

FINAL EVALUATION REPORT



MINDFUL PARENTING PROGRAM Kaveri Group of Institutes (Jan 2019 to Dec 2019)



TABLE OF CONTENTS

EXECUTIVE SUMMARY

1. INTRODUCTION.....	1
1.1 Program Description.....	1
1.2 Vision and Mission Statement.....	1
1.3 Program Activities.....	1
1.4 Character Strengths the Program Sought to Cultivate.....	2
1.5 Life Cycle.....	3
2. EVALUATION PROCESS.....	3
2.1 The Purpose of the Evaluation.....	3
2.2 Evaluation Questions.....	4
2.3 Measures.....	4
2.4 Sample.....	6
2.5 Design.....	6
2.6 Data Management.....	6
2.7 Analysis.....	6
3. EVALUATION FINDINGS.....	8
4. EVALUATIONS FINDINGS DISCUSSIONS.....	14
4.1 Interpretations.....	14
4.2 Conclusions.....	15
4.3 Lessons Learned.....	15
4.4 Utilization of Findings.....	16
5. APPENDIX.....	17
5.1 Excerpt from the MPP Pathway Model.....	17
5.2 Timeline.....	17
5.3 Measures.....	17
5.4 Some additional material created during the program.....	18
6. REFERENCES.....	19
7. ACKNOWLEDGEMENTS.....	21

EXECUTIVE SUMMARY

The Mindful Parenting Program (MPP) is a pioneering Parenting Education initiative in India, by the Kaveri Group of Institutes (KGI), Pune.

MPP was designed to be sustainable in KGI schools and replicable across schools in India. It focusses on parents of children between the ages of 4 and 13 years and was an initiative that will help parents nurture compassion, gratitude, generosity and related pro-social skills in themselves and their children through mindfulness, sharing circles and volunteer work.

This program has worked on two premises

- Mindfulness and character strengths are deeply interlinked
- If parents are mindful and start working on their own character strengths it will create a conducive environment for children to imbibe these qualities

We piloted the program from July 2018 to Dec. 2018, during which time we also collected inputs from the parents about their challenges and expectations. The activities for the evaluated period (Jan 2019 to Dec 2019) included 10 workshops, 2 camps, a 21 Day Kindness Challenge and a variety of volunteering opportunities within the school and in the community. We also compiled a Handbook based on parenting strategies that are related to character strengths and created two activities for families, namely the Kindness Cards and the Mindful Conversation Cards.

The evaluation plan tried to understand the extent to which parents reported changes in self-care practices, four attributes of mindfulness, levels of compassion and gratitude, use of new parenting strategies, the parent-parent relationship, parent-school relationship and parent-child relationship.

To measure change we created a survey that included items adapted from established tests as well as some items that were created especially for this evaluation. The sample group included the 140 parents who filled the pre and post-test.

The key findings included:

- a significant change in the use and number of self-care practices
- a significant change in the frequency of self-care practices used
- a significant change in two key attributes of mindfulness: Non-reactivity and Mindful Listening
- 91% of parents reported using new parenting strategies learned in MPP workshops
- over 90% of parents reported supportive connections with other parents in the program
- no statistically significant change was reported over time by participants in their practice of compassion or gratitude in the full sample, but there was a statistically significant increase in gratitude practice in participants who attended 5 or more workshops
- 79% parents reported a positive change in their relationship with the school.
- 91% parents reported better relationships with their child
- Over 90% parents found the workshops enjoyable, informative and useful

Another major achievement of the program was that two Long Term outcomes in our program logic model that were not included in the initial evaluation plan were later made a part of the post-test since there was informal evidence of change in parent-school relationship and parent-child relationships. Evidence of substantial positive change in both was obtained in the final survey and was a highlight of the program.

MPP 2020 is ongoing in two schools and has also been expanded to one more KGI school and another non-KGI school. Many schools are enquiring about the program and we believe that Parenting Education must become a part and parcel of school offerings

1. INTRODUCTION

1.1 Program description

The Mindful Parenting Program (MPP) is a pioneering effort in Parenting Education by the Kaveri Group of Institutes, Pune, India.

KGI was founded in 1963 with only 35 students and one Kannada language school. Today the Kaveri Group of Institutes runs 4 schools, three of them English Medium and one Kannada Medium. They cater to over 7000 students from Kindergarten to post-graduate level. It is spread over four campuses and has more than 450 staff members.

KGI is a visionary, forward thinking and innovative institute with many firsts to its credit like computer classes, counselling cell, a gifted programme, inquiry oriented education and an [Atal Tinkering Lab](#). All of these started long before it became common place. In keeping with their reputation of being trail blazers, MPP made its entry at KGI as a path breaking initiative in Parenting Education.

The Mindful Parenting Program was designed for the parents of children between the ages of 4 and 13 years and is an initiative that will help parents nurture generosity, gratitude, forgiveness and related pro-social skills in themselves and their children through mindfulness, sharing circles and voluntary work.

The Mindful Parenting Program brings together the wisdom of our ancient culture and the rationale of modern science to parents, to support their struggles in today's complex world.

1.2 Vision and Mission Statement

Our Vision

Help parents nurture mindfulness, generosity, gratitude, forgiveness, and related prosocial skills in themselves and their children, and foster a compassionate society.

Our Mission

To build a sustainable, easily replicable, experiential approach to Parenting Education that:

- Encourages introspection and nurtures the overall well-being of parent
- Cultivates open dialogue, closer parent-child and parent- school relationships
- Promotes volunteerism and community service among parents and children and fosters a more compassionate society.

1.3 Program Activities

MPP was designed for the parents of children of KGI but aspires to be a model program that is sustainable in all KGI schools and easily replicable across schools in India. It includes the following activities.

1) Workshops and Camps

Ten workshops were conducted over the year and each workshop was for a duration of 2:30 hrs. The structure of each workshop was a result of our own experiences and scientific evidence and was as follows:

- 5 minutes for a Mindfulness or meditative practice
- 25 minutes to share strategies that were learnt during the last workshop and used over the previous month.
- 90 minutes session by a resource person that was motivational/ informational/ experiential/reflective in nature. It covered topics like mindfulness, character strengths and related parenting strategies.
- 5 minutes of reflective silence.
- 20 minutes devoted to smaller sharing circle where parents share their learning for the day and how they could relate it to their own experiences.
- 5 minutes for a quick, easy feedback on a Google Form

The first camp was a residential one for parents and children and it was held on a weekend in May. The second one was a day long camp in December. In both the cases (as in the case of the workshops) the sessions were motivational/informational/experiential and reflective in nature and focussed on character strengths and parenting strategies. Separate sessions were organized for the children which included outdoor and indoor activities.

2) 21 Day Kindness Challenge:

The challenge was explained and initiated during the camp in May and thereafter a [daily challenge](#) was sent out for 21 days through WhatsApp. There was a follow-up session in the following month to discuss the experience of parents during the challenge.

3) Volunteering Activities:

Parents were encouraged to participate in a variety of activities based on their own interests. They were related to MPP activities, school-based activities or community-based activities. They included.....

- Creating a 'Handbook' based on parenting strategies related to character strengths (See Appendix)
- Curating content and managing the MPP website
- Designing publicity material like flyers for the workshops
- Anchoring the monthly workshops
- Facilitating substitution classes in school
- Organizing a [Seva Café](#) for school support staff
- Participating in community service activities like 'Read a Story' and Flood Relief
- Helping with the creation of the 'Kindness Cards' (See Appendix)

1.4 Character Strengths the Program Sought to Cultivate

This program has worked on two premises

- 1) Mindfulness and character strengths are deeply interlinked
- 2) If parents are mindful and start working on their own character strengths it will create a conducive environment for children to imbibe these qualities

So the content of the workshops and camps focused on the four attributes of Mindfulness (Self- awareness, Non-judgement, Deep Listening and Non-reactivity) as well as Character Strengths like Gratitude, Compassion and Generosity.

1.5 Life Cycle

The program was a brand new one. We piloted the program in the first nine months from April 2018 to Dec 2018. Implementation quality and parent satisfaction were examined with the help of a feedback form.

Based on our learnings we finalized the days, timings, choice of resource persons, topics and the structure of the workshops. The program was formally launched in Jan 2019 but we were still in the initiation stage of the program life cycle, in Phase IB.

2. EVALUATION PROCESS

The evaluation plan was guided by the aims of the Greater Good Science Center's parenting initiative that empowered community-based organizations with research-based knowledge and resources to help parents in their child- rearing journey and help them make choices that were for the greater good rather than narrow self-interest.

2.1 The purpose of the evaluation

It was to assess the extent to which participation in the workshops and camps was associated with changes in five key mid-term (MT) outcomes. Since it was a fairly large and complex program, the focus was on only a few specific MT outcomes, which were considered to be the most important, and were related to specific short-term (ST) outcomes. (Please see Appendix for Pathway Model).

The short-term outcomes that were addressed in each and every workshop were:

- Parents will learn from experts about various aspects of mindfulness
- Parents will find the workshops useful and be open to learning
- Parents will experience yoga, meditation, mindfulness practice, pranayam
- Parents will acquire information about useful parenting strategies
- Parents will have a space to meet and know like-minded people where they feel safe to discuss their problems.

The mid-term outcomes of primary interest for this evaluation were:

- Parents will practice yoga, meditation, pranayam or a mindful practice regularly
- Parents will become more mindful
- Parents will be empowered to manage the needs of the child
- Parents will have a mutual support system
- Parents demonstrate compassionate, grateful and generous behaviour

In addition, during the course of the program, and in informal conversations parents were heard talking about changes in parent-school relationships and parent-child relationships, which were long-term outcomes in the MPP program model. So, it was decided to evaluate these two long term outcomes too, which were:

- Parent-child relationships will improve

- Parent-school relationships will improve.

The effect of the Parent Volunteering Activities or the Kindness Challenge were not evaluated separately.

An easy feedback after each workshop, to gauge participant satisfaction, was conducted, but implementation quality was also not evaluated in extensive detail, since prior evaluations had already provided important data in this regard.

This evaluation and the findings will be used to strengthen the program, ensure its sustainability in KGI schools and contribute to the evidence base that will allow us to promote this approach to Parenting Education in schools across Pune and India.

2.2 Evaluation Questions

Q1: To what extent is there a change in participants' self-reports of the type and frequency of self-care practices like yoga/ meditation/ pranayama/ mindfulness practice or any other practice that they do?

Q2: To what extent is there a change in participants' mindfulness at the conclusion of the program as compared to the beginning of the program? Special focus will be on the following attributes of mindfulness:

- Awareness
- Non-judgment
- Mindful listening
- Non reactivity

Q3: To what extent do participants report that they have applied one or more of the parenting strategies that they have learnt during the program? Among those parents reporting adoption, which strategies were most frequently selected for adoption, and which did parents find most useful?

Q4: To what extent do participants report that they have supportive connections with other parents participating in the program?

Q5: To what extent do participants of the program report a change in their compassion and gratitude from the beginning to the end of the program?

EQ 6. To what extent do parents report that they have a more positive relationship with the school, after participating in the program?

EQ 7. To what extent do parents report that they have a more positive relationship with their child/children, after participating in the program?

2.3 Measures (See Appendix for links to feedback form and pre and post-test)

We used two measures to assess the efficacy of our program.

1) A specially designed measure that again used Google Forms was sent by email and over WhatsApp. This was used as a pre-test and post-test. This instrument included an assigned unique identifier code (item 1 in the survey form), to allow for matching of individual pre- and

post-survey responses. The measure also included 4 demographics questions: age, gender, highest educational level completed, and employment status (items 2,3,4,5 in survey form).

2) An easy online feedback survey sent as a Google Form over WhatsApp to assess participant satisfaction after every workshop.

The EQs were addressed through the specially designed test and included the following items:

Pre- and post-test

EQ1: To assess this EQ two questions were developed by MPP to obtain self-reports of type and frequency of mindfulness practices (Survey questions 6 and 7).

EQ2: 14 items from the Five Facet Mindfulness Questionnaire (FFMQ) and the Mindful Attention Awareness Scale (MAAS) were adapted slightly to address specific aspects of Mindfulness (described further below). 6 items were developed by MPP to assess Mindful Listening. All these items used 5-point Likert-scale responses on how frequently the behavior was true for the respondent. The survey questions were on the following constructs:

Acting with Awareness (survey questions 8, 14, 20, 26, 32, reverse scored) (MAAS)

Non- Judgement (survey questions 9, 15, 21, 27 reverse scored) (FFMQ)

Non-reactivity (survey questions 10, 16, 22, 28, 33) (FFMQ)

Mindful listening (survey questions 11, 17, 23, 29, 34, 37) (NEW)

EQ 5 was measured with 7 items selected from a study by Gilbert et al (2016) for Compassion and 5 items on Gratitude selected from a scale prepared by Adler et al (2005).

Compassion (survey questions 12, 18, 24, 30, 35, 38, 39)

Gratitude (survey questions 13, 19, 25, 31, 36)

(Full citations of standardized measures used in References section)

Post-test only

For EQ 3 there were two items, only on the post-test, asking whether parents had applied new parenting strategies learnt during the program and if so, asking what strategy had they applied. The first of these was a Yes/No question, and the second was open-ended. (Survey questions 40, 41)

For EQ 4 we felt that supportive connections would be indicated when parents report that they have other parents they can turn to with questions, or that they feel comfortable sharing their parenting stories and/or have helpful conversations with other parents. So the post-test had three items on a 5 point Likert scale and parents responded on how frequently the behaviour was true for them. (Survey questions 42, 43 and 44)

EQ 6 was measured by using a question that was only a part of the post test. It asked how the parents classified their change in relationship with the school on a 5- point scale ranging from their relationship being much better to much worse. (Survey question 45, with an open-ended opportunity to elaborate in question 46)

EQ 7 was also a post-test only question that measured how the parents classified their change in relationship with the school on a 5- point scale ranging from their relationship being much better to much worse. (Survey question 47, with an open-ended opportunity to elaborate in question 48)

Survey question 49 was an open-ended question that asked them to make any comments about the effects of the program if they wished to.

2.4 Sample

Initially the sample was supposed to comprise of the parents who had attended 80% or more of our sessions (workshops and camps). However, that criterion yielded too small a sample size, so for the data analysis it was decided to use the group of 140 parents who finally filled both the pre- and post-test.

2.5 Design

Test items relating to EQs 1, 2 and 5 were included in the pre- and post-test.

Test items relating to EQs 3, 4, 6 and 7 were included only in the post-test

2.6 Data Management

The pre-test was conducted as an online test in the computer lab of the school. Parents came in on an assigned day and time and filled it then and there.

The post-test was however conducted slightly differently, on the specific request of parents. The link to the Google Form was sent by email and WhatsApp, accompanied by a set of instructions, so that it could be filled in at a time and place of their choice.

Since it was in the form of a Google Form, the data was automatically collated into a Google sheet that was then saved in Excel format and as a hard copy.

2.7 Analysis

EQ1 data was analysed to find out...

- Types of practices used by parents and its change over time (from pre to post-test)
- Whether there was an increase in the number of practices they used
- Whether there was a change in the frequency of use of self -care practices
- If there was a difference in the change in self-care practices between high- and low-attendance participants

In their responses to survey question 6, parents checked boxes to indicate which (if any) among 4 specific self-care practices, or “other”, they engaged in. To assess change, the number of practices they checked in the post-survey (including “other”) was compared to the number they checked in the pre.

In their responses to survey question 7, parents selected among 7 response options for frequency of practice. These potential responses were scored 1 to 7, with 1 being the lowest (less than once a month) and 7 the highest (more than once a day). To assess change in frequency, parents’ response score in the post was compared to their response score in the pre. To compare the differences for high- and low-attendance parents, this latter calculation was compared for two sub-samples: those who had attended 50% or more of the workshops, and those who had attended less than 50% of the workshops.

EQ 2 data was analysed by calculating the average of each individual's responses within each of the sub-sets of survey items related to the four constructs of interest—awareness, non-judgement, non-reactivity, and mindful listening was calculated. Changes in these averages for each construct were assessed for significance using a t-test.

From EQ3 data, the percentage of parents who used new parenting strategies was calculated first. The survey question of whether they had applied new parenting strategies had a yes/no response option. So, the percentages of respondents who answered yes was calculated. If they answered in the affirmative, they were taken to an optional section where they could elaborate about the strategies they used. To assess the pattern of what kinds of strategies they had adopted, their open-ended answers were analysed by categorizing them into five groups based on how their responses related to Character Strengths or Mindfulness. These categories that were developed from their responses were...1) Used a specific Character Strength related strategy 2) Used Character Strength vocabulary 3) Reported becoming Mindful 4) Used Mindfulness vocabulary 5) Used a general parenting strategy. There was also a comparative study of the two groups (those who attended less than 50% of the workshops and those who attended 50% or more) in their use of parenting strategies.

In the data for EQ4, parents reported on a five-point scale the extent to which they felt they could turn to other parents with questions, felt comfortable sharing their own parenting stories with other parents, and were able to have helpful conversations with them. Higher response scores indicated stronger ratings of their relationships with other parents. The first step taken in analysing this data was to calculate the consolidated average score for these three different items on their relationship with other parents. Next, a set of 3 pie charts were made (one for each question asked) to show the distribution of parent responses: that is, the percentage of parents who responded to the five point scale from 'Not at all true for me' to 'Very true for me.'

EQ5 data was analysed to compare pre-test and post-test average scores for the sub-sets of survey questions on compassion and gratitude to help us understand the extent to which participation in the MPP program was associated with changes in these outcomes. We also delved deeper and compared the responses for the groups that attended less than 50% of the workshops and those that attended 50% or more.

EQ 6 data showed us the extent to which parents reported change in their relationship to the school. The average score on a 1 to 5 scale was calculated for all participants. Then a pie chart was used to graphically represent the percentage of parents who said that the relationship was much better, slightly better, no change, slightly worse or much worse.

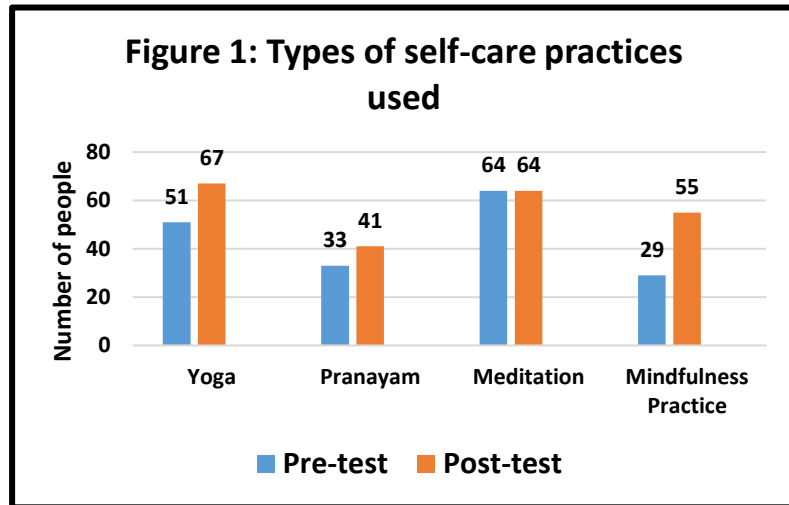
EQ 7 data was analysed to understand the extent to which parents reported a change in their relationship with their child/children. Again the average score on a 5 point scale was calculated and then a pie chart graphically represented the percentage of parents who reported that their relationship was much better, slightly better, no change, slightly worse or much worse.

In addition to the EQ-related analysis, the Feedback form that was filled by parents after each workshop, to gauge participant satisfaction was also analysed. Answers to each item on the feedback form ranged on a 5 point scale from Strongly Agree to Strongly Disagree. So, a simple percentage was calculated for each item to understand the level of satisfaction amongst parents.

3. EVALUATION FINDINGS

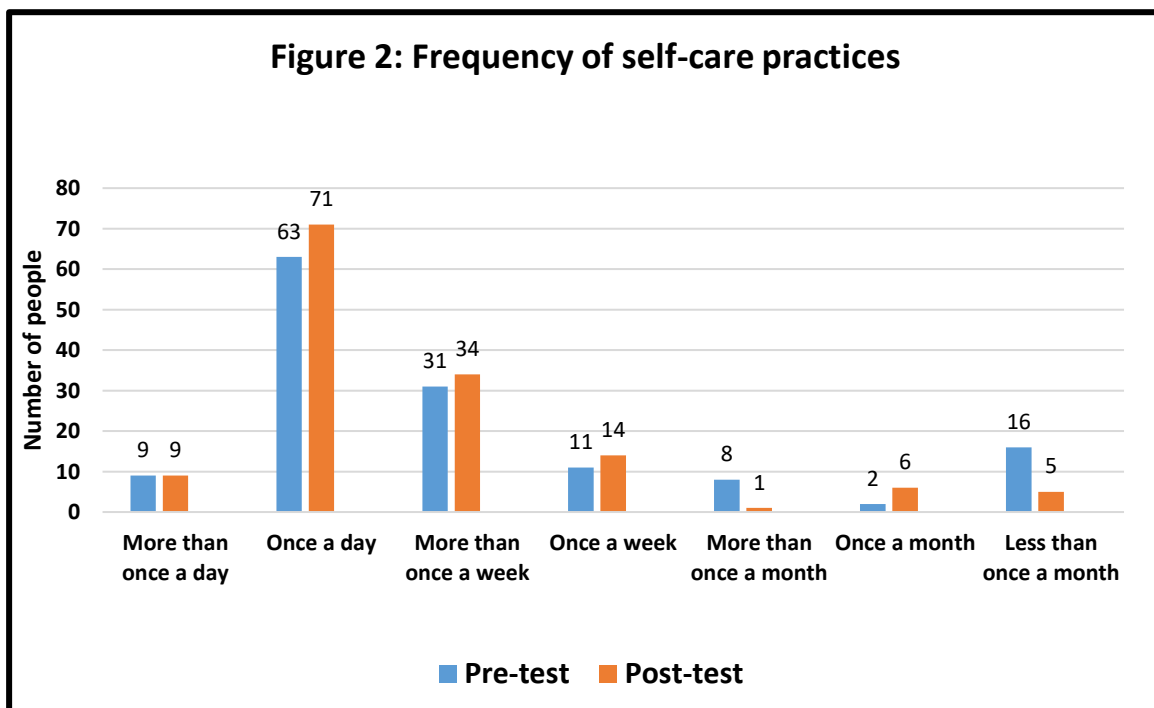
Self-Care Practices (EQ 1)

One of the goals of the program was to increase participants' self-care practices. Accordingly, EQ1 sought to understand the change in the frequency and types of self-care practices used by parents. The results showed increased use of the practices taught in the program especially Yoga and Mindfulness. (Figure 1).



Overall, it was also found that there was a statistically significant increase in number of self-care practices used by parents over time.

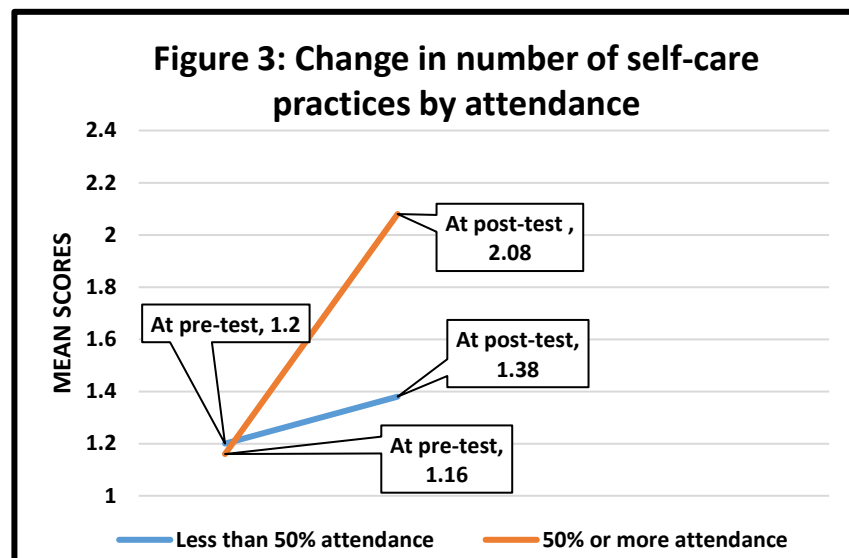
There was also a statistically significant increase in frequency of self-care practices used over the course of the program (Figure 2).



To explore the relationship between program participation and change in number of self-care practices further, we divided the sample of respondents into two groups: those who attended 50% or more of the workshops, and those who had attended less than 50% of the workshops. The

analysis showed that the increase for the high attendance group was higher than the low attendance group, and that the difference between the two was statistically significant.

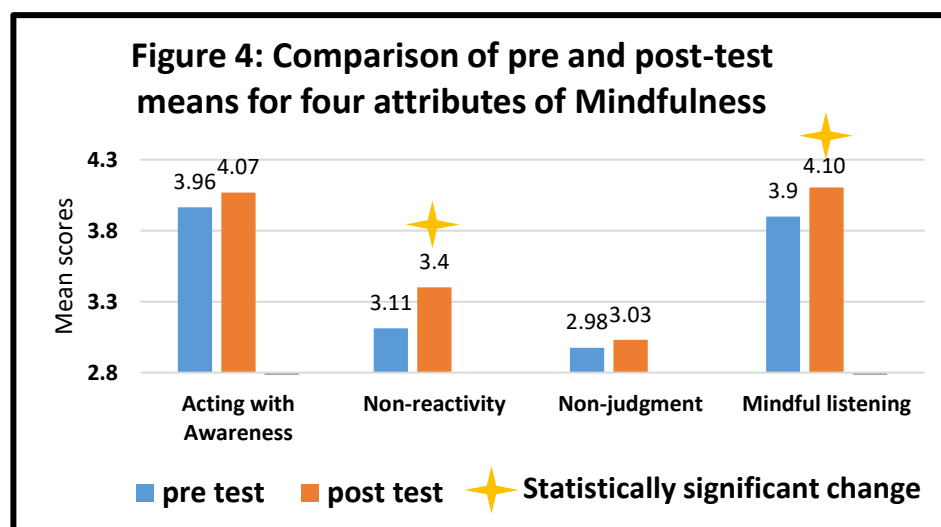
Those who attended 5 or more workshops adopted significantly more number of self-care practices than those with lower attendance. (Figure 3)



Mindfulness Behavior (EQ2)

EQ 2 explored parents' self-reports of their behavior, focusing on four key attributes of mindfulness. As can be seen in Figure 4, parents reported **a significant increase in practices of Non-reactivity** ($p < .01$) over

time. **In Mindful Listening too, they reported a statistically significant change** ($p < .01$) over the course of the program. There was a marginally significant increase in Acting with Awareness, ($p = .077$) and no statistically significant change in their practice of Non-judgment. ($p = .358$)



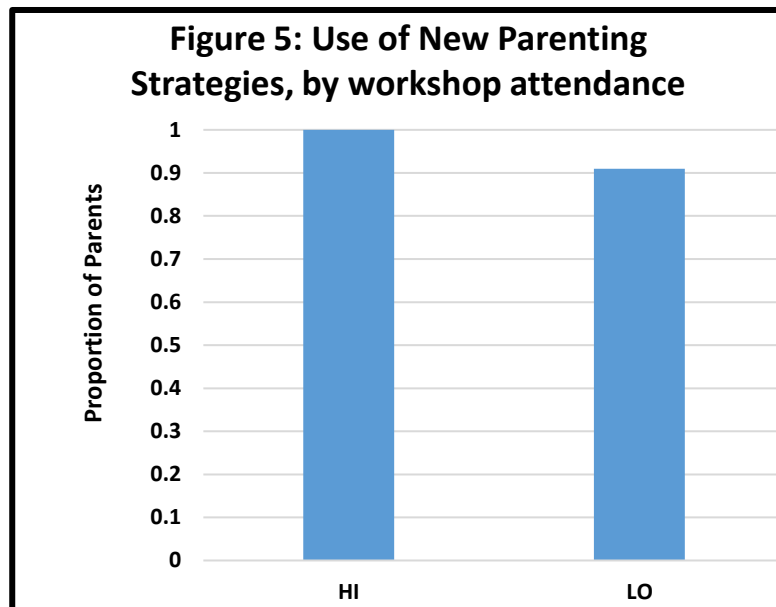
Use of New Parenting Strategies (EQ3)

91% of parents reported using new parenting strategies. Some elaborated on the kinds of strategies they used. Of those who did elaborate:

- 10% used a specific strategy related to a Character Strength like a gratitude practice or Mayurma (sending positive energy for the well-being of the universe)
- 20% used Character Strength vocabulary
- 35% reported becoming mindful by listening more deeply or becoming less reactive
- 11% used mindfulness vocabulary
- 24% described a general strategy such as spending more time with the child, being more friendly or involving them in simple chores

On delving deeper into the data an interesting and unexpected finding emerged. In a comparative study of the two groups (HI and LO) in their use of parenting strategies, **all of the parents who attended more than 5 out of 10 workshops (HI) reported that they had applied new parenting strategies that they learned during the program.** For the low group (LO) this percentage was somewhat lower, at 91%.

The difference between the two groups was statistically significant ($p=.038$) (See Figure 5)



Connections to Other Parents in the Program (EQ 4)

Program designers felt that an important ingredient in program success was likely to be whether parents developed supportive connections with other parents participating in the program. Accordingly, EQ4 explored whether this was true, using three items in the post survey. The three items included statements that respondents rated on a 5-point scale from 'Not at all true for me' to 'Very true for me'. The consolidated average score was 3.88.

The pattern of responses for each of the items is shown below. In all cases, more than 90% of parents reported that the item was at least "somewhat true for me" and a substantial majority of parents said it was "true" or "very true" for me. Overall, **parents reported supportive connections with other parents in the program.** Figures 6, 7 and 8 show details of the responses to each of the test items.

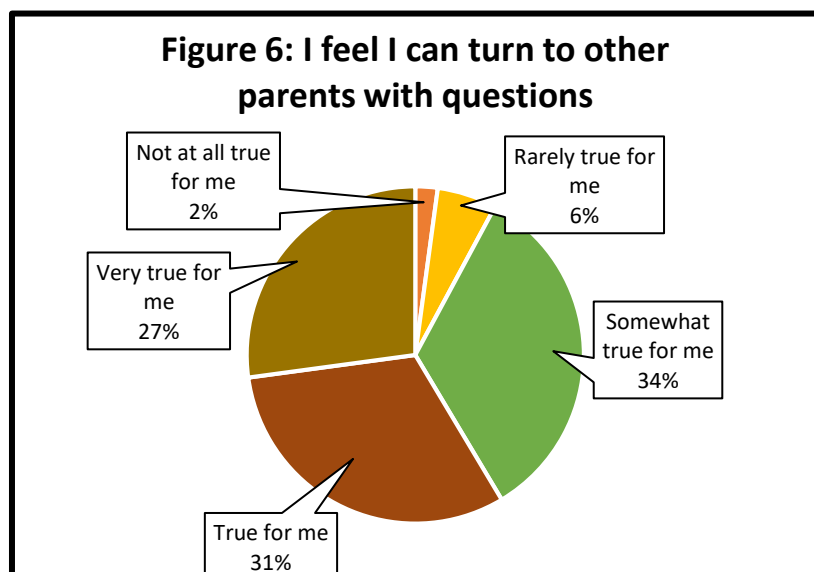


Figure 7: I have helpful conversations with other parents

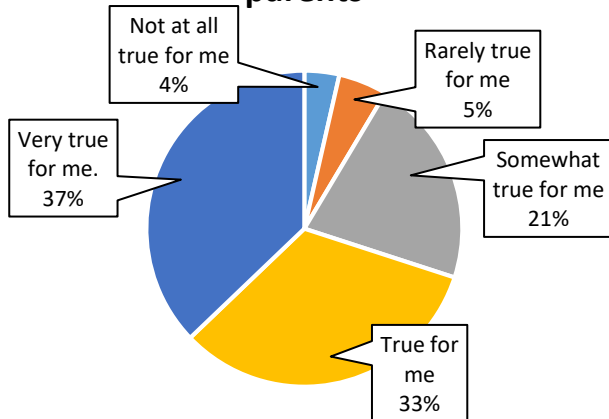
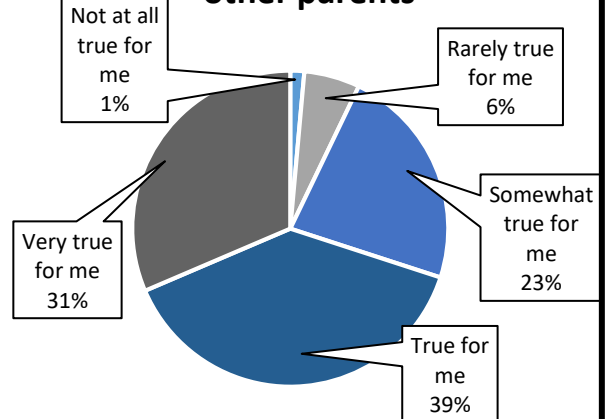


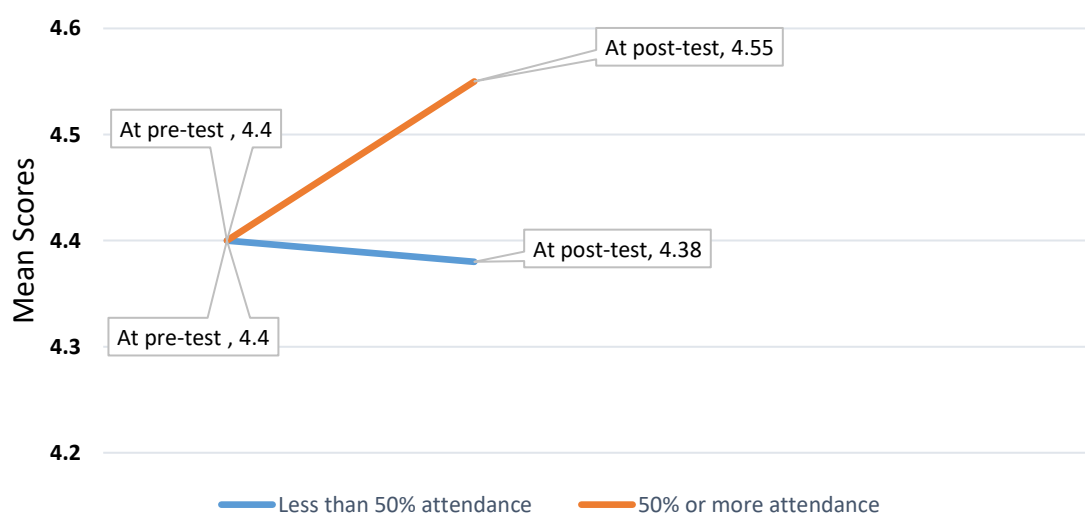
Figure 8: I feel comfortable sharing parenting stories with other parents



Compassion and Gratitude (EQ5)

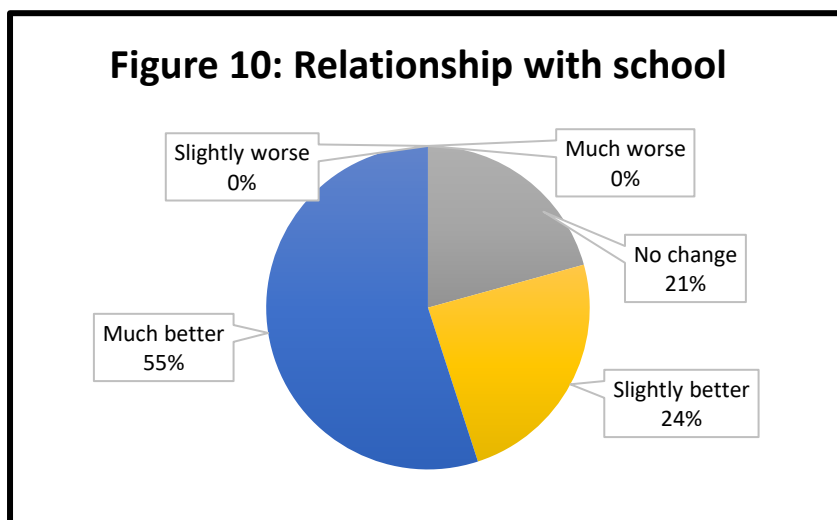
EQ 5 tried to explore the extent to which parents reported a change in their levels of self-compassion, compassion towards family and a sense of gratitude, at the end of the program. A comparative study of the mean scores of pre and post-test on all three aspects showed **no statistically significant change over time** (pre and post-test) by participants, in their practice of self-compassion or family compassion. There was also no statistically significant change over time in their practice of gratitude. However, on delving deeper into the data and comparing the groups that attended less than 5 workshops with those who had attended 5 or more there was **a marginally significant difference in change in gratitude compared to those who attended less than 5 workshops** ($p = .096$). Figure 9

Figure 9- Change in gratitude over time by workshop attendance



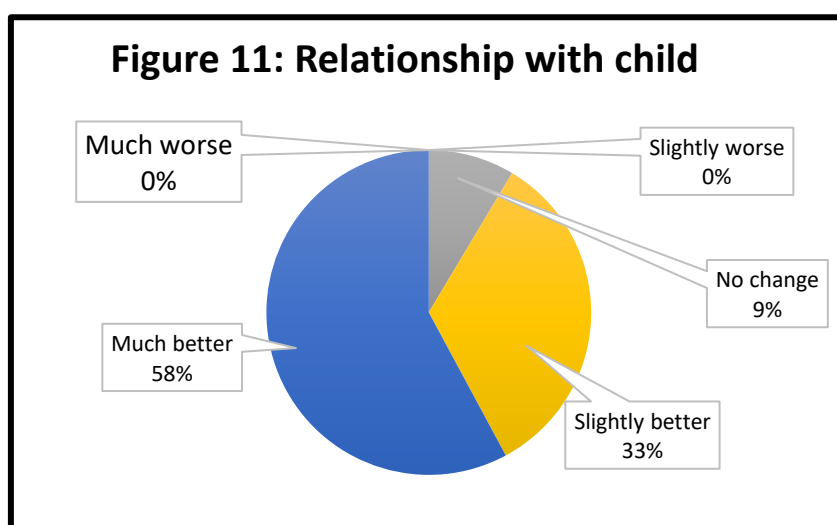
Relationship with the School (EQ 6)

Overall, 79% parents reported a **positive change in their relationship with the school**. On a scale of 1 to 5 the average score was 4.34. No parent reported that the relationship had worsened. 77(55%) reported that it was “much better”, 34(24%) said that it was “slightly better”, and 29(21%) reported no change. (Figure 10)



Relationship with their Child/Children (EQ 7)

Overall, 91% parents reported **better relationships with their child** at the post-test. On a scale of 1 to 5 the average score for 140 participants was 4.49. No one reported that the relationship had worsened. 12 (9%) said it had not changed, 47 (33%) said it was “slightly better” and 81 (58%) reported that it was “much better”. (Figure 11)

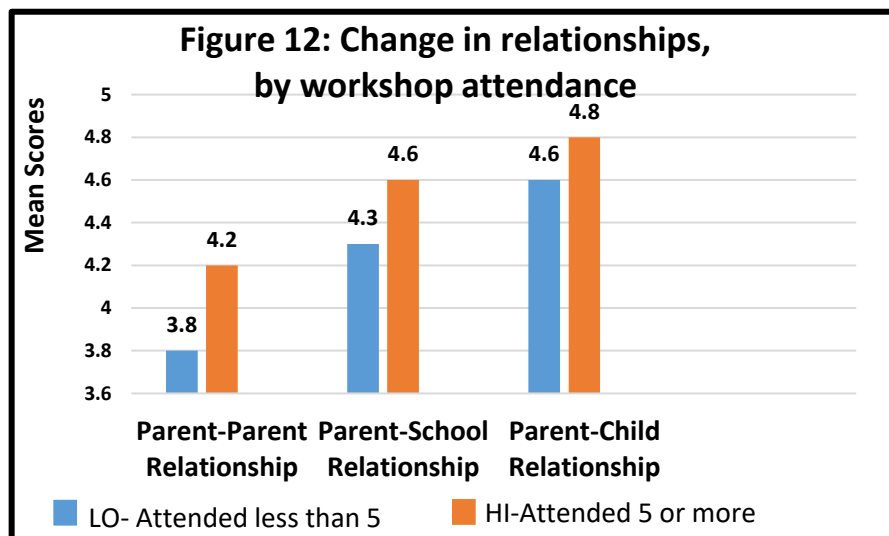


On further analysis of the optional open-ended question where they were asked to elaborate on their relationship 54 did elaborate. Of these, 35 parents said that there was a change in approach, 11 reported an actual change in relationship and 6 made other comments.

Comparative Study of Change in Relationships by Workshop Attendance

An interesting finding emerged on further analysis of the data on change in all relationships. A comparison between the groups that attended less than 5 workshops (LO) and those who attended 5 or more workshops (HI) showed that the parents who had attended more than 5 workshops reported statistically significant changes ($p=.006$) in their relationships with other

parents, with the school ($p=.024$) and with their own children ($p=.017$) as compared to those who had attended fewer workshops (Figure 12). The most significant change was in parent-parent relationship.



General Comments in the Last Open-Ended Question

The last open ended question asked for general comments about the program. Since it was an optional question, not all responded to it but from amongst those who did (62 responded) 50 (82%) had positive comments to make, 4 made a neutral or unrelated comment, 1 had a slightly negative comment to make and 11 of them made some suggestions.

Suggestions included...

- more parents should be told to attend
- should include the elders in the family since many are in a joint family system
- should be for parents and children together
- timing should change to the afternoon
- content should be simplified
- content of workshop should be shared online to benefit those who could not attend
- there should be more such programs

Findings from the post workshop feedback form

The feedback form was administered immediately after every workshop and a total of 603 responses were registered across 10 workshops.

The findings were as follows:

93.9% found the workshop enjoyable

95.2% said it was informative

91.5% enjoyed interacting with other parents

95.4% said that the resource person responded to their questions satisfactorily and appropriately

91.2% would like to attend another workshop by the same resource person

94.4% said that they had learnt strategies for their personal growth
91.2% had learnt strategies that they could use with their children
96.5% would recommend the workshop to others

4. EVALUATION FINDINGS DISCUSSION

4.1 Interpretations

This program is still in its early stages, having been piloted and now fully implemented just once. Considering its early lifecycle stage, the results are very encouraging as they indicate that the program has been well-received by parents, and that a number of the key mid-term objectives (of improving parents' self-care, shifting their parenting practices in positive directions, improving parent interaction and beginning to increase their mindfulness practices) are evident in the results.

In addition, the data also indicates that some outcomes that were only expected to arise in the longer term are already being indicated in the data (improved relationships with child and with school).

Moreover, there is indication that some of the positive results appear to be related to how much of the program the parents participated in: as in the case of practicing mindful listening, non-reactivity and gratitude. All showed a statistically significant difference amongst those who attended 50% or more number of the workshops and those who attended less.

Of all the four attributes of mindfulness there was no significant change in being non-judgmental. It is worth considering the possibility that being non-judgmental is more difficult than listening mindfully, becoming less reactive or acting with awareness

Improved parent-child relationship may be attributed to their listening more and reacting less as has been indicated in the results related to mindfulness.

Based on our observations during the program, our experience with parents and their one to one feedback it is considered that improved parent- parent relationship may be attributed to the time that was devoted to sharing circles during the workshops when they had the opportunity to share their experiences and listen to others' experiences. It may also be due to the excellent bonding that took place during the camp as per the reports of parents. This was shared by many parents repeatedly, over a period of time.

The many volunteering activities that were organized by the schools may have largely contributed to improvement in parent-school relationship since parents could interact closely with the school staff and also with one another.

The somewhat weak results for character strengths outcomes need to be viewed in the light of two considerations:

- The MPP hypothesis that changes in mindfulness will lead to changes in character strengths: So, it may be that it takes more time and more practice for improved character strengths to develop and become measurable. However, data also showed a statistically significant difference in gratitude for the group that attended more workshops. This is an encouraging finding and may indicate that gratitude is easier to practice than compassion
- This was just the first full implementation of the MPP program, and the program is still being refined and strengthened so it may be that future results will be stronger.

Some other general reasons for the encouraging results could be attributed to the choice of resource persons and the topics, the safe space provided to parents to discuss their parenting issues, the bonding during the summer camp and the open communication channels with the core team.

4.2 Conclusions

A Parenting Education program is a must in schools and should be a part and parcel of school offerings.

Relationship with school and children were long term outcomes in the original Pathway Model but seem to be more like Mid-term outcomes that can be achieved in a much shorter time period.

The attitude and value systems of the core team and the camaraderie shared with the parents added to their satisfaction with the program. This was often mentioned by parents too.

Parents were very happy with the program and they understood its value. They requested us to continue with it and even start it at one additional venue. Parents have now taken over the mantle of conducting the workshops voluntarily. This ensures the sustainability of the program.

It is already being replicated in one new school outside of KGI and this was one of our major goals too. It seems to suggest that replicability may be easy.

Being free and voluntary made it easier for parents to attend the workshops and hence should be continued as such.

4.3 Lessons learned

- The choice of resource persons and topics for the workshop were appropriate and could be repeated in the long term.
- The structure of the workshop provided a safe space and ensured interaction amongst parents.
- Parents learnt many strategies for self-growth and parenting strategies that were easy to use.
- Contact over WhatsApp improved communication with parents. It gave the core group an opportunity to share all the scientific evidence supporting mindfulness and character strengths, besides being a forum to pass information of the workshops, camps and volunteering activities. Since the core group and the parents were all on the same WhatsApp group it provided an opportunity to parents to interact directly with even the management representative, who was part of the core group.
- Use of Google Forms for surveys simplified registration for workshops, sending out feedback forms and conduct of pre and post-tests. There were some initial doubts about the use of the online platform since it hadn't been used earlier but these were quickly dispelled, and we could continue to use them throughout the year to our advantage.
- The summer camp was a highlight of the program. This was concluded from the exceptional feedback received through the feedback form and from personal conversations. The average score on the question about overall experience was 4.8 on a 5-point scale. There were also numerous comments about how the experience was an eye-opener, well managed, well designed and combined with lots of learning, fun and bonding time with other parents. This activity should be made a yearly feature.

- Resource persons suggested we have a series of at least 3 workshops by the same person instead of stand-alone workshops. This will need to be experimented with.
- Despite the many achievements of this program, increasing attendance in the workshops remained the biggest challenge and new strategies had to be used every time.
- We will introduce character strengths and mindfulness and its relevance to parenting during annual parents' orientation meetings which happen at the beginning of every academic session

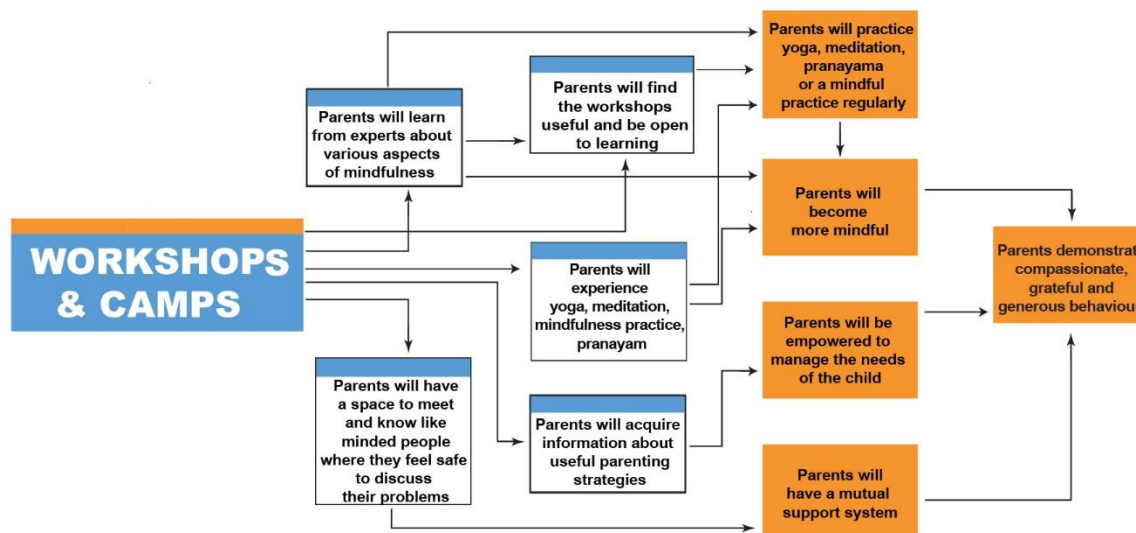
4.4 Utilization of Findings

The findings will be used to:

- Strengthen the existing program
- Motivate others to adopt the program in their schools
- Share with policy makers to push Parenting Education as an integral part of school offerings
- Make recommendations to other schools

5. APPENDIX

5.1 Excerpt from MPP Pathway Model, showing Scope of Evaluation:



5.2 Timeline

- June 2018 to Dec 2018- Trial workshops and creation of Evaluation Plan
- 6th Dec 2018- MPP Survey was pilot-tested
- 7th to 15th Jan 2019- pre-test data collected
- 19th Jan 2019- First workshop
- 3rd, 4th and 5th May 2019- 1st Camp
- 10th Nov 2019- Last workshop
- 8th Dec 2019- 2nd Camp
- 9th Dec 2019 to 12th Jan 2020- Post- test data collected
- Jan 15th to Feb 15th 2020 –Analysis of data
- Feb- March 2020- Writing and submission of final report

5.3 Measures

Feedback Form-

<https://drive.google.com/open?id=1qHOeXrA79EnDezaNqKllyOAXrAQJqVaH>

Pre-test-

https://drive.google.com/file/d/1v1VOyAfpxxxdjFigQSk_U7Q_ZL3iTGrP/view?usp=sharing

Post-test-

https://drive.google.com/file/d/1_f3a9aMCIJaDyMtjh6mPPvYxXtTXEbdS/view?usp=sharing

5.4 Some additional material created during the program-

Handbook	The MPP Story and other videos
 <p>One Step at a Time A Handbook for Raising Happy and Compassionate Children</p> <p>https://mindfulparentingindia.com/a-parenting-handbook/</p>	<p>https://www.youtube.com/channel/UCGaZzPXNLU6L4bOlnuJx6sq</p>
Kindness Cards	Mindful Conversation Cards
	

6. REFERENCES

Connection between Mindfulness and Character Strengths

Pang, D., & Ruch, W. (2019). Fusing character strengths and mindfulness interventions: Benefits for job satisfaction and performance. *Journal of Occupational Health Psychology*, 24(1), 150–162. <https://doi.org/10.1037/ocp0000144>

Pang, D., Ruch, W. The Mutual Support Model of Mindfulness and Character Strengths. *Mindfulness* 10, 1545–1559 (2019). <https://doi.org/10.1007/s12671-019-01103-z>

Lombas, A. S., Jiménez, T. I., Arguís-Rey, R., Hernández-Paniello, S., Valdivia-Salas, S., & Martín-Albo, J. (2019). Impact of the happy classrooms programme on psychological well-being, school aggression, and classroom climate. *Mindfulness*. Advance online publication. <http://dx.doi.org/10.1007/s12671-019-01132-8>

Duan, W. (2016). Mediation role of individual strengths in dispositional mindfulness and mental health. *Personality and Individual Differences*, 99, 7–10.

Niemiec, R.M. (2013). *Mindfulness and Character Strengths: a practical guide to flourishing*. Cincinnati, Ohio: Hogrefe

Mindfulness and Parenting

Duncan et al. (2009). A Model of Mindful Parenting: Implications for Parent–Child Relationships and Prevention Research. *Clin Child Fam Psychol Rev* 12:255–270
DOI 10.1007/s10567-009-0046-3

Altmaier, E. and Maloney, R. (2007), An initial evaluation of a mindful parenting program. *J. Clin. Psychol.*, 63: 1231-1238. doi:[10.1002/jclp.20395](https://doi.org/10.1002/jclp.20395)

Effects of Circle Time/Sharing Circles

Mehl-Madrona, L., & Mainguy, B. (2014). Introducing healing circles and talking circles into primary care. *The Permanente journal*, 18(2), 4–9. <https://doi.org/10.7812/TPP/13-104>

Jackie Lown (2002) Circle Time: The perceptions of teachers and pupils, *Educational Psychology in Practice*, 18:2, 93-102, DOI: [10.1080/02667360220144539](https://doi.org/10.1080/02667360220144539)

Schumacher, A. (2014). Talking Circles for Adolescent Girls in an Urban High School: A Restorative Practices Program for Building Friendships and Developing Emotional Literacy Skills. *SAGE Open*. <https://doi.org/10.1177/2158244014554204>

David Miller & Teresa Moran (2007) Theory and practice in self-esteem enhancement: Circle-Time and efficacy-based approaches—a controlled evaluation, *Teachers and Teaching*, 13:6, 601-615, DOI: [10.1080/13540600701683549](https://doi.org/10.1080/13540600701683549)

Value of Volunteering:

Binder, M. Freytad, A.. (2013). Volunteering, subjective well-being and public policy. *Journal of Economic Psychology*. Volume 34, February 2013, Pages 97-119
<https://doi.org/10.1016/j.joep.2012.11.008>

Meier, S. and Stutzer, A. (2008), Is Volunteering Rewarding in Itself?. *Economica*, 75: 39-59. doi:[10.1111/j.1468-0335.2007.00597.x](https://doi.org/10.1111/j.1468-0335.2007.00597.x)

Binder, M. (2015) Volunteering and life satisfaction: a closer look at the hypothesis that volunteering more strongly benefits the unhappy, *Applied Economics Letters*, 22:11, 874-885, DOI: [10.1080/13504851.2014.985364](https://doi.org/10.1080/13504851.2014.985364)

Other:

Tough, P. (2016). To help kids thrive, coach their parents. *The New York Times*. Retrieved from <http://www.nytimes.com>.

References used to develop the measure for pre- and post-test:

Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment*, 13(1), 27-45.
(Five Facet Mindfulness Questionnaire (FFMQ))

Brown, K.W., & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822–848.
(Mindful Attention Awareness Scale (MAAS))

Adler, M. G., & Fagley, N. S. (2005). "Appreciation: Individual Differences in Finding Value and Meaning as a Unique Predictor of Subjective Well-Being." *Journal of Personality*, 73 (1), 79-114

Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, 2, 223–250. doi:10.1080/ 15298860309027

Gilbert, P., Catarino, F., Duarte, C., Matos, M., Kolts, R., Stubbs, J., ... Pinto Gouveia, J. (2016). Three orientations of compassion, the development of self-report measures and their link to depression. Manuscript submitted for publication.

Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 85

7. ACKNOWLEDGEMENTS

We gratefully acknowledge Greater Good Science Center and the John Templeton Foundation for inspiring us to initiate this pioneering project, The Mindful Parenting Program (MPP).

Our special gratitude to Maryam Abdullah, Ph.D., Parenting Program Director, GGSC, for all the help extended to us right from the inception of the program, till date. She exemplifies all that GGSC stands for. Her patience and compassion have made this journey joyful and rich with learning.

Monica Hargraves, Ph.D., our Evaluation Advisor, also deserves our deepest gratitude for her excellent guidance, through the entire evaluation process. Her attention to detail and readiness to help at all times made her contribution to our program exceptional and beyond compare. She too has won our hearts with her patience, compassion and diligence.

We are also deeply grateful to our Content Advisor, Robert Roeser, Ph.D. His help in structuring our program and sharing scientific insights was invaluable and we acknowledge with deep gratitude that he went out of his way to offer help with the analysis when we were in a quandary about it.

Besides those with whom we were in touch with constantly, there were many others who have contributed silently towards making this an experience par excellence. We learnt a lot from Jane Buckley, Ph.D. during the first convening and subsequent webinars. Anna and Amanda were also there to help with administrative details, so our deepest gratitude to each and every one who was involved in this project and helped us every step of the way.

Report Developed by:



**Mrs. Jyoti Kumta, Project Coordinator,
Mindful Parenting Program, India**

Report Approved by:



**Mrs. Malati S. Kalmadi,
Project Director
Mindful Parenting Program, India &
Hon. Secretary, Kannada Sangha's Kaveri
Group of Institutes
Pune, India**