

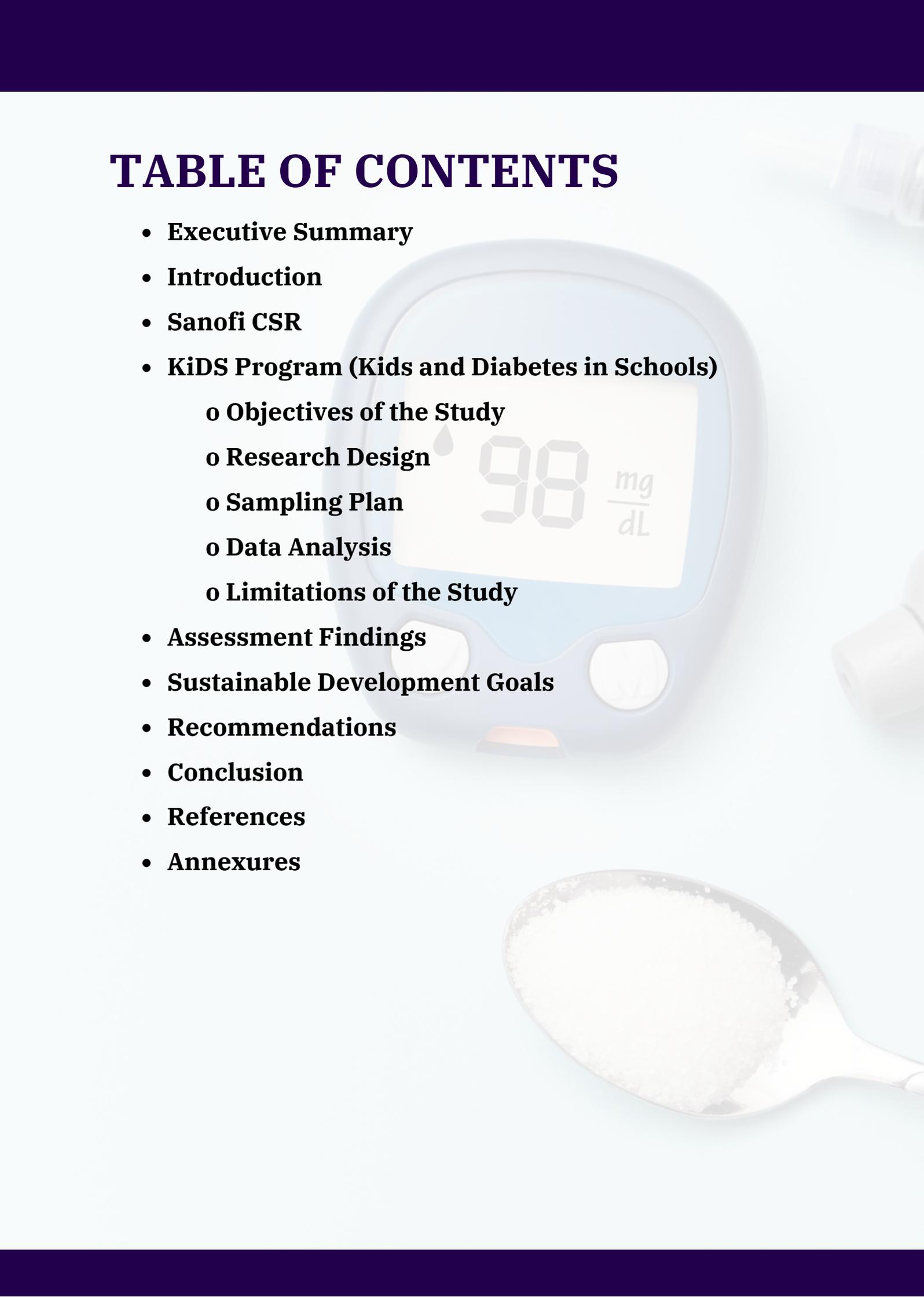
IMPACT ASSESSMENT REPORT

**PROGRAM-KiDS (Kids and Diabetes in
Schools)**

October 2023



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- The background of the page features a soft-focus image of medical supplies. In the center, a light blue digital glucose meter displays the number '98' in large digits, with 'mg/dL' written below it. To the right of the meter, a white plastic bottle with a cap is partially visible. In the bottom right corner, a silver spoon is filled with a mound of fine white powder, likely sugar or a powdered medication. The overall aesthetic is clean and clinical, with a light blue and white color palette.

EXECUTIVE SUMMARY

India has gained the reputation of being the "Diabetes Capital of the World" as the diabetic populace in the nation is rapidly approaching a concerning milestone, with an estimated 69.9 million cases projected by 2025 and an anticipated 80 million by 2030 (Pandey & Sharma, 2018). The World Health Organization (WHO) has recognized diabetes as a significant driver of severe health complications, including but not limited to blindness, kidney failure, cardiovascular incidents, stroke, and lower limb amputations. This non-communicable ailment has not only affected the adult population but has also extended its impact to include children, thus placing a substantial burden on India, a nation boasting the world's largest youth demographic. Health economists have extensively documented the profound economic consequences accompanying this health crisis.

The alarming rise in diabetes prevalence among Indian children has been predominantly attributed to the rapid transformations in their lifestyles. A study by Narang et al. (2018) unequivocally positioned Goa at the forefront of this unsettling trend. In response to this pressing concern, Sanofi's Corporate Social Responsibility (CSR) initiative unveiled the Kids and Diabetes in School (KiDS) program in 2019. Diabetologists were responsible for equipping 186 principals and 1596 teachers with the necessary knowledge and skills to tackle this burgeoning health issue. Consequently, these teachers imparted this acquired knowledge to their students, fostering an environment of heightened awareness and understanding. The program's resounding success has been evidenced by its substantial reach, encompassing a remarkable 1,493,660 students across 467 educational institutions in Goa.

Subsequently, the Sakhar Free Challenge and STEP Challenge were incorporated into the program's framework to enable behaviour change among school children. These challenges had ingeniously incorporated engaging activities centred around physical fitness and nutrition, thereby instilling healthy habits. To gauge the efficacy of these initiatives, a meticulously designed research study has been undertaken to evaluate the outcomes and impact of the projects implemented by Sanofi's CSR in collaboration with its implementing partner, Conexus, Social Responsibility Foundation and Department of Health, Government of Goa.

* Narang, R., Saxena, A., Desai, A., Ramakrishnan, S., Thangjam, R. S., Kulkarni, S., Narvencar, K., e Costa, A. K., Dias, A., Sukharamwala, R., & Cleland, J. (2018). Prevalence and determinants of hypertension in apparently healthy schoolchildren in India: A multi-centre study. *European Journal of Preventive Cardiology*, 25(16), 1775–1784. <https://doi.org/10.1177/2047487318790056>

** Pandey, S., & Sharma, V. (2018). World diabetes day 2018: Battling the emerging epidemic of diabetic retinopathy. *Indian Journal of Ophthalmology*, 66(11), 1652. https://doi.org/10.4103/ijo.ijo_1681_18

The Kids and Diabetes in Schools (KiDS) Program has been a pioneering initiative aimed at educating and raising awareness about diabetes among schoolchildren. This comprehensive Impact Assessment Report delves into the multifaceted outcomes of the program, analyzing its effectiveness, challenges faced, and recommendations for future enhancements.



Overview of the KiDS Program

The KiDS Program was designed with the primary objective of instilling awareness about diabetes among students. Leveraging a combination of traditional teaching methods and interactive approaches, the program sought to engage students, educators, and parents alike. To deepen awareness, activities included lectures, expert talks, interactive sessions, and integration into significant school events like Nutrition Week and World Diabetes Day.



Positive Outcomes and Achievements

The program's most remarkable achievement lies in its capacity to augment the comprehension of diabetes among all stakeholders and, crucially, to mitigate discrimination against children with diabetes. Notably, the successful assimilation of the program into various school events underscores its profound effectiveness in inducing positive behavioural transformations.



School Principal's or Head Master/Mistress Perspective

Insights from Principals pointed towards the role of leadership in executing and promoting the KiDS program. Principals recognized the impact on students' awareness, behavioral changes, and overall well-being. However, challenges, such as garnering support from stakeholders, were acknowledged, prompting innovative solutions.



Teacher Testimonials

Teachers, as integral facilitators of the program, provided valuable insights. Their experiences revealed a dynamic mix of strategies, including talks, videos, Q&A sessions, and the distribution of informative materials.



Recommendations and Stakeholder Perspectives

While acknowledging the program's success, stakeholders recommended several enhancements. Key suggestions included expanding the program to every school, village, and age group, incorporating more videos, fostering greater student participation.



Challenges and Lessons Learned

The report candidly addressed challenges faced during program implementation. Resource constraints, the need for more engaging content, and acknowledged issues related to student comprehension. Lessons learned emphasized the importance of continuous communication, tailored engagement strategies, and ongoing collaboration.



Strategic Insights for Future Programs

The report highlighted the strategic aspects that contributed to the success of the KiDS program. The integration of health education into various school events and the involvement of medical professionals emerged as effective strategies. The testimonies of a diabetic student and increased empathy among peers underscored the program's significance.



Conclusion

The Impact Assessment Report for the KiDS Program offers a nuanced understanding of its achievements, challenges, and potential for future growth. The positive outcomes, coupled with valuable recommendations from stakeholders, position the program as a cornerstone in diabetes education. The report concludes with a call for sustained efforts, emphasizing the need for regular programs, community involvement, and leveraging technology for impactful awareness campaigns.

In essence, the KiDS Program, with its transformative potential, stands as a model for health education initiatives, offering valuable insights for future endeavors in the realm of student well-being and disease prevention.

INTRODUCTION

Diabetes is a chronic metabolic disorder characterized by elevated blood sugar levels due to impaired insulin production or utilization. It is a global health concern affecting millions of individuals worldwide. Diabetes can have significant implications for overall health and can lead to various complications if not properly managed. With sedentary lifestyles, unhealthy dietary habits, and a rise in obesity rates, the prevalence of diabetes has reached alarming levels. This chronic condition, characterized by high blood sugar levels, poses serious risks to both physical and mental well-being.

In India, diabetes has emerged as a major public health problem. Over the past few decades, there has been a significant increase in the prevalence of diabetes in the country. According to Pradeepa and Mohan (2021)*, *India had an estimated 77 million adults living with diabetes in 2019, and this number is projected to rise to 134 million by 2045.* According to a study published in the Indian Journal of Endocrinology and Metabolism, the prevalence of diabetes in urban areas of India has risen to 13.6% and is projected to reach 15.9% by 2030.

The study highlights the urgent need for comprehensive strategies, including prevention, early detection, and effective management, to address the diabetes epidemic in India (Misra et al., 2017)**. Several factors contribute to the high prevalence of diabetes in India. One key factor is the rapid urbanization and changes in lifestyle patterns. Urban areas witness a higher prevalence of diabetes compared to rural areas, mainly due to sedentary lifestyles, unhealthy dietary habits, and increased stress levels. The adoption of a Westernized diet, which is high in processed foods, added sugars, and unhealthy fats, has also contributed to the rise in diabetes cases. Genetic predisposition is another significant factor in the prevalence of diabetes in India.



*Mohan, V., & Pradeepa, R. (2021). Epidemiology of type 2 diabetes in India. Indian Journal of Ophthalmology, 69(11), 2932. https://doi.org/10.4103/ijo.ijo_1627_21

**Misra, A., Tandon, N., Ebrahim, S., Sattar, N., Alam, D., Shrivastava, U., Narayan, K. M., & Jafar, T. H. (2017). Diabetes, cardiovascular disease, and chronic kidney disease in South Asia: Current status and future directions. BMJ. <https://doi.org/10.1136/bmj.j1420>

Indians have a higher genetic susceptibility to developing diabetes compared to other populations. Genetic factors interact with environmental influences to increase the risk of developing the disease. While diabetes affects individuals of all age groups, the rise of diabetes in Indian children is a particularly concerning issue. Traditionally, diabetes in children was predominantly associated with Type 1 diabetes, an autoimmune condition where the body's immune system mistakenly attacks and destroys insulin-producing cells in the pancreas. However, in recent years, there has been an alarming increase in the prevalence of Type 2 diabetes among Indian children, which was previously more common in adults. Type 2 diabetes in children is primarily attributed to obesity and lifestyle factors. Unhealthy eating habits, lack of physical activity, and sedentary behaviours contribute to excessive weight gain and insulin resistance in children, leading to the development of type 2 diabetes. This trend is particularly prevalent in urban areas, where access to high-calorie processed foods and a sedentary lifestyle are more prevalent.

The rise of diabetes in Indian children has significant health implications. Diabetes can lead to various complications, such as cardiovascular disease, kidney disease, nerve damage, and eye problems. Managing diabetes in children requires a multidisciplinary approach involving healthcare professionals, educators, and parents. Lifestyle modifications, including a healthy diet, regular physical activity, and weight management, are crucial in preventing and managing diabetes in children.

Sanofi's CSR has undertaken initiatives to address diabetes-related challenges in India, with a particular focus on children. By partnering with projects in diabetes, hypertension, cardiovascular disease, and cancer, Sanofi shares its expertise to make a meaningful impact. Collaboration with the government and like-minded organizations is deemed crucial to achieving their goals. To this end, Sanofi engages in Public-Private Partnership (PPP) projects that aim to implement healthcare programs effectively and transparently, targeting marginalized communities in underserved areas.

SANOFI CSR

Sanofi's CSR approach is centred around making a difference in areas of significant impact. They leverage their expertise and resources to provide underserved patients with access to necessary treatments, thereby enhancing their quality of life.



OVERVIEW

Sanofi India Limited Corporate Social Responsibility aims to partner with projects in Diabetes, Hypertension, Cardiovascular Disease, and Cancer by sharing its expertise and experience. Sanofi believes that to make a meaningful impact, it needs to partner with the Government and like-minded organizations. Accordingly, it will engage in public-private partnership (PPP) projects aimed at effectively and transparently implementing healthcare programs for marginalized communities.

MISSION

Sanofi's CSR aims to improve healthcare accessibility, awareness, and affordability, enabling people to lead healthier lives. They focus on preventive healthcare, particularly for noncommunicable diseases. Additionally, they promote healthcare education to enhance knowledge and understanding in the community.



SUSTAINABLE DEVELOPMENT GOALS (SDGs) ALIGNED WITH CSR ACTIVITIES

Sanofi's CSR aligns with the United Nations' Sustainable Development Goals (SDGs). The company focuses on improving healthcare access, promoting environmental sustainability, fostering diversity and inclusion, ensuring patient safety, and driving research and innovation.



In terms of SDG 3 (Good Health and Well-being), Sanofi collaborates with various stakeholders to develop innovative healthcare solutions and improve access to medicines and vaccines in underserved areas.



Sanofi's dedication to research and innovation contributes to SDG 17 (Partnerships for the Goals) by collaborating with academic institutions, research organizations, and healthcare professionals to drive scientific advancements and improve treatment outcomes.

Expanding on the valuable insights gathered from students and educational leaders, the following page explores evidence-based recommendations.





Kids and Diabetes in Schools

Kids and Diabetes in Schools (KiDS) program is an International Diabetes Federation (IDF) initiative that aims to improve the lives of children and adolescents with diabetes. The program provides education and support to children, parents, teachers, and school staff to help them manage diabetes in a school setting. The KiDS program was launched in 2013 and is currently implemented in over 50 countries.

Sanofi's CSR is to build people's minds about the importance of a healthy lifestyle.

The objectives of the KiDS program are to bring diabetes education to schools to fight diabetes-related stigma and promote healthy lifestyles to tackle the preventable risk factors for diabetes. The KiDS program provides a variety of resources to help children and adolescents with diabetes manage their condition at school. The program aims to achieve awareness and education through:



Engagement with the education system; principals, teachers, and children studying in secondary schools



Capacity building of doctors for better Non-Communicable Disease (NCD) management (Non-Communicable Disease- the main types of NCD are diabetes, cardiovascular diseases (such as heart attacks and stroke), cancers



Building a healthy lifestyle through mass media campaigns and events with the people of Goa.

The program successfully extended its reach to encompass a total of 467 schools situated across the Union Territory of Goa.

The program aims at raising awareness among different stakeholders to enable behaviour change. The stakeholder was engaged in any of the following ways:

Orientation of School Principals

School Principals were oriented to have a better understanding of execution and developing ownership of the program.

Built capacity of RBSK (Rashtriya Bal Swasthya Karyakram) doctors in NCD (Non-Communicable Disease)

Capacity Building of Doctors

Training the Teachers

Building capacity of RBSK (Rashtriya Bal Swasthya Karyakram) doctors in NCD (Non-Communicable Disease).

Doctors and experts in diabetes (doctors and nutritionists) training teachers for creative engagement with students.

Training and Engaging Students

Two specific activities Sakhar Free Shukrawar & STEP Challenge were conducted to foster behaviour change for a healthy lifestyle. The activities aimed at engaging students with their families:

SAKHAR FREE SHUKRAWAR AUG 2021 - NOV 2021

Engaging with students via cooking (recipes with healthy substitutes for sugar) as a medium to inculcate habits of healthy eating. 1300+ children between 10-16 years participated in a state-wide online contest.

STEP CHALLENGE OCT 2021 - DEC 2021

Encouraging students to live a healthy life by incorporating the regular exercise of 10,000 daily steps for three months in their routine. 2400 participants with 1200 parent + child teams competed to complete the 10,000 daily step challenge. Total 160 million+ steps recorded

For general public awareness, social/media campaigns and events were organized. For better social media outreach Diabetes e-school was created on Facebook and Instagram to spread awareness on diabetes-related topics. Sakhar Free Shukrawar pages were also created on Facebook and Instagram.

The general public and secondary section schools of Goa participated in the program. The program received participation and assistance from Education Department, Health Department and the Social Impact Partner.

The program has reached over 1,493,660 children and adolescents with diabetes and their families.

RESEARCH OBJECTIVES

- To assess the effectiveness of a diabetes awareness program among students and understand its impact on knowledge, attitudes, and behaviours related to diabetes prevention, early detection, and support for individuals with diabetes.
- To assess the effectiveness of teacher training programs on diabetes understanding and teaching approaches, as well as to evaluate the impact of diabetes education programs on student engagement, empathy, and health awareness, and to identify strategies for improvement in both aspects.
- To examine the Kids and Diabetes in Schools (KiDS) program's effectiveness, impact, challenges, and areas for improvement from a Principal's perspective.
- To offer recommendations to improve the program.



ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT'S (OECD) DEVELOPMENT ASSISTANCE COMMITTEE (DAC) FRAMEWORK

The **OECD DAC Framework** can be used on a macro level for **Intervention Process Audit**. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and two principles for their use. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They serve as the basis upon which evaluative judgements are made.



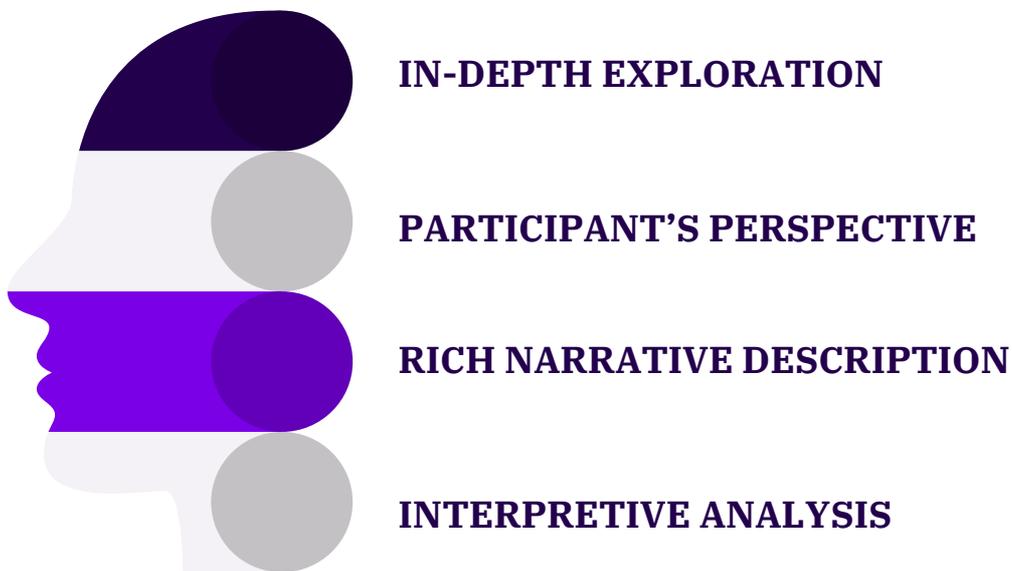
MOST SIGNIFICANT CHANGE (MSC)

The Most Significant Change (MSC) method of assessment is a qualitative evaluation tool that is used to identify, monitor, and communicate meaningful and important changes created in the lives of the target groups by the program or project. This method focuses on tracking and highlighting changes that have the most significant impact on the target group or community, rather than simply monitoring activities or outputs.

MSC involves collecting stories or testimonials from stakeholders and participants and then selecting the most significant change stories that best illustrate the impact of the program or project. These stories are used to provide evidence of the program's effectiveness and to identify areas for improvement. MSC is particularly useful for programs and projects in complex or difficult-to-measure settings, as it allows for a more in-depth understanding of the changes that are taking place and provides a way to effectively communicate those changes to others.

RESEARCH DESIGN

This study availed a qualitative approach to support the analysis of data, which has been collected through In-Depth Interviews and Focused Group Discussions. The choice of approach depends on the objectives of the research and, ultimately, on the type of knowledge that the study should produce (Bryman, 2008)*. The main steps involved in this design were the formulation of general research questions, selection of relevant sites and subjects, tighter specification of the research questions, collection of relevant data, interpretation of data, conceptual and theoretical work, and finally writing up findings/conclusion.



The researchers examined the impact by collecting qualitative data from semi-structured interviews. The formulation of research questions was closely connected to the relevant literature. In other words, research questions were promoted and stimulated by the literature. One of the key reasons for keeping the questionnaire in sync with the literature is to prevent re-inventing the wheel and learning from other researchers' methodological and other lapses of judgment, so there are practical risks associated with contact with the literature. *It is to be noted here that qualitative research questions were not intended to be representative of the general population, rather they represented the target audience within the selected schools.* Further, within this design, inductive reasoning** was used. The pilot study was conducted using telephonic interviews with the teachers to gauge the condition in the field

*Bryman, A. (2008). Social Research Methods. Oxford University Press.

**Inductive reasoning in research is a process of making generalizations or drawing broad conclusions from specific observations or data. It involves moving from particular, often limited, instances or evidence to form a broader understanding or theory.

SAMPLING

The study focused on ten schools selected based on activity levels. In each district, five schools were chosen. Within each school, three students, three teachers, and one principal were identified using purposive sampling, determined by saturation principles. Snowball and purposive criteria were used to include information-rich students. This approach tapped into diverse networks, broadening participant diversity. The sampling criteria had to be adapted due to on-field challenges, such as absenteeism and holidays.

Qualitative data were collected through Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs), with a typical FGD consisting of six to nine participants. In-depth interviews featured open and closed-ended questions, with the interview guide pilot-tested and refined for personal-level data on experiences.

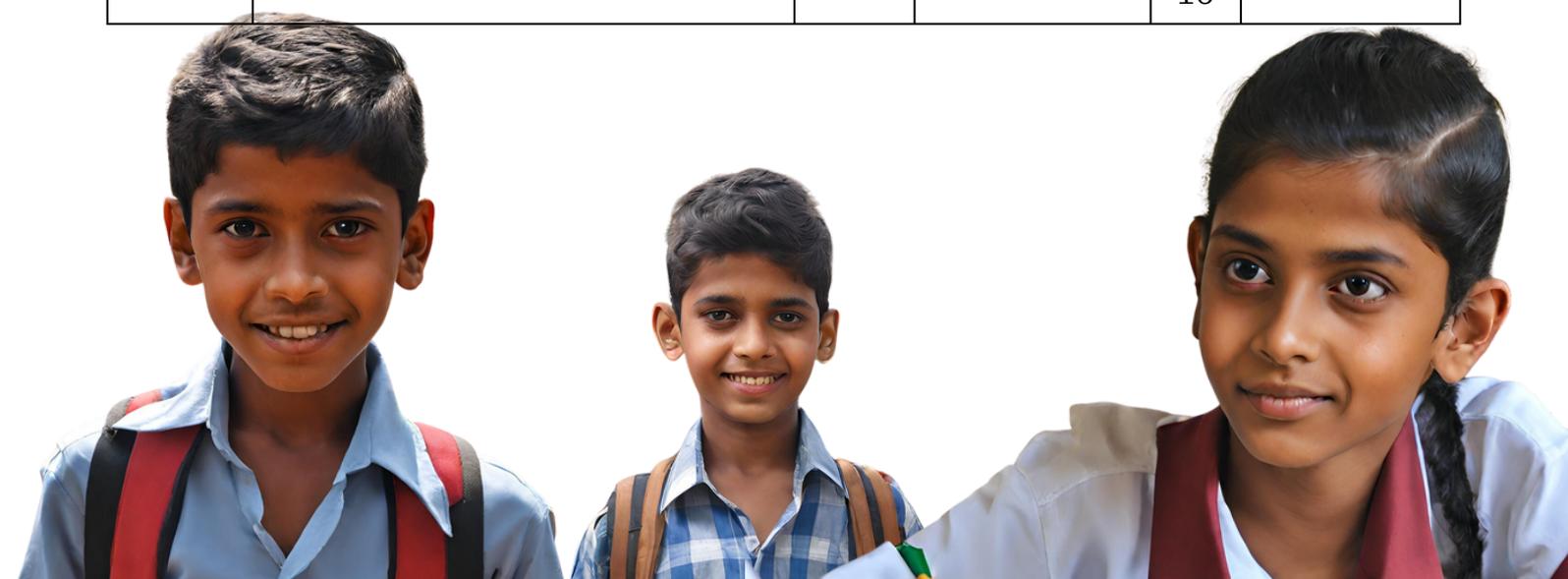


DATA COLLECTION

Sr. No.	School	District	Stakeholder	IDI	FGD
1	Govt. High School Kudchire, Bicholim – Goa	North Goa	Students	3	1
			Teachers	3	
			Principal	0	
2	Govt. High School Menkurem, Bicholim – Goa		Students	3	1
			Teachers	2	
			Principal	1	
3	Government High School, Palem Siridao		Students	3	1
			Teachers	2	
			Principal	0	
4	G.S. Amonkar Vidya Mandir Mapusa		Students	3	1
		Teachers	2		
		Principal	1		
5	Government High School Pissurlem	Students	3	1	
		Teachers	0		
		Principal	1		
6	Govt. High School, Khotigao	Students	3	1	
		Teachers	3		
		Principal	0		
7	Govt. High School, Zuarinagar	Students	3	1	
		Teachers	3		
		Principal	1		
8	Govt. High School Dayanandnagar	Students	3	1	
		Teachers	2		
		Principal	0		
9	Late V.G.Shenvi High School	Students	3	1	
		Teachers	2		
		Principal	1		
10	Government High School Kalay	Students	3	1	
		Teachers	3		
		Principal	1		

In the KiDS program, the participating schools were categorized based on their respective districts-North and South Goa. For the purpose of data collection and evaluation, each Focus Group Discussion (FGD) consisted of approximately six to nine students. Additionally, interviews were conducted with three teachers and one principal from each school.

Sr. No.	School Name	District	No. of Students	Age	Class
1	Govt. High School, Kudchire, Bicholim – Goa	North	6	13-15	7th to 10th
2	Govt. High School, Menkurem, Bicholim – Goa		7	14-16	9th and 10th
3	Government High School, Palem Siridao		7	14-18	9th and 10th
4	G.S. Amonkar Vidya Mandir Mapusa		7	13-15	8th and 9th
5	Government High School Pissurlem		9	14-15	8th and 9th
6	Govt. High School, Khotigao	South	9	14-15	9th and 10th
7	Govt. High School, Zuarinagar		9	13-16	7th to 10th
8	Govt. High School Dayanandnagar		8	13-14	8th and 9th
9	Late V.G.Shenvi High School		9	15-16	10th
10	Government High School Kalay		9	14-16	8th to 10th



DATA ANALYSIS

A narrative analysis was performed to examine the nature of the In-Depth Interviews (IDIs). It reflected on subjective and social constructions of lived experience. Therefore, narratives resonate as echoes of actual events and the goal of analysing the narrative data more closer to these constructive processes than to reconstructing factual processes. Further, each IDI was turned into a verbatim transcript that includes spoken by the participants. It was essential to capture the participant's own words, phrases and expressions. It provided the rich detail that is valuable in qualitative research and allowed researchers to understand the emic perspective. To ensure this process, IDIs and FGDs were translated and transcribed from Hindi, Marathi and Konkani to English. Further to maintain the anonymity of the respondents, identifiers were removed. After this, codes were developed for methodological and practical reasons. From a methodological perspective, developed codes allowed to identification of the issues raised by participants, thereby capturing the emic perspective. From a practical perspective, developing codes helped to break up data into smaller but meaningful parts for analysis. Both inductive and deductive coding were utilized to make sense of collected data and present it in report form.

LIMITATION OF THE STUDY

- The absence of numerical data restricted the quantitative dimension of the study.
- Constrained timeframe was a significant limitation, affecting rapport building and interactions with the study community.



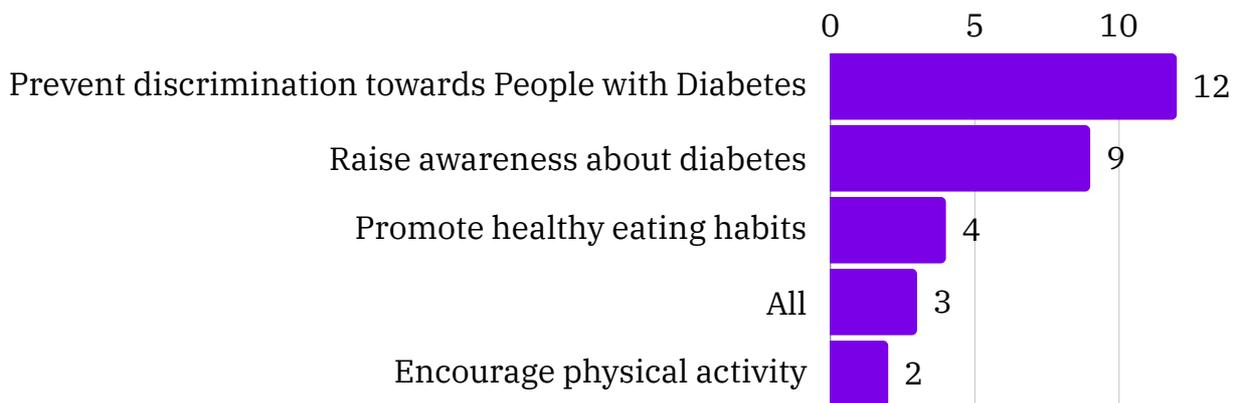
FINDINGS

In this section, we present the results of a thorough evaluation of the Kids and Diabetes in Schools (KiDS) program's efficacy in augmenting awareness of diabetes across multiple stakeholders within the educational setting, conducted in ten chosen schools in Goa.

UNDERSTANDING OF THE PROGRAM- STUDENT'S LENS

Through this program, understanding the student's understanding of diabetes and giving knowledge was not only for individuals diagnosed with diabetes but also for the broader community, including students, teachers, and school administrators.

During our assessment of the KiDS program across ten schools in Goa, students were enquired about their understanding of the objectives of the KiDS program.



*No. of Students are mentioned beside the bars

This chart distinctly presents a consensus among students, whereby a significant majority of respondents perceived the primary objectives of the KiDS program to encompass multifaceted goals. These objectives primarily include the promotion of healthier dietary habits, heightened diabetes awareness, encouragement of physical activity, and the prevention of discrimination against individuals living with diabetes. **These findings indicate that a significant portion of the students recognized the importance of diabetes awareness as a central goal of the program.**

Nonetheless, a degree of disparity in perceptions exists, with a significant portion of participants linking the program to objectives, particularly the preventing discrimination and promotion of healthy dietary habits. This variance in perceptions suggests the importance of clear communication and education about the program's multifaceted objectives to ensure that students have a comprehensive understanding of its purpose.



Knowledge was a central part of this program. We learned about the different types of diabetes, their symptoms, and the importance of a healthy lifestyle in preventing and managing diabetes. The program emphasized the importance of diet in managing diabetes. We learned that what we eat plays a vital role in our overall health and well-being.

*FGD Students,
GHS Kalay*



The students' responses from the FGDs provide valuable insights into their understanding of the Kids and Diabetes in Schools (KiDS) program's objectives. The analysis reveals that students have a clear grasp of the program's primary goals.

- They recognized the program's role in enhancing their knowledge of diabetes, its symptoms, and preventive measures.
- Students appreciated the program's emphasis on recognizing diabetes symptoms and preventing the condition in children.
- They have acquired knowledge about various types of diabetes and the importance of a healthy lifestyle, especially in dietary choices.
- The program successfully empowered students by imparting knowledge and awareness.
- Students expressed willingness to share this knowledge with peers, family, and the community, indicating a broader societal impact.

In summary, these FGD responses demonstrate that the KiDS program effectively educates students about diabetes, equips them with preventive strategies, and encourages them to disseminate this knowledge. These findings underscore the program's success in raising awareness and promoting healthier lifestyles among students.

STUDENT'S EXPERIENCE AND ENGAGEMENT

Understanding student experience and engagement in the KiDS program was crucial to assess the effectiveness of this health education initiative. Student engagement not only reflected the program's ability to capture the students' attention but also influenced the extent to which they internalized and applied the knowledge gained.

“

During the KiDS program, I felt genuinely excited and happy. It was such a good experience. Our teacher explained everything well, and it made learning fun. What made it even better was when they showed us visuals. Those pictures they showed us made everything so clear and easy to understand.

15-year-old
Class 10
GHS Palem

“

I really enjoyed the program; it was the best experience for me. I learned so much, especially about how to maintain our sugar levels. I think we should have more programs like this because they help us understand important things about our health. During the program, we also learned about diabetes and how to keep ourselves physically healthy, which was really valuable information.

13-year-old
Class 8
G H S Zuarinagar

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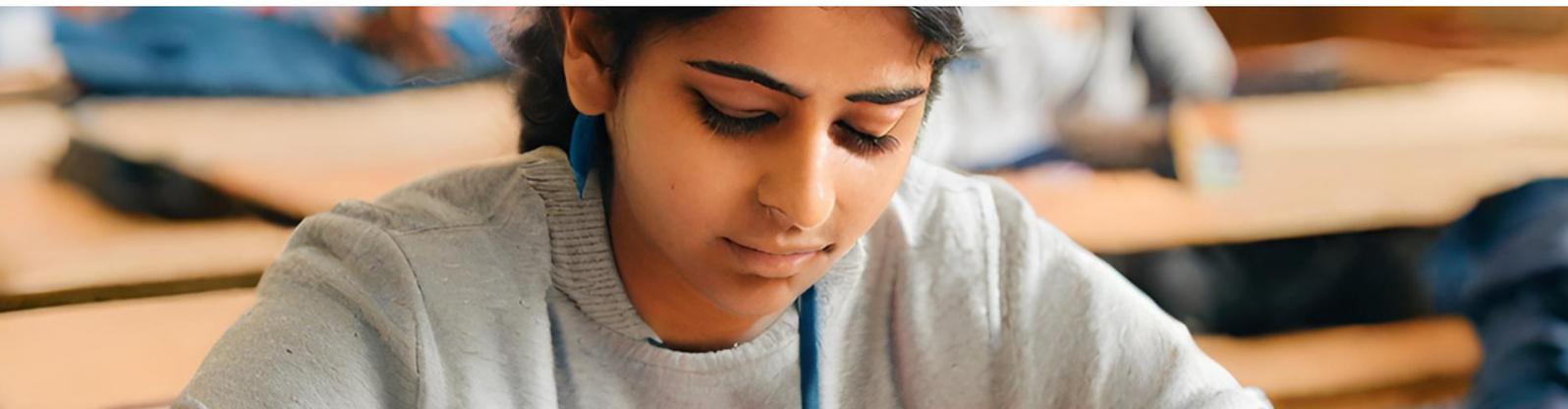
The visuals they showed us and the books they provided, complete with diagrams, were the best part of the program. These visuals made it so much easier to understand the information.

14-year-old
Class 8
G H S Kalay

“

In my opinion, the program was really good. I learned a lot about diabetes, including what it is, how it affects our bodies, and why it's important to be aware of it. This knowledge has been valuable because it has helped me understand the condition better and why it's crucial to take preventive measures. The program was informative and provided insights into diabetes that I didn't have before.

15-year-old
Class 8
G H S Kalay





The talk during the program was incredibly effective. The use of videos and pictures to explain things was done very well, and it made learning easy and enjoyable. I liked the activities about ice-breaking, which helped us feel comfortable and engaged from the beginning, and the use of videos, and visual content makes learning more interesting and relatable.

15-year-old
Class 10
Late V.G.Shenvi High School



The program provided valuable information, and I appreciated the way it was illustrated with examples. One example that resonated with me was about a student who, despite taking insulin, remains active, engages in play, and practices meditation, showcasing a positive mindset.

16-year-old,
Class 10
G H S Menukaren



I had a mixed experience with the program. While some parts were a bit dull, I appreciate the efforts to encourage student participation and the engaging role played by the program organizer who served as the anchor.

14-year-old
Class 9
G S Amonkar Govt. High School, Mapusa

When we asked students about their experience in the focus discussion group. These were the responses of the respondents

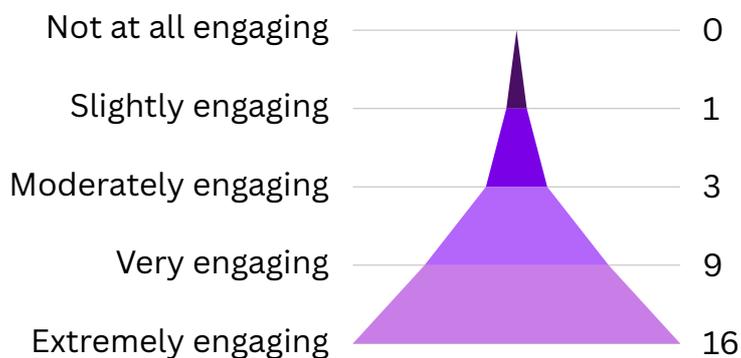


Before participating in the KiDS program, we had limited knowledge about this condition. We now have a much clearer understanding of what diabetes is, its causes, symptoms, and how it can be prevented. We learned practical strategies on how to maintain a balanced sugar level through diet, exercise, and stress management. We gained knowledge about the importance of regular check-ups, early detection, and the significance of leading a healthy lifestyle. A point of curiosity for many of us was what happens after someone is diagnosed with diabetes. The program addressed this by explaining the importance of ongoing management, medication, and lifestyle adjustments for individuals living with diabetes. Sugar-level maintenance was another key takeaway. We now appreciate the role of balanced nutrition, physical activity, and stress reduction in achieving this goal.

*FGD Students,
G H S Zuarinagar*



To measure the level of engagement among students in the program, we requested them to provide a rating of their experience. The following chart illustrates these ratings.



The above chart depicts a favourable trend in the student's level of engagement with the program. A substantial majority, comprising 16 students, perceived the program as extremely engaging, indicating a notable degree of interest and active participation. Furthermore, 9 students regarded it as very engaging, reinforcing the overall positive feedback. A moderate level of engagement was reported by 3 students, while only 1 student found it slightly engaging, and none considered it not engaging at all. This indicates a generally positive reception and effectiveness in maintaining students' interest and attention.

- Students reported a highly positive and engaging experience with the KiDS program.
- The effectiveness of teacher explanations and engaging visuals, including videos and images, contributed to this positive experience.
- Students appreciated the program's focus on managing sugar levels and learning about diabetes.
- Many students expressed a desire for more programs with a similar approach.
- The talk's positive impact, especially through videos, and activities like ice-breaking enhanced the overall enjoyment of the learning experience.

While some parts were perceived as dull by a few students, there was a general acknowledgement of the program's efforts to encourage student participation and the engaging role played by the program organizer.

In summary, the KiDS program has succeeded in fostering a positive and engaging learning environment for students, enhancing their understanding of Type 1 and Type 2 diabetes and related health practices.

IMPACT ON STUDENTS

Evaluating educational programs like KiDS is vital to understand their effectiveness in enhancing students' awareness of health and behavior change, especially regarding diabetes. The findings in this section highlight the program's impact on students.

KNOWLEDGE GAINED

Assessing the knowledge gained by students during the KiDS program is crucial for several reasons. Firstly, it provides insights into the effectiveness of the program in delivering educational content. Understanding what information students have retained helps evaluate the program's impact on their awareness of diabetes. Secondly, this assessment serves as a feedback mechanism, guiding the improvement of future programs. Identifying areas of strength and potential gaps in knowledge allows for targeted enhancements in content delivery and educational strategies. In essence, evaluating knowledge gained is instrumental in refining and tailoring future programs for maximum effectiveness and impact.

“

I learned about the functioning of the pancreas, its production of insulin, and how insulin regulates sugar. Additionally, I gained an understanding of diabetes, its various types, associated harms, and preventive measures.

14-year-old,
Class 9

G S Amonkar Govt High School

“

I learnt knowledge about the importance of following a doctor's advice, especially when it comes to taking prescribed medicines or insulin. Additionally, I learned the significance of reducing sugar consumption as a preventive measure for diabetes. It was emphasized that we should consume less sugar and incorporate practices like meditation, yoga, and regular exercise into our daily routines to maintain good health and prevent diabetes.

15-year-old
Class 10

Late V.G.Shenvi High School

“

The sessions highlighted the significance of consuming nutritious fruits and vegetables while emphasizing the importance of minimizing sugary snacks. Moreover, it showcased how engaging in physical activities and games contributes not only to enjoyment but also to overall well-being.

15-year-old,
Class 9

G H S Pissurlem



“

Earlier, I was completely uninformed about diabetes. However, owing to the informative session conducted by our school and the insightful talk delivered by our teacher, I gained valuable knowledge that proved beneficial not only for me but also for my classmates and even my family. I have also adopted healthier habits, such as including millet in my diet and avoiding fast food.

13-year-old
Class 7
G H S Zuarinagar

“

Certainly, in the past, I struggled with excess weight and a lack of energy. However, following the program, I came to understand the significance of embracing a healthier lifestyle. I made a conscious effort to increase my intake of fruits and vegetables, reduce my consumption of sugary snacks, and incorporate regular exercise into my routine. The remarkable outcome of these adjustments is evident in the positive transformation of my life. I now experience increased energy levels, improved focus, and a greater sense of confidence in my ability to sustain a healthy weight.

16-year-old
Class 10
Late V.G.Shenvi High School

“

In the past, I consumed a considerable amount of sugar, like many others. However, after participating in a program, I discovered the importance of minimizing sugar consumption. Certainly, I have reduced my excessive sugar intake to once or twice a month, realizing the necessity of altering my lifestyle due to the potential risks associated with diabetes.

15-year-old
Class 10
G H S Palem

“

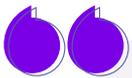
I learnt about the significance of prevention over cure, spreading awareness about diseases, and implementing preventive measures.

15-year-old,
Class 9
G H S Menukaren

“

They provided guidance on the importance of avoiding junk food, emphasizing the need to consume healthy meals, engage in regular exercise, and incorporate fermented food into the diet.

14-year-old,
Class 9
G H S Kalay



Our school never conducted any diabetes programs before, so when it finally happened, we were happy. Previously, we did not know about it, but now we know. The experience was positive, especially with the informative talk from the speaker. We gained insights into dietary choices—what to eat and what to avoid. The learning aspect was significant for us.

*FGD Students,
G H S Dayanandnagar*



To understand how can students support their peers with diabetes, we asked students.



A significant majority, represented by 66.66 per cent of students, believe in a holistic approach to supporting their peers, endorsing the option all. However, 26.66 students believed that it could be done only by participating in diabetes awareness activities.

- Key lessons included the importance of following medical advice, taking prescribed medications, and insulin management.

- Students learned about the role of the pancreas, insulin regulation, diabetes types, associated risks, and preventive measures.

- Reducing sugar intake and adopting practices like meditation, yoga, and exercise for diabetes prevention were emphasized.

- Guidance on avoiding junk food, focusing on healthy meals, regular exercise, and incorporating fermented food into the diet was well-received.

In synthesis, the majority of students lean towards an inclusive approach to support, considering various dimensions, with a notable portion also acknowledging the pivotal role of diabetes awareness activities in fostering understanding and empathy. This data suggests a positive and proactive attitude among students towards creating a supportive environment for their peers with diabetes.

ACTIVITIES ENJOYED THE MOST

To gauge the students' preferences for activities, we inquired about their most liked or favored activities. In response to this query, students expressed their opinions as follows:

“

I thoroughly enjoyed Sir Talk's sessions, where I learnt about the impact of diabetes on our bodies.

14-year-old,
Class 8
G H S Dayanandnagar

“

Learning about diabetes and its effects on our bodies was not only informative but also enjoyable.

15-year-old
Class 8
GHS Pissuerlem

“

I enjoyed the visuals and the books provided by the teachers. It was excellent.

14-year-old,
Class 8
G H S Kalay

“

I really liked the program because everything was explained well, and all our questions were answered. The interactive session made it easier to understand.

16-year-old,
Class 10
Late V.G.Shenvi High School

“

I thoroughly enjoyed the activity where students from classes 5-10 participated in preparing and sharing salads with each other. It was the most enjoyable experience of my life.

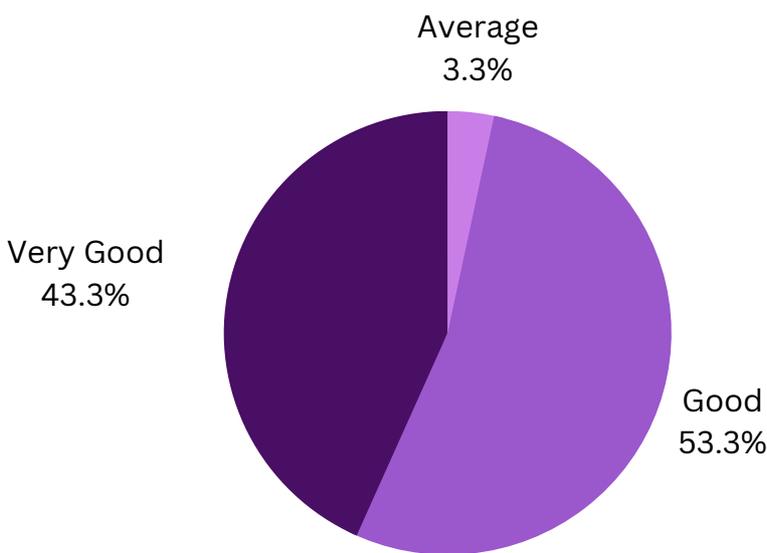
15-year-old,
Class 9
G S Amonkar

The repeated appreciation for visuals and books in the responses suggests that these educational resources had a significant positive impact on the students. The consistent use of terms like "excellent" indicates a high level of satisfaction with these learning materials. Furthermore, the positive sentiment towards the program's explanation and interactive sessions suggests that the teaching methods were effective in enhancing understanding and engagement among the students. The repetition of positive feedback underscores the importance of incorporating such visual aids and interactive elements in educational programs to ensure their effectiveness.



OVERALL SUCCESS OF THE PROGRAM

This section delineates the student responses encapsulating their perspectives on the overarching success of the program. The evaluation of these responses was conducted through the utilization of a Likert scale as a methodological instrument.



The aggregated responses affirm a predominantly positive reception of the program's overall success among the participants. A substantial portion of the respondents, a cumulative count of 29, evaluated the program favorably, with 16 respondents endorsing a "Good" rating and 13 respondents attributing a "Very Good" assessment.

The above pie chart indicates a significant level of satisfaction and effectiveness among the students who took part in the program. It is worth mentioning that there are no instances in the "Very Poor" category, underscoring a prevailing consensus regarding the program's beneficial impact and accomplishments.

RATING OF THE PROGRAM

This section outlines the ratings provided by students engaged in Focus Group Discussions (FGDs), encompassing their assessments of experiences, enjoyment, and engagement in program activities. Furthermore, it evaluates students' perceptions of teacher involvement and provides an overall appraisal of the program.



Name of the School	Experience	Engagement	Enjoyment in the activities	Involvement and support of your teachers	Overall, KiDS program
Government High School, Palem Siridao		★★★★			
Govt. High School Kudchire, Bicholim	★★★★	★★★★		★★★★	
Govt. High School Menkurem, Bicholim	★★★★	★★★★	★★★★	★★★★	★★★★
G.S. Amonkar Vidya Mandir Mapusa	★★★★	★★★★	★★★★	★★★★	★★★★
Government High School Pissurlem		★★★★	★★★★	★★★★	★★★★
Govt. High School, Khotigao	★★★★	★★★★	★★★★	★★★★	★★★★
Govt. High School, Zuarinagar		★★★★	★★★★	★★★★	★★★★
Govt. High School Dayanandnagar	★★★★	★★★★			★★★★
Late V.G.Shenvi High School	★★★★				
Government High School Kalay	★★★★	★★★★	★★★★		★★★★



Overall, before the implementation of the KiDS program, an examination of student attitudes and behaviours revealed a spectrum of challenges. Common issues included a lack of proactive engagement in school activities, unhealthy dietary habits, sedentary lifestyles, and interpersonal challenges within the family dynamic. Students exhibited tendencies towards procrastination, with some reporting irritability and a perceived lack of discipline. Moreover, there was an observable disconnect between students and physical activities, manifesting in limited participation in sports and reluctance to adopt a more health-conscious lifestyle.

Through informative sessions, workshops, and practical initiatives, KiDS employed a holistic approach to foster a proactive mindset, encourage healthier lifestyle choices, and nurture positive familial relationships. An essential element of this intervention was an insightful discussion that underscored the importance of an active lifestyle, nutritional science, and the maintenance of good health.

The post-analysis of student attitudes and behaviours following the KiDS program implementation paints a compelling picture of transformative change. One of the most noteworthy shifts has been observed in student participation in school activities. Previously passive students have become active contributors, embracing a more engaged role in various aspects of school life. This shift indicates a tangible impact on the mindset and attitude of students towards their academic environment.

TEACHER'S TRAINING AND MODE OF IMPLEMENTATION

In this specific section, teachers' experiences, insights, and reflections on the training undergone within the KiDS program concerning diabetes are explored. We investigated how this acquired knowledge influenced their perceptions of students with diabetes. Moreover, an examination was conducted to discern if the training-induced any shifts in educators' behaviours or attitudes concerning lifestyle choices that may contribute to diabetes risk.

Subsequently, an in-depth exploration ensued into educators' self-perceptions regarding learning and development in teaching about diabetes. This involved an examination of areas where educators felt confident and potential areas for improvement. Educators engaged in reflective practices, sharing insights into strategies or changes that they believed could augment the learning and development of teachers with respect to diabetes education.

UNDERSTANDING OF DIABETES

To understand the teacher's knowledge base cultivated through both virtual and in-person training experiences, we talked to 22 teachers in 10 selected schools. This understanding is integral in fostering empathetic and tailored support for students with diabetes, influencing educators' attitudes towards lifestyle choices and fostering a culture of informed decision-making. As teachers reflect on their training experiences, this section explores the transformative impact on their confidence in teaching about diabetes, underlining a commitment to continuous learning. Moreover, teachers address challenges encountered during the learning process, emphasizing the ongoing need for support and specific resources, and spotlighting the sustained importance of professional development in diabetes education for educators. Overall, this section underscores the central significance of teachers' informed understanding in shaping an inclusive educational environment that prioritizes the well-being of both educators and students.



“

Initially, I lacked knowledge about diabetes, particularly its causes and symptoms. I held the misconception that only individuals over the age of forty were susceptible to it, having observed numerous cases of people suffering from the condition. However, my awareness expanded following this session, revealing that age is not a predominant factor for diabetes in contemporary contexts.

58-year-old
G H S Palem

“

I went to a training at the State Council of Educational Research and Training (SCERT), where they told us a lot about diabetes. Now, I understand both Type 1 and Type 2 diabetes better. If any student shows signs of diabetes, I can recognize it. The training helped me with the skills to recognize diabetes symptoms in students and provide assistance to any child dealing with Type 1 Diabetes.

57-year-old
G H S Zuarinagar

“

The diabetes training, facilitated by Dr. Edwin, proved to be exceptionally well-structured and effective. Dr. Edwin conducted an engaging and interactive session, delving into the intricacies of diabetes, elucidating not only its manifestations but also the underlying mechanisms. The training comprehensively covered the what, how, and why of diabetes, ensuring that participants gained a nuanced understanding of this prevalent health condition.

39-year-old
G H S Khotigao

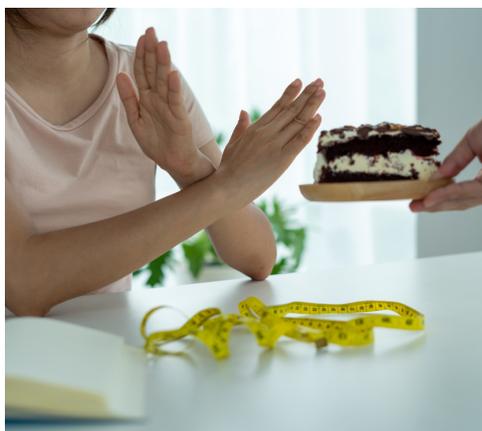
“

The session provided valuable information, enabling us to identify students with either Type 1 or Type 2 diabetes. It emphasized how our lifestyles contribute to this disease. Beyond prompting us to assess our own habits, it also raised the significance of awareness among students about their own lifestyle choices. After the training, we took steps to educate students in our schools about both types of diabetes in children and their occurrence. We taught our students the importance of not discriminating against children with Type 1 diabetes.

53-year-old
G S Amonkar

The training sessions acted as agents of catalyzing change, challenging preconceived notions and reshaping perceptions. The emphasis on identifying symptoms in students illustrates the sense of collective responsibility within educational communities. The extension of knowledge to students has clearly created a ripple effect, where teachers become conduits for disseminating health information within schools and their social spheres.

To comprehend the shifts in their own conduct and the difficulties faced by educators while training students, we inquired to teachers, and here is how they responded:



“

I used to have a preference for sweets, but my dietary habits have transformed due to the training. What I learned during the training session, has subsequently been shared with my students. Teaching this topic has been instrumental in imparting a wealth of knowledge to the students. I firmly believe that such programs should be implemented during students' formative years to nurture healthy adults. Nevertheless, I believe it's more effective to have medical professionals visit schools for direct interactions, allowing experts to handle the task.

46-year-old
G H S Palem

“

The primary goal of the program was to raise awareness among students about diabetes symptoms, causes, and consequences. Personally, after participating in the training, I've noticed a change in my eating habits. To share this knowledge with students, we distributed informative books, invited experts for talks, and conducted PowerPoint presentations. Subsequently, students played a pivotal role in disseminating this knowledge to their families and friends. The program also emphasized the significance of physical activity, pranayama, and yoga to make students aware of holistic health practices.

39-year-old
G H S Menukaren

“

I am now more mindful of my lifestyle, eating habits, and the information we gather from various sources. It's crucial to avoid relying on unreliable sources for information.

53-year-old
G S Amonkar

The interview responses collectively suggest that the diabetes training program has been effective in instigating tangible changes in Teacher's behaviours and attitudes. The awareness imparted through the program extends beyond personal transformations, as participants actively engage in sharing knowledge within their schools and communities. The recognition of the need for reliable sources and the preference for expert intervention indicate a growing consciousness about the importance of accurate information and specialized guidance in health education. The holistic approach of the training, encompassing dietary habits, knowledge dissemination, and emphasis on overall well-being, aligns with the objective of nurturing a health-conscious community.

DIABETES AND CHALLENGES FOR STUDENTS

To comprehend the particular approaches employed by teachers, we inquired about their tactics. This included how they assess the degree of involvement and enthusiasm among students while instructing them about diabetes. We also sought insights into the materials or aids used to encourage students to make healthier lifestyle choices and mitigate the risk of Type 2 diabetes.

“

We set up a special session for students and their parents. Dr. Shobha Gaonkar, a doctor, talked to them and showed a presentation. Dr. Shobha also conducted sugar level assessments for both students and parents. Following the check-up, a student was diagnosed with diabetes as a result of the examination. To make it easy for students to understand, we also did a short play about diabetes. The students were interested, and we also organized a program called Poshan Aahar for better nutrition. It was a fun and informative session for everyone.

39-year-old
G SH S Khotigao

“

To make children more aware, we use a projector to show videos about diabetes. We also give booklets to students that explain Type 1 and Type 2 diabetes. We've observed **that students are starting to understand the challenges faced by people with diabetes.** Additionally, we include articles about diabetes in school assemblies to further enhance students' knowledge of the subject.

38-year-old
G H S Kalay

“

We conducted lectures and presented videos and slideshows (PPTs). Following these sessions, we organized a Q&A session where students eagerly sought more information about diabetes, posing many questions. To engage them further, we assigned activities like creating wallpapers and posters. Additionally, we distributed books. Thankfully, we haven't identified any students with diabetes in our school so far.

31-year-old
G H S Menukaren

“

We arranged a talk by a medical expert in our school to educate students about diabetes. We incorporated the program into the Nutrition Week celebration, emphasizing the importance of a balanced diet. Furthermore, during the assembly on World Diabetes Day on November 14, a brief lecture was delivered. To ensure that students retain the knowledge, we provided them with books. As a positive outcome, there has been a reduction in their sugar consumption, and they are more mindful of their behaviour.

36-year-old
G H S Zuarinagar

“

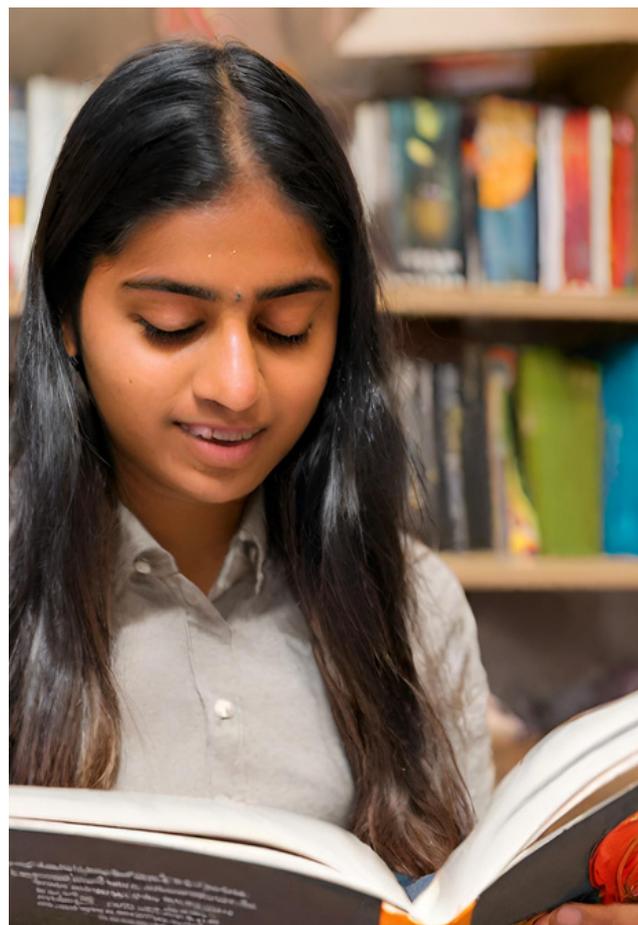
We distributed books to the students and organized various activities to raise awareness about diabetes. Role plays, slogan competitions, and exhibitions were conducted. A song about the food pyramid was performed, and students engaged in yoga asanas and exercises. The students participated with enthusiasm. **During one program, a seventh-grade girl shared that she is dealing with diabetes.** It was heartening to see her classmates show empathy and support. She spoke about the daily choices she makes, contributing to a better understanding of living with diabetes among her peers.

46-year-old
G H S Palem

The collective experiences of the teachers reveal a balanced approach to diabetes awareness education and a better understanding of managing any child with diabetes. Teachers consistently employ a blend of traditional and interactive methods, incorporating lectures and books alongside engaging tools such as videos, plays, and various activities. This multi-dimensional approach caters to diverse learning preferences and ensures a more comprehensive understanding of diabetes among students.

Furthermore, the integration of diabetes awareness programs into significant school events, such as Nutrition Week and World Diabetes Day, serves to amplify the impact of these initiatives. By aligning with broader educational themes and events, the relevance and significance of the diabetes awareness program are heightened, reaching a wider audience and creating a more lasting impression.

The initiatives yielded substantial outcomes, notably with the identification of students with diabetes showcasing the program's tangible impact. Testimonials indicate a decrease in sugar consumption and **increased student empathy, marking the success of inducing positive behavioural shifts.** These results affirm the initiatives' effectiveness in imparting knowledge and fostering tangible changes in conduct. Crucially, sustained learning is facilitated through book distribution, encouraging knowledge gaining. The amalgamation of traditional and interactive approaches, integration into school events, tangible outcomes, and emphasis on continuous learning collectively contribute to the initiatives' success in creating awareness, influencing behaviour, and cultivating a health-conscious school environment.



RATING GIVEN BY TEACHERS

Parameter	Rating
Understanding of Diabetes	★ ★ ★ ☆
Level of confidence in teaching students about Diabetes	★ ★ ★ ★
The level of engagement and interests you have observed among students when teaching about Diabetes	★ ★ ★ ★
The impact of your teaching on student's understanding and awareness of Diabetes.	★ ★ ★ ☆
The level of support and resources provided to you for teaching students about Diabetes.	★ ★ ☆

PRINCIPALS' / HEAD'S OF SCHOOLS PERSPECTIVE ON KiDS PROGRAM

In this section, the emphasis is placed on the Principal's viewpoint. Although their direct involvement has been limited, the significance of their views as leaders of the institution cannot be underestimated.

Principals from five schools reflected on the past KiDS program, emphasizing their leadership strengths in execution and promotion. Their strategic approach actively engaged teachers, students, and parents through initiatives like special sessions, expert talks, and integration into significant school events. Principals talked about the program's notable impact on students' awareness, fostering positive behavioural changes. Despite common challenges in garnering support, Principals shared insights into effectively addressing these issues. Their approaches stressed continuous communication, tailored engagement, and ongoing collaboration to ensure the program's success.

“

Our school organized the KiDS program with the goal of spreading awareness about diabetes among our schoolchildren. Through guided lectures, poster competitions, and cooking contests, we effectively communicated crucial information. I can proudly affirm that our students are now more informed and aware of diabetes. Notably, we faced no challenges in executing the program, ensuring its smooth implementation for the benefit of our school community.

42-year-old
G H S Zuarinagar

“

As the leader of our school, and with the dedication of our teachers and other partners, we worked hard to educate students and parents about diabetes. We taught them how to manage it with a healthy diet and exercise. **An important part of our teaching was showing love and empathy.** I've witnessed students understand the disease and learn how to control it with the right diet and exercise. They also share this knowledge with their families. They now prioritize leafy vegetables and good protein in their diets, along with regular exercise and sports. I'm grateful for the wonderful cooperation we've received from both parents and students for this program.

38-year-old
G H S Kalay

“

As the head of the institution, I guided my teachers to personally observe students and identify symptoms of diabetes. We educated all students about diabetes symptoms using charts and posters. I delegated diabetes-related tasks to teachers who had comprehensive knowledge of non-communicable diseases, ensuring students received accurate information. We distributed books, organized sessions with expert doctors, and had teachers give presentations to students. I can affirm that students became aware of diabetes and treat any students with diabetes with empathy. They dedicated time to yoga and exercise. The information students received at school was shared with their family members.

58-year-old
Late V.G.Shenvi High School

“

The program was conducted to enhance understanding of diabetes, especially for children with diabetes, and raise awareness about Type 1 Diabetes to promote healthy eating habits and prevent Type 2 diabetes. As the Principal, I oversaw all activities. Our plan of action included visits by doctors to the school, special yoga sessions, checking the nutritional value of mid-day meals, and doctor talks during parent-teacher meetings. Students are now aware of diabetes and the importance of a healthy diet to prevent the disease. Many have significantly reduced junk food intake both at school and at home. We've witnessed a remarkable shift in students' attitudes towards their lifestyle, with a noticeable decrease in the consumption of fast food, and soft drinks. They prioritize drinking plenty of water and eating nutritious foods.

57-year-old,
G S Amonkar

“

As the Principal, I championed the implementation of this program to cultivate awareness among our students about diabetes. It involved my direct engagement in imparting knowledge about diabetes and overseeing the planning and execution of activities related to this health concern. We took proactive steps, such as distributing informative books among students and organizing talks by experts, complemented by insightful presentations. The positive outcome was evident as it prompted a beneficial shift in the eating habits of our students. They became mindful of the importance of physical exercise, pranayama, and yoga. Furthermore, students actively shared this valuable information with other members of our society, contributing to the promotion of healthy eating habits beyond the school premises.

39-year-old
G H S Menukaren

The KiDS program, as delineated through the insights provided by school principals, stands as an exemplar of effective implementation and a comprehensive approach to diabetes awareness within the educational context. Educational leaders, in their pivotal roles, have demonstrated proactive oversight and hands-on involvement in ensuring the seamless execution of the program. The program's distinctiveness lies in its holistic pedagogical approach, incorporating affective dimensions such as love, empathy, and collaborative learning strategies, transcending the conventional paradigms of awareness campaigns. Observable behavioral shifts in students, notably the adoption of health-conscious dietary preferences and increased engagement in physical activity, serve as tangible indicators of the program's substantive impact. Furthermore, the active participation of students in disseminating knowledge to their familial networks extends the program's influence beyond the school setting. The conspicuous absence of reported challenges underscores judicious planning and execution. In summation, these excerpts collectively portray the KiDS program as a comprehensive and impactful educational initiative, instrumental in effecting enduring and positive transformations in the lives of students and the broader societal milieu.



RECOMMENDATIONS

In this section, we delve into a spectrum of insightful recommendations provided by students, teachers, and Principals, shaping a roadmap for the enhancement and expansion of the Kids and Diabetes in School (KiDS) program.

PEER EDUCATION AND SOCIETAL AWARENESS

Conduct comprehensive training sessions for selected peer educators, equipping them with accurate information about diabetes, its prevention, and healthy lifestyle practices. Focus on developing effective communication skills, empathy, and the ability to connect with diverse audiences within the community.

COMMUNITY OUTREACH IN REMOTE AREAS

Extend the program's reach to remote and hard-to-reach areas, collaborating with local authorities and NGOs. By conducting sessions in slums and villages, the program can bridge knowledge gaps and reach populations with limited access to educational resources.

ANNUAL PROGRAM AND DIVERSITY FOCUS

Reinforce the importance of the program by making it an annual occurrence. Tailor the content and activities to cater to diverse age groups and socioeconomic backgrounds, ensuring inclusivity and relevance.

COMPREHENSIVE VISUAL MATERIALS

Utilize a variety of engaging visual materials, including games, quizzes, and multimedia presentations. Simplify the language used in these materials to cater to a diverse audience, avoiding the use of complex jargon that might hinder comprehension.

CULTURAL AND LANGUAGE SENSITIVITY

Acknowledge and celebrate diversity by conducting the program in different languages and incorporating multilingual speakers. Ensure that the content is culturally sensitive, respecting the unique perspectives and practices of different communities.

ACCESSIBILITY AND DIVERSITY

Maintain the program's accessibility by keeping it free of cost, emphasizing inclusivity regardless of financial background. Additionally, adapt the program to suit diverse audiences, acknowledging and respecting cultural and linguistic variations.



CONCLUSION

The journey through the Impact Assessment Report for the Kids and Diabetes in Schools (KiDS) Program has been both enlightening and transformative. As we bring this comprehensive exploration to a conclusion, it is imperative to reflect on the program's achievements, challenges encountered, and the path forward in fostering a healthier, more informed generation.



Celebrating Achievements and Real-world Impact

The KiDS Program has undoubtedly left an indelible mark on the participating schools, students, and their families. One of the most significant achievements should be no discrimination towards children with Type 1 diabetes. This tangible, real-world impact underscores the program's relevance in identifying health issues early, potentially saving lives.

The reduction in sugar consumption among students is another triumph. The program's influence on behavioural changes, as evidenced by increased empathy and understanding, resonates not just within the school premises but extends to families and communities. This ripple effect emphasizes the program's potential to create a broader societal impact.



Principals/Heads Perspective: Leadership in Action

Insights from school Principals provided a holistic view of the program's implementation. Principals, as leaders, played a crucial role in executing and promoting the KiDS program. Their strategic approach, involving active engagement of teachers, students, and parents through various initiatives, showcased leadership in action. While acknowledging the positive impact on students' awareness and well-being, Principals candidly addressed challenges faced, providing valuable lessons for future endeavors.



Teacher Testimonials: Nurturing Inquisitive Minds

Teachers emerged as key facilitators in the program, employing a diverse set of strategies to make health education engaging. The integration of lectures, videos, Q&A sessions, and creative activities showcased the adaptability and dedication of educators.

Teacher testimonials also highlighted the importance of continuous learning, emphasizing the need for varied approaches to cater to the diverse learning styles of students.



Recommendations and Stakeholder Perspectives: Charting the Future Course

The report has presented recommendations from stakeholders, providing a roadmap for the future. The call for expanding the program to every school, village, and age group reflects a shared vision for a comprehensive and inclusive health education initiative. Suggestions for incorporating more videos, fostering greater student participation, and focusing on inclusivity and diversity resonate with the evolving needs of educational programs.

Stakeholders also underscored the importance of conducting the program annually and in villages, especially for uneducated and economically disadvantaged populations. This emphasizes the potential of the KiDS program to bridge gaps in health education and awareness, reaching those who need it most.



Challenges and Lessons Learned: Navigating the Path to Success

The report candidly addressed challenges encountered during program implementation. Resource constraints, the need for more engaging content, and challenges related to student comprehension were acknowledged. However, these challenges were not stumbling blocks but stepping stones, leading to valuable lessons.

Continuous communication emerged as a linchpin for success. Tailored engagement strategies, innovative content creation, and ongoing collaboration were identified as essential components for overcoming obstacles. The openness to learning from challenges exemplifies a growth-oriented approach, ensuring that future programs can build on this foundation of experience.



Strategic Insights for Future Programs: Keys to Success

Strategic insights garnered from the report shed light on elements that contributed to the KiDS program's success. The integration of health education into various school events, such as Nutrition Week and World Diabetes Day, showcased the program's adaptability and relevance.

The involvement of medical professionals in talks and health check sessions added credibility and depth to the program.

The testimonies of students and the heightened empathy among peers underscore the transformative potential of health education initiatives.

Beyond disseminating information, the KiDS program succeeded in fostering a deeper understanding of health issues and cultivating a sense of responsibility among students.



Conclusion: Toward a Healthier, Informed Future

In conclusion, the KiDS and Diabetes in Schools Program has not just been a program; it has been a catalyst for change. It has demonstrated that health education can go beyond textbooks and classrooms, becoming a dynamic force that influences lives positively. The program's impact is not confined to the school setting but extends to homes, communities, and potentially, the broader societal fabric.

The KiDS program has set a precedent for health education initiatives, providing a blueprint for future endeavours. It is a testament to what can be achieved when educators, students, parents, and communities come together with a shared vision for a healthier, more informed future.

The lessons learned, recommendations made, and strategic insights gained pave the way for the evolution of health education programs. The journey does not end with this report but rather extends into the future, where each recommendation, each lesson, and each success story becomes a building block for more impactful, inclusive, and transformative health education initiatives.

In the spirit of continuous improvement, the KiDS program serves as an inspiration and a call to action. Through collaborative efforts and innovative approaches, Sanofi's CSR can chart a course toward a future where health education is not just a program but an integral part of nurturing healthier, more informed societies.

ANNEXURES

In-Depth Interview (Students)

Name

Age

Class

School

District

1.What is the primary goal of this awareness program?

- a.To promote healthy eating habits
- b.To raise awareness about diabetes
- c.To encourage physical activity
- d.To prevent discrimination towards the people with diabetes
- e.All of the above
- f.None of the above
- g.Others _____

2. How can students support their peers with diabetes?

- a.By promoting healthy habits
- b.By Participating in diabetes awareness activities
- c.By providing emotional support
- d.All of the above
- e. None of the above
- f.Others _____

3.How did you feel during the program? Did you enjoy it?

4.What aspects of the program did you like the most?

5.On the scale of 1 to 5, how would you rate your experience with the program?

- a. Not at all engaging
- b.Slightly engaging
- c.Moderately engaging
- d.Very engaging
- e.Extremely engaging

6.Can you provide examples of specific information or concepts you learned during the diabetes awareness program?

7.What knowledge did you gain from participating in the program?

8.How has your understanding of diabetes changed as a result of the awareness program?

9.Have you made any changes to your lifestyle, such as diet or exercise, after participating in the program? If yes, can you describe the changes you made and the reasons behind them?

10.Did the program influence your perception of the importance of early detection and prevention of diabetes? If so, how?

12. From the scale of 1 to 5 (1 being very poor and 5 being very good), how would you rate overall effectiveness of the program?

- o Very Poor
- o Poor
- o Average
- o Good
- o Very Good

13.Based on your experience, what recommendations would you give to improve or enhance future diabetes awareness programs for students like yourself?

FGD- KiDS (Students)

	1	2	3	4	5	6	7
Name							
Age							
Class							
School							
District							

INTRODUCTION AND PROGRAM AWARENESS

- a. Can you please introduce yourself?
- b. What do you understand about the objectives and activities of the KidS program?
- c. Can you tell me about your experience in the program?
- d. On a scale of 1 to 5, how would you rate your experience
 1. Not at all engaging
 2. Slightly engaging
 3. Moderately engaging
 4. Very engaging
 5. Extremely engaging

PROGRAM EXPERIENCE AND IMPACT

- a. How has the program influenced your knowledge and understanding of diabetes and healthy lifestyle practices? Can you share any specific activities?
- b. In what ways has the program encouraged you to adopt healthier habits and make positive changes in your lifestyle?

ENGAGEMENT AND PARTICIPATION

- a. How actively have you been involved in the various activities of the KiDS program? Which activities did you find most engaging and enjoyable?
- b. On a scale of 1 to 5, how would you rate your engagement in the activities?
 - o 1
 - o 2
 - o 3
 - o 4
 - o 5
- c. On a scale of 1 to 5, how would you rate the enjoyment of the activities?
 - o 1
 - o 2
 - o 3
 - o 4
 - o 5
- d. Have you experienced any challenges or barriers in participating in the KidS program? If yes, what were they, and how do you suggest addressing them?

TEACHER SUPPORT AND PROGRAM DELIVERY

- a. How would you rate the involvement and support of your teachers in facilitating the KidS program? Did they effectively communicate the program objectives and engage you in the activities?
- b. Can you recall any specific instances where your teachers helped you understand the importance of the program or encouraged your participation?

PROGRAM OUTCOMES AND FUTURE IMPROVEMENTS

- a. Have you noticed any changes in your awareness and behaviour related to diabetes prevention and healthy lifestyle choices after participating in the program?
- b. What suggestions do you have for improving the program to make it more impactful and beneficial for students like you?

LONG-TERM IMPACT AND SUSTAINABILITY

- a. How do you think the program can have a lasting impact on your peers and future students?
- b. How can we make sure the program keeps going strong in your school and community?
- c. On a scale of 1 to 5 (1 being very very poor and 5 being very good), how would you like to rate the KiDS program?

TEACHERS (IDI)- Kids and Diabetes in Schools Program

Name

Age

Subject

School

Working with the school since

Associated with KiDS program _____

Understanding of Diabetes (Teacher Training)

1. Can you tell me about the Training you received about Diabetes? Was it online or offline?
2. Have you gained a better understanding of Type 1 and Type 2 Diabetes through the training? If yes, how has this knowledge influenced your perception of students with diabetes?
3. Have you noticed any changes in your own behaviours or attitudes towards lifestyle choices that may increase the risk of diabetes? Can you give specific examples?
4. How do you perceive your own learning and development in teaching students about Diabetes? What aspects do you feel confident in, and what areas do you think you need improvement in?
5. Based on your experience, what strategies or changes would you consider to further improve the learning and development of Teachers regarding Diabetes?
6. How do you plan to address the challenges you have encountered in learning about Diabetes? Are there any specific support or resources you feel would be beneficial in overcoming these challenges?

Diabetes and Student Challenge

1. What strategies have you used in educating students about Diabetes? How do you ensure their understanding of the Topic?
2. How do you gauge the level of engagement and interest among your students when teaching them about Diabetes? Have you noticed any particular student's responses or reactions? If yes, please share.
3. Did the program provide any tools or resources to help students make healthier choices and reduce their risk of developing diabetes? Can you elaborate on any specific resources or activities that were offered?
4. How has the program encouraged empathy and support among students towards their peers with diabetes? Can you share any instances or activities that fostered this empathy?
5. Are there any specific challenges that you faced in teaching students about Diabetes? If yes, can you provide examples?
6. Based on your experience, what strategies or changes would you consider implementing to further improve the learning and development of students regarding Diabetes?
7. How do you plan to address the challenges you have encountered in educating and engaging students about Diabetes? Are there any specific support or resources you feel would be beneficial in overcoming these challenges?

Rating Questions

On a scale of 1 to 5 (1 being very poor and 5 being very good), please rate the following:

1. Your understanding of Diabetes amongst Children

- a)1
- b)2
- c)3
- d)4
- e)5

2. Your level of confidence in teaching students about Diabetes.

- a)1
- b)2
- c)3
- d)4

3. The level of engagement and interest you have observed among students when teaching about Diabetes

- a)1
- b)2
- c)3
- d)4
- e)5

4. The impact of your teaching on student's understanding and awareness of Diabetes.

- a)1
- b)2
- c)3
- d)4
- e)5

5. The level of support and resources provided to you for teaching students about Diabetes.

- a)1
- b)2
- c)3
- d)4
- e)5

In-Depth Interview - Principal/ Head of School

Name

Age

School

District

1. Can you describe your understanding of the Kids and Diabetes in Schools (KiDS) program and its objectives?
2. What do you consider to be the strengths of your leadership in executing and promoting the KiDS program?
3. Can you share the successful initiatives or strategies you have employed to engage teachers, students, and parents in the KiDS program?
4. Do you think the program had an impact on students' awareness, behaviour change, and overall well-being? If yes, please share.
5. Can you share any success stories or positive outcomes that have emerged from implementing the program in your school?
6. Have there been any difficulties in garnering support from teachers, students or parents? If so, how have you addressed these challenges?
7. Are there any areas where you feel the program could improve to implement the program effectively?