------------------------|-------------------------------|
| 1. Skills for Growing | Age group 5-9 years |
| 2. Skills for Adolescence | Age group 10-14 years |
| 3. Skills for Action | Age group 15 years and above. |

The Skills for Adolescence (SFA) programme has been implemented in India in 1991 and for the first time in Asia. At present, the programme has been introduced in all the Multiple Districts of India. An estimated number of 5,000 schools provide SFA classes to their students on a regular basis.

1.2 The SFA programme

“Skills for Adolescence” is a programme for students in grades 7-9 to learn life-skills. The programme guides ‘young people towards healthy choices, to develop life skills, character education and drug & violence-free lifestyle’ (Lions Quest India, 2011b).

The programme covers 7 units.

Table 1: The 7 units of the Lions Quest Skills for Adolescence programme

Unit	Name	Topics covered
1	Entering the teen years: The challenge ahead	<ul style="list-style-type: none"> • Orientation and get acquainted with classmates • Agreeing on ground rules • What is adolescence? • Skills to handle the challenges ahead • Positive values
2	Building self-confidence and communication skills	<ul style="list-style-type: none"> • Building self-confidence • Effective listening • Responsibility • Decision making
3	Managing emotions in positive ways	<ul style="list-style-type: none"> • Exploring and identifying emotions • Positive thinking • Communication skills: ‘What, Why and How’ • Managing and accepting emotions
4	Improving peer relationships	<ul style="list-style-type: none"> • Friendship • Three steps to say NO (ASK) • Handling conflicts
5	Strengthening family relationships	<ul style="list-style-type: none"> • Family relations • Skills to use at home • Fun with family • Rules and reason
6	Living healthy and drug-free	<ul style="list-style-type: none"> • Body and balance • Effects of Alcohol, tobacco and drugs • Awareness of drug-advertising • Handling peer pressure • Ways to say effectively no to drugs
7	Setting Goals for healthy living	<ul style="list-style-type: none"> • Identifying, setting and planning of long- and short-term goals • Importance of owning and achieving goals • Evaluating skills

In ideal conditions the programme takes two years, including one session per week, taught as a 45-minute class. The coverage of the units varies according to the time frame.

1.3 An impact study

This report focuses on the impact of the SFA programme in India. To measure the impact of the programme, data was collected from a sample of 1416 students, 70 teachers and 90 parents from schools in Ahmedabad, Gandhinagar, Mumbai and Vadodara, where the programme has been implemented. The choice for these four cities in the western region of India is mainly a pragmatic one. The cities are culturally diverse and cover many social-economic backgrounds. The cities' relative proximity to each other reduced the costs for this research.

Why is there a need for evaluation? Times change. The Lions Quest in India Foundation needs a test of content to see if the programme still accurately addresses the youths' needs. Lions Quest India asked Saath (see boxed text) to perform the study.

About Saath Charitable Trust

Saath is based in Ahmedabad and is registered as a charitable trust since 1989. In the late eighties, Saath launched a pioneer program that aimed to turn slums into vibrant neighborhoods: the Integrated Slum Development Program. The organization offers market-based solutions to empower the urban poor and has implemented several programs for poverty alleviation. Saath works closely with local Community Based Organizations and has extensive experience in community development in slum areas.

Saath also has an in-house Research, Documentation and Communication (RDC) cell that carries out internal as well as external research. In the past researches have been carried out on: *Impact study of 191 Anganwadis*, *Status paper on Sanklitnagar, Juhapura*. Numerous baseline surveys have also been conducted which were focused on issues like livelihood services, literacy, child labour, health & education facilities etc.

RDC also facilitates research programs for students pursuing masters from India and abroad. Simea Knip, a student from Dutch University was a researcher at Saath & said, "The projects & the people made a positive impression on me. Saath's power lies in addressing the needs of the poor in an integrated manner." RDC is always looking forward to carrying out research in different areas to facilitate development.

2. Methodology

2.1 Sampling

The initial idea was to select 1500 respondents from 30 schools: 10 schools in Ahmedabad, 10 in Mumbai and 10 in Vadodara. We aimed to select 40 students, 5 parents and 5 teachers from every school. Due to some limitations faced while conducting the research (further discussed in chapter 7), we have selected 1416 students from schools in Ahmedabad, Gandhinagar, Baroda and Mumbai. The table below shows the break-up of students and schools. For a complete list of the schools that participated in this impact study, see appendix 1.

Table 2: Overview of the sample (students)

Place	Number of schools	Number of students	Percent of sample
Ahmedabad	3	480	33.9 %
Baroda	11+1 *	339	35.3 %
Gandhinagar	3	135	9.5 %
Mumbai	7+1 *	301	21.3 %
Total	24+2 *	1416	100 %

* Non-formal set-up at a housing society

We aimed to make a cross-section of society by selecting schools with various socio-economic backgrounds; high class, middle class and lower income groups are covered. Concerning religion Hinduism, Christianity and Islam are represented. One school for hearing-impaired children is included in the sample.

2.2 Data collection

The research questions are answered by analyzing data gathered through:

1. students surveys (SS),
2. focused group discussions with students (FGD)
3. semi-structured interviews with parents (SP) and,
4. semi-structured interviews with teachers (ST).

1. Students survey (SS)

A questionnaire was developed for the collection of quantitative data from the sampled schools (see appendix 2). For each school, the questionnaire was assessed to approximately 40 students of grade 6 to 8, who followed or had followed the programme. The SS consisted of two parts, one part for general information of the programme and one part to measure the impact on the programme by answering multiple-choice questions about their behaviour.

2. Focus group discussions (FGD)

From the 40 students 5 students were randomly selected for a FGD. In the FGD the students were asked to share their experiences with, give their opinion on, and give recommendations for the programme.

3. Parents Survey (PS)

The experiences of the parents on the programme were important to give an inclusive overview of the impact of the programme. A small questionnaire about the experience, views and recommendations has been filled u by five parents from each school and assessed.

4. Teachers survey (TS)

Just like the parents' view, teachers are important to give an inclusive overview of the impact of the programme. A small questionnaire on the experience, views and recommendations was assessed for approximately five teachers from each school.

The quantitative data was entered into a spreadsheet (Excel 2008) and analyzed with SPSS (Statistical Package for Social Science). The field notes and qualitative data were coded and analyzed manually.

Prior to the actual fieldwork the questionnaires have been tested with a school in Ahmedabad, after which some minor adjustments have been made.

3. Results: Students' Feedback

3.1 Description of the sample

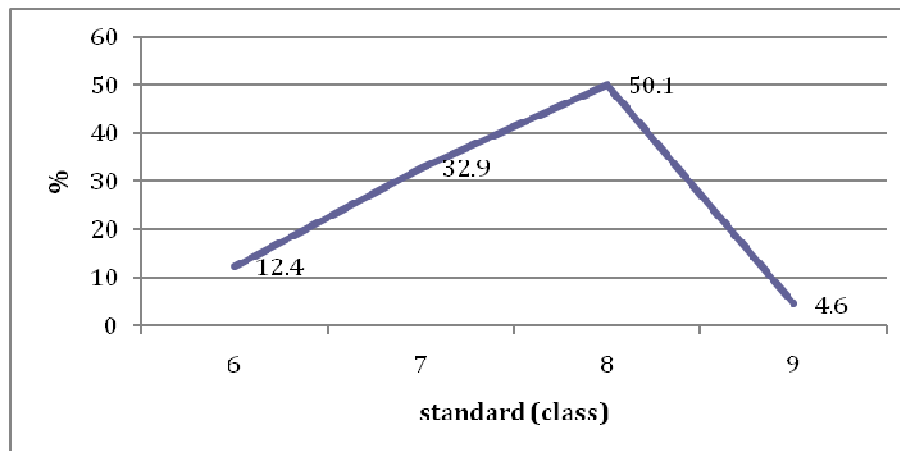
In total 1416 students in four different cities filled up a questionnaire, with 480 students (33.9%) in Ahmedabad, 339 students (35.3%) in Baroda, 301 students (21.3%) in Mumbai and 135 students (9.5%) in Gandhinagar. The age of the participating students ranged from 11 to 18 years old, with the largest share in the age of 13 and 14 years old with 396 students (28%) and 484 students (34.2%) respectively.

Figure 1: Age of participating students (in % of total sample)



This corresponds with the participating classes ranging from 6th standard to 9th standard and with the major share of participants in 7th and 8th standard with 466 students (32.9%) and 710 students (50.1%) respectively.

Figure 2: Class (standard) of participating students (in % of total sample)



The gender division is 614 girls (43%) against 793 boys (56%). Nine students (1%) did not report their gender.

3.2 The program in general

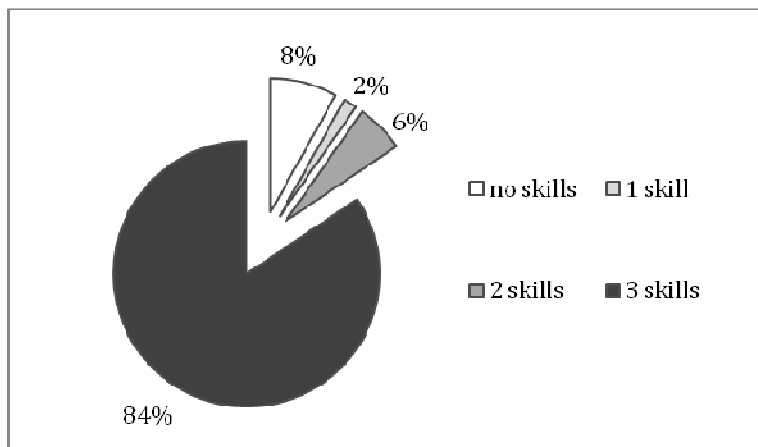
From all of the students who participated in the survey, 95.7% like the programme and a share of 87.8% think their classmates also like the programme. In total, 96% of the students think the programme is useful and 82.3% think the teaching method used in the SFA class is better than the general method of teaching. A large share of 84.6% of the students indicated that their parents noticed a positive change in their behaviour after participating in the SFA programme.

Table 3: The programme in general; students' opinion (in %)

	yes	no	no answer	total
respondent likes the programme	95.7	4	0.3	100
classmates like the programme	87.8	11.8	0.4	100
the programme is useful	96	3.2	0.8	100
teaching method is better	82.3	17.2	0.5	100
parents noticed positive change	84.6	14.2	1.2	100

The majority of the sample with 84.5% could identify at least 3 skills that they have learned through the Lions Quest programme. Only 114 students (8.1%) could not name any skill at all.

Figure 3: No. of skills named by students



By far, the skill that was named most frequently was 'self-confidence' with 28.5%. Others were 'effective listening' (6.6%), 'goal setting' (4.9%), 'managing emotions' (4%) and 'respect others' (3.8%).

Table 4: Top 5 of named skills

Skill	Frequency	Percent
Self-confidence	403	28.5
Effective listening	93	6.6
Goal setting	70	4.9
Managing emotions	57	4
Respect others	54	3.8

Many students have experienced change within themselves as a result of the SFA programme. A share of 89.9% noticed a change in his/her behaviour towards parents or teachers and 88.9% identified stronger relationships, especially with friends at school. Respectively 84.3% and 85.5% of the students experienced improvements in independent decision making and understanding others point of view. Improvement in managing emotions including anger control was experienced by 74.4% of the sample.

Table 5: Experienced change (in %)

	Yes	no	no answer	total
behaviour towards teacher/parents	89.8	9.7	0.5	100
anger/emotion management	74.4	25.3	0.3	100
stronger relationships	88.9	10.4	0.7	100
independent decision making	84.3	15.1	0.6	100
understanding other point of view	85.5	13.8	0.7	100

When asked, if the students would like to change the programme, 11.6% said yes against 86.3% of the students that are happy with the programme as it currently is. Most important recommendations for change were related to time taken for the SFA classes. Students indicated that they want longer SFA classes and more SFA classes in general. One student proposed to spread the course over three years so that the programme could be taught more thoroughly with more activities. Many students requested for more games and activities to understand curriculum better. Other recommendations that were made regarding the timing of the classes are that many students want the SFA class in free hours, after school. This contradicts the opinion of other students who want to have SFA during school hours and especially not on Saturdays or Sundays. In some cases the students did not understand the teacher. They said the classes should be simpler and according to the grade's level. Few students said the classes were boring.

The workbook was regarded as useful by 90.7% of the students. Some students complained that they only received the book and that they did not have had any SFA classes.

3.3 Results per unit

The most popular unit for both girls and boys was unit 2 'Building self-confidence' with 24.8% of the girls and 22.6% of the boys that chose this

unit as their favourite. For the girls the second favourite unit was unit 5 ‘Strengthening family relationships’ and for the boys unit 7 ‘Setting goals’. For both boys and girls their third favourite unit was unit 3 ‘Managing emotions’ (→Table 6).

Table 6: Top 3 of units

Total	%	girls	%	boys	
Unit 2 Building self-confidence	23.5 %	Unit 2 Building self-confidence	24.8 %	Unit 2 Building self-confidence	22.6 %
Unit 3 Managing emotions	15.4 %	Unit 5 Strengthening family relationships	17.9 %	Unit 7 Setting Goals	16.1 %
Unit 7 Setting Goals	14.9 %	Unit 3 Managing emotions	15.8 %	Unit 3 Managing emotions	15%

Unit 1: Entering the Teen Years

In this unit the students of the SFA programme get a chance to have a peer to peer introduction. The main objective of this unit is explaining the students what happens during adolescence.

In total 26.1% of the students could not tell what adolescence exactly is, against 73.9% of the students that could give a description of adolescence. A lot of respondents indicated “physical change”, “change in behaviour” and “change in body and voice” as the major feature of adolescence. A 13-year-old boy from Ahmedabad clearly stated, “*My height increased and voice too*”.

Others had a more holistic view of adolescence. A 15 year old girl from Baroda explained, “*During adolescence many changes happen: physical, mental, emotional and social changes*”.

Another girl (13 years old, Gandhinagar) pointed out that the changes during adolescence are necessary “*to become mature*” and develop skills “*such as expressing your ideas and knowing how to behave with others.*”

Many students mentioned emotional change, like this 13 year old girl from Gandhinagar said, *“I feel so angry, I feel, I have tensions. When I have too much tension, I cry a lot”*. Or this girl (12 year old) from Mumbai, who said, *“I can’t control my anger and emotions”*. A 13 year old boy from Baroda says *“I get angry very quickly”* Another boy (14, Gandhinagar) says, *“Sometimes I am angry but I can control my body and my mouth”*.

Other students indicate feelings of confusion, like this girl (12) from Baroda says, *“I feel a bit happy and a bit sad too. Sometimes I feel angry-happy, I can not describe my feeling”*. A 13 year old boy from Baroda says, *“I am confused and don’t know what to do”*.

There are also students who look at the bright side of adolescence. A 14 year old boy from Ahmedabad said, *“I developed a sense of curiosity within me”*. A 12 year old girl from Ahmedabad stated that, *“During adolescence the person is stepping into a new world of maturity and responsibility. He/she will understand what to do and what not to”*.

Table 7: Response quote adolescence.

		Girl	Boy	Total
Quote adolescence:	‘Adolescents can behave unpredictably at times, as they learn to understand and manage their emotions’.			
Agree (right answer)	Count	466	601	1067
	% within gender	75.9%	75.8%	75.8%
Disagree	Count	126	182	308
	% within gender	20.5%	23.0%	21.9%
I don’t know	Count	22	10	32
	% within gender	3.6%	1.3%	2.3%
Total	Count	614	793	1407
	% within gender	100%	100%	100%

When confronted with a quote about emotions and adolescence 75.8% of the boys and girls agreed with the fact that *“adolescents can behave unpredictably at times”* (→Table 7).

Unit 2: Building Self-Confidence

This unit is a very important part of the SFA programme. The foundations for the rest of the programme are being laid by learning to build self-confidence, the importance of good communication with a focus on 'effective listening' and how to be a responsible person. The skills learned in this unit are important basic lessons for the forthcoming units.

Of all the children, 70% correctly indicated the three legs of self-confidence. They stated that a confident person is aware of his or her own abilities, is responsible and is not afraid to make mistakes. A share of 4.7% associated self-confidence with bragging and being loud, while 17.9% associated self-confidence with never making mistakes and not asking any questions.

A number of 1190 students (84%) could identify three things they are good at. Only 74 students (5.3%) could not think of anything. The remaining share of 10.7% could name one or two things. (→Table 8)

Table 8: Unit 2: Can you name some things you're good at?

Response	Frequency	Percent
No answer	74	5.3%
Yes, 1 thing	33	2.3%
Yes, 2 things	119	8.4%
Yes, 3 things	1190	84%
Total	1416	100%

The students were confronted with quotes regarding the lessons and skills learned in this unit. The results are represented in table 9.

Regarding self-confidence 79.1% and 76% of girls and boys respectively, agreed that to speak up for oneself is a sign of self-confidence. When confronted with a quote about effective listening, the results were less convincing. A narrow majority of 56.6% disagreed with the statement that good listeners can do other things while they listen. With respect to responsibility 58.8% of the students disagreed with the statement that

doing what your friends want you to do is an example of responsible behaviour. Especially the girls scored high on this quote, with 65.6% of the girls against 52.8% of the boys.

Table 9: Response quotes Unit 2

Response		Girl	Boy	Total
Quote communication:	Good listeners can do other things while they listen, like making homework or watching television.			
Disagree (right answer)	Count	359	437	796
	% within gender	58.5%	55.1%	56.6%
Agree	Count	253	352	605
	% within gender	41.0%	44.4%	43%
I don't know	Count	2	4	6
	% within gender	0.3%	0.5%	0.4%
Total	Count	614	793	1407
	% within gender	100%	100%	100%
Quote self-confidence	To speak up for your self is a sign of self-confidence			
Agree (right answer)	Count	486	603	1089
	% within gender	79.1%	76%	77.4%
Disagree	Count	127	187	314
	% within gender	20.7%	23.6%	22.3%
I don't know	Count	1	3	4
	% within gender	0.2%	0.4%	0.3%
Total	Count	614	793	1407
	% within gender	100%	100%	100%

Table 9 (continued): Response quotes Unit 2

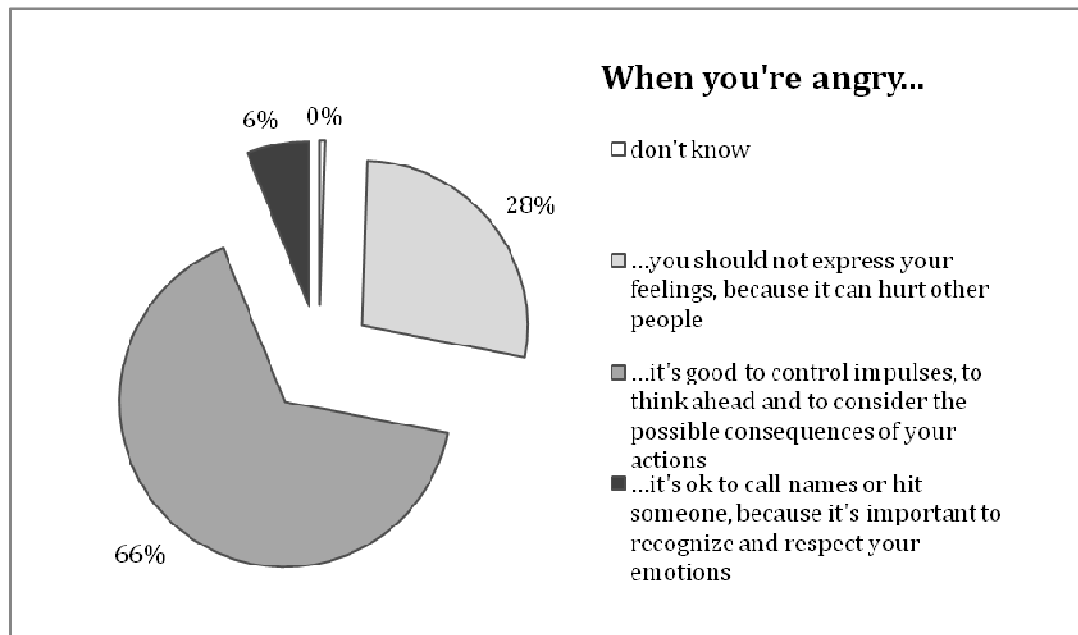
Response		Girl	Boy	Total
Quote responsibility:	Trying to do what your friends want you to do is an example of responsible behaviour			
Disagree (right answer)	Count	403	419	822
	% within gender	65.6%	52.8%	58.4%
Agree	Count	208	369	577
	% within gender	33.9%	46.5%	41.0%
I don't know	Count	3	5	8
	% within gender	0.5%	0.6%	0.6%
Total	Count	614	793	1407
	% within gender	100%	100%	100%

Unit 3: Managing Emotions

As the name indicates, this unit is about recognizing and dealing with emotions. A lot of the students experience that at times they feel very confused and angry. With the skills learned in this unit the students develop useful tools to control anger and to handle other negative emotions in a positive way.

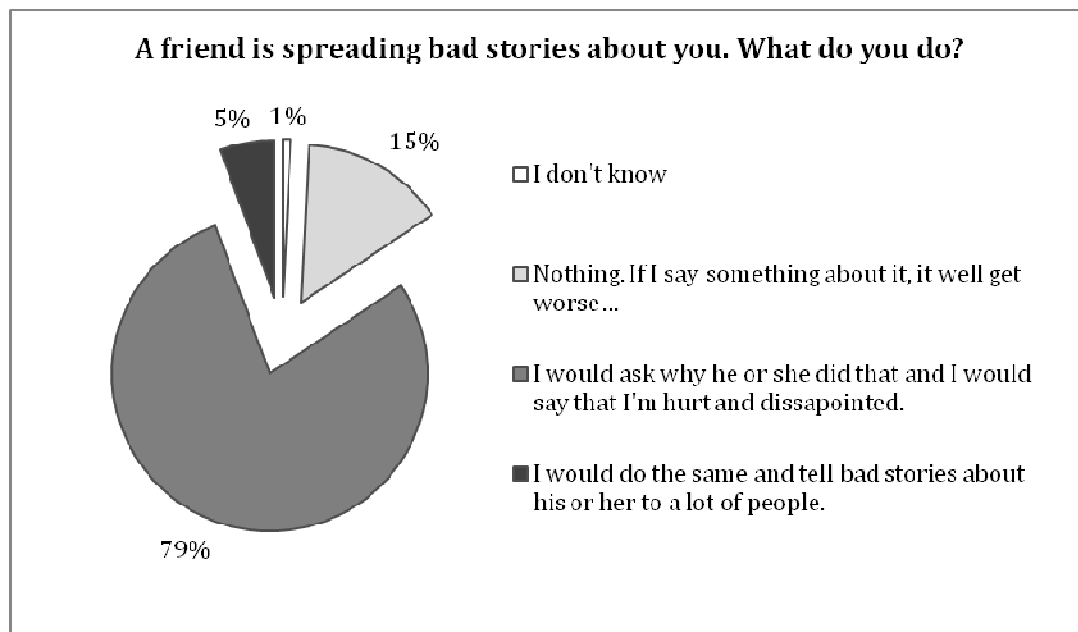
The majority of the children recognize the importance of managing emotions. In total 66% thinks that it is good to control emotions and to consider the consequences of their actions when they're angry. A share of 28% reacts passively to feelings of anger, they think you should not express your feelings, because that could hurt other people. Only 6% reacted aggressively, they think calling names or physical violence is permitted because you have to respect your own feelings.

Figure 4: Anger management (Unit 3)



Subsequently, the students' understanding of the principal 'What, Why, How' is very good. When confronted with difficult social situations 79% asked why and explained their feelings/concerns. The rest reacted aggressively with an equal pay-back (5%) or passively by doing nothing in fear of reprisals.

Figure 5: What, why how? (Unit 3)



For this unit the students were also confronted with some quotes. Two thirds of both girls and boys (67.7%) completely disagreed with the statement that speaking up for yourself means you cannot manage your anger. A minority of 29.3% indicated emotions as 'bad' and 'weak'. (→Table 10)

Table 10: Response to quotes on managing emotions (Unit 3)

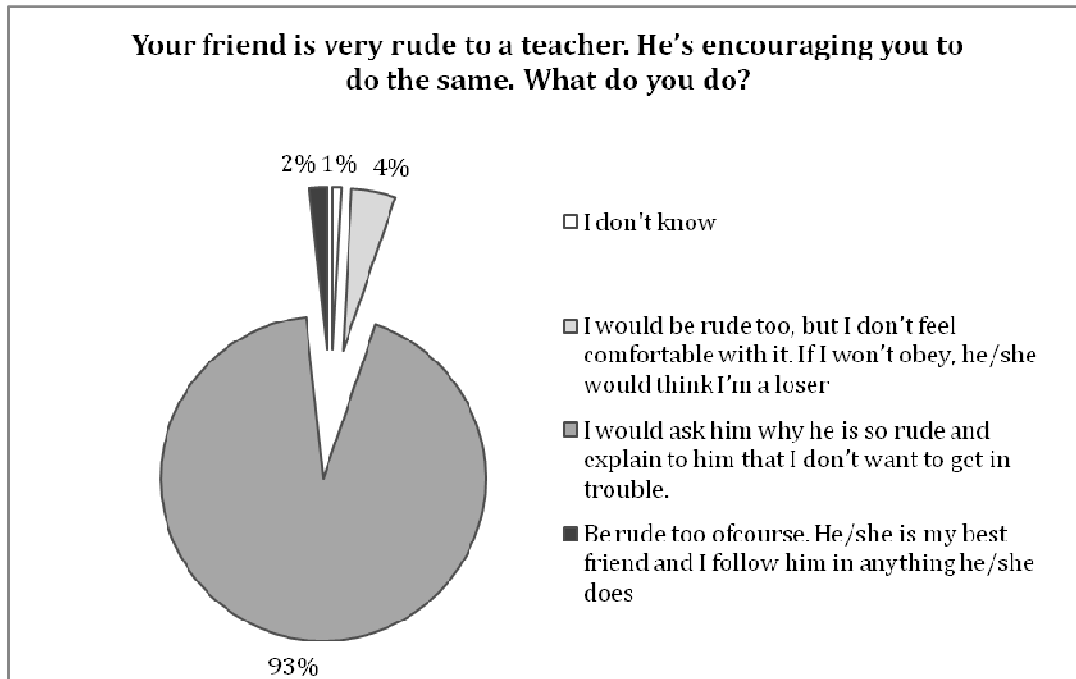
Response		Girl	Boy	Total
Quote	To speak up for yourself means you cannot manage your anger			
Disagree (right answer)	Count	430	523	953
	% within gender	70.0%	66.0%	67.7%
Agree	Count	178	266	444
	% within gender	29.0%	33.5%	31.6%
I don't know	Count	6	4	10
	% within gender	1.0%	0.5%	0.7%
Total	Count	614	793	1407
	% within gender	100%	100%	100%
Quote	Emotions are bad and recognizing them shows you're weak			
Disagree (right answer)	Count	449	530	979
	% within gender	73.1%	66.8%	69.6%
Agree	Count	159	253	412
	% within gender	25.9%	31.9%	29.3%
I don't know	Count	6	10	16
	% within gender	1.0%	1.3%	1.1%
Total	Count	614	793	1407
	% within gender	100%	100%	100%

Unit 4: Improving Peer Relations

This unit is all about friendship and how to maintain social relationships with peers. Students learn how to handle conflicts and how to respond to negative peer pressure by effectively saying 'NO' (ASK). To test whether

the students have learned how to use ASK, we confronted them with an example of negative peer pressure (→Figure 6).

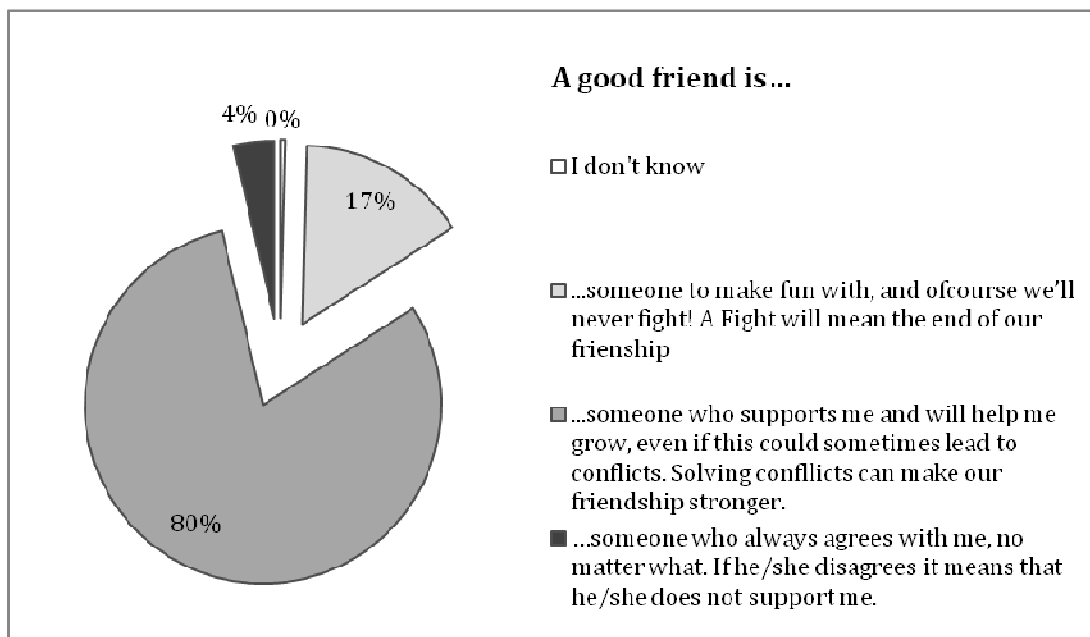
Figure 6: ASK (Unit 4)



A majority of 93% responded in a good way to negative peer pressure. They would ask their friend why he or she behaves like that and explain why they don't want to be rude too. Only 6% would be vulnerable to negative peer pressure and would join their friend in their rude behaviour.

When asked about friendship, 80% indicated a good friend as someone who supports them and helps them grow. They're not afraid to have conflicts with their friends. A share of 17% describe a friend as someone to have fun with. They're afraid of conflicts because they think it could end their friendship. Only 4% think of a friend as someone who always, no matter what, should give full support.

Figure 7: Friendship (Unit 4)



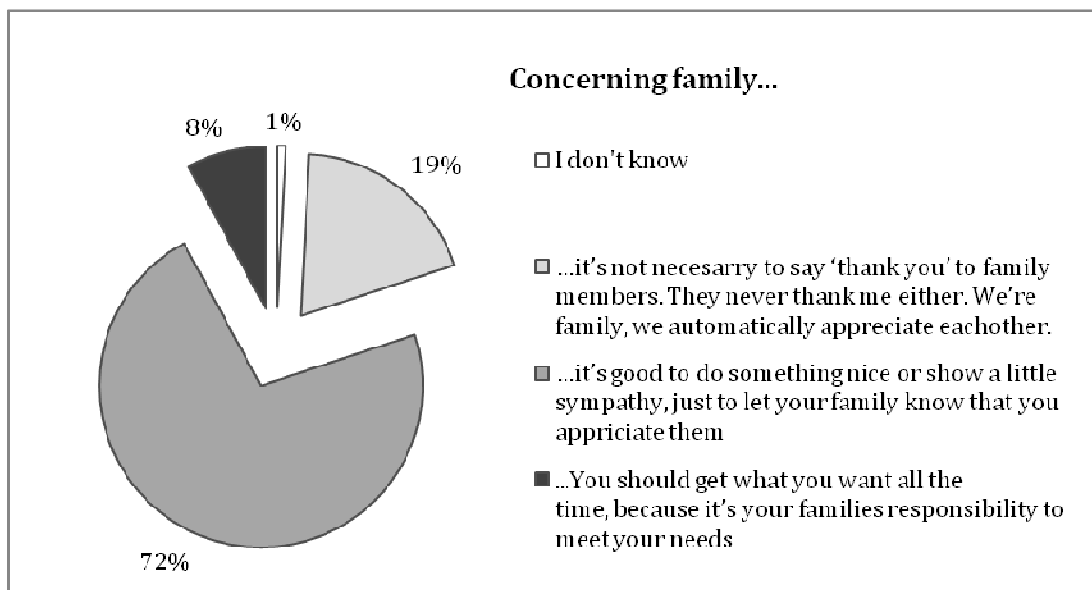
Unit 5: Strengthening Family Relationships

This unit treats the special relation between family members. The students learn how to use their newly learned skills at home and how to maintain healthy family relationships.

To see how the students think about family we asked them to choose between three statements regarding family (→ Figure 8).

In total 72% of the students think it's important not to take family for granted. They think it's important to show family members that they are being appreciated. Only 8% of the students think it's their family's responsibility to meet their needs at all times. A share of 19% thinks it's not necessary to show gratitude towards family members. They think their family members automatically know that they are appreciated, because of the fact that they are family.

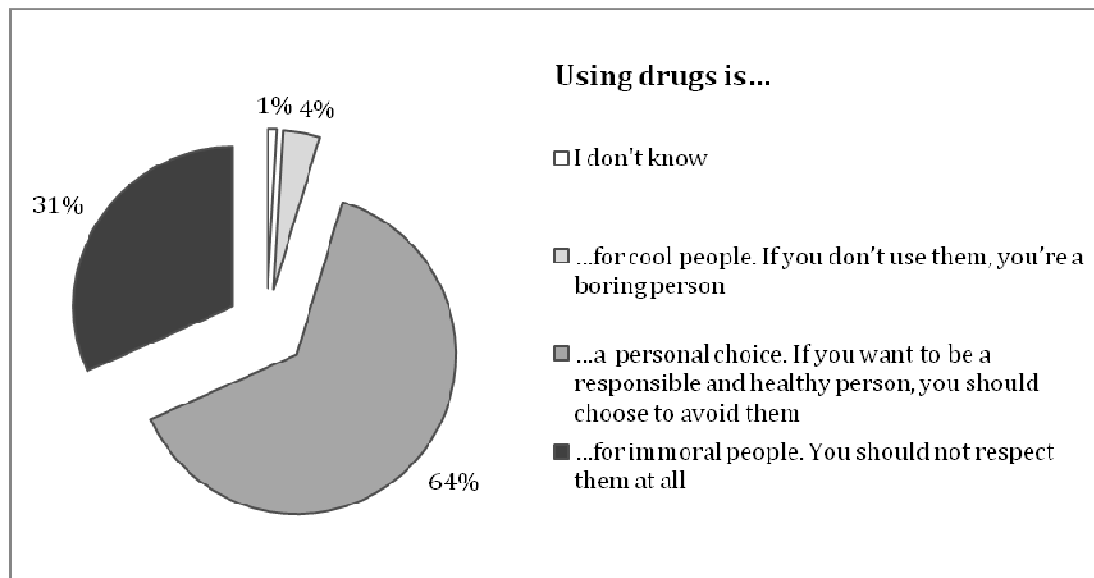
Figure 8: Family (Unit 5)



Unit 6: Living a Healthy and Drug-Free Life

The core of this unit concerns the effects of alcohol, tobacco and drugs on body and mind. Students get to know how to effectively say 'No to Drugs'. The majority seems to be aware of the negative effects of drugs.

We asked the students to choose between three different statements about drugs. The major share (64%) chose for the statement saying you should avoid drugs if you want to be a responsible and healthy person. Almost one third of the students (31%) thought that people who use drugs are 'immoral' people, who should not be respected at all. A small share of 4% associated drugs with 'being cool'.

Figure 9: Using drugs (Unit 6)

Furthermore we asked the students to react on two quotes regarding alcohol, tobacco and drugs (→ Table 11)

Most students, both boys and girls (74.2%) agreed that the most effective way to say no to smoking is by just simply saying, 'No, thank you'. Almost one quarter of the students did not agree (24.9%) and 1% of the students had no idea how to say no to smoking.

Table 11: Response quotes on health (Unit 6)

Response		Girl	Boy	Total
Quote	The most effective way to say no to smoking is: 'No, thank you.'			
Agree (right answer)	Count	464	580	1044
	% within gender	75.6%	73.1%	74.2%
Disagree	Count	144	206	350
	% within gender	23%	26%	24.9%
I don't know	Count	6	7	13
	% within gender	1%	0.9%	0.9%
Total	Count	614	793	1407
	% within gender	100%	100%	100%

Table 11 (continued): Response quotes on health (Unit 6)

Response		Girl	Boy	Total
Quote	Chewing tobacco is not harmful, because you don't inhale smoke.			
Disagree (right answer)	Count	520	645	1165
	% within gender	84.7%	81.3%	82.8%
Agree	Count	92	146	238
	% within gender	15%	18.4%	16.9%
I don't know	Count	2	2	4
	% within gender	0.3%	0.3%	0.3%
	Count	614	793	1407
	% within gender	100%	100%	100%

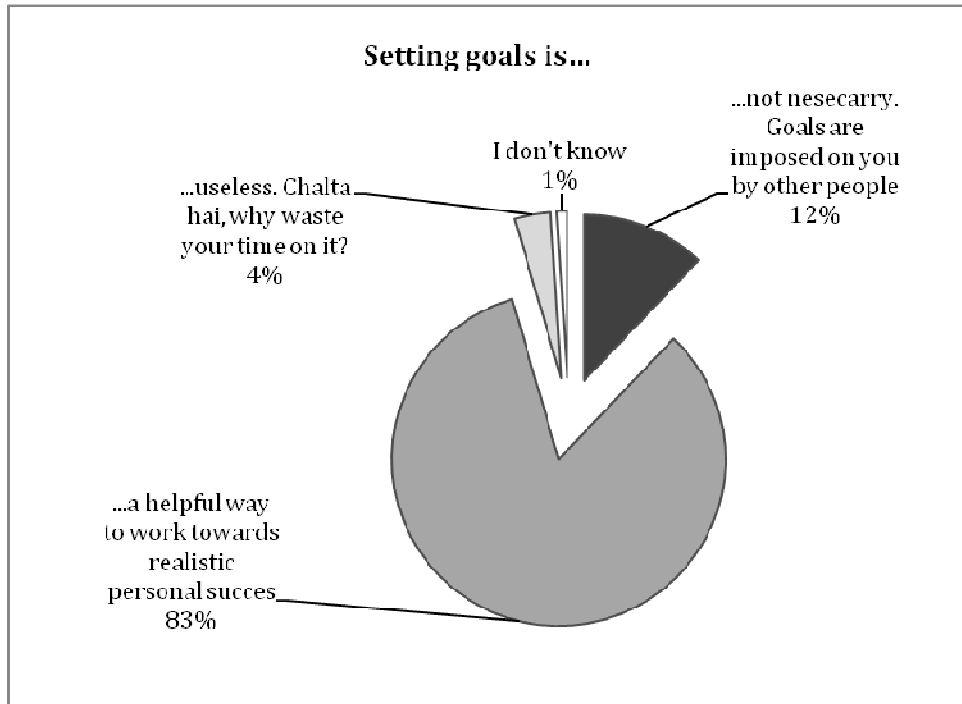
When asked about chewing tobacco, 82.2% of the students truly disagreed with the statement that chewing tobacco is not harmful, because there's no inhalation of smoke. A minority of 16.9% thought chewing tobacco was not harmful and 0.3% didn't know whether it was harmful or not.

Unit 7: Goal setting.

In the final unit of the programme students learn how to achieve long- and short-term goals by identifying, setting and planning of their own goals.

To measure the impact of this unit, the students were again confronted with three statements regarding goal setting. Of all the students 12% agreed with the statement that 'goals' are imposed on them by other people. They thereby indirectly indicate that they do not 'own' the goals that they're trying to achieve. A small percentage of 4% takes a 'chalta hai' stand regarding goal setting. They think it's a waste of time; whatever will be, will be. The majority of the respondents (83%) think that setting your goals is a helpful way to work towards realistic personal success.

Figure 10: Setting goals (Unit 7)



4. Results: Teachers' Feedback

When visiting schools in Ahmedabad, Vadodara and Mumbai, informal interviews were held with the SFA guides and other subject teachers. The informal interviews paved way to some insightful information about the SFA program. Some key points came up from the discussions, which formed the base for the recommendations that have been given at the end of the report. Some key points that the guides and teachers made are mentioned below:

- **Interesting Teaching Methodology:** During the SFA class, the children were attentive and thoroughly enjoyed the course content. All activities that are part of the book were well received by the students and they had fun filling up their notebooks. One teacher in Mumbai said, *"Children look forward to these classes and are very excited about it."* The SFA guides also enjoy this informal teaching methodology that allows them to interact with the students beyond the text books. The children as well as the teachers find the teaching methodology very compatible. But the teachers also noticed that there wasn't a significant change in children's behaviour in other classes. They continued to be rowdy and be disrespectful. But this was observed by one or two teachers. *Other SFA guides were very happy with the change in children after the SFA program.*
- **A Friend in the Guide:** Due to the informal methodology used for teaching, the SFA guides across all schools have become very close to the students. In all schools the children are opening up more to their SFA guides than other teachers. A teacher in Ahmedabad said, *"The girls now have befriended us and confide in us their adolescent problems about boys, periods, etc."* This closeness has helped the students come out of their shells and discuss their problems with their guides. The guides in turn have been able to intervene and bring solution to their problems. The teachers intervened where possible and tried to solve conflicts, problems with the help of different stakeholders. These guides filled the gap that is created due to the lack of counsellors in schools in India. *The SFA guides were an excellent medium to solve issues that bothered children.*

- **Role of Parents:** Most schools that were visited had children admitted from lower middle class and middle class families. Their parents were labourers or worked as domestic helpers. Due to such nature of their work, attending an SFA meeting was not a priority for them. For them, sending their children to school on a regular basis is an achievement in itself. One teacher in Mumbai said, *"We cannot expect them to leave their work and come as they are daily wage earners hence, we try not to have SFA parent meetings."* Even though meetings are part of the module, many schools often avoid this so as to not put any compulsion on the parents about attending the meetings. In another school in Mumbai where children came from upper middle class, *parent meetings specifically for SFA were held on the regular basis.*
- **Role of Lions':** The SFA guides love to teach the SFA module to the children because they like spending that informal time with them. But a lot of teachers do feel a lack of appreciation for their work and the extra time that they give to conduct these classes. A principle of an Ahmedabad based school commented, *"People from Lions' come only once a year for distribution of books, get photos clicked and then we do not see them for a year again."* The involvement of Lions' in this program was seen to be minimal and it was observed that the role ended at distribution of the books.

The teachers did not mind frequent training in psychology and other child related subjects as these would help them solve problems faced by their students. But the lack of interest from the side of the Lions' really discouraged them to bring about innovations in the delivery of the program.

A principal also suggested that both teachers and students should receive a small gift or a certificate that will instil a sense of achievement in them. This will work as a motivational factor in the long run. The Lions' could also organize events to increase their presence in the schools.

The Feedback that was received from the teachers was neutral. They sounded very positive about the progress of children and the positive

impact on them. But the teachers and the principals also observed many implementation problems. The teachers did sound slightly de-motivated and suggestions from us for the same have been given at the end of this report.

5. Results: Parents' Feedback

After spending 7-8 hours in school, the child spends the rest of the day at home in company of his/her parents and other family members. It was important to see what impact they observed through this SFA program they undertook at home. Some of the key points that emerged from informal interviews with parents were:

- **More Improvement in Boys:** Parents of adolescent boys observed greater change in behaviour than that in girls. Girls are normally more sensitive and are in sync with the protocols at home. Boys' parents observed that the boys have become more helpful and understanding at home. A parent added, *"Now my son takes care of me when I am not well, just like a daughter would."* This inculcation of patience and understanding in adolescent boys is very difficult to bring about and has happened only because of SFA. Girls' parents observed that they can now control their own mood swings better.
- **Appreciation for Children:** After attending the SFA meetings, the parents have also gained a better insight into emotional problems that are faced by adolescents. The parents have also learnt how to deal with this difficult phase in a child's life. The parents have started to understand the short comings in their children and have learnt to accept them. They have also become more appreciative of their children. A parent said, *"I now understand that my daughter has a lot of pressure in school so I do not expect her to help me a lot at home. She needs rest too."* Parents have become more receptive and are happy about this SFA program.
- **Improved Communication:** Due to change in the behaviour of the children and parents attending the meetings at schools for SFA the communication gap between them is filling up. The parents and their children now communicate more openly and have started sharing many things that they used to hold back earlier. A parent pointed out, *"Through the program, my daughter has bloomed open like a flower."* The comment directly indicates that the *relationship between the parents and the children is strengthening because of open communication.*

- **Confidence in Parents:** Parents who are poor or belong to lower middle class background are proud of their children who are now confident and can articulate their viewpoint. Seeing their children confidently speak in front of an audience has also given their self-confidence, a boost. These parents who are daily wage earners have also started to gain inspiration from these children and are now being able to express their view point. One parent said, *“Seeing my son so confident has given me confidence as well.” Such words give a very positive reflection about the SFA as it goes beyond changing lives of the adolescents.*

6. Conclusions & Recommendations

In general the majority of the students likes the SFA programme. Of all the boys and girls that filled up the questionnaire, 95.7% like the programme. To avoid bias by social desirable behaviour, the students were asked if they think their classmates like the programme. Even then, a majority of 87.5% answered that their classmates like the programme.

The teaching method of the SFA classes is considered much better as compared to regular classes, by 82.3% of the students. The workbook is considered as useful by 90.7% of the respondents.

So, is there a need to change the SFA programme? Considering the positive response and high scores, it seems that the programme is good as it is. That is exactly what 86.3% of the students indicated. However, the 11.6% of the students that want to change the programme did have some recommendations.

6.1 Implementation

Most students want to increase the time reserved for the SFA classes. In practice not every school provides the SFA programme for the full two years. Many schools don't have enough time and teach the units on high-speed in only one years' time. In some cases, the students were only provided with the workbook without supporting classes. In order to maintain the success of the SFA programme, it's necessary to implement the programme for at least two years in every participating school. The students should get the space and time to grow with the programme.

Value – education has never been an integral part of our educational system. The stress is always laid on the subjects that are more academic in nature. Due to this discrimination, the schools do not have sufficient time to concentrate on the SFA program. They do not have enough space in their current schedule to properly conduct these classes. Hence, this

course is sometimes stretched to 2 years and not completed within a year. The summer breaks the flow in the course structure. Due to the load of other classes, a lot of SFA classes are not run on regular basis and are often given last priority on the list.

There were contradicting opinions concerning the timings of the SFA classes. We've received feedback from students who want to attend the classes after school-hours, and from students who are in favour of SFA classes within the regular school hours. All students agreed that the classes should not be held in the weekends. Most students are willing to sacrifice a free hour in addition to the regular curriculum but are reluctant to attend classes in evenings or weekends.

Some students indicated that they would like to receive some recognition for their efforts. There was even one boy who would like to have an exam. We think that an exam is not necessary, but a ritual to close the SFA programme would be a nice initiative. This could be an afternoon with a quiz about SFA topics and a certificate for all the participating students. If this is not within the means of the school, SFA could also provide a badge or a pin for students that participated in the programme.

Regarding commitment to the SFA programme and to enhance successful implementation, the schools could be asked for a small contribution. The height of the contribution should be adaptable to the available means of the schools.

6.2 General

An important general recommendation is to update the content of the programme to the Indian context. The SFA programme was initially designed for and by people from more or less homogenous societies of the western world. A lot of this can be used in the Indian context, however it does not cover all layers of India's unique, complex and heterogeneous society. International examples are good for general development, but

children need to relate to the stories in the book. For example Nitesh from Dharavi faces other issues than Mike from an American suburb. Firstly, it's important to change the names in the workbook to Indian names. Secondly, stories and examples should be updated to an Indian context. To get the best results of the SFA programme, an Indian upgradation is necessary.

Specific examples, activities and games could be developed for different categories of schools. A kid from a slum and a kid from a high society can lead completely parallel lives. The teachers should be trained on what is important for their students to learn. For example, a high-society school should pay attention to educating their students about the dangers and possibilities of the Internet and social media. Whereas, a school in slum faces other issues, like violence, drug abuse, family harmony and street-life.

6.3 Content & Units

All students seemed to be aware of the objectives of the programme. The majority has a good overall command of the skills learnt in the several units of the SFA programme.

Especially Unit 2 proved to be a very successful component of the programme. Unit 6 (health) showed the weakest outcomes. It's good to see that the children are aware of the risks of using drugs. On the other hand, other values should not be blurred. Respect for others should be given equal importance. Almost one third of the students (31%) indicated that people who use drugs are 'immoral' people, who should not be respected at all. Using drugs is a personal choice that you make yourself. It's better to avoid drugs for many reasons. People that do use drugs and are addicted to them don't really have that choice anymore. Even if they choose to stop, it's a tough path for them to stay away from it. They need support and not disrespect. The message should focus on the damage done once you start using alcohol, tobacco or drugs.

A chapter we recommend to add to the SFA curriculum is ‘communal harmony’. India is a heterogeneous country with many different cultures and communities. Pay attention to the importance of different communities existing in India. Respect your own as well as other communities.

We also recommend to add a chapter to Unit 7 ‘Setting Goals’ on peer pressure and pressure by parents on students who’re up for the boarding exams. The suicide rate among youngsters in India around the boarding exam period is excessively high. Planning and setting goals is really an effective way to achieve success, but it’s not the end of the world if one fails to achieve a goal. People learn important lessons from failure. Besides, You don’t always have to be the best, there is nothing wrong with being ‘normal’. To stress this message, local heroes could visit the class and tell stories about how they dealt with ‘failure’ and what lessons they learnt from it.

6.4 The workbook

A consequence of adapting the curriculum to Indian society is to change to workbook as well. Attention should be paid to the Indian context while translating. Don’t translate directly from English into the local language but change names and events as well.

Another advice is to divide the book in smaller books e.g. one book per year or per semester. Most students have to carry a lot of heavy books; a smaller SFA book will decrease their ‘workload’ literally.

6.5 Teachers

For most teachers the SFA programme just adds an extra class to their already busy schedule. They do not necessarily have the drive to participate in charity like the Lions members have. To keep teachers actively involved, Lions should supply incentives for teachers and guides. This incentive could be a certificate from Lions Quest or gifts sporting the

Lions Club or Lions Quest logo e.g. crockery or a pen set. Use the exclusive and good name of Lions Club to commit teachers to the programme.

A platform for SFA teachers and SFA guides could facilitate knowledge sharing regarding problems that the teachers face while conducting the SFA classes. This interaction could be very valuable for teachers as well as the Lions Quest programme as a whole.

Besides the regular SFA training, different trainings could be organized to enhance teaching skills necessary for the specific school where the teacher conducts the SFA programme. A psychological training to support students with problems could be a valuable addition. Many Indian schools don't have counsellors for students. SFA students indicated that they need an objective person to talk to about their issues. Furthermore, teachers can be trained to give classes outside the common classroom. SFA classes do not necessarily have to be held within the premises of the school. Take the students outside on exposure trips or conduct a class in a garden or a park.

6.6 Parents

We heard from teachers and from the LQIF itself that it's very difficult to get commitment from parents for the SFA programme. Parents are busy with their jobs and find it difficult to make time for deepening themselves into the programme. It is very important to involve parents actively in SFA programme.

To get and to keep parents involved, students and teachers could produce a bi-annual newsletter or a section in the school paper about the SFA programme. It's a nice activity for students to rehearse and practice their skills and it will keep parents informed about their children's' developments.

Another issue that was brought to light was the poor attendance of parents on SFA parent meetings. An SFA meeting for parents could be combined with regular school meetings. A meeting should ideally be a 10

to 15 minute session per parent-couple. To spread the burden for both teachers and parents, the meetings could be held bi-annually in a time-span of one week. To increase participation, conduct meetings after working hours, e.g. in the evening or on Saturday.

6.7 Lions Quest in India Foundation and Lions Club members

As it is important to have commitment from the participating schools, SFA teachers, SFA guides and parents, it's also important that the receiving side experiences commitment from Lions Club in return.

Some schools complained that they were only provided with books and that the Lions did not pay any attention to the school after that. Lions' members are occupied people who invest their spare time in LCIF on a purely voluntary basis. It's therefore not reasonable to demand more commitment, but we can offer some suggestions to increase commitment with small efforts.

A Lion or Lioness could adopt a school and could organize special activities. They could divide tasks among other Lions members and parents of children from participating schools. This is a great way to show commitment and to involve parents with the programme. An activity could be a puppet show on children's day, a yearly festival or simply distribute some nutritious snacks.

An Indian school could also tie up with a foreign school that is affiliated with the Lions Club. Or an economically better-off school from India or abroad could adopt a school in a slum. This could promote cultural exchange and mutual support and understanding. The LQIF could play a role in identifying schools for a tie-up.

7. Limitations and learnings

As mentioned in the methodology chapter, we faced some challenges while conducting this research. It's important to note that some coordination and communication issues emerged which influenced some aspects of the procedure of data collection.

Beforehand we fixed the total sample-size on 1500 students & stakeholders, divided over 30 schools. Finally we realized a sample of 1576 respondents divided over 24 schools and two informal set ups at housing societies. The number of parents and teachers are underrepresented in the final sample in comparison with the initial sample. This is largely the result of logistic problems. Due to busy schedules, many teachers and parents were not able to fill in the questionnaires right away. We distributed the questionnaires through the schools and the students. Unfortunately, very few of these questionnaires were recovered. In an attempt to fill up the gap, we managed to organize some focus group discussions with parents and teachers.

	students	teachers	parents	Total
Initially agreed	1200	150	150	1500
Realized	1416	70	90	1576
Balance	+216	-80	-60	+76

Another challenge we faced due to communication disorders was the language barrier. The questionnaires were in English (for the students) and in English or Hindi for the parents and teachers. For some non-English medium schools this was problematic. In these cases, the teachers translated the questionnaires directly to the students, so they were able to give their feedback. It's possible that the meaning of some questions have been lost in translation. Also, not all students might have been able to express themselves accurately.

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Appendix 1: List of Schools

No.	Name of the Schools	Sample size		City
		(abs.)	(%)	
1	SH Kharawala School	39	2.8%	Ahmedabad
2	FD High School	223	17.4%	Ahmedabad
3	Republic High School	218	15.4%	Ahmedabad
	Total Ahmedabad	480	33.9%	
4	Gandhinagar International Public School	37	2.6%	Gandhinagar
5	KADI Vidyalaya	40	2.8%	Gandhinagar
6	MB Patel	58	4.1%	Gandhinagar
	Total Gandhinagar	135	9.5%	
7	Chandrabhaga School	11	0.8%	Mumbai
8	Dayanand School	40	2.8%	Mumbai
9	MTS Schools	40	2.8%	Mumbai
10	Utkarsh School	14	1.0%	Mumbai
11	MET Rishikul	49	3.5%	Mumbai
12	Anjuman-e-Islam School	51	3.6%	Mumbai
13	BKS High school	87	6.1%	Mumbai
14	Aadarsh Society*	9	0.6%	Mumbai
	Total Mumbai	301	21.3%	
15	Baroda High School-Self Finance	117	8.3%	Vadodara
16	BLS- ONGC	21	1.5%	Vadodara
17	BLS- Danteshwar	23	1.6%	Vadodara
18	BHS- Alkapuri-Noon shift	31	2.2%	Vadodara

* A non formal set up

List of schools (continued)

No.	Name of the Schools	Sample size		City
		(abs.)	(%)	
19	BHS-Alkapuri-Morning Shift	79	5.6%	Vadodara
20	BLS-Bagikhana	23	1.6%	Vadodara
21	Baroda High School	24	1.7%	Vadodara
22	St. Joseph	9	0.6%	Vadodara
23	Sri Mirambika School	71	5.0%	Vadodara
24	Balgokulam*	10	0.7%	Vadodara
25	Mother's School	39	2.8%	Vadodara
26	Mira School	53	3.7%	Vadodara
	Total Vadodara	339	35.3%	
	total	1416	100%	

* A non formal set up

Appendix 2: Student's Questionnaire

STUDENTS QUESTIONNAIRE

Date of the interview:
school:

Name of the

Student's age:

Place:

Student's gender: Girl / Boy

Current Activity:

Year of association with
the SFA programme:

Class at the time of SFA:

Hello boys and girls! This survey is about the Skills for Adolescents Programme, don't worry it's not a test! We will use the information to improve the programme. Your answers will be kept strictly confidential and you don't have to write down your name.

Instructions: For multiple choice questions, circle the right answer or the letter (a,b or c) of your answer. Please leave the gray colored boxes on the right-side open.

Thank you!

Part I: The programme in general

1. Please answer the following questions with yes or no.

a	Did you like the Lions Quest skills for Adolescence programme?	Yes / No	
b	Do you think your classmates liked the programme?	Yes /	

	No	
c Do you think the programme was useful for you?	Yes /	
	No	
d Do you think the teaching method in the Quest-class is better than in your normal classes?	Yes /	
	No	
e Did your parents notice a positive change in your behaviour during the programme?	Yes /	
	No	

2.a. Can you name three skills that you have learned during the SFA Programme?

1.	2.	3.	<input type="text"/>
----	----	----	----------------------

2.b. Can you give an example from your daily life where you used (one or more) of these skills?

3. Do you notice any changes in your:

personal behaviour towards the teacher and your parents	Yes /	
	No	
anger and emotion management	Yes /	
	No	
understanding and appreciation of an other point of view	Yes /	
	No	
strengthening relationship with all, specially your friends in school.	Yes /	
	No	
your independent decision making efforts.	Yes /	
	No	

4. Is there anything you would like to change to the programme? If yes, what would you change?	Yes / No	

5. Which units of the programme did you like the best? Assign a number from 1 to 7 for the units you liked best to the ones you liked least (the unit you liked the best will get a 1, the unit you liked least a 7)

Entering the teen years (introduction to adolescence)	
Building self-confidence and communication skills	
Managing emotions	
Improving Peer Relationships	
Strengthening Family Relationships	
Living a healthy and drug-free life	
Setting goals	

6. You have been using your workbook "Changes and Challenges"? Is it a purposeful and a useful textbook for the quest lessons?	Yes / No	
--	-------------	--

Part II Learned skills

7. Can you describe shortly what happens during adolescence?	

8. A confident person is someone who:	
<p>a. is always right, speaks loud and brags about his / her skills.</p> <p>b. Is aware about his/her own abilities, is not afraid to make mistakes and is responsible for his/her own actions</p>	

- c. Is shy, never makes mistakes and never asks questions.

9. Can you identify three things (abilities or successes) you are good at?

1.	2.	3.	
----	----	----	--

10. When you're angry:

- a. it's ok to call names or hit someone, because it's important to recognize and respect your emotions.
- b. it's good to control (manage) your impulses and to think ahead and consider the consequences of your actions.
- c. You should not express you feelings, even not in a positive way, because it can hurt other people.

11. You've found out a friend is spreading bad stories around about you. This is bothering you. What would you do?

- a. Nothing. If I would say something about it, then it would get even worse...
- b. Do the same to her/him. I would be very angry and I would tell bad stories about him/her to everybody who wants to hear them.
- c. I would ask why he/she has said those things and tell him/her that it hurts me and that I'm disappointed about his/her behaviour.

12. Your friend is very rude to a teacher. He's encouraging you to do the same. What do you do?

- a. Be rude too of course. He/she is my best friend and I follow him in anything he/she does.
- b. I would be rude too, but I don't feel comfortable with it. If I won't obey, he/she would think I'm a loser.
- c. I would ask him why he is so rude and explain to him that I don't want to get in trouble.

13. A good friend:

- a. Is someone who always agrees with me, no matter what. If he/she disagrees it means that he/she does not support me.
- b. Is someone who supports me and will help me grow, even if this could sometimes lead to conflicts. Solving conflicts can make our friendship stronger.
- c. Is someone to make fun with, and of course we'll never fight! Fights will make our friendship weaker.

14. Within family:

- a. it's not necessary to say 'thank you' to family members. They're family, so they know automatically that you appreciate them.
- b. You should get what you want all the time, because it's your family's responsibility to meet your needs.
- c. It's good to do something nice or show a little sympathy, just to let your family members know that you appreciate them.

15. Using drugs is:

- a. For cool people. If you don't use them, you're a boring person.
- b. For immoral people. You should not respect them at all.
- c. A personal choice. If you want to be a responsible and healthy person, you should choose to avoid them.

16. Setting goals is:

- a. useless. Chalta hai, why waste your time on it?
- b. a helpful way to work towards realistic personal success.
- c. not necessary. Goals are imposed on you by other people.

17. Do you agree or disagree with the following statements?

- | | | |
|---|---|---------------------|
| a | Only people who are not self-confident ask questions to learn more. | Agree /
Disagree |
| b | To speak up for your self means you cannot manage your anger. | Agree /
Disagree |
| c | To speak up for your self is a sign of self-confidence | Agree /
Disagree |
| d | Emotions are bad and recognizing them shows you're weak. | Agree /
Disagree |
| e | Adolescents can behave unpredictably at times, as they learn to understand and manage their emotions. | Agree /
Disagree |
| f | The most effective way to say no to smoking is: 'No, thank you.' | Agree /
Disagree |
| g | Chewing tobacco is not harmful, because you don't inhale smoke. | Agree /
Disagree |
| h | Good listeners can do other things while | Agree / |

	they listen, like doing homework or watching television.	Disagree	
i	Trying to do what your friends want you to do is an example of responsible behaviour	Agree / Disagree	

Thank you for your co-operation and your input!

Appendix 3: Focus Group Discussion Guide

GUIDE FOR STUDENTS' FOCUS GROUP DISCUSSION

Date of the interview:

Name of the school:

Name of recorder:

Place:

No. student	Gender M/F	Age yrs	Current class/occupation	Class of received SFA training	Year of received SFA training
1					
2					
3					
4					
5					

Target group: students who have undergone the SFA programme.
Five students will be selected randomly from the student survey.

Introduction

- Welcome the group, introduction of 'team'.
- Explain the purpose of the discussion.
- Ask for permission to record the discussion and explain the information/records will be treated confidentially.
- Participation norms: please express yourself freely, there are no right or wrong answers and your opinion is very valuable to us. Let's talk one by one and hear each other.
- Ask the group to introduce themselves, one by one.

Part I: The programme in general

- 1.1. What did you learn from the SFA programme?
- 1.2. Did you like the SFA programme?
- 1.3. Were the sessions held on a regular basis?
- 1.4. How many units did you attend?
- 1.5. Can you name the units or skills covered?
- 1.6. Which unit should be given more attention?
- 1.7. Which unit did you like best and why?
- 1.8. Which unit did you like least and why?
- 1.9. If you could improve the programme, what would you change/add/leave?
- 1.10. Do any of these skills overlap or contradict with your regular academic courses?
- 1.11. Did the SFA programme improve your attention span for the other normal classes?

Part II Learned skills

- 2.1. Teen years: Do you understand what adolescence is? What changes did you experience entering the teen years? Did the SFA programme help you dealing with these changes? How?
- 2.2. Self confidence: Has the SFA programme helped you in increasing self confidence? Can you give an example of an experience/event that has increased your self confidence?
- 2.3. Critical thinking: Did the SFA programme help you in evaluating situations and developing critical thinking? How?
- 2.4. Managing emotions: Do/did you experience negative emotions? How do you handle those emotions? Did the SFA programme helped you in managing your emotions? How?
- 2.5. Peer pressure: Can you describe an event where you experienced negative peer-pressure? What did you do? Did the SFA programme help you to resist negative peer pressure? How?
- 2.6. Friendship: Did you experience conflicts in friendships? How did you handle them? Has the SFA programme helped you in solving conflicts?
- 2.7. Family: Did you learn special skills through the SFA programme to use at home? Which were those skills and in which situation were they helpful?
- 2.8. Living healthy: How do you feel about alcohol and drugs? What did the SFA programme teach you about drugs and alcohol? How?
- 2.9. Setting Goals: Do you set your own goals? Can you describe one? Did the SFA programme help you in setting goals? How?

Thank you very much for you co-operation and input!

Appendix 4: Parent's Questionnaire

PARENTS QUESTIONNAIRE

Date of the interview:

Name of the school:

Student's age:

Place:

Students gender: Girl / Boy

Occupation:

Parents' name:

Parents' gender:

Parents' contact number:

Parents' age

Dear parents. This survey is about the Skills for Adolescents Programme. We are conducting an impact study of the programme and we would like to ask for your help. Kindly fill in the questions below.

Thank you for your time!

Part I: General

1. Are you familiar with the SFA programme?	<div>Yes / No</div>	
2. Do you have the parent book provided by the school? If yes, how did you find that book?	<div>Yes / No</div>	

--

3. According to you what is the aim or goal of the SFA programme?

--

4. When did your child participate in the SFA programme? Year/class:

/

5. Did the programme change your behaviour towards your child? How?

Yes /
No

--

6. Do you support your child learning life-skills through the SFA programme? How?

--

7. Please answer the following questions with yes or no.

a Did your child like the SFA programme?

Yes /
No

b Did your child discuss issues treated during the SFA programme at home?

Yes /
No

c Did your child practice skills learned by the SFA programme at home?

Yes /
No

d	How much time per day does your child generally spend on making homework?	hrs	
e	Did this improve after the SFA programme?	Yes / No	
f	Did you look through your child's Quest Workbook?	Yes / No	
g	Do you agree with the content of the SFA programme?	Yes / No	
h	Do you think this programme is a required/necessary addition to your child's standard education?	Yes / No	

Part II: Impact

8. Did you experience major changes in your child's behaviour after he/she followed the SFA programme? Can you give an example?	Yes / No	
--	-------------	--

9. Do you think this is because of the SFA or do other factors also play an important role?

10. Can you name three important skills that your child learned that improved his/her behaviour?			
1.	2.	3.	

11. Can you give an example when you noticed that your child used (one or more) of these skills?

12. Had the programme brought changes in you family relationships?

Strengthening and bonding	Yes / No
Increased mutual understanding	Yes / No
Improved communication	Yes / No
Other (please specify below)	Yes / No

13. Is there anything you would like to change to the programme? If yes, what would you change?

Yes /
No

Part III Parents' participation

14. How many parents meetings were organized this year?

15. How many did you attend? If none why?

16. How did you experience the meetings?

17. Is there anything else you would like to share with us that is not covered in this questionnaire?

Thank you for your co-operation and your input.

Appendix 5: Teacher's Questionnaire

TEACHERS QUESTIONNAIRE

Date of the interview:

Name of the school:

Name of respondent:

Place:

Age of respondent:

SFA implemented since:

Gender of respondent:

Dear teachers. This survey is about the Skills for Adolescents Programme. We are conducting an impact study of the programme and we would like to ask for your help. Kindly fill in the questions below. Part I concerns all teachers, while part II concerns only trained teachers of the SFA programme. Thank you for your time!

Part I (for all teachers)

A General Info

1. Can you give a brief overview of your professional career?

Education:

Experience:

Specializations

(subjects/classes
etc.):

2. How long have you been teaching in this school?

| yrs

B Impact

3. According to you, what is the aim or goal of the SFA programme?

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4. Do you experience a significant change in student's behaviour, after they followed the SFA programme? Yes / No
Please explain.

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5. What are the major changes you have experienced? Can you give an example?

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6. Do you think this is because of the SFA or do other factors also play a key role? Please explain. Yes / No

--

7. Are students who have followed the SFA programme easier to teach to?

Yes / No	
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Part II (for SFA teachers only)

C Resources

8. What resource material is provided to you by the Lions Quest Foundation? Can you give the resource material a score from 1 to 10 (from good to bad) for each item.

Item	score

D Curriculum

9. In which class is SFA conducted?	std
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10. How many sessions are there per week?	p/w
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11. Is this enough to cover all the units in one year? If not, how many units are covered per year? Please explain.	Yes / No	
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12. Can you describe the phases of a general session of a class?

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13.a. Are you able to cover all the phases of a session (introduction-new information-activity-etc.)	Yes / No	
13.b. Are all the phases of a session useful? Why?	Yes / No	

--

14.a. Do students make their homework assignments on a regular basis?	Yes / No	
14.b. Do you check their homework? Please explain.	Yes / No	

15. What challenges do you face while teaching the class?

16. Can you score the units for how easy they are to teach and how useful those units are for the students? (From 1 to 10, 1 = easy/useful, 10 = difficult/least useful).

Unit	Ease of teaching	Most useful
Entering the teen years (introduction to adolescence)		
Building self-confidence and communication skills		
Managing emotions		
Improving Peer Relationships		
Strengthening Family Relationships		
Living a healthy and drug-free life		
Setting goals		

17. Do you at any point feel the need for a refresher course? When/why?	Yes / No	
---	----------	--

18. Are you still in contact with your trainer?	Yes / No	
---	----------	--

19. At what stage do you feel you need to focus more on regular routine subject? Why?

20. Are you satisfied with the programme? Why?	Yes / No	
--	----------	--

21. What new activities have you implemented in the programme?

22. How do you perceive the parents approach towards the programme?

Thank you for your co-operation and your input.

Appendix 6: The Study in Pictures



Students filling out questionnaires at Chandrabhaga School, Mumbai



A student gives his opinion during a focus group discussion at AG High School in Ahmedabad



A teacher at Utkarsh School in Mumbai explains the questionnaire to hearing impaired children



Focus group discussion at Anjuman-e-Islam school for girls, Mumbai