

Guideline for KoGe Key Indicators 7/8 (version 24.11.2020)

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| Proportion of children/ youths having participated in life skills education who perceive an improvement in their quality of life. | |
| <p>Long-Term Outcome 3: Knowledge and skills to promote sustainable development, based on SDG 4.7</p> <p>Short-Term Outcome 3.1: Strengthened children and youth through improved life skills</p> <p>Output 3.1a: Life skills trainings (including non-violent communication, effective communication, ability to say no, etc.) are delivered and promoted to be integrated in the school curriculum</p> | |
| Type | Periodic (periodic assessment over time) |
| Technical definitions | <p>Life skills (LS) are “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO).</p> <p><u>The ten core LS are:</u> problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.</p> <p>Life skills education (LSE) means promoting those abilities in children and youth. LSE can either take place recurrently for a few hours per month (either as part of the school curriculum or as extracurricular sessions) or as a several full-days intensive LSE camp.</p> <p>Participated in LSE means that:</p> <ul style="list-style-type: none"> • For recurrent sessions: participants attended an LSE course lasting at least 8 sessions of approx. 1 hour (approx. 8 hours in total) during one school year • For intensive LSE camps: participants attended an LSE camp lasting at least 3 full days during a school year • Facilitators accompany a group of children/ youths during an LSE cycle • The sessions focus on the LS that are lacking in a specific context using pre-established modules and activity sheets adapted to the participants’ age • Preferable: LSE groups can be followed-up after the official sessions (e.g. with discussion groups, LS clubs, etc.) • Preferable: To build a higher level of trust, the group composition of children/ youths does not change during the whole LSE cycle <p>Quality of Life (QoL) is subjective and multidimensional, encompassing positive and negative <u>features of life</u> such as:</p> <ul style="list-style-type: none"> • Physical (level of energy, sleep/rest, pain) • Psychological (self-esteem, negative/positive feelings, stress, concentration, ...) • Social (relationships with family/friends/teachers, ...) • Environment (confidence to express ideas/opinions/thoughts, safety, opportunities for recreation/leisure, mobility, capacity to work) • Economic (Income, Wealth, material) • Spiritual/Religious <p>Based on the above-mentioned aspects, every project/programme should outline a more-specific locally adapted definition of QoL which is understandable for children/ youths in the specific context.</p> <p>QoL is self-reported (srQoL) and is based on a five-point Likert scale. The proportion of children/youth who perceive an improvement in srQoL is calculated as follows:</p> $= \frac{\text{Number of children/ youths who participated in an LSE course lasting at least 8 sessions of approx. one hour or an LSE camp lasting at least 3 full-days during one school year who perceive a moderate or strong increase in their QoL}}{\text{Number of children/ youths who participated in an LSE course lasting at least 8 sessions of approx. one hour or an LSE camp lasting at least 3 full-days during one school year}}$ |

| | Children are persons younger than 15 years and youths are persons 15-24 years old. | | | | | | | | | |
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| Rationale | Evidence shows that improved LS results in actions towards oneself, actions directed to others and actions to change the surrounding environment in a healthy, empowering and safe way thereby contributing to improved QoL. LSE is therefore intrinsically linked to behaviour change and can be utilized in many content areas: prevention of substance abuse, sexual violence, teenage pregnancy, HIV/AIDS and suicide prevention. The assumption is that changes in srQoL can already be observed a few months after the LSE sessions. | | | | | | | | | |
| Baseline | Baseline value is always 0. | | | | | | | | | |
| Data collection | <p>Required quantitative data <u>Number of people who participated in LSE (KI 07 and denominator for KI 08):</u> Data is collected with attendance lists of every LSE session (at least 8 sessions of approx. 1 hour or 3 full days within a school year). If the group composition remains mostly unchanged, the number of children/ youths “participated” is calculated as the average number of participants over the total number of sessions or days. For instance, if the number of participants of ten sessions was 33, 29, 27, 31, 28, 32, 33, 30, 31, and 29 the reported number of participants is 30 (see also “illustration of the guideline” further below). Every individual can only be counted once per school year (no double counting).</p> <p><u>Number of people who reported a moderate or strong increase in their QoL (numerator for KI08):</u> Data is collected through question R1 at the last LSE session for recurrent sessions and 6-12 months after the last LSE session for intensive LSE camps:</p> <p><i>R1.) Considering the quality of life definition you just read/ heard, how has your quality of life changed since [start month of LSE sessions]?</i> <i>A) strongly increased; B) moderately increased; C) no change/about the same; D) moderately decreased; E) strongly decreased</i></p> <p>Required qualitative data The same participants who replied to R1 also provide the reasons for their reported change in QoL through question R2:</p> <p><i>R2.) What do you think are the main reasons for the answer you gave to the question regarding quality of life above?</i></p> <p>Sample Independent from the actual male-to-female-ratio, in a similar socio-economic context, data should ideally be collected for the following sample:</p> <table border="1" data-bbox="359 1467 1214 1559"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Children</td> <td>total number, but max. 200</td> <td>total number, but max. 200</td> </tr> <tr> <td>Youths</td> <td>total number, but max. 200</td> <td>total number, but max. 200</td> </tr> </tbody> </table> <p>Disaggregation <u>Required:</u> by sex, by age group (children/ youths) <u>Optional:</u> by urban/rural</p> <p>Data collection procedure and tools</p> <ul style="list-style-type: none"> • Children: Face-to-face interview. The QoL definition and other explanations are explained orally. The Interviewer records the answers on a paper questionnaire. • Youths: Face-to-face interview or paper questionnaire. The QoL definition and other explanations can either be written on the questionnaire or explained orally. | | Male | Female | Children | total number, but max. 200 | total number, but max. 200 | Youths | total number, but max. 200 | total number, but max. 200 |
| | Male | Female | | | | | | | | |
| Children | total number, but max. 200 | total number, but max. 200 | | | | | | | | |
| Youths | total number, but max. 200 | total number, but max. 200 | | | | | | | | |
| Data reporting | Jan/Feb: The local implementing organisation submits the data to the Swiss partner, using the latest “Indicator reporting and learning tool” e.g. <ul style="list-style-type: none"> • School year Sep 2020 – Jul 2021, reporting in Jan/Feb 2022 • LSE camp Aug 2021, data collection Feb-Jul 2022, reporting Jan/Feb 2023 | | | | | | | | | |

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| Good performance; Interpretation of results | <p>Good performance is when the actual value is equal or higher than the defined target value for the given reporting period, i.e. a higher than expected proportion of children/ youths having participated in LSE sessions reporting a moderate or strong increase in their QoL. In addition, the qualitative reasons provided for self-reported changes in QoL are helpful when interpreting the quantitative results.</p> <p>This indicator focuses on srQoL and is therefore a subjective tool and not based on “hard facts”. Changes in QoL can stem from various factors irrespective of the project/programme, including e.g. climatic factors, market price fluctuations, etc. Thus, changes in srQoL can only partially be ‘attributed’ to the project/programme.</p> |
| Worked example | <p>Considering the target value of 30% and actual data showing 35 out of 90 female children (38.9%) having participated in at least 8 one-hour LSE sessions have reported a moderate or strong increase in their QoL, this performance is good. Among the main reasons of this change were X, Y and Z.</p> |

Illustration of the guideline:

| LSE type | 2020 | | | | | | | | | | | | 2021 | | | | | | 2022 | | Reporting for year 2021 | | | | |
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| | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Jan | Feb | Actual nr sessions/days | Min. required sessions/days | reported? | Average nr of participants | reported nr of participants |
| Recurrent sessions (hours) | School year: Sep-Jun | | | | | | 33 | 29 | 27 | 31 | 28 | 32 | 33 | 30 | 31 | 29 | | | Reporting to Swiss Partner | 10 sessions | 8 sessions | Yes | 30.3 | 30 | |
| | School year: Sep-Jun | | | | | | | 23 | 19 | | | 22 | 21 | 23 | | | | | | 5 sessions | | No | NA | NA | |
| Intensive LSE camps (days) | all four days in Sep: | | | | | | 16 | 15 | 16 | 14 | | | | | | | | | | Reporting to Swiss Partner | 4 days | 3 days | Yes | 15.3 | 15 |
| | both days in Sep: | | | | | | 15 | 14 | | | | | | | | | | | 2 days | | No | | NA | NA | |

Annex:

Optional data

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| Data collection | <p>At time of last LSE session</p> <p>O1.) <i>How did you apply the learned LS in your daily life?</i></p> <p>O2.) <i>Which were the most important LS taught in the LSE sessions and why?</i></p> <p><i>Address / phone number (for follow-up)</i></p> <p><i>Other project/programme specific questions as needed</i></p> <p>Follow-up: 1,2 and 3 years after last LSE session</p> <p>A purposive or random subset of responders to the required data collection can optionally be followed 1, 2 and 3 years after the last LSE session and asked questions R1, R2, O1, O2 above until the learnings become repetitive using tools such as Individual phone survey, Individual semi-structured interview, Focus Group Discussions (can be performed either by the partner organisation, the KoGe member organisation, an external evaluator, or other).</p> |
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